

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**PROBLEMS ON THE IMPLEMENTATION OF GEOGRAPHY  
SYLLABUS IN SECONDARY SCHOOLS: THE CASE OF  
BEKOJI SECONDARY SCHOOL**

**BY: AYALEW HASSEN**



**JUNE, 2006**

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CURRICULUM IN SECONDARY SCHOOLS: THE CASE OF  
BEKOJI SECONDARY SCHOOL**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES FOR  
THE PARTIAL FULFILLMENT OF THE REQUIREMENTS OF DEGREE OF  
MASTERS OF ART IN CURRICULUM AND INSTRUCTION**

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**School of Graduate Studies**

**College of Education**

**Problems on the Implementation of Geography Syllabus in  
Secondary Schools: The Case of Bekoji Secondary School**

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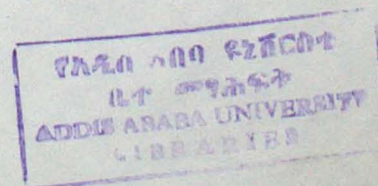
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## **Abbreviations**

<b>T. G. E -</b>	Transitional Government of Ethiopia
<b>UNESCO-</b>	United Nations Educational, Scientific and Cultural Organization
<b>MOE –</b>	Ministry of Education
<b>I.e.-</b>	That is
<b>ALME -</b>	Amount of Invested Mental Effort.
<b>GIS/RS-</b>	Geographical Information System and Remote Sensing
<b>IT-</b>	Information Technology

## ABSTRACT

*The purpose of this study was to identify or find out problems of implementing geography syllabus in secondary school in Bekoji senior secondary school. Attempts were also made to screen some factors that negatively affect geography instruction.*

*The study used a qualitative case study design to understand the problem. The main data collection instruments were open observations, structured and semi-structured interviews, document analysis and informal talks.*

*Generally, the data for this study was collected from 14 informants among these 8 students from grade 9-12, four male and 4 female those are high achievers, 3 geography teachers those have better performance, one department head, one school vice director and one librarian.*

*The findings indicated that the curriculum is feasible and up-to-date in content. But the contents and the time allotment to cover the contents do not coincided each other. Thus, it is impossible to cover the contents with in a given academic time. Moreover, teachers fail to use different teaching methods while they present their lesson. Thus, almost all teachers frequently used lecture method. Hence fieldwork is totally ignored from method of instruction. The results of the study also showed that teachers fail to ask questions frequently. But rarely ask questions during explanation which encourage rote memory for correct responses and questions those encourage critical thinking were ignored. Moreover the study depicted that lack of professionals and material resources are serious problems of the school. In addition to this the study proved that, large class size, lack of reference books, lack of school facilities, lack of guidance and counseling service are considerable constraints of instructional activities. The study again displayed that ways of assessment and negative (low) interest and attitude of teachers towards the teaching profession were considered as major obstacles of geography instruction.*

*Finally, based on these findings and conclusions, related recommendations regarding the improvement of professional manpower and the provision of the necessary instructional materials were forwarded.*

# 1. INTRODUCTION

## 1.1. Background

Education is the base for the development of economic, political, and social life of a given nation. Such development can be achieved only when education is carried out effectively.

At present, scholars agree that, school management, human resources, material and financial resources, teaching methodologies, guidance and counseling service, parents tendency for education and discipline are basic criterion for effective instructional activities.

As Newby et-al (1996:24-25) explained on this issue, materials are decisive for effective and permanent learning. Moreover, they can promote motivation interest and participation of students.

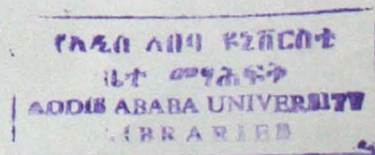
Material resources have multiple importances in accommodating useful information and cultivating the mind of students in creative and practice oriented way. Hence, in order to achieve the intended educational objectives, both the availability and efficient utilization of resources should be taken into consideration.

When there is process of allocation of resources, due attention should be given on selecting, organizing, distributing, controlling and evaluation process to minimize wastage. So, careful identification of resources and organization based on usage of maximum educational results are essential.

Education and Training policy of T.G.E. (1994:98) states:

*In order to promote the quality, relevance, and expansion of education due attention will be given to supply, distribution and utilization of educational materials, educational technologies and facilities.*

According to Ayalew (1992:7), materials resources and facilities used in an institutional system are:



- Classrooms, laboratories, workshops, libraries, etc
- Furniture, such as desks, tables, chalk boards etc
- Teaching and learning materials, which act as a source and/or channel from which a learner draws knowledge and acquire skill and attitudes. These may include books, manuals, programmed instructions; educational media like radio, television sets, overhead projectors, other audio visual aids etc.
- Raw materials consisting of organic and in-organic materials such as chemicals specimen of plants and animals etc.

Supporting the above concept, Dall, (1956:123) expressed that; the quality of education and the effectiveness of instruction given in the classroom are determined by using varied methods and efficient utilization of resources.

It is possible that, learning can take place with the help of teachers without the use of materials. This would however, mean limited experience to trainees. The trainees can also learn from materials with limited help from teachers (Rechard 1986).

To strengthen the above concept, Walford. R. (1991:17) pointed out:

*The talk and chalk method of teaching curriculum object where the teacher talks and the students listen is gradually being changed to learning by doing and discovery methods. In these methods, the teacher creates opportunities for the students to find out knowledge for themselves through different activities.*

From this point of view, we can understand that teachers are highly responsible for applying varied teaching methods and effective utilization of educational resources so as to achieve the intended educational objectives.

In addition to resource and methodologies, discipline and school management are significant factors in the teaching-learning process in any educational institutions.

Discipline is an essential quality of members participated or organized around certain common goals or objectives. In the school context discipline is crucial and participants like students and teachers must adjust to the culture of the school. School youngsters have to and act in line with the expected degree of conformity. (Davis, 198:38).

On the other hand, attitudes and interests of teachers have considerable impact on education.

Attitude towards education course and teaching has been one of the serious challenges to the profession of teaching in the country. For years, making an acceptable balance between subject area courses and educational courses has been a subject of debate. For instance, some extreme opinions claim little or no need for education courses. Knowledge of the subject matters is considered as a sole determinate factor for effective teaching. (Williams, 1979: 41).

For many teachers; teaching means, in the main the act of the teacher; and the main requirement for teaching is knowledge of the subject matter. Considering teaching as merely as a matter of knowledge of the content is fallacious, such understanding excludes the central person, a student who is in reality the main actor, unless teachers understand and appreciate this, it would be at least difficult to make the teaching-learning process and to encourage the deep approach to learning. (Daniel Desta, 2004:25).

Geography is a broad and complex science, students also identified as it borrows information from both natural and human sciences. As a result, it is related to the operations of physical, economic and social laws. Therefore, geographic teaching-learning activity needs prior preparation, instructional materials; appropriate teaching methods, available time, learners' active participation and motivation. (Social Science Curriculum Development panel, 2002:19).

UNESCO (1965:10) has explained that, unlike other sciences or disciplines whose objective are clearly defined and universally agreed upon, geography is the subject of a multitude of widely differing definitions, concepts and aims profoundly influenced by the personalities and temperaments of individual geographers. It is easier to define a geographer, or the geographical spirit than to define geography itself, which is a task many geographers will not even attempt.

The Education and Training policy document (MOE, 1994:2-3) has listed the following educational problems in Ethiopia.

*Absence of interrelated contents, and mode of presentation that can develop students knowledge, cognitive abilities and behavioral change by level to adequately enrich problem solving ability and attitude are some of the major problems of our education system. Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education characterize the Ethiopian education.*

Stone, (1992:16) has explained that, unfortunately, to many people the word 'teach' is virtually synonymous with 'tell' and difficult and complex business of teaching for learning is thereby rendered unproblematic and miss-leadingly straight forward. Knowing one's subject assumes an un warranted pre-eminence in some discourses about education, which the teacher has to deliver by telling. This reductive view of teaching as telling marginalizes other important aspects of the subtle and complex interaction between teaching and learning. It does not mean that subject knowledge is not important-just that it is but one of a number of important aspect of teacher capability.

Elliott (1989:242) again describes a view of teaching in which the purpose is that of enabling young people to take responsibility for their own learning. This is in contrast to a formal, input, output view of teaching where desired outcomes are identified, and the most efficient way of yielding those out comes is applied.

The latter view is well and good where recall of memorized information required, or when algorithmic problem solving (the application of learned rules to the solution of a problem) is needed. But when the aim of teaching is for "children to develop inquiring minds" or "learn with understanding" the teacher is not in a position to input such qualities. Rather, the role of the teacher is to create the conditions for learning.

"When teachers enable children to develop inquiring minds, to learn with understanding, they are not producing certain qualities of mind in children, but establishing conditions which provide children with opportunities for developing such qualities. The enabling conditions may obtain even when children fail to realize these qualities in their learning, people can fail to do what others have enabled them to do. One must therefore, distinguish teaching which exerts causal influence on learning, and teaching which exerts an enabling influence on learning."

Supporting the above message, Trad, in (Lambert and Balder Stone 2000:121) quoted as:

*"You can lead a horse to water  
But you can't make it drink,  
You can send a kid to college  
But you can't make him think."*

"Active learning is one approach of teaching geography. It refers to any activities where pupils are given a marked degree of autonomy and control over the organization, conduct and direction of learning activity." However, active learning is somewhat ill defined, and is used to refer to many different approaches to teaching and learning. It is probably safe to say that doing, as opposed to sitting and listening, lies at the heart of active learning, though it is important to remember that there are many types of doing, not all which involve getting into groups, getting out of one's place or making a noise and/or mess (Kyriacou, 1991:25).

In planning and supporting learning in geography, the teachers are working with a complex interplay of three specific types of knowledge. Namely::

- Knowledge about learners: i. e. the specific students with whom the teacher is working, their existing knowledge and understanding, learning capabilities and needs, personal levels of motivation, individual circumstances etc.
- Knowledge about geography: as a subject (factual, conceptual and procedural knowledge and understanding) but also including any appropriate National curriculum program of study or relevant examination syllabus and knowledge about subject resource.
- Pedagogic knowledge: this can be thought of as knowledge about process of teaching and learning, including the appropriate use of resources. Such knowledge is both general (e.g. principles of the psychology of learning) and subject-related (e.g. useful analogies and demonstrations for explaining atmospheric processes when teaching about the weather).

These three forms of teacher knowledge come in to play as components of what we may think of as the teaching and learning complex. In this teaching and learning complex learning in geography is planned and provided for through the teachers' deliberate manipulation of some of the variables, which influence the learning process. In this context teaching can be seen as both a

causal and an enabling activity, which exists for and through the learning process. (Creemers, 1994:38).

Davidson (1996:11-14) identifies six general criteria or characteristics of a good geography lesson:

- **Learning objective:-** A good lesson has clear and appropriate learning objectives which are previewed and shared with the pupils drawing on their existing knowledge and experience.
- **Differentiation:-** In a good lesson pupils with differing abilities are able to make progress in learning, and tasks and activities are within the extended grasp of all pupils.
- **Teaching and learning strategies:-** In a good lesson a variety of strategies are used to create a range of learning opportunities to make progress and develop learning skills.
- **Lesson structure:-** a good lesson is well structured to maintain challenge, pace and motivation
- **Assessment:-** In a good lesson assessment is integral and used to identify pupils' strengths and needs. Pupils are given formative feedback to help them develop and are encouraged to engage in self-assessment.
- **Evaluation:-** In a good lesson the outcomes are reviewed with the pupils and used to inform teaching and learning.

When we come to resources for teaching and learning in geography, the world really is our oyster! Wherever possible we want to study that world at first hand. Bringing the world into the classroom can only really be second best. But of course there are numerous constraints (finance, time, distance, complexity, safety etc) which mean that very often we will set up learning experiences in the classroom. In our thinking about resources, then, we should start with the world itself, simultaneously both the object of study and a resource for teaching and learning in its own right. (Fisher, 1998:45).

Supporting the above concept, Palmer (1994:168) makes the point that "successful teaching and learning in geography are inevitably dependent to a greater or lesser extent on resources. The

creative teacher, she/he indicates, will always be consciously on the lookout for low cost, appropriate resources.

Generally, resources for geography includes the learner them selves, the geography teachers teaching colleagues, adults other than teachers, the classroom, the school, the world beyond the school, printed materials, audio-visual, information technology, other equipments, consumables, models, objects, games and activities.

The selection of resources is closely bound up with the learning objectives and the choice of methodology. It is important in your selection of any resource that you remember to evaluate it carefully before using it (Derricott 1994:134).

For some the word "field work conjures up a picture of dejected students with sodden anoraks and soggy note books huddled together half way up a wet and windy hillsides. Whilst this is indeed an image of some fieldwork, it is rather limited. What about the survey of busy and quiet areas around the school, or the visit to the local light industrial estate? It may be better to think of fieldwork as work outside the classroom. (Though this too is limited in that some fieldwork techniques, e.g. measuring, taking bearings, conducting questionnaire surveys etc can of course be practiced inside the classroom if necessary.)

By and large, according to Tony Fisher (1998:43), there are five approaches of teaching geography:

- Approaches of sense of place
- Approaches of field work
- Approaches of using new technologies
- Approaches of active learning
- Approaches of developing graphicacy

## 1.2. Statement of the Problem

Resources such as human resources, material resources, and financial resources as well as suitable instructional methodologies are compulsory (indispensable) to carry out effective teaching-learning process in general and geographic instructional process in particular.



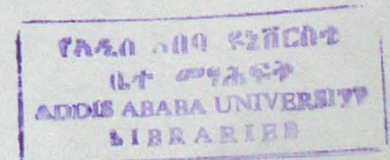
Human resources include skilled and competent managers, well-qualified teachers, librarians, head of pedagogical center and cooperative community. Material resources include books, equipment, teaching materials, school physical plants, machines and other. Financial resource is money for budgeting or collecting necessary materials for the school, fieldwork and experiment.

One of the subjects offered in the school is geography. The real value of geography lies in the fact it helps learners to live, to place them selves in the world, to learn their position and to identify what their duties are. But to carry out teaching-learning process of geography, problems have been encountered.

In our current situation shortage of skilled and qualified managers, teachers, libertarians, head of pedagogical centers uncertainty of school environment, students number increasing of coasts, shortage of building, shortage of text books and other teaching materials and teaching aids, poor implementation of field work or practical work, lack of effective utilization of material resources, inefficient implementation of teaching methods, and shortage of financial resources are the main problems to meet the need of the society and the school age children.

Galloway, (1985:46), has stated that; the need of the learners, learners' abilities and backgrounds, home environment, school and classroom organization, teachers professional development, availability, and use of resources, teaching methods and discipline have contextual influences on students academic development.

Moreover, through my experience I have observed that, a lot of students score low results in geography. Therefore, the problems may have great negative influence in the teaching learning process of geography. Hence, the problems need special attention to get reliable solutions. Thus the researcher is very much interested to investigate geography teaching-learning problems at Bekoji senior secondary school. Because no body have done a research in this school regarding problems of teaching and learning process of geography



### 1.3. Objectives

The purpose of the study mainly lie on its attempt:

1. To assess the suitability of the syllabus, and recommend the possible modification measures.
2. To identify the type of teaching methods used by geography teachers and assess their reliability to the contents of the lesson.
3. To investigate the extent to which the school's resources are available for educational activities in general and for geography teaching-learning activities in particular
4. Analyze the current status of the utilization of resource, identify the major factors that affect the utilization of these resources in the geography lesson
5. To assess the attitude of teachers to wards the profession and to the geography curriculum.

### 1.4. Research Questions

The problem investigated in the study was the main factors affecting teaching learning activities of geography. Therefore, this study attempted to answer the following main questions.

1. How much suitable grade 9-12 geography syllabus for students, teachers and the community as a whole?
2. What type of teaching methods do geography teachers apply for geography lesson?
3. Are there available resources in the school, and is there effective utilization of resources in the school during geography lesson?
4. To what extent does the school conducive to carry out effective teaching-learning process of geography, regarding resources, school's discipline, classroom management, fieldwork etc?
5. How much teachers are interested to the profession in general, and to the geography curriculum in particular?



## **1.5 Significance of the Study**

It is desirable that the result of this study will be useful for:

1. Teachers, students, other school communities, the curriculum designers, and other concerned bodies to take measures, so as to lay reliable and appropriate solutions to solve teaching-learning problems of geography.
2. Provide necessary assistance for geography teachers to analyze and select the methods and materials in geography lesson
3. Serve as a stepping-stone for further research in the field.

## **1.6 Delimitation of the study**

The study was delimited to the major teaching-learning problems of geography in Bekoji Senior Secondary School out of a number of Senior Secondary schools of Arsi Zone. Because the method of this study was case study, it is possible to generalize many cases through investigating a single similar case.

But, the study did not see or investigate the major teaching-learning problems of geography in the first and second cycle (geography part from social studies).

In addition to this, deep curriculum related problems (curriculum evaluation) was not treated in this study. Because

- 1: grade 9 and grade 10 syllabuses have already changed.
- 2: to make the study manageable

## **1.7. Limitation of the Study**

Among the various problems encountered me, the following were found to be the major ones.

1. Shortage of time during interview because both teachers and students were busy in both shifts so that it was difficult to carryout deep discussion with them.
2. Shortage of review literature particularly which was done specifically in geography

3. Lack of adequate experience in qualitative research method on the side of the researcher came across certain difficulties while he did the research.

## 1.8. Operational Definitions of Key Terms

**Assessment** – “is a student evaluation system that operates at the classroom level and is integrated with the instructional process.” (Capper 1996)

**Curriculum** – a general over all plan of courses and learning experiences offered to students under the guidance of the school (Good 1973:157)

**Education**- the process by which man transmits his experience, new findings, values accumulated for the years through generation.

**Implementation**- is an interaction processes between those who have created the program and those who are charged to deliver it, the coming together of people, materials and program- a mutual adaptation perspective (William, 1978:177-178)

**Learning**- development of new knowledge, skill, and attitudes or convictions as individually interacts with information and environment

**Materials resource**- is any device that assists the teachers to transmit facts, skill, attitudes and knowledge, understanding and application to a learner such as charts, drawings, pictures, film, model, book, machines, maps globs, school facilities and buildings etc intended to facilitate learning. Wittich and Schuller (1962:)

**Syllabus** – a condensed out line or statement of the main points of a course of study that includes goals, intents, contents and time allocations, instructional procedures etc; that guides teacher’s activities (Good, 1973:578)

**Teaching**- an organized process of instruction and learning

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1. Education

Education is the process by which people acquire knowledge, skill, habits, values or attitudes. Though much education takes place out side the classroom, the most common ways to get an education is to attend school. Education involves both learning and teaching. Thus, teachers and schools have the chief responsibility for education. Nowadays, most countries spend a large amount of time and money to provide formal education for their citizens. By and large education is more important to day than ever before. (World Book, 1987:253).

Supporting the above view, social science curriculum development panel (2000:3) discussed: the school system of all modern nations provide with general education and vocational education. Now, the aim is producing intelligent, responsible, well-informed citizens who take an active interest in the world around them. Therefore, to perform the general education and to get the intended outcome we should solve problems of education such as problems related to resource, problems related with methods, problems related with schools, problems related with parents etc.

#### 2.1. Teaching

Teaching is a process by which an individual helps others to achieve knowledge, skill and attitudes at least two persons are always involved in teaching (the teacher and the students). A good teacher provides guidance and encouragement for the students to develop their attitudes to do things that result in desired learning. Nowadays, persons in the world belong to the teaching profession than any other both in public and private schools. Generally, by means of teaching, man passes along to each generation the knowledge, skills and attitudes needed to keep life going a head. (Encyclopedia, 1978:55).

Regarding teaching, social science curriculum development panel (2002:3) states:

Teaching is an educational activity carried out by a trained individual formally in a given organization such as school, colleges, universities etc. teaching geography needs prior preparation, instructional methods, teaching materials, classroom management, motivation, learners active participation etc. Moreover effective teaching of geography requires teacher's general and specific knowledge, as well as teachers professional knowledge and ethics.

Successful teaching involves knowing what to do to bring about the desired pupil learning and being able to do it.

Selecting teaching strategies is as important as selecting content.

(Slater 1987:55)

In addition to Slater, Roberts (1996:237) has pointed out, how teachers teach is not so easily influenced as what they teach.

### **2.1.1. What Is Good Teacher?**

Hight (1951:12-18) stated that the first and most necessary of all qualities of good teacher is he must know his subject. He must know what he teaches. Teaching is inseparable from learning. Every good teacher will learn more about his subject every-year-every month, every week if possible.

In general, the first essential of good teaching, then is that the teacher must know the subject. That really means that he must continue to learn it. The second essential is that he must like the subject. The two are connected for it is almost impossible to go on learning any thing year after year without feeling a spontaneous interest in it. The third essential of good teaching is to like the pupils. If you do not actually like boys and girls, or young men and you women, give up teaching. Moreover, the above-cited scholar also mentioned that memory, will power, and kindness are also attributes of good teacher.

Furthermore, Encyclopedia (1983:63) depicted that a good teacher satisfy the following qualities:

- Enjoy working with other people
- Establish good personal relations with his students.
- Gain satisfaction from helping others.
- Have chief interest.
- Use his knowledge as a means of encouragement others to learn.
- Have patience.
- Have a thorough knowledge of the fields he is teaching and the best ways to teach.

*The best a teacher can do is to create conditions that will help learning to go forward. Most teachers are good students, but the brightest do not always make best teachers (Encyclopedia, 1983:61)*

To strengthen the above concept, Kincheloe and Steinberg (1998:403) pointed out that:

Teachers have a difficult job. Faced with pressures from a variety of angles, teachers must struggle to maintain their motivation and their self-esteem. The fact that so many do is a miracle of sorts, testimony to their dedications and to their drive. Peters (1965:47) also described that; now we can never stop learning more about how children learn. But the skilled teacher is able to put such new knowledge and understanding to good use, by adapting teaching strategy, or tactic, or style in an appropriate manner not by the application of some formula, but by the 'experimental approach'. The teacher applies the principles of 'fitness for purpose' in order to decide methods and this is why the teacher needs to be clear about goals—that is, the quest—which provides over all direction to the teacher's drive.

Robin Richardson quoted the following passage to show that not only challenges geographers to think about goals, but also emphasizes the autonomy of teachers which enables them (at least from time to time) to contribute their own vision to the quest to teach geography. He writes that a geography teacher who is able to carry on learning, is likely to be able to say some or all of the following: 'I am a teacher more than a geographer, and a person more than a teacher. I seek to widen the repertoire of techniques I use in the classroom to enable my pupils to grow as persons,

talking thoughtfully and respectfully to each other, for I look to their growing commitment to social justice. I hope to extend not only my techniques of teaching but my skills, so that there is an optimum balance in my classroom of security and challenge. I aspire to deepen my tolerance and my commitment to justice, both in my immediate situation and in the wider world. I seek opportunities for such learning, and moral support, at in-service courses of various kinds. I reckon to improve my political skills, particularly with in and around the school where I teach. I recognize that Brain [a disillusioned teacher who declines to attend an in-service training conference] speaks for me in some of my moods; but I have other moods also. In these I am a self-managing human being who dares-yes, who dares to be a teacher. (Richardson, 1983:130-131)

Rex Walford (1998:64) sums up the challenge in a similar way, emphasizing the enthusiasm, skill and creativity on which a geography teacher can rely:

Looked at objectively, it is surely perverse for a geography teacher not to be able to stimulate students, given that the essence of the subject matter is of such variety, dynamic change interest. In the last resort the survival of the subject will be dependent on the enthusiasm and expertise of those who represent it in the classroom.

### **2.1.2. Method of Teaching**

Gage (1976:5) defined, teaching methods are recurrent instructional processes applicable to various subject matters and usable by more than one teacher.

Azeb Desta (1984:19-20) has correctly elaborated the method of teaching range from the traditional lecture to the present innovative ones like computer assisted instruction, the project study method, laboratory demonstration, simulation method, the role-play method, and the discussion method. In spite of the presence of these varied of methods of teaching, the choice and use of one or more of them by the teacher depends on certain variables. The objectives of the lesson, the contents, (the subject), the particular knowledge, skill or attitude to be developed, the size and nature of the group to be thought (class size) and the skill and ability of the teacher in selecting and using the method are worthy to mention.



### **2.1.3. Styles and Strategies of Teaching Geography**

With education currently being the focus of much discussion and debate, we could be forgiven for believing that teaching is any thing but a personal activity. Attention has now moved from a desire to specify and standardize what is taught in schools towards attempts to influence how it should be taught. In searching for ways of raising 'standards' it is often suggested that certain methods of teaching are more appropriate than others. However, these methods of teaching are usually presented as a narrow range of over generalized alternatives ignoring important considerations such as learners' needs and teaching contexts. (D. Lambert and D. Balder stone 200:234).

Despite these pressures, Margaret Robert (1996:232) rightly asserts that teachers still have considerable freedom to decide how they are going to teach and how their pupils are going to learn. To exercise such professional judgment we need to understand how and when we can use different teaching styles and strategies effectively. Such decisions will also require us to consider the diversity of ways in which pupils learn geography.

The nature of the school and department contexts, the characteristics of their pupils, and the resource available for teaching geography have a significant influence on how the subject is taught.

## **2.2. Approaches in Teaching Geography**

Discipline approach matters in the teaching of any subjects. In geography lack of the following approach affects its taught.

### **2.2.1. Sense of Place**

The development of a sense of place was identified as one of the particular aims for geography. The sense of place emerges for the interaction of knowledge about place, the individual own attitudes and values and a questioning investigative approach.

The complexity of a sense of place in the classroom involves:

- Develop an accurate framework of knowledge about location. Example, where the place is located?
- Provides as far as possible accurate mental images of the nature of other places.
- Fostering positive attitudes towards distinctive aspects of other places and ways of life.

### 2.2.2. Fieldwork

Fieldwork is a work out side the classroom. Most geography teachers ignore the role of fieldwork in the teaching of geography. But it is very important for:

- It makes geography the study of real places.
- It helps to learn for distant places.
- It helps to develop an Inquiry approaches.
- It enhances to understand more ideas and terminologies in the classroom.
- It develops social and team works.
- It increases interest and motivation.
- It helps to develop the context of environmental education
- It provides basis for a work back in school
- It encourages the use of language
- It encourages investigation

(Jeff Batters by, 1995:13)

### 2.2.3. New Technologies

Geographers should be enabled to use new technologies such as computers, remote sensing instruments etc. because:

- To enhance their skills of geographic inquiry



- To gain access to wide range of geographical knowledge and information sources.
- To deepen their understanding of environmental and spatial relationship
- To experience alternative images of people, place and environment.
- To consider the wider impacts of information technology on people, place and environment.

By and large it can enrich the quality of learning in geography in the following ways:

- It can extend the knowledge and understanding of geography.
- It can enhance the enquiry process.
- It provides the capability to manipulate data sets.
- It increases the time to greater depth of analysis.
- It supports analytical thinking and problem solving.
- It develops graphical skills.
- It facilitates the communication of geographical ideas.
- Provides more constant and accurate data.
- It acts as focus for exploration of ideas.
- It increases learning autonomy.

#### **2.2.4. Active Learning**

Active learning refers to an activity where learners are given a marked degree of autonomy and control over the organization conduct and direction of the learning activity. It is used to:

- Improve level of motivation
- Recognize inter-disciplinary nature of real life situations
- Improve the level of understanding

### **2.2.5. The skill of Graphics**

This helps geographers to represent the real world in the classroom, since it is too difficult to study the world at first hand. It emphasizes the use of maps, aerial photographs remote sensing images and diagrams of various kinds. (Tony Fisher, 1998:54).

### **2.3. The Concept of Curriculum Implementation**

Curriculum implementation is the actual execution of the curriculum plan through the instructional process so that the objectives of education in general and the aims of schooling in particular could be achieved. (Fullan and Pomfret, 1977:336). Scholars have strong agreement on the point that there is a close connection between curriculum and instruction. For instance, Abebe (1991:12), Rosenshine (1970:279), Saylor and associates (1981:9-10) have discussed that instruction could be thought of as the implementation of the curriculum plan. The above-cited scholars went on to say that the term curriculum refers to the instructional materials and the suggestions for their use, where as the term instruction refers to the interaction among teachers and students as the materials are used. At last they remark that without curriculum plan, there can be no effective instruction and without instruction, the curriculum has no meaning.

Supporting the above concept, Ornstein and Hunkins (1988:223) denoted that no matter how the school curriculum is valued or appropriate, it makes no meaning if it is not delivered to pupils. Therefore, if students are to attain educational goals and objectives a curriculum must be implemented through out the school system.

#### **2.3.1. The Role of the Teacher in Curriculum Implementation**

If a curriculum plan is to be used, it must be implemented; if not, as Saylor and associates (1981:264) have noted "is of no value" it would not be forgotten however that, implementation of the curriculum cannot be conceived in the absence of the teacher. This implies that the teacher is pivotal to the success or failure of curriculum implementation. To strengthen the above point, Brown et al, (1982:36) have stated that, of all the personnel involved in curriculum implementation, the teacher is almost certainly the most important. He/she is the one who implements the ideas and aspirations of the designers. In short it is the teacher who translates the intentions framed in the curriculum in to action through a multitude of activities occurring both

inside, and out side the classroom. Therefore, from these points we can say that the teacher is the corner stone of curriculum implementation.

### **2.3.2. Some Teacher's Skills Related to Curriculum Implementation**

As many literatures clearly show teaching is a complex and diverse activities, requiring a wide range of skills, personal qualities as well as extensive knowledge in the field. Therefore, although classroom teaching skills vary according to the teaching tasks in hand, choosing and implanting appropriate teaching methods and techniques to the subject in question is considered to be the most common to most good teaching by many educators in the field.

Teaching methods and teaching techniques are different. Teaching methods are the combination of teaching plans, strategies and techniques used to organize classroom practice. But teaching techniques on the other hand, are procedures of the most subordinate status designed to achieve short-term instructional objectives. For example, the teacher may use the discussion method but the way he/she asks questions to trigger participation is his/her own technique. In the same way the teacher may use discovery method, but the way he or she makes his/her students to apply or practice what they have learned is his or her own technique. Therefore, technique is the way the teacher handles the different aspects or phases of his or her instructional methods. The abstract elements (methods) are at the top of the hierarchy and the practical elements (techniques) are at the bottom. (Cole and Chan, 1994:22; Brown and his colleagues, 1982:99).

Thus, from the aforementioned discussion one can understand that methods are more general than techniques. While methods are the over all procedures used to teach a particular lesson, techniques are the art or skill of performance in a classroom situation. Thus, methods are likely manifest them selves at the level of techniques (knnot and Mutunga 1995:162; Richards, 1994:26). From this perspective, it can be said that methods are made up of techniques. In this sense then, methods and techniques are inseparable because techniques are the details of methods of teaching.

#### **2.3.2.1. The Teacher's Methods of Teaching**

Gilbert Highet (1951:87) explained the three main methods of communicating knowledge from teacher to pupils. These are lecture method; tutorial method and the pupils learn method.

- Lecturing – here the teacher talks more or less continuously to the class. The class listens, takes notes of the facts and ideas worth remembering, and thinks over them later; but it does not converse with the teacher. At most, it may ask a few questions, but these are for the sake of clarification, not of discussion. The essence of this kind of teaching, and its purpose, are a steady flow of information going from the teacher to the pupils.
- Tutorial method –Here the teacher does not talk. He asks questions and the pupils talks. But the question are so arranged as to make the pupil conscious of his own ignorance, and to guide him towards a deeper truth, which he will hold all the more firmly because it has not been presented to him ready- made but drawn out of his own mind by the joint efforts of his teacher and himself. It is important here that there should be some basis of discussion, so the pupil usually does some work in preparation, which his teacher then examines, criticizes, and by constructive questioning attempts to deepen.
- The pupils learn a prescribed lesson, as preliminary work. The lesson is then explained to them more fully and clearly by the teacher, who examines the pupils to make sure that they have assimilated it fully. Usually they have not. This is the standard way of teaching languages, literature, history and geography.
- Of these three methods, we will naturally ask which is the best. The answer is none. They are all equally good for different purposes, and a good education exposes the pupil to them all. Each of them has its difficulties and its defects; each of them contains unique advantages. A teacher who uses only one method is in danger of developing only one group of skills in his pupils and only part of his own powers as an educator. A pupil who knows only one-way of learning will find it hard to conceive what rich possibilities lie unused in his own mind. All three are useful for some purposes, bad for others; all are valuable.

### **2.3.2.2 Lesson Presentation skills**

Every lesson has a beginning and an ending, or an entranced and an exit. Of course, it has also its own internal stages. However, many research studies have indicated that there are three main structural components of formal lesson i.e. set induction (introduction), explaining (central

section), and closure (conclusions). It should be noted that, usually one can recognize the end of one activity or phase and the start of another through the teachers signals (Curzn, 1990:243; Wagnryb 1992:79-81) .

Set induction is attempting to produce favourable mental sets in the learners is an essential step in the teaching-learning situation. In pedagogical terms, according to Bejah (1995:27-29), the starting point is referred to as academic entry point. Therefore, before teacher starts explaining the main body of the lesson, she/he should establish the academic entry point of her/his students.

The major purposes of set induction are: to get students a state of readiness, to extend the understanding and the application of abstract ideas and to stimulate students' interest and involvement. (Cooper, 1986:15; Knott and Mutunga, 1995:182).

Set induction can be done by giving a brief outline of the topic and its structure and generating students' interest by indicating the importance of the topic as well as how it will be utilized. A lesson can also be introduced in a manner with the help of a picture model or question so as to arouse active curiosity of the pupils for learning the new topic (Knott and Mutunga, 1995:182). In short, before starting the actual lesson of a day, a classroom teacher can present directional questions or ideas to alert them to what is coming and to direct their energies in a proper path.

Once the stage has been set and the learners are ready to engage in work, the teacher should guide their learning by presenting the main body of the lesson. Clark and Starr (1986:70) confirmed that presenting the central section of the lesson can be done in many ways, for example, explain to students what they are supposed to do and why, show students how to do things, present new facts and concepts through such techniques as asking questions, giving vivid examples and using audiovisual aids. A consensus of authorities reports that giving a brief explanation and the heart of teachers work. In this regard, Curzon (1990:246) Good and Brophy (1987:476) have suggested the most important characteristics of good explanation are clarity, meaningfulness and simplicity.

These attributes of explanation are essential if students are to understanding concepts and work assignments. And in the absences of clear explanation effective communication is difficult to achieve.

Besides Kochhar (1981:206-207) has pointed out that in presentation the teacher has to involve the pupils as much as possible get their active and whole hearted cooperation, be clear about taught and expression, create challenging situations to the learners to stimulate their imagination and consider (relate) the lesson to the actual life of the students. Thus, according to Kochhar, the teacher should have an appreciation of the functional correlation between the subject matter and the problems of life. This is further strength by Hyman (1973:419). Hyman has advised all teachers must provide opportunities for the pupils to apply principles learned in every day life to the topics treated in the classroom so as to relate classroom activities to the pupils life in and out of the school.

At last, after completing the main body of the daily lesson, it is necessary to bring a lesson presentation to an appropriate conclusion. Regarding closure, Knott and Mutunga (1995:183-184) have explained that at the end of the presentation phase, the topic should be summarized and the main elements should be reviewed. Closure, then, is the skill of reviewing the key points of a lesson and of tying them together in to coherent whole. Therefore, this stage of a lesson is very essential to make the imparted and acquired knowledge more stabilized, durable and long lasting in the mind of students.

As indicated above, closure is designed to organize and to consolidate students' learning. In this context closure could be achieved by summarizing the major points, by asking some simple recall question on key elements of the topic and then posing open-ended questions in which its purpose is to assess the effectiveness of instruction. (Knott and Mutunga, 1995:183-184).

### **2.3.2.3. Teacher's Questioning Skill**

Jacobsen et al., (1989:134) stated that questioning technique is one of the most important instructional technique that characterize every teaching and learning activity and any method of teaching. It is critical skill that can be used with virtually any subject area and grade level. The crucial role that questioning plays in the education has been explained by many educators, of these Kochhar (1981:87) sadker and sadker (1986:141) have reported the immense value of questioning technique for effective teaching. Questioning promotes participation of students, encourages (enhances) learning, requires little effort and motivates students. Thus, it is possibly said that questioning promotes learner-centered methods of instruction.

However, it is important (worthy) to note that the power to question well is one of the fine arts of teaching. Regarding this matter, Sadker and Sadker (1986: 140-143) give a comprehensive explanation about the questioning behavior of the teacher. As they pointed out that “to question well is to teach well.” They gave stress about the importance of teacher’s questioning behavior to the extent that the teacher who never questions, never teaches. According to these scholars, in order to be an effective teacher, one must be an effective questioner.

In essence, although questioning is the very core of effective teaching-learning activity, research about the use of questioning technique in the classroom comments that most teachers do not use effective questioning techniques. The research finding related to classroom questions worked by Sadker and Sadker (1986:142) implies that despite most teachers still use question as a major tool of learning, the vast majority of these questions depend only on rote memory for a correct responses. Meaning that thought provoking or higher order questions were over looked.

Good and Brophy (1987:490-492), Kochhar (1981:207) have provided a number of useful suggestion in this area. According to these scholars, good questions should be clear, brief, concise, direct, thought provoking, suited to the age, abilities, and interest of the learners to who it is addressed.

According to Sadker and Sadker (1986:171) good questioning behavior requires handling incorrect responses and initiating non-volunteers. To this effect, reinforcement techniques such as nice, good, excellent, very good, right etc. should be used to stimulate students' responses and this is also an important motive for increasing learner’s desire to participate in classroom discussion.

#### **2.3.2.4. Classroom Management**

Social science development panel (2002:15) defined, classroom management means the art of carefully preparing, presenting, discipline and controlling class activities. According to this panel, effective class management depends on effective class mangers. Thus, effective class mangers satisfy the following:-

- They have well planned and relevant lesson
- They make clear what the class rules and teach disciplinary skills

- They realize what kinds of things stimulate student attention.
- They know each of their students
- Being a class manager is a set of skills and attitude learned through patience and practice.
- They have workable system of rules and procedures.
- They monitor their students carefully.
- They do not take time to control inappropriate behavior.
- They establish classrooms with routines and procedures, which ensure that teaching and learning take top priority.

Management of the learning environment is also a skill that all effective teachers must master. This is because, without the skill to manage a classroom, even a well-planned lesson can fail. Therefore, effective classroom management is of crucial importance. It seems due to this fact Moore (1992:11) remarked that little or no learning can take place in an environment that is not well managed. This is not without reason. The classroom management behavior of the teacher contributes to creating a quiet learning situation in which pupils can learn. This indicates that good behavior and discipline in classrooms are essential to successful teaching and learning, and on the other hand, misbehavior in the classroom prevents pupils learning effectively (Creem 1992:61 and Doyle, 1986:397).

## **2.4. Relation of Instruction with Guidance and Counseling**

### **2.4.1. Guidance and Counseling**

According to Williamson (1950:3) counseling is a form of personalized and individualized assistance to adolescents as they develop their full personalities in a social and school context of other personalities, social process and institutions. Counseling is seen as one of many means used in a democratic society to conserve, utilize and foster the full development of its human resources through the optimum development of each member. Broadened repertoire of counseling techniques needs to be utilized in classrooms, in administrative offices, in free time activities, in dormitories, and many other places where students grow and learn.

Moreover, the above cited scholar pointed out, modern education referred to as counseling is one of the personalized and individualized processes designed to aid the individuals to learn school subject matter, citizenship traits, social and personal values and habits, and all other habits, skills, attitudes, and beliefs which go to make up a normally adjusting human being. Broadly speaking, it is the function of counseling to assist the adolescent in high school and college to learn effective ways of identifying and then achieving desired and desirable goals, often in spite of certain obstacles to such learning. Counseling aids individuals to eliminate or to modify those disabilities, which act as obstacles to learning, through the building up of basic skills, including reading and social adjustment. Besides, counseling helps to produce certain desirable motivational effects by aiding the individual to select personal goals, which themselves act reflexively as facilitators of further learning. Such goals may be vocational, personal, social, ethical or of any type which the individual desires to set as immediate or remote objectives to be achieved through learning. In this sense, counseling is a fundamental technique of assisting the individual to achieve a style of living satisfying to him and congruent with his status as citizen in a democracy as are the instructional techniques used by the teacher, in classroom and laboratory, to achieve stipulated academic or educational goals in the field of knowledge.

#### **2.4.2. Counseling as Methodology**

To turn from this emphasis up on the content of learning, we may characterize the teacher as a fundamental factor involved in the adolescent's learning to mature in to a normal adult. If we conceive of learning as a fundamental process in the setting of goals and the making of adjustment then the teacher should be the community's outstanding specialist in adolescence in to adult hood. But too frequently teachers have been dominated by adult goals of education and by adult process of learning. As a result, we become teachers of subjects which sometimes have only restricted value in presently helping the pupil to become an adult or in teaching him how to deal with an adjustment problem which if unsolved will interfere with achieving adult hood (Malcolm S. Maclean, 1938:16)

### **2.4.3 Counseling as an Integral Part of Teaching**

Frequently counseling is thought of by both administrators and teachers as a function added to teaching, as something new which educationalists, psychologists and counselors have imported into education from foreign sources. (Malcolm S. MacLean, 1938:17).

## **2.5. Factors Affecting Teachers Curriculum Implementation Process**

### **2.5.1. Teachers Related Variables**

Among the various factors that contribute to successful curriculum implementation in any level of education in general and secondary education in particular, teacher's variables have been recognized as important. That is to say along with other interacting variables, the quality of curriculum implementation is a function of teacher's variables i.e., their lesson plan, interest or commitment, knowledge and experience.

Hence, competence in the above attributes of teachers provides teachers with the tools necessary to implement professional judgment and decisions (Copper, 1986:6; Erkyebun, et al 1991:6)

#### **2.5.1.1. Planning for Teaching and Learning in Geography Classrooms**

Before teachers start to teach a lesson they need to have some idea of what learning they would like to take place and how the lesson will facilitate this learning.

##### **2.5.1.1.1 The Purpose of Planning**

There is plenty of evidence to suggest that there is a close relationship between the quality of what happens in a classroom and the thoroughness of planning by teachers (HMI, 1988:42). As a teacher his/her main task is to design learning activities that will help his/her pupils to achieve the learning outcomes he/she has intended.

Where the standards are low, teachers often use unsuitable activities or geographical contexts to promote thinking. Unclear lesson objectives resulting from inadequately detailed planning, lead

to students being unsure of what they are doing and why, and as a consequence they are unable to build on previous work. (Smith, 1997:125)

To strengthen the above idea Lambert and Balderston (2000:43-44) depicted that effective planning involves decision need to be made about the purpose of the lesson (aims and objectives), what is to be taught (content) and how teachers are going to teach it (teaching methods or strategies), and how to structure time available and organize activities and resources.

Generally, from the above general idea it can be said that lesson plan is the base for the implementation of any educational programme (curriculum) in general and geography curriculum in particular. But whether geography teachers prepare lesson plan for teaching and learning geography or not is questionable.

#### **2.5.1.2. Teacher Interest to the profession**

Scholars agree that teacher's low interest or negative attitude toward the curriculum has been one of the variables that contribute to ineffective curriculum implementation.

Supporting the above concept Lewy (1977:252-3) Pratt (1980:419) have stated that a new educational program can succeed only if teachers accept it. If teachers do not accept the basic philosophy of a program, one can hardly expect that it will be properly implemented. It seems obvious, here, that teachers are more likely to teach a program successfully if they themselves accept the basic inputs of the program.

Regarding the above view Erkyehun. et al., (1991:8) in Ethiopian context have evidenced that teachers must understand the syllabus, feel secure about it and accept it as their own for its effective implementation. But insufficient training, lack of adequate libraries, lack of trained principals and inspectors, lack of moral support, lack of orientation and assistance from principals and subject advisory during the full time teaching make teachers not to understand the syllabus and consequently lead teachers not to accept the syllabus.

Thus, from the aforementioned ideas it can be deduced that teacher's attitude is a very important dimension in the teaching-learning process. An interest and positive attitude towards teaching a particular subject will likely reduce failure. On the other hand, low interest towards the

prescription of the syllabus would be accompanied by failure in its implementation, which in turn affects pupils' achievement. Therefore, teacher's attitude is more closely laid with the aspects of teachers' work in their classroom.

Worse, retraining experienced teaching force appears to be under serious threat leave alone attracting the new generation of young and committed teachers. It is therefore, worth seeking ways and means of 1, improving teachers' social-status through improving their work place conditions, financial situations, and professional development 2, employing teachers to create conducive school organizational culture and student behaviour, 3) fostering transparent, democratic and participatory decision making on issue that effect them and their students. (For example, in curriculum development teachers' promotion and transfer, and student disciplinary issue) in eliminating incompetent and prejudiced administrative practices at woreda, zone and regional levels. Attending to the above mentioned pitfalls might serve as a point of departure for attracting new university entrants to the teaching career.

Though the problem seems to persist for long, as shown above, it may be premature to conclude that the teaching profession is at risk as the data gathered are limited in size and scope. Thus, future research with a large sample covering the existing higher education institutions may be desired to arrive at conclusive results. Despite the inherent limitations of the present study, the above findings seem to provide compelling evidence to professional and teacher trainers. Thus, training institutions, at least in the short run, should seek better ways of attracting retraining beginning teachers who join teaching by incorporating materials in professional courses that facilitate the affective aspect of teaching profession. Such efforts could influence the attitude of new entrants and boost career choice commitment in favor of teaching. This is believed to contribute to mitigating the risk of attrition even after joining teacher education colleges.

### **2.5.1.3. Teacher's Interest Towards the Subject Matter (Curriculum):**

It appears pre-service training of teachers is under going a serious challenge due to the declining interest of new teachers particularly at diploma and degree levels.

According to Tesfaye and Demewoz, (2004:51-52) teachers as a social and economy group and teaching as a profession have reported to be accorded low socio-economic status in Ethiopia. Low socio-economic status fosters low and (probably) negative attitude towards the profession. Such an attitude would marginalize preference of the profession over other professions, and would repel those who are taking up teaching. Since teachers, among others, are executors of (formal) education and teaching is the key to produce the future elites who shall advance the country, the teaching profession and teachers should not continue with this sad history-teaching profession at risk and the future development of the country at a stake.

#### **2.5.1.4 Teacher's knowledge on the Subject Matter and the Basic Methods of Teaching**

Teaching is not a mere occupation where people can go in to with out the possession of the requisite qualification. One of the major qualities that a teacher needs to posses to implement the curriculum plan effectively is a sound knowledge of the subject he/she teaches and the fundamental methods and techniques of teaching.

Supporting the above promises Dean (1991:11), Erkyehun et al., (1991:2) Fire stone (1996:213) have commonly agreed up on that teachers who possess both pedagogical knowledge and subject matter knowledge will be more effective in curriculum implementation than teachers who are deficient in one of these areas. Therefore, professional teachers should be more knowledgeable about their subject and their students and about how to make the connection between the former and the latter.

Cole and Chan (1994:20), Mullens et al., (1996:139) have suggested that teachers should have knowledge of the content and the objectives included in the curriculum. It is therefore, logical to assume that teacher with mastery of their subject matter of the curriculum will be by far better than those who have poor knowledge of the same content,

On the other hand, a teacher that who knows his subject but cannot put it across to his students is a teacher who is poor in methods of teaching. Poor methods of teaching results in bad teaching (Brow net al., 1982:11). Therefore, no matter how the teachers are knowledgeable in the subject

matter, he can not possibly succeed unless he has a thorough knowledge of the most accepted methods and techniques of teaching which enables him to communicate effectively with students.

### **2.5.1.5. Teacher's Experience**

Theoretically, it is assumed that a rich background of teaching experience increases teacher's ability to instruct effectively. Intensive studies in the area depicted the positive correlation of teacher's professional experience and their actual performance in the teaching-learning activities. For example, Husien and his associates (1984:26-7) have cited many studies, which show the positive influence of experience on classroom performance. The above authors have also noted that all other things being equal, it is generally agreed that a teacher gains skills through experience, and that the more experienced teacher is the more successful teacher.

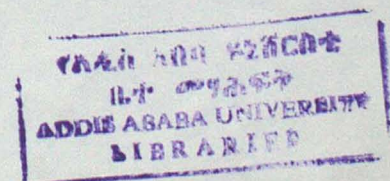
But this is not always true because sometimes less experienced teachers are more successful than experienced teachers.

Similarly, after having reviewed many research findings Clark and Peterson (1986:279-80) have found a marked difference between experienced and beginning teachers in the nature of their interpretations and understanding of their classroom events. They interpret the results to suggest that experienced teachers have better developed knowledge of phenomena related to classroom instructional activities than do novice teachers. This is because experienced teachers know the home backgrounds of students, the problems and the experiences of students and the type of misbehavior and discipline problems that would occur. Thus, from this point of view one can well imagine that experienced teachers would have better developed knowledge that would be more relevant to the teaching-learning situation than would beginning teachers.

### **2.5.1.6. Difficulty in the Medium of Instruction**

Language (medium) of instruction has a significant role in implementing a curriculum.

Regarding language and instruction, Galloway and Edwards (1992:51-52) stated that, the quality of social interaction is now regarded as an important element in good teaching. While still maintaining the belief that children need to construct their own understanding of events, effective practioners recognize the importance of language to the learner's cognitive processes.



However, the prominent problems that can be manifested in a class is the problem of creating enjoyable and suitable tasks and situations that are in line with the use of foreign language. Especially, the problem might be aggravated in case the teacher shares the students' mother tongue. He may translate ideas into students' mother tongue instead of creating interactive situations that can involve the student to react orally in the target language.

To strengthen this point, Dang, T. (1995:28) indicated as it is not rare in many schools that students keep quiet all through the lesson while the teachers busily performed all by her/himself.

Many studies like, (Fontana, 1995; Berk, 1989) depicted that communication remains a problem in education. Other research (Lilaye, 1997; Tadesse, 1974) indicate that in Ethiopia, English, which is the second or third language for most of the students and medium of instruction in high schools, is one of the sources of difficulty for students. Tilaye, (1997) argues that because students lack efficiency in communicating in English they may develop negative attitudes toward attending school i.e. communication gap exists and consequently students lack value in the lesson.

Besides, students spend a lot of time and effort in trying to understand the language of instruction itself while they study other subjects. That is, if students have difficulty in the medium of instruction, concept formation will be a difficult task for them. Language difficulty arises not only because English is the second or third language for the students, but also because in the lower grade levels (elementary schools) it is ineffectively learned and taught.

It would be fair to say that, in high school, students usually learn with English through traditional methods that inhibit the students' opportunity to develop their knowledge in different aspects. As a result the student's capacity to communicate becomes low and their ability is limited.

Consolidating this concept, Teshome Tessema (1988:43) has discussed students who come to Bahir-Dar College from different parts of the country have got low language experience, so if students lack speaking experience they may not dare to speak English in the classroom. They rather became passive or withdraw themselves from classroom during oral discussion. Hence, speaking experience by itself can exert a great impact on the students' attempt to learn any science in general and geography in particular.

## **2.5.2. School Related Variables**

In addition to the attitude, knowledge and experience of teachers, school variables (resource available to the teacher, and the quality of leadership with in the school) may significantly affect teacher's implementation function (Dalen, 1979:454; south worth and Loft hous, 1990:68).

It is the school, not the region; zone or woreda where the actual conduct of the teaching-learning process takes place. The school brings teachers, students, materials and classroom together. Each school has a responsibility to offer high quality education with the support of higher levels even in the context of a constrained school environment.

The following problems are, however observed in many schools:

- Lack of job description for teachers
- Lack of written guidelines for conducting teaching-learning activity.
- Lack of a guideline for preparing and using instructional materials.
- No student or teacher incentive systems for preparing instructional materials.
- No commitment for allocating reasonable budget for preparation and purchase of instructional materials.
- No commitment to provide needed personnel dedicated to the job. (Amare, 1999:63-64).

It is widely agreed assumption that the characteristics of the school and facilitate or impede teachers' effort to act as professional. Particularly, the availability of teaching-learning materials and the support system for teachers by school principals could greatly influence teachers' work in the classroom (Firestone, 1996:215; Mar burger, 1970:333).

### **2.5.2.1 Instructional Materials**

Instructional materials relate to all forms of materials with which students and teachers interact for the purpose of learning-teaching. They are the instruments with which a teacher teaches and from which students learn. Teaching without instructional materials boils down to teaching with out technology. The materials can be concrete; models, specimens, simulators, objects those that allow physical involvement of learners; or abstracts those that allow imaginative involvement of

learners with minimum effect of physical involvement or sensory involvement (learning with written or spoken words) (Amare, 1999:53).

Dale (1969) in Amare (1999:54) has argued that instructional materials create the access to the world of reality, enhancing understanding and enriching experiences. They also assist in making relationships between the real world and the symbolic world, what is pedagogically known as understanding. Words (written or spoken) lack the necessary dimensions to represent reality. Iconic or inactive representations, however, are very close to reality creating the access to it. It is a process of bringing the world in to the classroom and the classroom to the world.

Moreover Dale in Amare (1999:55) has provided a comprehensive listing of the pedagogical uses of instructional materials some of them are:-

1. Encourage creative thinking.
2. Effect student skill development.
3. Facilitate active learning (increase students participations).
4. Concretize abstract experiences.
5. Create the access to invisible realities.
6. Over come limitation of time and space.
7. Teach and entertain.
8. Relate theory with practice.
9. Make learning more functional by increasing retention.
10. Encourage responsibility.
11. Assist learning of a method of learning in the field.

#### **2.5.2.2. Availability of Instructional Materials**

There exists a general consensus among educators and researchers that in availability of instructional materials has an adverse effect on the quality of education. Shortage of reading materials (text books, reference books and journals) and another pedagogical resource such as maps, charts, graphs and globes discourage teachers from carrying out their duties effectively. (Doll, 1974:177; Vulliamy, 1987:20).



This indicates that the success of curriculum implementation is often restricted by shortage of equipment and instructional materials in the school. This problem is enormously wide spread in many developing countries while it seems insignificant in developed countries. Many studies have shown that among other things, education system in the developing countries are characterized by the in availability and in adequacy of instructional materials.

Chapman and Mahlk (1997:6), Hedlund (1970:181-183) for example have made the significant discovery that the in adequacy of the instructional materials jeopardizes the ability of developing countries to provide quality education. Thus, many schools in developing countries to day face critical shortage of instructional materials and consequently the quality of teaching and learning continues to be very low.

As the preceding discussion has shown, instructional materials are required for successful implementation. Particularly for the learning activity of young children the availability of tangible instructional materials such as models, real objects, charts, maps graphs etc, seem to have paramount importance. In spite of this fact, in developing countries like Ethiopia these requirements are often unmet. As a result, curriculum implementation in developing countries is seriously hindered by the shortage of instructional materials.

Amare (1999:64) strongly suggested in the Ethiopian situation there is a strong deficiency in preparation, provision and utilization of instructional materials. The systems seem to have given more attention to other quality aspects of education, such as, preparation of teachers, classrooms, class size, etc. In most schools students have been observed to learn in passive way with minimum application of AIME. The teachers have identified shortage of materials for instruction as the most critical problem. It is however, observed that limited effort is made to address at the school level. He also argued that most instructional materials have need to be prepared at the school level using local materials by teachers, students, and media experts.

### **2.5.2.3. Developing and Using Resources in Teaching -Learning Geography**

#### **2.5.2.3.1 Resources of Geography**

We are using the term 'resources' in its general sense to describe any thing that teachers use to support their teaching and to help pupils' learning in geography. This will include:

Published materials such as text book, journals, activity packs and photo capable resource sheets; audio-visual materials such as video and television programmes, slides and music; models, artifacts and materials that you have collected; resource sheets, activity sheets and illustrative material that teachers have produced (Lambert and Balder stone, 2000:110).

Moreover, Lambert and Balder stone (2000:109) have explained that as teachers of geography they are able to draw up on a very rich variety of resources. The resources that use and the ways in which we use them help us to bring what they teach alive. As such they have an important influence on pupils' interest and motivation to learn. The quality and suitability of the resources that we select and the ways in which they are used by pupils are critical factors influencing whether learning is successful or not.

In addition to this, they argued about teachers' decisions which resources to use and how to use them will be influenced by a wider range of considerations, not least what is available in the school where they teach. A key factor will be the accessibility of resources to pupils of different abilities. The readability of text and the level of complexity of its content need to be considered together with the accompanying activities. As geographers, they should be concerned with the topicality, relevance and accuracy of material that they use in the classroom.

#### **2.5.2.4. Selecting Resources**

The nature and quality of resources that we use are of more fundamental importance.

A major part of school geography is about what can be seen in the world, and geography teachers rely heavily on visual material to bring some reality in to their classrooms. (Robinson, 1987:103).

From this quotation we can understand that, they rely, as geography teachers, on the quality of the materials that they use as well as the quality of their teaching to bring the subject alive in the classroom.

Creative use of resources can be very important in this respect. The quality, variety and use of resources will have a significant influence on pupils' interest and motivation to learn.

Poor teaching may result from inadequate resources (Smith, 1997:126)

It reveals a link between poor quality, poor use of resources and ineffective teaching and learning in geography. It therefore, follows that resources and how they are used have an important role to play in pupils' intellectual development. With these considerations in mind teachers in general and geography teachers in particular need to be able to give a critical evaluation of the geographical resources they encounter for their potential to engage pupils' interest and motivation, and to facilitate successful teaching and learning in geography.

Clearly teachers and learners can themselves be valuable resources for learning in geography. Often the knowledge and experiences that they bring in to the geography classroom are rarely used or exploited. Teachers and pupils have often traveled extensively, gathering images, visual resources and experiences of people and places in the process. These can be used to bring some 'reality' in to classroom in a stimulating ways, either physical or even perhaps through the use of a narrative. (Lambert and Balder stone, 2000:110-111).

The care and effort that teachers take over preparation can have a major positive impact on pupils' sense that the teacher cares about their learning and that the activities to be undertaken are worthwhile and important. (Kyriacou, 1991:27).

This depicts the positive impact of teachers' careful preparation of resources on pupils' attitudes to learning is a very valid one.

#### **2.5.2.5. Management of Resources**

Resources require careful management if they are to be used effectively. School policy will determine the amount of money available for the purchase of materials, but their effective use

needs an efficient system of storage and retrieval. An ideal storage area is a room accessible to staff and students, close to or part of the subject teaching area. Where departments have sole use of regular geography rooms and storage is closed by, it is possible to set up a stock control system, which will prevent shrinkage of resources.

Ideally, sets of texts should be stored on shelves and numbered and labeled according to the topic or module in which the texts are to be used. Single copies of reference books, older but still relevant texts and other book materials may need to be kept in a secure place. A computerized stock list should be available to staff, and shelves must be checked regularly.

Some institutions centralize all resources. This means that all class sets and single copies of reference materials are held in the central library (resource area) and that only paper resources are held in the department area. Centralization has advantages, but can cause problems if teaching staffs do not have quick and easy access to these materials in their own area.

Paper resources should be looked after, and booklets and works sheets produced in the department should be numbered and issued to students in the same ways as texts.

In recent years maps have become more expensive, so the need for proper storage has become more pressing where a department has a large stock of large-scale maps, these should ideally be stored in map-chests. Collection of photographs and expensive posters can be protected by lamination and can also be catalogued and stored in drawers.

Resource rooms may be little more than a cupboard and in some cases will have to double-up as the departmental office, so regular removal of out-of-date resources is important. Most materials that are over five years old are too dated to use; indeed some would regard their use as misleading. Nevertheless, it is worth keeping one or two copies for reference purposes.

Census data, because of its long-term value, is an exception. (The Geographical Association, 1997:215-216)

### **2.5.3. Lack of Adequate Support in the School**

A factor which is equally important for successful curriculum implementation is the support provided by the school personnel. Regarding this, writers such as Good and Brophy (1987:553)

and Pratt (1980:430-436) have denoted the school principal and other auxiliary school personnel such as head of school pedagogical center, school librarian, and department head are key figures in blocking or promoting curriculum implementation process. These school personnel's have high responsibility to work together with the teacher in change of curriculum implementation.

Many scholars have agreed that school director is a key granter of successful curriculum implementation. For example, Fullan (1992:85) and Ornstein and Hankins (1988:243-244) have explained that school director can play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relation ships among teachers' by generating better solutions to the school problems.

From the above discussions it is possible to say that school directors are highly responsible to provide direction and guidance, and to assure that teachers have the necessary instructional materials to carryout their tasks. Thus curriculum implementation is a cooperative enterprise and a joint venture between teachers and directors in the school.

Moreover, the school pedagogical center, media centers and geography rooms are also considered as immediate support system the teacher in implementing the curriculum.

#### **2.5.3.1. Assessment of Curriculum Implementation:**

Educational system needs to undergo a continuous assessment to gather data regarding the strengths and weaknesses of curriculum before and after implementation. The purpose of gathering such data is to allow curricularists to either revise, modify, maintain, or discontinue their actions and programmes or to furnish data that will support their decisions regarding curriculum matters. On the contrary, if this is not put in to practice, curriculum development and improvement in particular, and the teaching-learning process in general are bound to be ineffective (Mulusa, 1995:270; ornstein and Hunkins, 1988:250).

## CHAPTER THREE

### 3. Research Design and Methodology

The aim of this study is to investigate the teaching-learning problems of geography in Bekoji-senior Secondary School. Since the case to be studied includes human behavior, the study utilized the qualitative way of investigation. Therefore, the design applied to the study was a descriptive case study. That means by taking few research informants in a single case, detailed exploration and generalization of many case were taken place.

According to Denzin and Lincoln in Amare (2004:47) The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency.

Moreover, research as Denzin and Lincoln in Amare (2004:53) have explained qualitative research, in general, is situated activity that locates the observer in the real world. It consists of a list of interpretive material practices that make the world visible.

Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.

Furthermore, Silverman in Amare (2004:53) suggested six possible criteria for characterizing a qualitative research methodology. These criteria are:

- Seeing through the subject's perspective; or taking the subjects perspective
- Describing the mundane detail of every day settings.
- Understanding actions and meanings in their social context
- Emphasizing time and process
- Favoring open and relatively unstructured research design
- Avoiding concepts and theories at early stage.

### **3.1. Source of Data**

The data for the study was collected from vice director of the school, geography department head, school librarian, students, geography teachers. In addition to this, classrooms, library, pedagogical center, geography room, room of geography department, record office and out door space were used as source of data.

### **3.2. Sampling Techniques**

The sampling technique that used for the study was purposive sampling, the school and the informants were selected on purposive basis.

The school was selected due to two main reasons:

First the researcher wrote a term paper in that school on similar title and he want to up grade his findings in order to investigate untouched problems in the school under study.

Second, it was convenient for the researcher to have access with the school due to long time staff experience, which made the data collection easier.

Informants such as, vice director, geography teachers, students, department head, and librarian of the school were selected on purposive basis in order to increase the validity and reliability of information for the study. This is mainly because of their close duties and responsibilities regarding teaching-learning activities in the school under study. Generally the data for this study was collected from 14 informants. Among these 8 students from grade 9-12 four male and four female those are high achievers, 3 geography teachers those have good performance, one geography department head, one school vice director, and librarian.

### **3.3. Data Gathering Tools (Instruments)**

In order to gather reliable and pertinent data multiple method of triangulation techniques were used. These multiple approaches were observation, interview (structured and un structured), document analysis, and informal talks were used as a means of data gathering tools.

### 3.3.1. Interviews

Interviews in qualitative research paradigm are one of the major sources of data. Because it is very useful instruments to understand reasons how and why things happen the way they are happening. The how curriculum implementation is better addressed through informants interviews. During interviews four groups of informants were involved: teachers, students, school administrators and librarians.

Interview was used to obtain necessary information concerning the feasibility and suitability of the syllabus, availability of material resources, availability of human and financial resources, available utilization of geography resources, methods of geography instruction, interest and efficiency of teachers, guidance and counseling service, school discipline. Thus, purposely-sampled informants were interviewed in oral language and were tape-recorded. Finally the recorded information was transcribed and translated in to English language.

**Table 1: Bio data of teacher informants**

Teacher code	Gender	Qualification and field of specialization	Service year in teaching	Teaching load	Posts in school
T1	M	Diploma in Geography	19	24	Teacher
T2	M	Diploma in Geography	16	26	Teacher
T3	F	Diploma in Geography	3	24	Teacher

As in the table displayed all of the teachers are at similar qualification but different experience.

**Table 2: Biography of Students informants**

No	Students' Code	Sex	Age	Grade level	Rank from the whole section
1	ML	F	16	9	1
2	AB	F	17	10	1
3	TW	F	17	11	1
4	RR	F	17	12	1
5	DA	M	20	12	1
6	TF	M	18	11	1
7	RR	M	16	10	1
8	EA	M	14	9	1

**Table 3: Biography of other informants (Instructional leaders)**

No	Leaders' Code	Age	Service	Qualification
1	DSG	42	18 years	Diploma in Oromic
2	LGK	50	19 years	12 Grade complete
3	DGA	33	8 years	Degree in Geography

### 3.3.2. Observation

Many writers perceive observational data as a vital set of data in the study of curriculum implementation. Gesten and Carnin in Alemayehu (2005:25) portrayed, despite the widespread use of interview techniques to assess levels of implementation of an educational practice most valid way to measure implementation is direct observation. Classroom observation is a key instrument of data collection in describing what approaches are being used. Besides, Marriam (1988:102) also contends, observational data gives a first hand account of the situation under study and when combined with interviewing and document analysis, allows a holistic interpretation of the phenomenon being studied.

Hopkins (1993:92) identified four types of observations, namely, open observation, focused observation, structured observation and systematic observation. Thus, for this study, open

observation was used to collect data. In open observation the observer can notes down key points about classroom interaction, geography room facilities, library facilities department room and pedagogical center with its teaching materials.

Thus, observation was carried out after interview in order to gather further information for the study. The observation was made in the geography lesson, library, geography room, geography department room, and out door environments. Thus, for the observation process check- list was utilized.

### **3.3.3. Documents**

Documents in this text are used as major instrument of data collection and also as additional evidences with interview responses and class observation notes

Document analysis was focused on:

- Student' result.

Thus, the three consecutive years of geography results were analyzed. The results were included school exanimation result (grade 9 and 11) and National examination result (grade 10 and 12)

- Teachers daily and annual lesson plan
- Files of the school pedagogical center and school library
- Department and office documents
- Curriculum materials

Therefore, all these geography results of three consecutive years (1995-1997) were assessed and analyzed, so as to understand what the students performance looks like.

### **3.4. Method of Data Analysis**

Finally, the qualitative data was obtained through observation and interviews were presented summarizing the words of the respondents followed by analysis and discussion.

After analyzing and discussing, the data was obtained in light of the related literature; conclusion was made on the basis of the findings that are followed by recommendations.

### 3.5. The Research Setting

Bekoji secondary school is found in Oromiya Administrative region and in Arsi Administrative Zone and Lemuna Bilibilo woreda at Bekoji town. The town is located 229 km south of Addis Ababa (the capital). It was established in 1929 by Fascist Italian and used for fortress. Thus, the town is found at a highland, Arsi Bale Massif. At that time, local landlords administered the town. Total number of its current population is 22663. The main source of income of the town is tax.

The school was set up in 1981 G.C by its surrounding community. Bekoji secondary school entertains both TVET and academic programs together. Thus, they are using resources together. Which create scarcity of resources in the school. Most students of the school are coming from countryside, because this is the only school, which entertains both. TVET and preparatory programmes for three woreds; Bekoji, Shirka and Silitana. Which increase burden over the school. Currently the school entertains 4000 students from grade 9-12. Generally, a lot of professionals brought from the school. Thus, the school is very important for the country in general and for the local community in particular.



## CHAPTER FOUR

### 4. Analyses and Interpretation of Data

In this part, after the data was collected through observation, interview and documents analyses and interpretation were made. Accordingly, analysis and discussion of the findings are presented as follows:

Quoting of teachers' views is through writing codes, as T1, T2 and T3 and for students' reflection I took the first letter of their father's name preceded by the first letter of their name. Besides, for instructional leaders reflection, I used the first letter of their responsibility preceded by the first letter of their father's name and their name.

#### 4.1. Suitability of the Curriculum

Regarding the suitability of the curriculum, most of the informants stated that the curriculum is up-to-date in content and feasible. Moreover, they mentioned that contents are arranged from simple to complex and the language is easy to understand for teachers and students

Concerning this, one teacher said that:

*...The curriculum is up-to-date in content and feasible. Moreover, contents are arranged from simple to complex and the language is easy to understand for teachers and students. But the main problem we have been facing is the shortage of allotted time to cover the content. (T2, 24/03/06)*

Again another teacher stated the following wrong points in grade 10 syllabuses:

*...Population proportion is always done from 1000 people, but sometimes in grade 10-text book it is multiplied by 100 people. And in the text again it says that currently Ethiopia follows free market economy but practically we observe mixed economy. Thus, this made both teachers and students confused: (T1, after class teaching grade 10, 25/03/06)*

Other teachers had also to say:

*... The great problem as far as curriculum concerned is time allotment, because the contents are vast and the allotted time is only two periods. Therefore, it is difficult for me to cover the contents at a right academic time. I teach on Saturday and Sunday so as to cover the portion. However, I never cover it. Thus, the allotted time should be grow from two to four periods for grades 9 and 10, and from four to five periods for grades 11 and 12 or the contents should be reduced. Because due to shortage of periods, the last two chapters of grades 9 and 10, and the last chapter of grades 11 and 12 are left being untouched. We, teachers give more stress for portion coverage than teaching-learning process and students' achievement which has a direct connection with performance appraisal (carrier structure) because unless we cover the portion we never get our carrier structure, because portion coverage is taken as one and major criteria for teachers' appraisal. (T3, after class teaching grade 9, 24/03/06)*

*....Not only the insufficient period allotment but also low language skill of students negatively affect the portion coverage and understanding of students, because I teach students in two or more language i.e. English, Afaan Oromoo and Amharic. So it is time consuming. In my opinion the reason why students are weak at English language, is that, students had learned in their mother tongue and as a result a lot of periods lost by repetition. (T1, after class teaching, grade 10, 25/03/06)*

One student also said that:

*...Our teacher always teaches in Amharich language. Thus, we communicate easily without problem. But this in turn reduces the interest and skill of students on English language. This may be the reason sometimes out standing students fail to be successful in the national examination (grade 10&12). Therefore, in order to raise students' language skill, English teachers should be selected based on their language*

*skill, and the second cycle curriculum (grade 5-8) should be prepared in English language. (RR, Grade 12 student, 31/03/06)*

Supporting the above concept, many studies like (Berk 1988:25; Tilaye, 1997:28; Tadesse, 1974:19) indicated that in Ethiopia, English is the second or third language for most of the students and medium of instruction in high schools, is one of the sources of difficulty for students. They also argue that because students lack efficiency in communicating in English they may develop negative attitude towards attending school i.e. communication gap exists and consequently students lack value in the lesson.

Besides, students spend a lot of time and effort in trying to understand the language of instruction it self while they study the contents. That is, if students have difficulty in the medium of instruction, concept formation will be a difficult task for them.

Similar with that informants' response, I observed when teachers teach on Saturday and Sunday and teachers use three languages, English, Afaan Oromoo and Amharic as medium of instruction during their classroom lecture. As a result they took more time for one topic. Thus, from the aforementioned informants' response and my observation result it is possible to conclude that both time in availabilities for the contents and low language skill on the side of students hinder the teachers' portion coverage effort. As a result, many important contents remained untouched. This in turn affects students' academic achievement particularly in the national examination, because questions are prepared from untouched contents. Therefore, the curriculum needs revision so as to balance the contents and the allotted time, and to correct or modify some ambiguous points.

## **4.2. Teacher's skills Related to Curriculum Implementation**

### **4.2.1. Teaching Methods and Approaches**

Regarding teaching method, Azeb Desta (1984:19-20) has correctly elaborated the method of teaching range from the traditional lecture to the present innovative ones like computer assisted instruction, the project study method, laboratory demonstration, simulation method, the role-play method, and the discussion method. In spite of the presence of these varied of method of

teaching, the choice and use of one or more of them by the teacher depends on certain variables. The objectives of the lesson, the contents, the particular knowledge, skill or attitude to be developed, the size and nature of the group to be taught (class size) and the skill and ability of the teacher in selecting and using the method are worthy to mention. Thus, as far as concerning teachers' teaching method, most informants stated that geography teachers frequently talk about the lesson and give short note at the sometime; they don't give chance for group discussion and field observation as well as practical work. One student said that:

*... Our teacher always discusses a lesson and give short note rapidly. He doesn't create extra opportunities for me to participate in the issue. But he made me only being receiver. He has not given a chance for fieldwork even once a year as a result my interest for geography lesson went down because every period of the lesson is carried out in one and the same approach. Though I expect other approaches and activities, every day and every period, the teacher always comes with one and constant style of teaching. (AB, grade 10 student, 27/03/06)*

Other teachers had also to say:

*...I frequently use lecture method because the contents and the time allotment are not proportional (do not match each other). Thus, this condition forced me to apply lecture method rather than other methods so as to push the contents forward. But other methods are not convenient because they need more time and optimum class size (40 students/ section) (T3, after class teaching grade, 24/03/06)*

*...I frequently use lecture method while I present the classroom lesson rather than other teaching methods. Because, there is high number of students in each class, average 110 and the preparation of the textbook is suitable for lecture method. Moreover, the contents are vast when we compare with the available periods. Thus, these three conditions forced me to use lecture method. In order to apply other teaching methods, the period allotment should be increased and the number of students per classroom should be minimized from 110 to 50...(T1, after teaching grade 10, 25/03/06)*

Hight (1951:87) explained, lecture method as the teacher talks more or less continuously to the class the class listens, thinks over them later but it does not converse with the teachers. At most it may ask a few questions, but these are for the sake of clarification, not of discussion. The essence of this kind of teaching, and its purpose, are a steady flow of information going from the teacher to the pupils.

Just like informants' response I also observed that teachers frequently apply lecture method that is the teachers were talking and the students were listening. As I saw in the actual observation teachers were active and students were passive participants in the classroom and one-way communication was dominant. This condition negatively affect students' creativity as well as participation in the process of knowledge formation. A single method of teaching doesn't satisfy the styles of majority of learners. Therefore, in order to incorporate all learners in the teaching-learning process, in the knowledge formation activities, the teacher has to use various teaching methods and approaches.

Supporting the aforementioned concept Hight (1951:87) pointed out that, a teacher who uses only one method is in danger of developing only one group of skills in his pupils and only part of his own powers as an educator, a pupil who knows only one-way of learning will find it hard to conceive what rich possibilities lie un used in his own mind.

Generally, both the informants' response and my observation depicted that teachers frequently use lecture method while they present the classroom lesson. This method may satisfy the styles of few learners but large group of learners may be out of the game. Thus, life teaching-learning activity is unexpected rather the classroom situation is calm and reduces the students' interest towards the lesson. As a result, students may miss the class before the teacher is coming in the class. Thus to alleviate such problems teachers have to use various methods of teaching which facilitate students for self-learning.

To strengthen the above concept, Tony Fisher (1998:132) pointed out that:

*The talk and chalk method of teaching curriculum object where the teacher talks and the students listen is gradually being changed to learning by doing and*

*discovery methods. In these methods, the teacher creates opportunities for the students to find out knowledge for themselves through different activities.*

Similarly, trade in (Lambert and Balder Stone, 2000:121) quoted as:

“ You can lead a horse to water  
But you can't make it drink,  
You can send a kid to college  
But you can't make him think.”

From the above quoted concepts, we can understand that teachers are highly responsible for applying varied teaching methods so as to encourage students' self-learning.

At last it is possible to conclude that teachers' method of teaching is one, the same and constant i.e. lecture method. Thus, such method does not satisfy the styles of majority learners as well as does not create extra exposure for students to participate actively in the process of knowledge formation. On the contrary, it creates conducive condition for the teacher to act as a king of king and the only knowledge processor and fountain of knowledge at the same time students were considered as passive subjects. Therefore, methods of teaching hinder teaching-learning activities of geography in general and students' geography result in particular (academic achievement).

#### **4.2.2. Lesson presentation skills**

According to (Curzn, 1990; Wagnryb 1992:79-81) every lesson has a beginning and an ending, or an entrance and an exit. Of course, it has also its own internal stages. However, many research studies have indicated that there are three main structural components of formal lesson i.e. set induction (introduction), explanation (central section) and closure (conclusion). It should be noted that, usually one can recognize the end of one activity or phase and the start of another through the teachers signals.

On the contrary, students had also to say:

*... Our teacher presents the lesson by explanation without introduction and conclusion. Thus, I faced a problem of mental readiness, and screening and understanding of the main points of the lesson . . . (TF, grade 11 student, 27/03/06)*

*...The teacher frequently presents the lesson in the same way i.e he just enters in the class and starts explanation of the topic without introduction and reminding the previous lessons, and at the end of the period he goes out from the class with out closing the lesson. (BB grade 10 student, 31/03/06)*

*...The teacher presents the lesson with out organization: As a result, I have faced difficulties to understand the main points of the lesson. Due to this condition, many students hate the lesson and left the class before the teacher enters in the class. (ML, grade 9 student, 23/03/06)*

Furthermore, my observation also showed similar phenomenon, that is, teachers frequently present their lesson without introduction and conclusion. They simply enter the class and start the new topic without reminding what they taught in the previous lesson and introduce the main objective of the new topic, and finally they left the class without stabilizing the main points of the lesson and conclusion.

As my understanding, the lesson was left in the form of pieces of concepts rather than organized form. Thus students would likely face difficulties to understand the core points as well as the main objective of the lesson.

To strengthen the above observation result and regarding closure, Knott and Mutunga (1995:183-184) have explained as:

*Closure is designed to organize and to consolidate students learning. In this context closure could be achieved by summarizing the major points, by asking some simple recall question on key elements of the topic and then posing open ended questions in which its purpose is to assess the effectiveness of instruction.*

However, both the interviewees' response and the observation result depicted that most geography teachers of the school do not apply the two main stages of the lesson i.e. introduction and conclusion. They only gave stress on the one stage i.e. explanation. Thus, the teachers lack lesson presentation skill or they may be careless to apply three main lesson structures. As a result students' performance and interest as well as their motivation is negatively affected

### 4.2.3. Teacher's Questioning skill

Regarding questioning, Jacobsen et al. (1989:134) stated that questioning technique is one of the most important instructional technique that characterize every teaching and learning activity and any method of teaching. It is critical skill that can be used with virtually any subject area and grade level.

However as far as concerning teachers' questioning skill, most student informants reported that geography teachers do not frequently ask questions. Thus, one of students said that:

*...Our geography teacher doesn't frequently ask questions. But rarely he asks questions during explanation. The types of questions that he asks were mostly those questions encouraging "Shimdeda". This in turn reduces our degree of thinking, preparation and readiness. Because if the teacher has a behavior of asking questions which encourage deep thinking, every student will prepare him/ her self before he/she comes to school. (AB, grade 10 student, 27/03/06)*

Another student also said that:

*...The teacher doesn't like to ask questions. He simply discusses and gives short notes, and when the bell rings, he comes out. (TF, grade 11 student, 27/03/06)*

Similar with those of the informants' response, I also observed that geography teachers frequently used lecture method and one-way communication was dominant. That means knowledge is transferred from the teacher, fountain of knowledge to the students, passive subject, consequently, most geography teachers didn't facilitate conditions to stimulate and create exposure for students' classroom participation.

But few teachers, for example DGA and T2 rarely asked questions in the stage of explanation not in the stage of introduction and conclusion, and the type of questions asked by these teachers were, questions those motivate students for shallow thinking, rote memory but not for critical thinking.

Example:

1. What are the three climatic zone of the world? By (T2, in grade 9 lesson, 24/03/05)
2. What are the three economic system in Ethiopia (DGA, in grade 11 lesson 24/03/2005)

Therefore, both the interviewees' response and my actual observation proved that teachers are not only lacks questioning skill but also they didn't give attention for questioning and the type of questions.

Supporting the above concept, Sadker and Sadker (1986:140-143) give a comprehensive explanation about the questioning behavior of the teacher. As they pointed out that, "to question well is to teach well." "The teacher who never questions never teaches." "In order to be an effective teacher, one must be an effective questioner."

Generally, from the aforementioned information it is possible to conclude that teachers lack both questioning skill and knowledge about the significant of questioning. This hindered the students' interest, motivation, active participation and style of teaching and learning. By and large, these conditions affect students' academic achievement particularly their geography results.

#### **4.2.4. Teacher's Classroom Management Skill**

Concerning classroom management, all interviewees responded that the geography teachers frequently and properly managed the classroom.

*Accordingly, one student reported that, the way how teachers manage the classroom was that teachers talk and give short note at the same time and rapidly and students follow the lecture attentively so as to cover the portion. Thus, this situation made students busy. As a result student could not get a chance to disturb or shout or talk with their colleagues. Therefore, the classroom remained calm through out the whole period. (AD, grade 10 student, 30/03/06)*

In the same way, I observed calm classroom environment in most classrooms, which I carried out my actual observation. No students disturb the class, even students didn't talk and play with their near by friends while the teacher is lecturing. As I reported in the part of method of teaching, teachers frequently apply lecture method, and this method made both teachers and students busy.

Consequently, the student couldn't get spare time to disturb the class or talk and play with their friends.

Generally, both the interviewees' response and the actual observation result indicated that no classroom management problems. As we know, one of the main advantages of lecture method is classroom management. Thus, lecture method is advisable for large class size.

So regarding social science panel (2002:15) defined, classroom management means the art of carefully preparing, presenting, discipline and controlling class activities. According to this panel, effective class management depends on effective class managers.

Management of the learning environment is also a skill that all effective teachers must master. This is because, without the skill to manage a classroom, even a well-planned lesson can fail. Therefore, effective classroom management is of crucial importance.

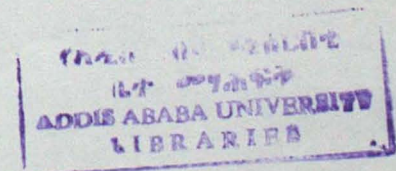
Moore (1992:11) also remarked that little or no learning can take place in an environment that is not well managed. This is not without reason. The classroom management behavior of the teacher contributes to creating a quite learning situation in which pupils can learn. This indicates that good behavior and discipline in classrooms are essential to successful teaching and learning, and on the other hand, misbehavior in the classroom prevents pupils learning effectively. (Creems, 1992:61 and Doyle, 1986:397).

### **4.3. Availability of School Resources for Geography Instruction**

#### **4.3.1. Human Resources**

According to Galloway (1985:45) human resources include skilled and competent managers, well-qualified teachers, librarians, head of pedagogical center and cooperative community.

Regarding human resources all interviewees held similar view that there is no shortage of teachers. But there is a problem of professional administrators and librarian. The school directors are not from school administration or related fields rather they are from mathematics and Oromic fields. The librarian also has no qualification (not qualified), he is just 12 grade complete. As they mentioned regarding librarian not only problem of qualification but also scarcity of man



power because there is only one individual assigned as a librarian, in case if he is absent, the library will be out of function. Moreover the interviewees reported the problem with teachers as:

*Though, there are sufficient number of teachers except two teachers the rest 3 are diploma holders and some are fresh for the profession. As a result they can't treat students properly because some are shy and the others are aggressive.*

Similarly, I observed that, the school directors are from mathematics and Oromic fields, and the school has one-librarian but not professional and two degree holder teachers even one of them is fresh (4 months experience) but the rest 3 are diploma holders. As far as concerning librarian as mentioned above there is only one librarian, when he left the school due to his personal cases, the school library is closed. As a result students fail to get reading room and reference materials.

Concerning human resources, particularly teachers, Highet (1951:12-18) stated that, the first and most necessary of qualities of good teacher is he must know his subject. He must know what he teaches.

Teaching is inseparable from learning. Every good teacher will learn more about his subject every-year, every-month, every week, every day if possible.

Generally, both the interviewees' response and the observation result depicted that, there is a serious problem of human resources in the school, because the result showed that, no sufficient and professional librarian and no qualified school directors and lack of highly qualified and experienced geography teachers in the school.

#### **4.3.2. Reliable Material Resources**

Regarding the availability and adequacy of materials and equipments, all informants held similar view, that is serious shortage of materials and equipments. They reported the main reason for the lack of materials and equipment are:

1. Absence of geography room and room of pedagogical center to produce and properly shelf teaching materials and equipments. As a result even the maps, charts, globes,

specimens, different scatches produced by geography teachers and students are stored and packed with other materials in one room.

2. The school has no financial source or budget that could buy materials and equipments.

In the same way during my observation I didn't see both pedagogical center and geography room as well as no geography teacher who utilize instructional materials during their classroom lesson. Thus, I observed that teachers frequently use talk and chalk method, no maps, charts, globes, specimens, models, sketches, audio materials, audio-visual materials, overhead projectors etc.

Furthermore, student interviewees reported that, there is also shortage of geography textbooks in the school. Thus, the ratio between textbooks with students is 1:2. Therefore, they explained the negative impacts of the scarcity of geography textbook as:

*Our teacher frequently use lecture method, talk and give short notes with broken sentences and abbreviations. So that we don't have well-organized note to study, the only option what we have is just studying textbook. But one textbook is given for two students; even some students didn't get a chance to share one textbook with other students. Thus, we study the textbook turn by turn and during exam time we quarrel each other to get textbook. As a result the energetic students are beneficial. But small boys and girls are remained out of textbook. Consequently they take the exam with out well preparation. (EA, grade 9 student, 30/03/06)*

Therefore, from the interviewees' response and from the actual observation result, it is possible to say that there is a serious problem of geography instructional materials and equipments in the school.

Education and Training policy of T. G. E (1994:98) states:

*In order to promote the quality, relevance, and expansion of education due attention will be given to supply, distribution and utilization of educational technologies and facilities.*

In general, it is possible to conclude that, no available and reliable geography teaching materials and equipments as well as no geography teacher who utilizes materials and equipments during

their lesson. Thus, such shortages of materials and equipment as well as in efficient utilization of resources have negatively affected the teaching-learning activities and students' geography result.

As Newby et-al (1996:24-25) explained on this issue, materials are decisive for effective and permanent learning. Moreover, they can promote motivation, interest and participation of students.

Though not advocating an absolute class control of IT on student learning, Fisher (Alemayehu 2005:40-41) writes the significance of IT in Geography as:

- Enables understand an alternative image of people, places and environments
- Increase time for greater depth of analysis by generating graphs charts, maps rapidly
- Increase learners' autonomy in class.

There exists a general consensus among educators and researchers that in availability of instructional materials has an adverse effect on the quality of education. Shortage of reading materials (textbooks, reference books and journals) and another pedagogical resource such as maps, charts, graphs and globes discourage teachers from carrying out their duties effectively (Doll, 1974:177).

Supporting the above point, Chapman and Mahlk (1997:6), Hedlud (1970:181-183) have made the significant discovery that the inadequacy of the instructional materials jeopardizes the ability of developing countries to provide quality education. Thus, many schools in developing countries to day face critical shortage of instructional materials and consequently the quality of teaching and learning continues to be very low.

Instructional materials are required for successful implementation. Particularly for the learning activity of young children the availability of tangible instructional materials such as models, real objects, charts, maps, graphs etc, seem to have paramount importance. In spite of this fact, in developing countries like Ethiopia these requirements are often unmet. As a result, curriculum implementation in developing countries is seriously hindered by the shortage of instructional materials.

Supporting the above view Amare (1999:64) strongly suggested in the Ethiopian situation there is a strong deficiency in preparation, provision and utilization of instructional materials. The system

seems to have given more attention to other quality aspects of education, such as preparation of teachers, classrooms, class size, etc. In most schools students have been observed to learn in passive way with minimum application of instructional material. The teachers have identified shortage of materials for instruction as the most critical problem. It is however, observed that limited effort is made to address at the school. He also argued that most instructional materials have need to be prepared at the school level using local materials by teachers, students and media experts.

Generally, both in adequate and in proper storage of resources create problems in the utilization of resources in the teaching-learning process. As a result, this condition affects students' cognitive affective and psychomotor domains as well as their active participation.

As the investigation depicted the school has no geography room and pedagogical center. These conditions aggravate the problem too much because as we know pedagogical center is the pillar of teaching-learning process of any school and geography room is the 'backbone', laboratory of geography instruction. Thus, the absence of two main centers, geography room and pedagogical center even negatively affect the creativity of students and teachers in order to produce teaching materials to alleviate the shortage of instructional materials.

#### **4.4. School's Physical Facilities**

##### **4.4.1. Classrooms**

Most interviewees complained that the school has not sufficient classroom. As a result, the average number of students' in each class is 100. But the class was built to entertain 40-50 students'. It means the class is crowded, even it is difficult to write notes and do any activities. Because not only the classroom is narrow but also no sufficient seats and tables for the students and for teachers.

Regarding this, one student said that:

*...Our classroom is narrow and 4 or 5 students sit in one bench. As a result, the classroom is overcrowded and creates suffocation and bad smell, which disturb*

*and divert our attention from the lesson. Moreover, we have been facing difficulties when we do certain activities. (AB, grade 10 student, 27/03/06)*

Again one teacher said that:

*...Due to the rapid growth of student number, the classrooms become overcrowded and gives service over their capacity. Thus, it is difficult for teachers to make physical contact with students. Therefore, the only option that we have is oral or eye treatment. (T1, after class teaching grade 10, 25/03/06)*

Another individual also said that:

*...Students who are found in overcrowded classrooms cannot be provided with the appropriate learning experiences. This is because of the fact that the number of students in a classroom can affect the working capacity of the teachers. He/she may not be able to cater for individual differences and to present a variety of activities and correcting them could be a big load to the teacher. (DGA, 24/03/06)*

Similarly, I observed overcrowded classroom and large number of students. In each classroom in which carried out my observation. No sufficient seats and tables both for the teachers and students. In each class 100 and above 100 students are entertained. In one bench and Table 5 or 6 students entertained. No space for the teachers, consequently, the teacher stood in one place near by the black board and gave lecture with out movement (pace). As I observed it is difficult to consult students, those seat at the middle and at the back of the classroom because no sufficient space between each rows. Therefore, teachers treat students orally without going to them. As concerned informants mentioned to me the classroom were built for 40-50 students but now due to increment of students and shortage of classrooms each classrooms forced to entertain 100 and up to 110 students because there are many tributary junior schools but no other high school in the area. These conditions give burden for the school.

Therefore, both the interviewees' response and my observation depicted that there is a serious shortage of classrooms and large number of students entertain in a narrow classroom. Therefore, this condition negatively affects the teaching-learning activities in general and students' achievement in particular. As most informants complained the large class size hinder teachers'

approach of teaching, and follow up of students' activity. These may be the reasons that teachers frequently use one and constant method i-e lecture method. Moreover, I observed students exercise book without any sign. Meaning students did not do class works, home works and other similar activities. And students' exercise books are not corrected and signed by the teachers. It seems tiresome for teachers giving class works, homework and correcting because the number of students is large 100 and 110. Thus, to correct this much of students 20, 15, sections is tire-some and time consuming because teachers are teaching the whole shifts. Therefore, they don't have enough time for correction of home works and class works. As a result they seem to ignore giving of class works and home works. This problem is highly magnified in grade 9 and 10 because Comparatively grade 9 and 10 students are by far greater than grade 11 and 12 students. Moreover, I observed, no light in the classroom and no poster, charts or any geography materials or any other teaching materials stamped on the wall of the classroom.

One teacher said that:

*...No geography and department room in the school. Thus, it creates a great problem in the production and utilization of resources as well as on the shelving and displaying activities. As a result necessary documents and teaching materials were dropped everywhere and others were mixed with other subjects' teaching materials and stored and then packed in one room. Consequently, we face a great problem in the production and utilization as well as documentation process, (T3 after teaching grade 9, 24/03/06)*

#### **4.4.2. Geography and Department room**

Concerning the availability and internal facilities of geography room, all interviewees held similar view that; the school has no geography room. Moreover they complained that, no geography department room in the school.

*As one of the informant (DGA, 24/03/06) reported that no complete department documents because most documents are dispersed and lost due to absence of proper place i.e. department and geography rooms. Furthermore, he told me due to the absence of geography room, the geography instructional materials were put in the*

*school pedagogical center. Then when the school pedagogical center was shifted to classroom the whole school instructional materials including geography instructional materials were stored and packed in a shanty room. As a result, no conducive condition for the teacher and students to utilize them.*

In the same way, I observed that, no geography and department room in the school. As a result geography-teaching materials were dispersed everywhere, and lost and department documents are dropped everywhere. Consequently, no available teaching materials and department documents. Even I couldn't get certain department documents for analyses.

Generally, all the informants' response and the observation result showed the absenteeism of both geography and department room in the school which hindered geography curriculum implementation and documentation in the school.

#### **4.4.3. Pedagogical Center**

Regarding the availability and function of school pedagogical center all interviewees have the same view that, no pedagogical center in the school.

*(VSG, 31/03/06) also complained that last and before last year the school had pedagogical center. But this year, 1998 academic year no pedagogical center, because the previous pedagogical center was shifted to classroom to alleviate shortage of classroom.*

I also observed that similar phenomena, means pedagogical center is not available in the school. Before a year, I knew that the school had pedagogical center, and all instructional resources were properly arranged there. But currently that room was shifted to classroom. This implies that serious scarcity of classroom also create another huge instructional problem i.e absenteeism of pedagogical center and in availability of instructional materials in the school. Therefore, from this point of view it is possible to say that no pedagogical center in the school and this create a huge hindrances in geography instruction in particular and the whole teaching-learning process in general.

#### 4.4.4. Availability Tutorial and make-up Room

The importance of Tutorial and make-up is unquestionable. Because both tutorial and make-up create extra opportunities for the learners to stabilize as well as to compensate lost periods and to encourage & motivate students particularly low achievers and females. Thus, to carry out effective and progressive tutorial and make-up for the students, conducive environment is compulsory and one of the conducive environments is standardized (well equipped) classrooms (Hall).

As far as concerning the availability of tutorial and make-up room, all respondents held similar view that, no tutorial and make-up room as well as hall in the school. Thus, teachers give tutorial and make-up out side the room under the tree and at the side of classrooms and fences by taking movable black board and with out seats and tables. Therefore, both teachers and students faced difficulties while they carry out tutorial and make-up. Moreover, informants also mentioned that the problem is not only for geography but also for all other subjects. One individual reported about the problem as:

*...Due to the highest interest of teachers and students for tutorial and make-up class, the tutorial and make-up class students similar or equal to that of the regular class, as a result even Saturday and Sunday most teachers carried out tutorial and make-up out side the classroom under the tree, at the side of classrooms and fences. (VSG, 31/03/06)*

Thus according to most informants' response though teachers are interested to give tutorial and make-up for their students, no rooms, seats and table (conducive environment) as a result many teachers are forced to give-up tutorial and make-up.

Similarly, I observed that, no available room and hall for tutorial and make-up as well as for staff meeting. I saw one shanty and dirty hall with out seats, tables, black board, lights, and other hall facilities that which served as a "megazen" and it has contained barley. Moreover, I observed that a lot off teachers gave tutorial and make-up out side the classroom, at the side of classrooms, fences and under the tree. Really teachers and students are highly interested to carryout tutorial and make-up. I do have reason for this, that I observed many times that teachers and students

carried out tutorial and make-up program and many teachers gave tutorials and make-up out side the classroom. Besides due to the absence of hall in the school, staff meeting is carried out in the library, this again negatively affects library activities in general and students' library utilization in particular. Therefore, both the informants' response and the actual observation implied that, in availability of tutorial and make-up rooms as well as hall in the school. Thus these conditions negatively affect both teaching-learning activities and learners' achievement.

#### **4.4.5. Availability of Library and its Facilities**

Concerning the availability of library and library facilities all of the interviewees responded that, the school has a very good library with seats, tables, windows, light and fresh air on the contrary the interviewees explained that no sufficient geography reference books, even the available books are old. Thus, the school has not only sufficient reference books but also it has not up-to-date or current geography reference books.

*...The school has a beautiful building, library with sufficient seats and tables. But there are no professional librarians and sufficient reference books in the library. As a result a lot of students suffered much to get reference books from the limited number of reference books that the library has. Moreover, no extra rooms in the library for staffs. Thus, the staff members in general and geography teachers in particular read materials and take notes by standing at the side of the shelf... (T1, 25/03/06)*

*...Though there are enough seats and tables in the library for the students, there is a shortage of manpower. There is only one librarian in the school. In case he is absent, the library will be out of function. Moreover, there are no sufficient reference books in the library for all subjects in general and geography in particular. The main reasons for these problems are lack of budget and in availability of some reference materials in the market. (LGK, 30/03/06).*

Similarly in my actual observation I saw a wonderful building (library) with, seats, tables, light, windows with fresh air and some geography reference books. Thus, the reference books are very few and most of them are old. Again I observed no staff library as a result teachers come to

library and taken book then stand at the side of the shelf and read and take note then they left the library. Furthermore, I observed that the school has no professional librarian and no sufficient librarian. Thus, when the librarian left the school, the whole library activities give up: Consequently, students lack opportunity to read and refer additional reference materials.

Therefore, both the interviewees' response and my actual observation depicted that no problem of library. But according to them the serious problem regarding library is in sufficient reference books, the oldness of textbooks, scarcity of professional man power and absent of staff library. As a result, these circumstances create a huge hindrance in teaching learning process in general and geography instructional activities in particular.

#### **4.5. Assessment of students' Achievement**

As we know, one of the requirements for quality implementation is to foster good principles and practices of assessment. The Educational and Training policy in Alemayehu (2005:58) states:

*... Continuous assessment in academic and practical subjects including aptitude tests will be conducted to ascertain the formation of all rounded profile of students at all levels.*

Concerning students assessment, all informants held similar view that, geography teachers assess their students achievement in uniform techniques. Namely.

- Exercise book neatness =10%
- Two tests each has a value of 10%
- One written assignment (group) =10%
- One mid examination =20%
- One final examination =40%

Similarly, I also observed during my document analysis in the students' mark list that 10% exercise book neatness, 20% two written tests, 20% mid examination (written) and 40% final examination.



One student reported about assessment as:

*... Our academic achievement was assessed through exercise book neatness group assignment, mid examination and final examination. But class activities, individual assignments as well as field report are not incorporated in the assessment. And the types of questions are True or False, multiple choice, matching, and blank space. Therefore, these types of assessment made students result almost similar. Thus, such questions were invited us for rote memory and cheating. (RR, grade 12 student, 31/03/06)*

From the informants' response as well as from the document analysis result, it is possible to conclude that geography teachers are much concerned with written tests and examinations that are short handed to evaluate skills and attitudes. No one considered instruments of measuring Geographical skills like students written reports of field observation, interpretation and reading of maps, pictures or graphs, the drawing of sketches, producing models etc.

They are also ignorant to the methods of measuring attitudes, behaviour and values. Teachers are seen to perceive assessment not as an integral part of teaching-learning process. Teachers present structured tests and exams in a semester, which is rather summative to each unit and each semester than formative intended for improvement. According to the informants' response and my observation of mark lists, one was found keeping students tests scores, rather than continuous records of students' progressive achievements in classroom exercises, portfolios etc.

I have asked teacher informants why do they confirm with such assessment procedures. All responded that as they apply continuous assessment. Thus, this implies that there is a misunderstanding or misconception of continuous assessment on the side of teachers.

Supporting this view, Alemayehu (2005:61) mentioned that, the general misconception on the part on the teachers on the nature of continuous assessment are seriously affecting student interest and motivation towards learning. Particularly, students in grade 9 and 10 are learning ten subjects that at least they have to take 30 tests with in a semester period-really burden. They are forced to study only for class tests. The situation is putting students under continuous tension; never makes them quite free from worry.

Generally, from the aforementioned information, it is possible to conclude that, assessment of students' academic achievement which was taken by geography teachers create burden and tension to the students and encourage students' rote memorization as well as exposed for cheating. This in turn made students' result similar. Thus, it is difficult for teachers to discriminate students' individual differences (high abler, medium abler and low abler).

#### **4.6. Teacher's Interest Towards the Teaching Profession and Geography Curriculum**

As it is known interest and attitude of a person towards a certain activity determines the quality of the activity in which he/she performed. In other word the effectiveness and the fruitfulness of any educational activities in general and geography instruction in particular is depend on the interest and attitude of the teacher towards the teaching profession in general and to geography curriculum in particular.

Regarding teachers' interest towards the teaching profession and geography curriculum, most informants, particularly teacher informants responded that we don't have interest to be a teacher, in general and geography teachers in particular and due to lack of other option now we are teachers.

One teacher informant (T1, 25/03/03/06) mentioned that:

*I become a teacher just for the sack of survival with out any interest and attitude towards the teaching profession and geography curriculum. Besides he pointed out the reason why he lacks interest and attitude towards the teaching profession and geography curriculum, because of lack of incentives, lack of transfer; lack of social dignity and tiresomeness of the profession.*

Again other teacher informant (T2, 24/03/06) also explained that, as he has no interest and attitude towards teaching profession and geography curriculum. As he mentioned he has higher interest for business than teaching and he has started business. As he mentioned, in the near future he will leave teaching and going on business.

Similarly I also observed actually teachers seen exhausted and lack interest while they are teaching. They don't have smiling face and internal as well as physical happiness.

Therefore, both the actual observation and interviewees' response depicted that geography teachers have not any interest and attitude towards teaching profession and geography curriculum. Consequently, lacks of interest and attitude towards teaching profession directly affect the effectiveness and fruitfulness of educational activities in general and geography instruction in particular.

As far as concerning teachers' interest towards teaching profession, Menna and Tesfaye (2000:26) have come up with a result that only 20% and 22% respectively of their respondents have reported to have interest in the profession. Therefore, since un known time, a great majority of secondary school teachers are taking up the job without interest and preference partly because they are placed to the college forcibly, or assigned to the teaching profession with out being trained as a professional teacher or have no other choices. In addition, those with good academic achievement in the ESLCE do not want to be teachers and as a result the attitude towards teaching is inversely related to achievement in the ESLCE. This in turn suggests that it is only those with low acadamic caliber that are likely to remain teachers. Those with high academic ability do not want to join in. It may be boldly argued that preferences and attitude towards the teaching profession have decided over the last four decades and still continued to do so.

Furthermore Tesfaye and Demewoz (2004:51-52) contend that teachers as a social and economy group and teaching as a profession have reported to be accorded low socio economic status in Ethiopia. Low socio-economic status fosters low and (probably) negative attitude towards the profession. Such an attitude would marginalize preference of the profession over other professions, and would repel those who are taking up teaching, since teachers, among others, are executors of (formal) education and teaching is the key to produce the further elites who shall advance the country, the teaching profession and teachers should not continue with this sad history-teaching profession at risk and the future development of the country at a stake.

#### **4.7 Relation of Geography Instruction with Guidance and Counseling**

According to William (1996:3) counseling is a form of personalized and individualized assistance to adolescents as they develop their full personalities in a social and school context of other personalities, social process and institutions. Counseling is seen as one of many means used in a democratic society to conserve, utilize and foster the full development of its human resources through the optimum development of each member. Broadened repertoire of counseling techniques needs to be utilized in classrooms, in administrative offices, in free time activities, in dormitories, and many other places where students grow and learn.

Guidance and counseling is one of the parts and parcel of any institution in general and Educational institutions in particular. Thus, guidance and counseling is important for the students as far as concerning geography are:

- To show the way how to study geography
- To indicate the way how to develop geographical skills
- To show the way how field observation and field reports are organized.
- To encourage students' desire towards geography curriculum
- To provide an introduction (orientation) for the students to study geography as a special field in the university and college level particularly for preparatory students

(Galloway D. and Edward A. (1992:59)

However, majority of the informants agreed with the view that students have not provided with guidance and counseling service from geography teachers as well as school counselors.

One teacher mentioned that, there are no professional counselors in the school. Therefore, students couldn't get a chance to consult when they encounter academic and biological problems.

As it is known, high school students exposed for different constraints because most of them are adolescents. Similarly I didn't come across (see) counselor and counseling office in the school. Therefore, from this result it is possible to conclude that students couldn't get a chance to be guided and counseled by professional counselor and geography teacher about their general life conditions and academic issues particularly geography matters.

## 4.8 Planning for Geography Instruction

Before teachers start to teach a lesson they used to have some idea of what learning they would like to take place and how the lesson will facilitate this learning. Thus, regarding preparation of geography lesson plan most concerned informants often reported that, all geography teachers prepare both weekly and annual lesson properly.

Similarly, during my actual document analysis I observed that all geography teachers prepared both annual and daily lesson plan properly. But they missed what they planned to do and what they are doing particularly, method of teaching and resources of instruction. It means they have not used teaching methods and resources that they put on their plan. They put different teaching methods and various resources on their plan but they used only one method, lecture method and no teacher use resource while they lecture the classroom lesson.

Generally, both the informants' response and actual observation and document analysis proved that no significant problem as far as concerning planning for teaching and learning geography.

There is plenty of evidence to suggest that, there is a closer relationship between the quality of what happens in a classroom and the thoroughness of planning by teachers (HMI, 1988:42). As a teacher his/her main task is to design learning activities that will help her/his pupils to achieve learning out comes she/he has intended. Un clear lesson objectives resulting from in adequately detailed planning lead to students being unsure of what they are doing and why, and as a consequence they are unable to build on previous work. (Smith, 1997:125).

To strengthen the above idea Lambert and Balderstone (2000:44) depicted that effective planning involves decision need to be made about the purpose of the lesson (aims and objectives), what is to be taught (content) and how teachers are going to teach it (teaching methods and strategies) and how to structure time available and organize activities and resources.

Generally, from the above research findings it can be said that lesson plan is the benchmark for the implementation of any educational program (curriculum) in general and geography instruction in particular.

#### **4.9. Analysis of Students Academic Achievement**

During my document analysis, I came across with two contrary facts in the students' result. These were students' result at the school level is high, most students scored 70% and above. But on the contrary students' result at the national level is very low, most students got 50% and below 50% in grade 12 national examination, and c and below c in grade 10 national examination. Thus, these students' result contradict each other. In my opinion the problem may lie on the ways and tools of evaluation in both school and national levels. As to me the students' school results maximized due to the fact that assignments, tests and examination are done in-group because most teachers gave stress on group assignments to reduce burden during evaluation. Besides, tests and examinations are highly exposed for cheating due to large number of students in a narrow classroom. Thus, students' result is high and similar.

On the contrary the students' national examination results (10&12) is very low because the degree of cheating and group work is low. As a result, low achievers and high achievers were discriminated. But it does not mean no any cheating and group work at all.

Generally, the paradoxical implications (facts) of students' result in both school and national examination needs further investigation so as to give a needed resolution.

For further evidence it is possible to look through the three consecutive years of students' national examination result (grade 10 and 12, geography result) in the appendix part.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendation

#### 5.1. Summery

Large body of literature in the area of implementation of geography curriculum in secondary school appear to indicate that school management, human resources, materials and financial resources, teaching methodologies, discipline and guidance and counseling service are basic criterion for effective instructional activities.

This study contributes to the curriculum area of the country, aimed at understanding implementation problems of geography syllabus in secondary school with specific reference to Bekoji secondary school. The study posed five questions. These were:

The study posed five question. These were

1. How much suitable grade 9-12 geography syllabus for the students, teachers and the community as a whole?
2. What type of teaching methods do geography teachers apply for geography lesson?
3. Are there available resources in the school, and is there effective utilization of resources in the school during geography lesson?
4. To what extent does the school conducive to carry out effective teaching-learning process of geography, regarding resources school's discipline, classroom management, fieldwork etc?
5. How much teachers are interested to the profession in general, and to the geography curriculum in particular?

In order to gather reliable and pertinent data, informants were selected on purposive bases. To collect information, three different data collection instruments were used. These were; interview, observation and document analysis. For each questions, more than one source of data was employed so that triangulation technique was maintained.

On the basis of the analysis made on the data secured through the above procedures, the major findings of the study are summarized as follows:

1. The contents of the syllabus are up-to-date and feasible. But the allotted time is not sufficient to cover the contents.
2. As far as concerning teaching methodology, geography teachers frequently use lecture method
3. Teachers do not follow the three structures of the lesson. They give stress on a single structure i.e explanation.
4. Teachers, neither frequently asks questions nor gives chance for the students to ask questions.
5. No geography room and pedagogical center to produce and properly shelf teaching materials.
6. Crowded classrooms were investigated
7. Scarcity of geography reference books was clearly screened.
8. Teachers' interest towards teaching profession is low
9. Shortage of professional manpower is clearly investigated
10. Summative assessment is dominant way of evaluation of students' academic achievement.

## **5.2. Conclusions**

Based on the findings of the research and with the hope of forwarding possible solution to these problems, the following conclusions are drawn:

- The curriculum is feasible and up-to-date in content moreover contents are arranged from simple to complex and the language is easy to understand. But it is impossible to cover the contents with in the given period.
- Teachers fail to use different teaching methods while they present their lesson. Thus, almost all teachers frequently used lecture method. Fieldwork is totally ignored from method of instruction.

- Teachers present their lesson in the same way, that is they start by explanation and finish by explanation. No introduction and conclusion.
- Teachers didn't frequently ask questions. But rarely they ask questions during explanation. The dominant questions were questions encouraging rote memory for correct responses. Question of critical thinking were ignored.
- Classroom management was properly carried out by the teachers due to the fact that teachers frequently use lecture method, which made both teachers and students busy and by implication the classroom was managed.
- Lack of professional manpower and material resources are serious problems of the school.
- Lack of school facilities such as pedagogical center, geography and department rooms as well as tutorial room (hall). This in turn creates great influence on the utilization teaching materials during classroom lesson.
- Lack of instructional materials were clearly observed.
- Large number of students in each class is observed in relation to small size of classroom.
- The school has a very good library with seats, tables, windows, light and fresh air but no isolated room for the staff and no sufficient and current geography reference books.
- Formative and summative assessments are dominant evaluation methods of students' achievement.
- Teachers have no interest and positive attitude towards teaching profession in general and geography curriculum in particular.
- The school has no guidance and counseling service and no professional counselors as well as no geography teacher who gave a counseling service for social science students.

### 5.3 Recommendations

Based on the findings of the research, the following recommendations were forwarded

1. Geography teachers should get supplementary workshops and trainings to know the ways how to apply "student-centered" method of teaching and to know and apply selective teaching techniques as well as skills about the structures of the lesson and questioning as well as about continuous assessment.
2. The Government shall recruit and staffing professionals such as librarians, counselors, teachers and head of pedagogical center in order to solve shortage of professional manpower.
3. School administrators and other concerned bodies better find different means to provide the school with material resources and other facilities such as, pedagogical center, geography room, department room and tutorial room (hall). For instance, constructing temporary rooms using cheap materials from the surrounding for geography room, pedagogical center and for other purposes.
4. The government, particularly ministry of education better answer teachers' questions in order to raise their interests and attitudes towards teaching profession by providing-transfer, salary increment, free medical treatment and free education for their children.
5. The government, the community and other concerned bodies as well had better buy extra reference books and facilitate conditions to get reference books by donation through good communication with other libraries of developed world.
6. Additional secondary schools should be built in that town to balance the number of students with the school capacity by up grading elementary schools to secondary schools particularly for grades 9 & 10.

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# Appendix I

## A. Interview for Geography Teachers

Addis Ababa University

School of Graduate Studies

Faculty of Education

### Department of Curriculum and Instruction

The following sets of interview items will be addressed to geography teachers. The main objective of the interview is to gather pertinent data regarding the practice and problems of geography instruction in secondary school. Thus, there is no doubt that your kind help is extensively valuable to complete the study. Therefore, you are kindly requested to give your frank and relevant data cooperatively on the basis of the following interviews.

**I am very much indebted to your kindness.**

Name of the Woreda \_\_\_\_\_

Name of the School \_\_\_\_\_

Teacher's qualification \_\_\_\_\_

Grade levels in which the teacher teaches \_\_\_\_\_

Total credit hours in a week \_\_\_\_\_

Total years of service as a teacher \_\_\_\_\_

1. Does the geography curriculum prepared for high school is relevant to the school and economic need of the country? If the answer is no, justify the reason
2. Does the curriculum up-to-date in content and feasible? Justify it.
3. Have you ever finished the syllabus with in a given time? If the given time is not adequate how much teaching periods per week is likely to be necessary for covering the contents of geography? If not what changes could be made to reduce the amount of time required?

4. What special teaching problems do you encounter in the geography syllabus? Would you suggest the way how it could be improved?
5. Have you come across a misconception in geography curriculum? If the answer is yes, mention some of them.
6. How do you measure students' academic performance (achievement)? Mention some of the measurement techniques.
7. What type of teaching methods do you use frequently while teaching geography? Why do you select such a method?
8. Under what condition do you think the suggested teaching method of geography syllabus will be more effective?
9. Do you communicate effectively with your students during classroom discussion? If the answer is no, why?
10. Do you use a mixed language or 'Guramine' for a communication media in classroom discussion? If the answer is yes, when? And, why?
11. How much the school environment is conducive to carry out tutorial, make up, fieldwork etc?
12. Does your teaching-learning process get negatively affected by large class size? If the answer is yes, how? What mechanisms do you suggest to solve this problem?
13. Has the school provided guidance and counseling services? If the answer is no, why? And if the answer is yes, what is its contribution for your teaching-learning activities?
14. Do you get sufficient teaching-learning materials (teaching aids) in the school? If the answer is yes, what type of teaching aids? Visual, audio, audio-visual, specimen or any other? How often do you use them? Always, sometimes or rarely?

15. Have you prepared teaching aids for geography lesson in the school pedagogical center?  
If the answer is no, why? And if the answer is yes, list some of them and for which grade level?
16. Do you prepare annual and weekly lesson plan properly and frequently? If the answer is no, why?
17. How much you are interested to be teacher in general and geography teacher in particular? If you don't have an interest explain the reason
18. If you have additional comments and suggestions, please specify them.

**B. Interview for Students**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Education**  
**Department of Curriculum and Instruction**

The following sets of interview items will be addressed to the students. The main purpose of the interview is to gather pertinent data regarding the implementation of the geography syllabus by teachers of grade 9-12. In this case there is no doubt that your kind help is extensively valuable to complete the study. Hence, you are kindly requested to give your frank opinion cooperatively on the bases of the following interviews.

*I am very much indebted to your kind help*

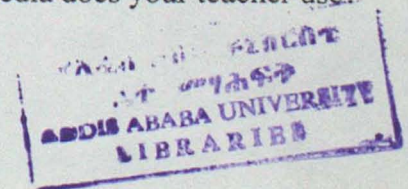
Woreda \_\_\_\_\_

Name of the school \_\_\_\_\_

Student's age \_\_\_\_\_

Student's grade level \_\_\_\_\_ section \_\_\_\_\_ rank \_\_\_\_\_

1. In your opinion, do the contents, and the languages of your textbook interesting and easily understandable? If your answer is no, mention some of the contents, the concepts and the terminology which are difficult to understand?
2. Are there wrong concepts in your textbook? If your answer is yes cite the page and some of wrong concepts as well.
3. Do you cover the annual lesson at a right (given) time? if your answer is no justify the reason.
4. Are you influenced by misconception? What solutions do you suggest?
5. Does your teacher make learning enjoyable? If your answer is yes, How?
6. Do you communicate effectively with your teacher during class discussion? If the answer is no, why? If the answer is yes, what instructional media does your teacher use?
7. How does your geography teacher frequently teach



8. Have you ever participated in fieldwork in 1998 E. C academic year? If the answer is yes, explain the place. How often? Explain the topic of the lesson, physical and social phenomenon you observed.
9. How does your geography teacher measure your academic performance?
10. Does your geography teacher give guidance and counseling service as well as motivation and encouragement for the students, those who find learning geography difficult?
11. What procedures does your teacher follow when present the lesson in the class? Introduction/ set induction, explaining (central section) and conclusion? Or explaining and closure or set induction and explaining or any other
12. What type of questions do your teacher frequently ask?
13. Has the school guidance and counseling service? If the answer is yes, what is its main contribution for your teaching-learning process in general and for geography in particular?
14. To what extent your school facilitate conducive environment for your learning-teaching process, like for tutorial, make up, laboratory, geography (display) room?
15. Does your teacher use teaching materials during geography lesson? If the answer is yes, How often? What type? If the answer is no, explain the reason.
16. How much is the ratio of textbooks to students?  
1:1, 1:2, 1:3, 1:4, 1:5
17. Does your lesson supported by geographic information system (GIS) and computer?
18. In your opinion what are the other crucial problems in learning and teaching geography? What solutions do you suggest so as to overcome the problems?

**C. Interview for Department Head**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Education**  
**Department of Curriculum and Instruction**

The following sets of interview items will be addressed to Geography department head. The purpose of the interview is to gather pertinent data regarding the major problems in the implementation of geography syllabus in secondary school. Thus, there is no doubt that your kind help is extensively valuable to complete the study. Hence, you are kindly requested to give your frank and relevant opinion cooperatively on the bases of the following interviews.

**I am very much indebted to your kind help.**

Woreda \_\_\_\_\_

Name of school \_\_\_\_\_

Qualification \_\_\_\_\_

Field of qualification \_\_\_\_\_

Years of service as a teacher \_\_\_\_\_

Years of service as a department head \_\_\_\_\_

Total years of services \_\_\_\_\_

1. Do all geography teachers prepare lesson plan? If the answer is no, what might be the reason?
2. Have you made a supervision service on the classroom teaching-learning process? If the answer is yes, how often, weekly, monthly a semester or when?
3. How do you see teachers' interest to wards their profession in general and towards geography curriculum in particular? If their interest is low, what might be the reason? What solutions do you suggest so as to raise their interest?

4. How do geography teachers measure students' academic performance? List some measurement and evaluation techniques.
5. Are geography teachers adequate in number to cover the whole grade levels and credit hours? If your answer is no what measures have you taken in order to alleviate the problem
6. How much is the average credit hour covered by each teacher?
7. Do geography teachers have experience sharing practice among each other and with other subject teachers? If the answer is yes, how many times in a semester? What is its significance for the teaching-learning activity? If the answer is no, why?
8. Are there available geography resources in the department?
9. Do geography teachers utilize teaching materials in their lesson?
10. Does the allotted time sufficient to cover the syllabus? If the answer is no, what measure have you suggested so as to solve such a problem?
11. What type of teaching methods do geography teachers frequently use during their teaching-learning process?
12. Have you carried out fieldwork as a method of teaching in the grade level and in department level? If the answer is yes, how often in a semester? If the answer is no, explain the reason\_\_\_\_\_
13. If you have additional comments and suggestions, please explain\_\_\_\_\_

**D Interview for School Pedagogical Center Coordinator**

**Addis Ababa University**

**School of Graduate Studies**

**Faculty of Education**

**Department of Curriculum and Instruction**

The following sets of interview items will be addressed to the school pedagogical center coordinator. The purpose of the interview is to collect important data regarding the implementation of the geography syllabus of secondary school. In this case there is no doubt that your kind help is extensively valuable to complete the study. Hence, you are kindly requested to give your frank opinion cooperatively on the basis of the following interviews.

**I am very much indebted to your kind help.**

Woreda \_\_\_\_\_

Name of School \_\_\_\_\_

Qualification \_\_\_\_\_

Field of qualification \_\_\_\_\_

Years of service as a teacher \_\_\_\_\_

Years of service as a pedagogical center coordinator \_\_\_\_\_

Total years of services \_\_\_\_\_

Weekly load \_\_\_\_\_

1. Are there available instructional materials in the pedagogical center for geography syllabus? If the answer is yes, what types of materials? visual, Audio, audio-visual or all
2. What is the main source of instructional materials in the pedagogical center?
3. To what extent does the school pedagogical center attempt to accumulate teaching materials relevant for implementing geography syllabus in grade 9-12?

4. In what way does school pedagogical center give support for the teachers of geography in grade 9-12 for the implementation of the syllabus?
5. Do students and teachers actively participate in the pedagogical center to produce instructional materials? Mention some of the instructional materials produced by students.
6. Do geography teachers effectively utilize the available materials? If the answer is no, in your opinion what might be the reason?
7. Do you have enough budget to buy and produce instructional materials?
8. If you have any additional information concerning the issues discussed so far, please make a brief remark.

## **E. Interview for School Principal**

**Addis Ababa University**

**School of Graduate Studies**

**Faculty of Education**

**Department of Curriculum and Instruction**

The following sets of interview items will be addressed to the school principal. The purpose of the interview is to collect important data regarding the problems in the implementation the geography syllabus in secondary school. Thus, there is no doubt that your kind help is extensively valuable to complete the study. Hence, you are kindly requested to give your frank and relevant opinion cooperatively on the bases of the following interviews.

**I am very much indebted to your kind help.**

Woreda \_\_\_\_\_

Name of the school \_\_\_\_\_

Principal's qualification \_\_\_\_\_

Total credit hours in a week \_\_\_\_\_

Years of service as a principal \_\_\_\_\_

Years of service as a teachers \_\_\_\_\_

Total services \_\_\_\_\_

1. Is there sufficient geography room in the school?
2. Has the school sufficient geography teachers?
3. Are there available instructional materials for geography in the school, and do geography teachers use the materials effectively and wisely? If the answer is no explain the reason
4. In your opinion, do geography teachers have interest to the profession in general and to the geography curriculum in particular? If the answer is no, what might be the reason?
5. How do you see the teacher's knowledge on the subject matter, and methods as well as strategies of implementing geography syllabus?

6. Do geography teachers prepare annual and weekly lesson plan?
7. How teachers measure students' performance or achievement?
8. Does the school give guidance and counseling service for the students? If the answer is yes, what is its contribution for teaching-learning activities? In general and for in particular?
9. If you have additional comments and suggestions please explain them

**Addis Ababa University**  
**Department of Curriculum and Instruction**  
**Observation Checklist**  
**Issues Considered During Observation**

1. Zone \_\_\_\_\_ Woreda \_\_\_\_\_ Center \_\_\_\_\_
2. Classroom observation
  - Teachers activity
  - Teaching materials
  - Methods
  - Classroom management
  - Classroom facilities
3. Geography room observation
  - Characteristic of the room
  - Room facilities
  - Availability of resources
  - Teachers and students room utilization
4. Pedagogical center observation
  - Availability of geography teaching materials
  - Varieties of geography teaching materials
  - Validity and relevance of resources
  - Teachers rate of resource utilization
  - Teachers and students participation
  - Teaching materials made by teachers and students
  - Arrangement of teaching materials.

5. Library observation

- Characteristics of library
- Facilities
- Teachers and students library utilization
- Entertainment of the librarian

6. Document analysis

- Students' result
- Lesson plan
- Ways of measurement and evaluation
- Teachers' efficiency appraisal

## Appendix II

### I. Classroom Observation

No	Stems	Yes	No
1.	Teacher's lesson presentation skill:		
	- Clear communication of ideas		
	- Sequence of lesson		
	- Pace		
	- Summary of the lesson		
	- Teacher's blackboard picture		
	- Students participation		
2	Teacher's questioning skills:		
	- Communication skill		
	- Motivation		
	-Relevance of questions		
	- Type of questions	Higher thinking	Lower thinking
3	Teacher's utilization of teaching materials:	Yes	No
	- Appropriate selection		
	-Appropriate use		
	- Variety of resources		
4	Types of teaching materials utilized by the teacher:		
	- Textbook		
	- Syllabus		
	- Teacher's guide		
	- Chart		
	- Picture		
	-Samples (specimens)		
	- Maps		
	- Diagrams		
	- Models		

	-Photograph		
	-Experimental objects kits		
	- ICT and GIS		
5	Teachers classroom management skills:		
	- Whole class		
	- Groups		
	- Individuals		
6	Classroom facilities		
	- Seats tables and furniture for teachers and students	Sufficient	Not sufficient
	- Chalk board		
	- Light	Available	Not available
	- Class size	Large	Small
7	Teaching methods	Types	Rate

## II. Geography room observation

No				
1	Characteristics of the room:	Available	Not available	
	- Availability of the room			
	- Size	Small	Large	
	-Neatness	Neat	Dirty	
	- Temperature	Hot	Moderate	Cold
	Teachers sand students room utilization	Effective	Not effective	
2	The room facilities:	Available	Not available	
	- Seats			
	- Tables			
	-Light			
	- Displayers			
3	Availability of resources in the room:			
	- Globe			
	- Map			
	-Pantograph			
	-Projectors			
	- Models			
	- Specimens (samples)			
	-Computers			
	-Measurements			

### III. School Pedagogical center observation

No		Available	Not available	
1	Availability of geography teaching materials			
		Small Varity	High Varity	
2	Varieties of geography teaching materials			
		Valid	Not valid	
3	Validity and relevance of geography teaching materials			
		Relevance	Not relevance	
4	Relevance			
		Frequently	Sometimes	Rarely
5	Teachers' rate of resource utilization			
		Active	Passive	
6	Teachers and students participation			
		Present	Absent	
7	Teaching materials made be efforts of teachers and students			
		Orderly arranged	Not orderly arranged	
8	Arrangement of geography teaching materials			

#### IV. Library observation

No		Large	Small	
1	Characteristic of the library			
	- Size			
		Clean	Dirty	
	- Neatness			
		Hot	Cold	Moderate
	- Temperature			
		Available	Not available	
2	Library facilities:			
	- Light			
	- Seats			
	- Tables			
	-Availability of geography teaching materials <sup>b</sup>			
	-Resources arrangement (geography materials)			
		Frequently	Sometimes	Rarely
3	Teachers' and students' rate of utilization in borrowing and reading resources			
		Excellent	Vary Good	Good
4	Entertainment of the librarian			

### V. Document Analysis observation

No		Worst	Wors	Bad	Good	Better	Best
1	Students' geography result at the school level						
		A	B	C	D	F	
2	Students' geography result at the national level.						
		Frque	Someti me	Rarely			
3	Geography teachers rate of lesson planning						
		Contue.	Summ				
4	Geography teachers ways of measurement and evaluation						
		Excellent	v.good	Good	Satisfa ctory	Fair	Low
5	Geography teachers' performance appraisal						

## Appendix VI

### Students' result of national examination

Grade	Year	A	B	C	D	F	Total
10	1995	84	147	715	351	231	1474
10	1996	38	97	409	124	61	729
10	1997	31	85	339	186	14	652
		<50	≥50				Total
12	1996	74	35				229
12	1997	158	71				109

Source Bekoji Senior Secondary School Record office

\*1995 Grade 12 Result was lost from the school record office. Thus I couldn't incorporate the result in my document analysis.