ADDIS ABABA UNVERSITY

SCHOOL OF GRADUATE STUDIES

PERCEPTION OF STUDENTS TOWARDS CIVIC AND ETHICAL EDUCATION: THE CASE OF COLLEGES OF HADIYA ZONE /SNNPRS/



BY

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ADDIS ABABA

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Acronyms and Abbreviations

HCHS -	Hosanna College of Health Sciences
HTVETC -	Hosanna Technical and Vocational Education Training College
SNNPRS-	South Nation's Nationalities and Peoples Regional State
ESDP-	Education Sector Development Program
HIV/AIDS-	Human Immune-Deficiency Virus/Acquired Immune Deficiency Syndrome
MOE-	Ministry of Education
UNESCO-	United Nations Educational Scientific and Cultural Organization
MOI-	Ministry of Information

Abstract

The major purpose of this study was to investigate the perceptions students and teachers have about responsible citizen, teachers' knowledge of various methodologies used in teaching civic and ethical education and the types behavioral changes occurred in college students of Hadiya zone/ SNNPRS/

To this effect descriptive survey approach was employed as a method of the study. Students, teachers and principals of two colleges were used as sources of data. Questionnaires, interviews and classroom observations were used to obtain data pertinent to the investigation. The data obtained were analyzed using percentages and mean scores statistic.

Results of the study indicated that rendering agreeable service to the community, peaceful resolution of conflicts, safeguarding of constitution as composed of common democratic principles perceived as good quality values of a responsible citizen. It was also found that knowledge of world citizenship, knowledge about current events and participation in political activities were viewed as less important in characterizing responsible citizen. The study also indicated average behavioral change of students as a result of civic instruction. The study also indicated most of students' perception towards the civic education was on the positive side. Further more, teacher dominated classroom practices and lack of design and co-ordination of programs for active participatory learning, lack of cooperation and support from school were found negatively influencing the provision of civic and ethical education.

The college principals and other responsible bodies should take certain actions for improved provision of the subject. For better handling of the concept of civic education in colleges needs provision of regular workshops for instructors, to take care of some of their inadequacies, regarding the much needed skills to keep abreast of the every day demand of the needs of civic and ethical education teaching.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Any society strives to continue in existence through constant renewals and that this renewal takes place by means of educational growth of the young members of the group. As Dewey pointed out "what nutrition and reproduction are to physiological life, education is to social life."(Dewey, 2006:9) In the words of Dewey thus education is a fostering, a nurturing, and a cultivating process. Cultivating and nurturing young generation to bring about an expected behavioral change require enabling them acquire necessary knowledge, skill and develop positive attitudes and characters with acceptable moral standards. To this end both developing and developed countries have strongly instituted civic and ethical education in their educational curriculum though the naming slightly differs from place to place to create and develop informed, competent, and effective citizens who importantly and rationally know their constitutional, moral and legal rights and responsibilities (Aggrawal, 2002: 87,Khan, 2005:188).

On the other hand multicultural societies like Ethiopia, use civics and ethical education to develop democratic ethical values and a tolerant culture on youth so that they behave responsibly and in accepted way. For instance, Israel is a pluralistic society where (81%) of its citizens are Jews and (19%) are Palestinians with considerable number of foreign workers holding temporary residency permits. Thus its pluralistic nature calls for tolerance of diversity for its political continuity.

Giving civic education, even though the purpose differs, is not a recent experience in the Ethiopian education system. Under Haile Selassie I, regime morale education was offered for character formation .The purpose was aimed at creating "ethically decent "citizens' that function in harmony with the

existing socio-political system. In addition, it was to make students accept that the king was given by God, and that His kingship was hereditary. This means also that morale education was aimed at informing unquestionable power of the king and preparing citizens who don't question orders flowing from the crown (Alamiraw, 2005:3).

At the same time under the Derge military regime, instead of civic education, the so-called political education was provided to inculcate socialist ideology aimed at creating ideal communist society (Ibid, 4). In all these preceding systems of education did not allow citizens participation, in their own affairs. This may be, because of the undemocratic nature of preceding systems. The Current objective of providing civic education appear to promote civic competence and wide spread participation of the youth in the social and political life of their localities and the nation at large (Alamiraw, 2005:5)

Accordingly, Ethiopia recently introduced the education and training policy (TGE, 1994). The policy addresses to alleviate the problem of age-old educational policy and trying to promote and bring educational development. One of the measures undertaken in this development was the incorporation of Civic and Ethical education as an additional subject, in primary, secondary and also higher education level, with the intent of equipping its citizens with fundamental democratic principles and values (MOE, 1999E.C :36).

The objective of civic education as indicated in various education and policy document is to produce citizens who:

- Understand, respect and defend the constitution, democratic values and human rights.
- Develop attitudes for research and work and solve problems.
- Develop a sense of citizenship to participate in and contribute to the development of the community and the country (MOI, 2002, Akalewold, 2005, MOE, 2006).

To this end the education system of Ethiopia has been developing the citizens through various ways particularly through the teaching of civic and ethical education at school. The provision of the subject has started in 1996, in all educational levels (MOE, 2006:22). However, the government expressed its discontent concerning the state of implementation of the subject. In this connection all education institutions, principals and teachers were criticized of their poor perceptions and weaknesses in imparting civic and ethical education with the principles of the constitution (Akalewold, 2005). It seems cognizant of this fact, that government conducted incessant discussion with school directors, teachers and with other concerned bodies (MOE, 2006). As a result a revision of the subject was conducted and its name changed to be civic and ethical education, due to the incorporation of some contents in ethics. In this process lack of trained personnel in the subject was found as one of the serious problems, so that the government responded in the formulation of civic and ethical education syllabus for the purpose of training primary second cycle and secondary school personnel in the subject. However, according to education thinkers, part of teaching consists of being alert to what the child is currently able to achieve (Aggarwal, 2002). These may include the perceptions students have about knowledge possessed by the civic teachers in continuous attempt to bring behavioral change in the students, his/her training, including knowledge of various methodologies to civic teaching and other enabling factors (Ibid, 102). Hence, it has been considered an essential study to be undertaken by the researcher.

1.2. Statement of the Problem

Instruction in civics education has been more strongly advocated in various forms in different democratic countries of the world (H.Starkey, 2000). The goal of education for civic education is to prepare children to become members of a democratic society. As a result civic education becomes necessary in schools of democratic society. One of the reasons mentioned, for this was discontent with the attitudes of many young people toward the society; there was electoral

apathy; there was violence in some democratic countries; consequently, for better behavioral change on the part of citizens, civic education has been made one of the subjects of study (UNESCO.1995).

So as it could be seen from the above statements civic education in democratic society was in place for in enabling citizens, participate actively and responsibly in socio-political life of their society.

Ethiopia as part of the world democratic country introduced civic education into the new curriculum with the intent of equipping its citizens with fundamental democratic principles and values (MOE, 1999E.C, MOI, 2002). However, from its inception there was a tendency to see the subject as an imposition of the doctrine of government upon the people.

There was also some informal criticism from some people by saying that it is a teaching of the doctrine of the ruling party.

Nonetheless, what is happening actuality needs investigation and it was the researchers' interest to be involved in this issue. At the same time as the government in many of its educational discussions and documents stated, due to this perception problem, the provision of civic education not achieved its goal of bringing the required behavioral change in recent times on youth (MOE, 1999, E.C.); in contrast, some people informally say that this failed in achieving an expected change, was due to challenge, that it had faced in the process of implementation.

Thus perception dilemma was also another issue that inspired the researcher to concentrate on this topic.

In this line, few investigations conducted concerning implementation process of the subject in elementary and secondary schools similarly revealed the poor

state of implementation of the subject (E.g.Ayele, 2006, Girma, 2006, Juneidi, 2006, Dawit, 2006,). This poor state of implementation was attributed to shortage of curriculum materials, lack of trained personnel in the subject and use of traditional method of teaching.

1. However, the importance of students' perceptions to learning context and teachers' knowledge and use of various methodologies and their approach for enhanced learning outcomes is still call for study.
2. Most of these aforementioned studies were confined to assessing problems in elementary and secondary school level and limited to schools of Addis Ababa where it can be said that the findings may be applicable to the schools that have a similar kind of situation, because different setting schools of Addis Ababa have to enjoy than schools out of Addis Ababa.
3. As to the knowledge of the researcher, none of the studies in this area have been accomplished at college level out of Addis Ababa.
4. At the same time these colleges are selected because they are providing civic and ethical education as a common course, and seeing as the training of all colleges is homogenous in terms of goal and course to be offered, curriculum materials, selection criteria etc., allow concluding the remaining colleges.
5. Because the researcher has been teaching the course in one of the colleges (TVET COLLEGE) for previous two successive years and, the knowledge and the skill acquired help him to see the problems and facilities in providing the course in the area.

Besides he is also familiar with the study area since he has taught and educated there and it is the hope of the researcher that he may obtain adequate cooperation and assistance from respondents.

It is with this substantial information that the researcher is initiated to carry out a research undertaking, which focuses on identification of students' perceptions towards responsible citizen and their claim of behavioral change; teachers' perception of various methodologies and factors influencing civic and ethical education teaching-learning.

1.3. The Objectives of the Study

The objectives of this study revolve around the following major points.

- To investigate the perceptions of students, towards responsible citizen and the role of civic and ethical education.
- To assess behavioral change believed to have occurred among students as a result of civic and ethical education.
- To assess teachers' use of various methodologies in teaching civics and ethical education.
- To identify factors influencing the provision of civic and ethical education in the colleges.

Inline with these the study tries to answer the following basic research questions:

- What perceptions do students, have about responsible citizen and the role played by civics and ethical education?
- What behavioral changes have occurred as a result of civic and ethical education?
- What were the various methodologies used in teaching civic and ethical education?
- What factors are influencing the provision of civic and ethical education?

1.4. Significance of the Study

The focus of this study was to investigate students' perceptions towards responsible citizen and their claim of behavioral change; teachers'use of various methodologies and factors influencing civic and ethical education teaching-learning and teachers' perceptions of responsible citizenship and factors influencing civic and ethical education provision.

Accordingly the out come of this study:

1. Will generate information on the factors, which influence the provision of civic and ethical education.
2. It will initiate other researchers to conduct similar studies at a wider scale.

1.5. Delimitation of the Study

This study is delimited to assessment of students' perceptions towards responsible citizen and their claim of behavioral change; teachers' use of various methodologies and factors influencing civic and ethical education teaching-learning in two colleges of Hadiya zone -SNNPR.

The study also is delimited to focus on the perceptions and practices of the prospective Graduates (10+3, level students). This was because the researcher believes that grade 10+3 level students may provide appropriate data, seeing as they are matured enough and prepared to shoulder responsibilities in their society to be assigned.

1.6. Limitation of the study

Since this study focused on grade 10+3, level students; the limitation of this study was that all the grade levels (grade10+1, 10+2) in both of the colleges were not represented, because of human and financial resource constraint. Therefore, conclusion deduced from such a narrow context and recommendations provided may serve the case of two colleges.

In spite of these however, the researcher relentless effort to make the study as complete as possible by using all data sources available.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter focus on reviewing literature and research findings considered relevant to this study.

2.1. Nature of civic and citizenship Education

2.1.1. Origin and Definition of Citizenship and Civic Education

The terms 'Democracy' and 'citizenship' had the same origin and beginning time. The citizens who first enjoyed democratic government were the Greeks that it was why they who found the name for it. Having derived from the Latin 'civitas', which means citizen or of a city, civic education is defined as a branch of social science which studies the rights and duties of citizens. Where as citizenship is a membership in a political community (originally a city or town but now usually a country) and carries with it rights to political participation; a person having such membership is a citizen (Kassaye, 2007 Augier, 1994, Brimble and May, 1966).

The first form of citizenship, which is explained above was based on the way people lived in the ancient Greek times, in small-scale organic communities of the polis. In those days citizenship was not seen as a public matter, separated from the private life of the individual person. The obligations of citizenship were deeply connected into one's every day life in the polis. This form of citizenship was based on obligations of citizens towards the community rather than rights given to the citizens of the community. This was not a problem because they all had a strong affinity with the polis; their own destiny and the destiny of the community were strongly linked. However, an important aspect of polis citizenship was exclusivity. Citizenship in ancient Greece and Rome as well as medieval cities that practiced polis citizenship was exclusive and in equality of status was widely accepted. Citizens had a much higher status than non-citizens did. Women, slaves, for example were seen to be irrational and

incompetent of political participation. Methods used to determine whether some one could be a citizen or not could be based on wealth, political participation, heritage (both parents had to be born in the polis) (Kassaye, 2007).

In the Roman Empire, polis citizenship changed form: Romans realized that granting citizenship to people from all over the empire legitimized Roman rule over conquered areas and found that taxes were more easily collected, so that citizenship was expanded from small-scale communities to the entire empire. After the collapse of the Roman Empire, the importance of citizenship became less. During the middle ages, the search for personal salvation had replaced the pursuit of honor through the exercise of citizenship. The church replaced the political community as the focus for moral guidance and loyalty (Kassaye, 2007).

To day most countries have accepted democratic rule. Democracy is a Greek Word, which means 'power in the hands of the people (Meinberg, 1971:15). Accordingly, people in a democracy enjoy more freedom than under any other form of government. They are the rulers and subjects at same time. The laws guiding their lives are determined by their own will. If some laws are not in the common interest, the people can change them. Yet, freedom in democracy as Meinberg put it:

> *...is like a coin, one side offers right and privileges, the other side demands responsibilities and obligations, but the two sides cannot be separated, it is one coin citizens of a nation who claim rights but refuse to accept responsibilities, harm the society in which they liven (Meionberg, 1971:18)*

These mean that a citizen is a person who has certain rights and privileges in a country and who expected to render services and overcome duty expected from him.

On the other, hand Augier, gives the following more elaborated definition as democracy to be:

> *...universal system of values and the most appropriate basis for co-existence in order that human beings might gradually stop behaving like savages to their neighbors, and the nations, races and classes might finally live in peace, if not in harmony (Augier, 1994:2)*

According to this definition, democracy is composed of values of tolerance, co-operation, compromise, consensus...Etc. these values keep as a mechanism to solve differences peacefully among human beings. However according to him conflict resolution needs the commitment of citizens who accept the unavoidability of conflicts as well as the necessity of tolerance. As a result, citizens negotiate each other and compromise to work in accordance with established common democratic values that enable them to live peacefully. in view of that (Augier, 2005, Aggrawal, 2006) suggest that youth have to be introduced to the values of tolerance, respect for their fellows, equality, the fundamental rights common to all human beings and liberty. Young people should be taught to recognize and appreciate these values and develop the culture of appreciating and respecting what is not theirs and like to live in peaceful cohesion and harmony with other people. To this end, civic education plays an important role. 'Civics' as (Brimble and May) put it, enable the youth the acquisition of know ledge about the machinery of government, and development of attitudes of loyalty and responsibility to the communities of which the pupil will eventually become a member. According to them loyalty as an essential begins to family, then to school, town, country and automatically global citizenship follows. However as they put it loyalty must not be blind 'recognition of faults is essential if those faults are to be eradicated, it needs active support and criticism. As Brimble and May said:

> *A democratic virtue is humility, because humility is needed for tolerance. Nevertheless, there is one thing the democrat cannot tolerate, namely, injustice, so that he needs the contrasted virtue of vigilant sympathy that will not stand by and see injustice done (Brimble and May, 1966:35)*

This implies that of notion of equality of all before the law, in place of one rule for our friends and us. Law is the only safe guard of freedom but it needs active support and criticism.

2.2. Role of Civic Education in Democratic System

The role of civic education in democratic systems is equipping citizens with civic knowledge, civic skills and civic virtue required to become active participants in their community affairs.

Modern democratic nations need participating citizens who take an active interest in public affairs and who exercise their rights and perform their duties as members of a community. Modern institutions under democratic system also need individuals who, observe abstract rules, and make judgments based on objective evidence and follow authorities legitimated not by traditional or religious sanctions but by technical competence. Accordingly (Khan, 2005, Augier, 1994) Suggest that, to achieve this end, acquainting an individual with information to allow increasing his ability to reason, to give him every opportunity to become an educated man is necessary. What is also inescapable is acquainting student with the nature of government and politics. Generally their suggestions implies us that if citizens are required to be effective in participation, it would presuppose a certain level of civic competence on the part of citizens, so that equipping youth with civic knowledge, civic skills and civic virtues prepares students for their adult life in which they must bear in the society. It is to this end that civic education help students develop a rich and varied understanding of government, public policy, and citizenship of a country.

The quality of democracy seems to depend upon the degree to which civic education can assist adult citizens in finding meaningful bases for participation in public affairs. Through participation in new areas, in which learning through discussion, reflection, and further study is desirable. At the some time

participation, presumes some knowledge of the community, of government, and of the problem or issue at hand. It requires skills necessary to function successfully in groups and contribute effectively to their work (Augier, 1994). Its primary function, according to Augier, is the education of judgment, which leads to rational choice. The problem for democracy and for adult education has always been the same: how to keep citizens and learners responsible for the whole community; while leaving them free to and indeed assisting them in reaching personal objectives.

Civic knowledge that adults require is both continually increasing and incomplete at the same time. Each week, if not daily developments challenge the capacity of citizens to respond with understanding and competence. Secondly understanding the political environment requires engagement with it. Since the conditions are dynamic there is much we cannot know until we try it. Only in the political process are certain kinds of insights possible. Civic knowledge arises out of the inter connection between reflection and action (understanding through civic education to participate and participate to understanding) i.e. to practice democracy, citizens require information about complex local and national issues and the skills and wisdom to put the information to effective use. According to (Brimble and May,) the effective citizenship is possible if-and only if of all kinds of the skills used to put such information to effective use (p.10). Thus knowledge about often increasingly technical issues, as are source to be shared by citizens, as well as values, virtue, and moral judgment about political actions are all inescapable elements in citizenship. According to them, Interactions among citizens as learners are characteristic in particular because they are interactions among equals; as such, they have no compulsory authority over one an other in respect to the subject matters of their interactions as citizens.

In addition, civic knowledge becomes necessary because at the heart of choices about existing and specific situations lay unavoidable questions about often-

conflicting values. Political choosing involves moral reasoning and acting with reference to conflicting standards about what is important to a community (Augier, 1994).

The problem for adult civic education is to help learners develop civic virtue as a basis for acting when their involvement in a public issue in the first place is often drive by emotional investment in a special or "hot" interest, turn away attention from a larger view of public responsibilities. Civic virtue involves first, interest in community issues and public affairs, second, willingness to be involved in matters of importance to the common wealth, and third, an attitude of civility and decency to ward one is fellow citizens (Augier, 1994).

Brimble says "civic virtue is not a matter of mere behavior, it is a matter of forming a civic disposition, willingness to act, in behalf of the public good while being attentive of and considerate of the feelings, needs and attitudes of others. It implies an obligation or duty to be fair to others, to know kindness and perception and to render agreeable service to the community (p. 17).

In this technological age, the actions that citizens take in the public sphere whether concerning land use or to solid waste disposal or any other of the countless problems facing local communities, have enormous consequence for themselves and generation to come. Hence forming civic conscience is fundamental because it in values behaving morally toward other as a response to their basic dignity and worth. Civic knowledge, skills and disposition to use them in order to achieve a vision of the community that is desired can be furthered through purposefully structured civic education. Informed judgment and action with regard to the public's affairs-dynamic and effective citizenship in full bloom is the goal of adult civic education. At its core, responsible citizen involves responsible involvement in public issues. Through participation in adult civic education, citizens should be able to recognize and talk openly about moral choices and to make more reflective judgments about them.

The skills of citizenship can be learned through civic education programs that encourage participants to move outside the confines of what is familiar and comfortable and explore new information and perspectives. Civic education promotes the ability to make connections, to see causal situations and out comes and to understand the relationship between the individual and the larger community. Civic education challenges citizens to recognize the inter relationship of specific private issues with larger public problems and to use civic skills in solving them (Augier, 1994).

2.3 Right and Responsibilities of Citizens

Citizenship involves enjoying rights and exercising responsibilities in the various types of communities. This way of seeing citizenship includes the specific idea of political participation by members of a democratic state. It also includes the more general notion that citizenship embraces a range of participatory activities, not all over...political, that affect the welfare of communities. Examples are voluntary work, personal engagement in local concerns such as neighbor hood watch schemes or parent teacher associations, or general engagement in civic society. (Brimblel& May, 1966, 32)

The rights and responsibilities of citizens are reciprocal in many respects. If we also have a right to be treated with respect, then it follows that we have a clear obligation to treat all others with respect. If we all have aright to a say on matters that affect our liver, then we have a responsibility to attend to the views of others on matters that also affect them. However, it is also clear that perceptions of rights and responsibilities by individuals in different social groups are some times in conflict. As a result education for citizenship must recognize the existence of such conflicts and must help young people develop strategies for dealing effectively with-controversies (Kassaye Amare, 2007:26).

These strategies include negotiation, compromise, and awareness of the impact of conflict on the over all well being of the community and the environment, and

development of well-informed respect for differences between people (Ibid). At the same time young people need to learn that although individuals should always be treated with respect, some of the views some people may herd including those associated with racism and sectarianism, are a grave threat to the well being of individuals and communities and must be opposed.

According to Khan, (2005: 193) active and responsible citizenship is not just about individuals having a sense of belonging to, and functioning in, communities. It is also an aspect of corporate or institutional life. Just as a key facet of each individual citizenship should be a caring and responsible use of material and financial resources to achieve the economic goals in a ways that are consistent with sustainable development and with the health and welfare of communities.

Civic education for citizenship is important because society needs people to contribute effectively, in a variety of ways to the future health and well being of communities and the environment, locally, nationally and globally. Fostering active and responsible citizens contributes to the process of developing a healthy and vibrant culture of democratic participation. Moreover Brimble and May, (1966:27) suggests that, people are more likely to understand the reasons for policies and procedures, and therefore genuinely subscribe to them, when they have been actively involved in settling on them.

In developing students awareness of their rights and duties of other people and would thus appreciate and respect other people's cultures, languages religions etc., early education settings make important contributions to the process of educating active and responsible citizen. According to Augier, (1994), contributions of formal education need to be seen along side, and in interaction with, other influences, such influence of parents, careers and the media and opportunities for community-based learning. He also added saying that school

and early education establishments need to take account of the diversity of the local communities in which young people live (Augier, 1994:86).

Broadly speaking, this implies that the citizenship that formal education seek to promote and foster needs to be unselfish and responsible-rooted in and communicative of, a respectful and carrying disposition in relation to people, human society, generally, the natural world and the environment. It should also be active, in the sense of people being able to act and participating offended communities, whenever it seems to them desirable or appropriate to do so.

Moreover, this has important implications for schools and early education centers of this view of citizenship. Approaches to all aspects of education for citizenship in the classroom, or the widest life of the school or community should be informed by the awareness that citizenship is best learnt through experience and interaction with others. In short, learning about citizenship is best achieved by being an active citizen.

A further implication is that young people and their parents or careers should be normally involved in school development planning and other areas of school decision making. also, because citizenship is a life long process, young people's learning experiences should encourage them feel active and responsible citizens both now and later in their lives (F.R.Kersley, 1976:106)

2.4 Educating Students about Civic Engagement

Educating students about principles and practices of democracy is a continuing process and cannot be confined within educational space-time (Aggarwal, 2006, Augier, 1994, Kassaye, 2007).According them, to consider other place, way and means is necessary, for teaching students to develop competent citizens who have the knowledge, skill and attitude necessary to participate responsibly and effectively in the political and civic life of a democracy. These qualities of

responsible citizenship are possible when there is foundation works in schools. (Kassaye, 2007) emphasized this point by saying that:

> *Without experience and practice in classroom, in the school and in the world beyond the classroom, the study of participation will be largely an academic exercise with no direct transfer to actual civic and political life. (Kassaye, 2007: 23).*

This suggest us that in addition to direct classroom activities reading writing and discussion with teacher that advance the goals of civic education, promoting the participatory role of students in schools is basic precondition for improved participation of citizens in later adult role.

Some important methods of instruction for promoting participation of students in schools are suggested by Aggarwal (2006:101), Kassaye (2007: 209), and Khan (2005: 213) as follows:

- ***Study of exemplary citizens***

This is to study the biography and historical accounts of exemplary citizens. Students based on the life and experiencc of exemplary citizens, learn how to deal with difficulties and major issues and create their own inspiration.

- ***participation in school governance***

Participation in schools is a laboratory for students in the development of competence to monitory and influence policies some of the roles are running for election, supporting candidates, participating in advisory committees, student courts, student legislative bodies, student participation in school boards

- ***observations and interviews with active citizens***

the focus of observations and interviews can be on the study of specific policy issues (example child care, process how to obtain sponsors for legislative bills or general views, observations and interview can be used as basic data for developing positions on issues, completing community research projects, guiding one's electoral participation, conducting action projects ...etc.

- ***community service***

The development of culture of volunteer service provides concrete and real life experience. Some of the area volunteer services are, working in hospitals, nursing homes, day care centers, assisting older people in their houses, environmental sanitation ...etc.

- ***electoral participation***

This is done in different ways to take part during running for office in and out of the school. Work for the election of other students or adults ... etc

- ***model governments and simulation projects***

Activities such as model UN or OAU, Mock trials, simulation on international, regional, national, or local issues, passing legislation ...etc.

- ***Public speaking, writing position papers and conducting debates on policy issues.***

This kind of experience offer opportunities for moral deliberation and for building in depth knowledge on issues, developing one's view on issues, trying to convey persuasively to others in a critical step. Particularly public speaking is a key skill in the endless venues of civic life. Students should be encouraged to cultivate public speaking and develop ability of spontaneously speaking to variety of audiences.

- **Community researches**

By conducting studies, students acquire information and skills. students can function as investigative journalists trying to get behavior superficial news, gather information about citizens perception and attitudes, accidents, taxes, living conditions, pollution, the quality of social service, collect oral histories, develop biographies of residents, make public all their findings and come up with solutions.

Action projects are considered as powerful dress rehearsals for participation as adult citizen. By designing action projects students are able to join advocacy groups as volunteer.

some of the activities are recycling or environmental protection, reducing governmental waste, promoting welfare program, providing efficient social services, improving library service, maintaining sanitary school environment, working in awareness programs (like Anti aids, anti malaria).

- ***factors influencing civic participation***

The educational thinkers point out that there are factors that promote or obstruct the participation of citizens in local, regional and national activities. Some of them for instance.

- ***family***

According to Augier family unit is the environment in which children meet authority for the first time: their parents. As family has a significant influence on the behavior and motivation of children, the way the children brought up could be a significant factor that could dictate our participation in civic activities. As Augier put it:

> *These authorities although not always aware of elementary teaching methods or necessarily competent to teach democracy in a "technical" way may either enhance school education or divert its influence by taking a different attitude* (Augier, 1994: *86).*

Thus, this implies that the way we were brought up by parents influence our participation in civic activities. For instance if we were brought up to be interactive and outgoing with people and friend, it would be easy for us to work with people. However, if we brought up in an in-secured environment our participation would be impaired ideally therefore, parents should be trained treat the children as themselves, and get them to take an active part in family life, giving those tasks and responsibilities.

- ***Media***

One of the greatest changes affecting the world to day is the development of means of communication.

The presence or absence of media that reflect on various political, economic and social activities could help the public take part in activities. On the other hand,

if the media does not inform the people about the various activities and does not motivate the people, civic participation would be low and even could stagnate. In like with this Augier point out saying:

> *It is easy to see that it is an out standing instrument for education and progress which encourages the development of intelligence and culture, and hence that of the democratic attitude (Augier, 1994: 90).*

This implies that media play an important role in the way they used in transmitting civic concepts to the public.

- ***religious institutions***

These institutions have high persuasive power, may be more so than the government, they can easily motivate the public to take active part in the various economic and social activities. This however, does not contravene the constitution which states that state and religions are independent from each other.

- **trade unions**

Trade unions are organizations of workers in a country. If these unions are positive and active in the development endeavors, they can persuade the people to be active in the economic and socio- political activities of the people.

In the words of Augier these organizations represent a significant portion of a society; they can mobilize a big population for development activities. However, if they are inactive or indifferent to what the government tries to do, they will have little or no influence in promoting participation.

- ***A democratic social climate in the school***

School must prepare students for a democratic society by providing them democratic experiences. According to Aggcarwal (2006), the students should be trained in the art of living together and made to realize the implications of the -ms, 'rights and duties' of responsible member of a democratic society. -ating democratic culture requires democratic social climate in the school.

As he said "the school it self must first become a contagious illustration of and a laboratory for the highest possible level of democratic living" (p. 106).

This implies that school should prepare conditions encourage students develop sense of responsibility and become acquainted with the social and civic problems and the need to tackle them. In line with this sharing some of the functions of school administration with the students in the form of student council which may be responsible for making rules for discipline and work, planning co-curricular activities ... etc., so that students get practical experiences in the working of representative government in choosing their representatives, in making and obeying laws made by them and others in formulating their judgment on matters of conduct and learn the necessity of having rules and regulations for their every day behavior in various groups and situations.

- ***effective interpersonal relationships***

A school must provide situations in which the students may be gradually led to understand the relationships in community, country, and in the world at large. Aggarwal remarks,

"The school should set up situations which provide constant practice in social and co-operative living. It must encourage activities through which the child can make a personal contribution in-group enterprise, co-operative instead of competitive individualism (p. 107).

Thus implies they should be trained to co-operate with fellow students as well as to take orders freely from the teacher. The school provides experience of relationships with the senior generation as well as equals which enable them build democratic out look.

- ***school-community inter-relationships***

The school must make it self responsible for equipping its students adequately with civic as well as vocational efficiency and the qualities of character they go with it so that they may be able to play their part worthily and competently in the improvement of national life. By providing social-service to the school and locality, by doing jobs like cleaning the school, rendering first aid to the injured, helping weak children in their studies, digging roads and wells; students develop a sense of responsibility and become acquainted with the civic and problems and the need to tackle them. Students should no longer emerge as helpless, inactive individuals who do not know what to do with themselves. According to Aggarwal, "schools ought to stress the duties and responsibilities of individual citizen; they have to train their pupils in the spirit of cheerful, willing and effective service they will themselves be model communities"(p. 109).

This means that what is taught in schools must have a positive value for the pupil and for the society of which he or she is a member. In this case, education not only provides knowledge but also understanding of the society, which it serves. Therefore the need arises of relating what is taught in schools to what is happening outside.

2.5 The Objective of Civic Education in Ethiopian Schools; Perceptions of Education Actors and Government Response

The disintegration of socialist system in Soviet-union and socialist republics of Europe indicated the shift of their political course to democratic system and ideology. By this moment about fifty countries of the world convened in Prague, Czechoslovakia reached to agreement to make civic education part their country's school educational program (MOE, 1998 E.C.). Ethiopia as part of the international community and of the agreement with collapse of 'Darge' Regime, the so-called political education was abandoned and in place civic education was proposed to instill citizens' with democratic principles and democratic

values. Consequently civic ideals in primary schools first cycle (grade1-4) to be presented with environmental science and second cycle (grade1-8) to be given incorporated with social studies was suggested and included in the curriculum. The role of education in general and civic and ethical education in particular have been recognized and given especial consideration for it as an instrument in effecting economic, social and political development(Akalewold, 2005).

Civic education as teaching of knowledge, skills and dispositions needed to become a responsible and effective citizen of a representative and constitutional democracy, therefore made part of the core curriculum of elementary and secondary schools of Ethiopia. In recent years, however leaders in education and government have expressed the role that civic education has in realizing democratic system building, they articulated concern about the quality and out comes of civic education in schools and they have called enthusiastically for renewal and reform of civic education in school (Akalewold, 2005).

The eventual aim of civic and Ethical Education is to create competent citizen who have the knowledge, skills and attitudes necessary to participate responsibly and effectively in the political and civic life of a representative and constitutional democracy. Ministry of education in its commitment in revising and strengthening civic and ethical education defined aims of the subject should be:

- To enable the young know and exercise basic democratic values that will make them efficient and responsible citizen.
- To equip the young with appropriate knowledge and skills that enable them participate actively during formulation, implementation and evaluation of government policies and;
- To ensure the participation of the young in their local and communal affairs based on enlightened self interest and out of personal concern. (MOE, 1999 E.C, Akalwold, 2005, MOE, 1994 E.C)

To achieve this aim civic and Ethical Education has been in operation since 1996 E.C. However, government expressed its displeasure of the way civic education is perceived and implemented in all educational levels and put its blame on all educational actors for its poor state of implementation. As the government in its various policy documents put it, the students haven't brought expected behavioral changes as a result of the instruction of the subject. For these deficiencies the government reasoned as a problem, misperceptions hold by subject teachers, schools principals and other concerned bodies who are responsible for the execution of the subject (MOE, 1999 E.C: 4 MOE, 1994 E.C: 51, Akalewold, 2005:41, MOE, 2006:22).

The government reasoned source of this perception problem in two ways-first as it put it teachers failed to understand and accept that a nations education need to be based on country's existing constitution and that their obligation is to impart on students with accepted democratic and constitutional values and ideas. Secondly that there is problem of perception among education actors whose perception said have been inappropriate what civic education is all about and how it can be delivered (Akalewold, 2005, MOE, 1994, E.C).

Moreover there, as the government continues to say also understands problem among some educators who consider the subject as one ruling party politics and teaching the subject in schools is politicizing students with on party ideology. This perception as the government said, has no ground because every country or nation, whether democratic or undemocratic basis its socio economic and political accomplishments on its constitution. Thus education is one of the major instruments in accomplishing this mission; consequently the government on one hand put its anger on education actors of all level or structure and recommended its revision. In line with these recommendations the ministry of education initiated revision and improvement should be made concerning the civic and Ethical Education.

Accordingly ministry of education (MOE, 1998, Akalewold, 2005) suggested the establishment of civic and ethical education training and guidance department, a body that is responsible for training and guidance of the civic education. This body conducted needs assessment and among about eighty common social values eleven were selected to be given in elementary and secondary school level. These are Democratic system building, Rule of law, equality, justice, Patriotism, Responsibility, Industriousness, self Reliance, saving, active popular participation and pursuit of wisdom- each of them should be integrated with environmental science and social studies in first and second cycle primary level and in secondary level the subject should be provided as an independent subject since 1996 E.C (MOE, 1998). However still another problem facing the instruction of civic and Ethical Education is absence of trained personnel in the area so that what was done was, social science (History, Geography, political Science graduate,) were assigned to teach the subject. Another problem also is the perceptions that principals hold about the subject. They have less consideration to the subject and made very little (poor) effort for the implementation of the subject. Consequently, Particularly in relation to civic education the government argued as suffering from problem of perception and understanding (MOI, 2002, E.C, Akalewold 2005, MOE 1999 E.C) there is a problem of perception by all actors, particularly concerning teachers: reluctant that education needs to be based on existing constitution. Secondly they were hesitant, that one of their major obligations was to equip students with the spirit of the constitution (Akalewold, 2005). Further more according to Akalewold, teachers and principals in common blamed never recognized preparing democratic citizen as their professional and citizenry responsibility- they don't consider that failure in meeting this particular program is failure in the entire mission of education. Generally their commitment so far in this regard was meant as not adequate (p.45). What government forwarded as a solution to these problems include:

- Education should be based on its grand document constitution

- Strategy should be devised to ensure a system that mediate effective implementation of the subject
- Inculcating democratic culture and shaping attitudes should be the concern of all school actors.
- School work procedures, organizations and even out of school activities should be geared to wards the new commitment of shaping students attitudes.
- Revise the subject continuously based on the results of implementations. (MOE, 1999 E.C; Akalwold)

In response to government critic-to reaffirm constitutional basis ministry took measures of revision-consequently took responsibility over designing the subject from ICDR following it established department-who worked out the new civic education curriculum policy entitled "What values should citizen develop?" with in government agenda (Akalwold).

As Akalewold further pointed out: The ministry, by exploiting on experiences of developed countries, and recognizing the problems expressed by government and further adding a new problem-existing alarming unethical conducts among professionals and high ranking government office holders and politicians, the subsequent naming of the subject as 'civic and Ethics' Education taken as appropriate(p.48). This government undertaking seems to bring the required enhanced learning out comes in the subject. However, no matter how good the curriculum may be and how well it is organized and whether or not teaching materials are available, its effectiveness in the school system rests mainly on the teachers' perceptions, beliefs and knowledge of various methodologies for the full engagement of students (Yalew, 2004:18).

On the other hand Researches conducted to investigate the role of students' active involvement and attitudes toward the subject demonstrated to various factors affect enhanced learning outcomes. The research into teachers' and

students' perceptions of teaching and learning context established a series of systematic associations linking teacher's perceptions and approaches with students perceptions, learning approaches and outcomes (Yalew,2004:23, Amare Asgedom, 2000: 74).

According to them teachers conceptualize and approach teaching in different ways. Generally, teachers who perceive learning as the accumulation of information are more likely to view teaching as the transfer of information. Such teachers are more likely to use teacher-centered approach where the teacher imparts information to students who report surface learning approaches and uses assessment technique which encourages test rote learning. As they further put it, a mere sharing or transmission of knowledge from the teacher to the students does not ensure and facilitate learning. There is little to be hoped from it in the bettering of man's future (Amare, 73). In contrast teachers who view learning as conceptual change are more likely to use a student centered teaching approach where independence in learning is encouraged through discussion, debate and questioning among students and assessment which reveals conceptual change (Amare, p.74). Amare further, noted, "The learning context provided by a teacher is the practical implementation of the teacher's perceptions of learning and teaching, and approach to teaching."(Ibid,). This implies that teacher's use of methodology and his approach to teaching is determined by perceptions they hold towards teaching-learning. For that reason students have found to vary in their learning approach in response to certain factors they perceive in the learning context. Students using deep learning approach are more likely to value independence in learning. Students using surface learning approaches are more likely to have different values and consequently different perceptions. With a deep learning approach there is the possibility of the conceptual change and deeper understanding which is assumed to constitute enhanced learning outcomes (Amare, p.75).

Therefore teachers' perceptions and approaches and consequently the learning contexts they provide, are known to influence students perceptions. This implies that teacher's beliefs and perceptions are important in instructional process because perceptions and beliefs affect the ways they present their lessons. In the same saying understanding students' perception to learning, facilitate training children in correct habits of thought. In emphasis of this point Brimble, (1966), stated:

> *Children as well as adults are inevitably subject to propaganda directly opposed to training in the broad minded and tolerant ways of thinking. ...building a citizen hood, which will not tolerate the distortions of the truth for nationalistic or personal ends can be done, not only through formal study of the subject but in perception, criticism and discussion (Brimble, 1966:38).*

This implies that training children in correct habits of thought necessitates assessing what perceptions student have about the subject. Thus this was also another issue that inspired the researcher to be involved in this topic.

Although, all school subjects are expected to contribute to the making of the well-rounded citizen; civic education is generally regarded as a subject that is relatively more related to the promotion of citizenship education in schools. Therefore, civic education teachers should have the knowledge of methodologies peculiar to civic and ethical education teaching. Different methodologies as stated, such as, emphasis formal instruction in government and constitution, discussion of current events, applying formal civic learning in classroom to community service projects, extra-curricular activities, encourage students' participation in school governance; and simulation of democratic processes and procedures, and also involving students in co-curricular activities, drama, debate, inquiry, community service-learning, etc, in and out side the classroom (MOI,2002,MOE,1999E.C).

If civic teachers are unaware of these, their objective of creating responsible citizen will be a failed.

So what different methodologies teachers employ in civics teaching and what perceptions students have about the subject, need investigation to inform something in the provision process of the subject

2.6 Civic Education and Experiences of some other Countries of the World

2.6.1. Civic and Citizenship Education in Israel

The main aim of civic Education in Israel is to create a strong commitment to participate in civic life, to achieve nationalistic goals and to ensure Israel retain its Jewish Character. Civic Education conducted through informal and formal mechanisms in the Israelis' community. Generally, civic education in Israel continues through two primary agencies of socialization civic militarism and the school system (Adanet al-, 2000).

Formal study of citizenship in schools has started late in Israel. Militarism is a normal condition in Israel so that every child is aware of the militaristic nature of Israeli society for that fathers, neighbor and relatives appearing wearing army uniforms and disappears during service in the military reserves. As being located in the Middle East in the centre of Muslim Arabs, Israel determined to maintain its "Jewish ness" intact through a political maxim or myth originated since inception of its history. The two primary civic myths are - 'Israel is a Jewish and democratic state' and Israeli's are Jews' (Adanet al-, 2000).

But the solid truth is that there are quite sizeable non- Jewish elements in Israel i.e., practically and officially, Israel is a pluralistic society-where (81%), of its citizens are Jews and (19%), are Palestinians with c. 3000,000 foreign workers holding temporary residency permits (Ibid,).

Thus its pluralistic nature calls for tolerance of diversity for its political continuity. It seems out of this necessity that formal civics education was set

in place for Israeli students. Formal study of citizenship education in Israeli schools has the following characteristics:

1. There is no national curriculum or requirement to study citizenship in primary school
2. A re-commended citizenship curriculum and instructional materials for junior high school (ages 12-15, grades 7-9) have been developed; however, implementation is at the decision of the head teacher.
3. Compulsory study of citizenship education as a separate discipline is undertaken in one of the last two years of the academic track of secondary education for three hours a weak study culminates with a matriculation examination and there fore the study of citizenship is required for entry into institutions of higher education (Bennavot and Resh, 2002).

The goal of civics education is stated to be:

- To inculcate a common Israeli civic identity to gather with the development of distinct national identities, and to impart to students values of pluralism and tolerance.
- educate student to accept the diversity that exists within Israeli society, and to respect those who are different from one self (Adan et al, 2000)

The two main parts of civics curriculum include: Government, minority and majority relations and the Arabs of Israel. The government unit includes topics such as principles of democracy, the Israeli declaration of in dependence of Israeli, citizens' rights, state and religion in Israel, elections, branches of government, etc.

In the Arabs of Israel unit, pupils learn about the legal status of the Arabs as minority in a Jewish and democratic state, as well as demographic, economic and cultural changes that are taking place in their community (Ibid,).

On the other hand concerning the teaching of civic education, there are not preparation or certification requirements for teaching citizenship. Secondly there are no citizenship related courses required in the teacher education and certification programs nor are there courses in pre-service teacher education curriculum for teaching citizenship. However, a common rule of request is that teachers are normally certified to teach history, sociology or literature, teach civic education (Kremnitzer, 1996).

2.6.2. Citizenship Education in France

France is considered as one of the countries where citizenship education mostly firmly established as a system of educating citizens since 1882 (H.Starkey, 2000).

At this time religious teaching was abandoned from public schools and replaced by some moral education, however, teaching of religion was provided by parents and church authorities out side of the school.

Defeat in the Franco-Prussian war had necessitated providing education of patriotism to inculcate in the minds of young generation to become staunch republicans and defend their country. The contents of this education include as Starkey, discusses- respect our Elders" and other aspects of behavior expected of a good citizen. In 1880s' this education had been superseded by the inclusion of principles of civic and citizenship characteristics. These were "honesty, courage, antiracism, love of the republic. Towards the end of the 20th century this provision in the primary school was reinforced by introducing citizenship education into the lower secondary school, and the teachers of French, history, and geography being given responsibility for the subject. On

the other hand civic education program for the nursery school was also introduced and at the same time the contribution of informal education was recognized as important by education authorities, so that by the meetings outside the school. And the exercise of democratic rights within the school has been proposed as one relevant activity (Starkey, 2000).

There was also a need to training of teachers should include development of the skills useful in chairing discussion, and awareness of the connections between the teachers' special subject and citizenship education. This suggests that the emphasis of student-centered approach in the teaching of civics education.

Thus in France the education authorities seem determined to continue with the approach to citizenship education that has been in operation for over a hundred years, regarding it as some thing to be done by class room teaching, admittedly with modified and reformed programs. It has been thought worth while to extend this part of education by teaching for the whole age range of school pupils even for children in nursery schools. While recognizing the contribution of out of school factors, the French system seems to manifest faith in systematic classroom teaching with a centrally defined program.

2.6.3. Citizenship education in Post-Apartheid South Africa

One of the marked inequalities that were characterizing apartheid-South Africa has been in education system. Unequal citizenship was implicit in the provision of schooling between whites and blacks (Ramphele, 2001:7). Therefore equity has been a central theme in educational policy. The White paper on education and training (1995) cast education policy with in the frame work of the common citizenship enshrined in the interim constitution of 1993, and acknowledges citizens' rights to education. In the curriculum, emphasis was given to common citizenship (Ramphele, 2001:7). One of the specific out comes of the curriculum was, to produce 'thinking' competent citizens'. Among eight learning

areas introduced as part of the curriculum; the Human and social sciences aim to produce 'responsible citizens in a culturally diverse and democratic society (Ibid,). One of the specific out comes of these learning area is active participation in the promotion of a democratic, equitable and just society. Another is that learners will be helped to exercise their responsibility as citizens'.

After public debate on issues of education, the Manifesto on values, education and democracy was issued. The Manifesto aims to show how the constitution can be thought as part of the curriculum and brought to life in the classroom.

The Manifesto on values education and Democracy (identified ten values: Democracy, Social justice and equity, equality non-racism and non-sexism, human dignity, sustaining an open society, accountability (responsibility), rule of law, respect and reconciliation). Each of these values is described with the reference to the constitution.

By nurturing a sense of the democratic values of the constitution in young South Africans, manifesto put emphasis on civic education should be for meaningful participation in the society.

To sum up, as experiences of aforementioned countries experiences indicate they used civic and ethical education to teach democratic and ethical values in the classroom to equip their youth with civic knowledge and skill that enable them participate actively in socio-political life their society.

On the basis of this literature, reviewed students perceptions, practices about civic and ethical education and behavioral changes occurred as a result; teachers' use of various methodologies were explored. In the next chapter the research methodology and mechanisms used in collecting data were described.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the sources of data, subjects and sampling procedures, and the rational for selecting them; instruments used for data gathering and the method of data analysis.

3.1 Design of the Study

The main intention of this study was to investigate students' perceptions towards responsible citizen and their claim of behavioral change; teachers' perception of various methodologies and factors influencing civic and ethical education teaching-learning; in technical and vocational Education training College and College of Health Sciences (TVET & CHS) of Hadiya zone- SNNPRS. Accordingly information was sought on students' perceptions about civic and ethical education. To this end descriptive survey was used as an appropriate method. According to Cohen and Manion, (1994: 83), Donald Jacobs and Razavieh, (1990: 374), Charles, (1988:10), descriptive survey approach permits to gather several kinds of data pertinent to the study, from a large sample relatively quickly and inexpensively.

3.2. Sources of Data

Four Sources of data were identified. These were:

A / the students and teachers, who are currently engaged in civic and ethical, education teaching-learning process,

B/ the actual classroom practice

C/ The principals of the colleges.

3.3 Subjects and Sampling Procedures

The subjects of this study were students, teachers and principals of the above mentioned colleges. As to sampling procedure all the available prospective graduates (10+3, level students) of the two colleges were included in the study. This was because the researcher believes that grade 10+3 level students may provide appropriate data, since they are matured enough and prepared to shoulder responsibilities in their society to be assigned.

Before conducting sampling, the students, the principals and Department heads of each college were contacted and discussion was made about the aims of the study and they provided the researcher with list of students and their first semester results. It was difficult to include all the students in the study, because of time, budget and manpower constraints. As a result stratified sampling technique was employed on the basis of first semester results as to high (75-99), average (55-74), low 54, and below, to make the sample more representing. According to Best and Khan, (2005:16), Cohen and Manion (1994:87), stratified sampling technique ensures obtaining a sample representative of the whole population. So to make the sample more representing stratified sampling technique was employed. From each stratum by using simple random sampling technique 230 students were selected from a total of 764 students. Since their number was manageable and they volunteered to participate all the civics teachers and principals of the respective colleges were made participants of this study.

3.4 Data Collection Instruments

The instruments employed to gather the necessary data for this study were questionnaire, frequency count observation checklist and interview. According to Cohen and Manion, (1994), use of combination of methods is suggested as having advantages of correct some of the deficiencies of any one source of data. Therefore the above mentioned data gathering instruments were employed in this study.

3.4.1 Questionnaire

Questionnaire was one of the instruments developed based on the reviewed literature to collect relevant data from students to answer basic questions raised. According to Ary, Jacobs and Asghar Razavien, (1990: 385); Best and Khan, (2005: 300), questionnaire allow and make possible an economy of time and expense and provides a high amount of usable responses. Accordingly, questionnaires were prepared to get information from students on their perception of the subject and the behavioral changes they claim as a result of the instruction of the civic and ethical education. They were made to give their responses upon each item using a five point scale, "Strongly agree" "Agree" "Undecided" "Disagree" and "Strongly disagree".

The questionnaires were translated from English to 'Amharic' for the student respondents. This was done to minimize the problem of comprehending the items when responding, due to language barrier.

The questionnaire was primarily submitted to the advisor for comments. Then the questionnaires were tested. Pilot study was undertaken in Wachamo Senior Secondary and Preparatory school that was situated at Hossana town of Hadiya zone. The purpose of the pilot study was to check the usability of the instrument for the planned procedure of data collection. Accordingly, it was tested with 15 students. After having administered the questionnaire, it was examined item-by-item to detect ambiguous and unclear statements which can affect the students' genuine responses. On the basis of the feedback received and advisors comment some corrections were made by omitting and inserting. For instance item 14, was totally cancelled because respondents commented, as it was vague to respond. With the exception of this modification, all the questions were found to be useful to gather data for the main study. Then the questionnaires were given to the sample population. All the questionnaires were filled in and returned except two of them among distributed to sample students in Hossana TVET College remained unreturned.

3.4.2 Interview

Structured interview questions were formulated and employed. According to Cohen and Manion, (1994), Best and Khan, (2005:323) a structured interview is appropriate in that it provides reliable information and assures comparability of data. Having this in mind, interview questions were developed by the researcher based on the reviewed literature and in accordance with basic question used in this study. For the sake of effective communication between the interviewees, and the researcher communicate with adequacy; the interview questions were prepared in Amharic.

Then interview was conducted with volunteer teachers who are currently involved in teaching civic and Ethical Education in the two colleges and at the same time with principals of the respective colleges. A period of 30 minutes face-to-face interview with each of respondents was conducted and tape-recorded, and later all relevant interviews were transcribed and translated into English for analysis. The responses finally have been used in the process of discussing data.

3.4.3 Observation

Observation is one way of collecting primary data, according to Ary, Jacobs and Razavieh; (1990: 237) there are various devices for recording observations. In this study observation, checklist has been employed to gather data on the actual college civic education classroom practices i.e., to see teachers' use of various methodologies. The observation was conducted by the researcher and with one teacher who has B.A degree in history and with 10 years of teaching experience. The research assistant was well oriented on the objectives of the study and the instrument employed. All the available teachers who were volunteers to be involved, one in Hossana College of Health Sciences and two Hossana Technical and Vocational Educational College who were teaching civic

education were observed each (total of 6 observations) for two consecutive periods of 50 minutes at sections of 10^{+3} grade level.

3.5 Methods of Data Analysis

The response obtained from the questionnaire items and observation checklist were tabulated, interpreted and analyzed with the help of percentages and mean scores. Respondents' answers to each item were marked by frequencies and percentages on alternatives given. The mean scores for each item also are indicated in the same table 3. However, for ease of presentation students responses are ranked or arranged in rank order based on the mean values of the responses for each characteristic. The combined frequencies of responses on 'strongly agree' and 'agree' and percentages of the combined frequencies were also shown in table 4. This helps the researcher to discover the relevant qualities of a responsible citizen as perceived by the student. The mean score of 3.00, or above is interpreted as an overall positive perception of the characteristic, while the score less than 3.00, and signify negative perception of characteristics of responsible citizen.

Then, the response obtained from teachers and principals by using interview guide was used to substantiate the interpretation, analysis and the discussion.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

In this section of the Study, the researcher deals with description of respondents' profiles followed by presentation and analysis of the data obtained through the questionnaire, interview and documents. Moreover the chapter is grouped into five parts to satisfy the coherent presentation of the data. Therefore the first part of this chapter deals with analysis of respondents' background. Next, it deals with analysis and discussion of data related to perceptions of students' have about responsible citizen and behavioral change occurred as a result of instruction of civic and ethical education. Third part of this chapter deals with analysis and discussion of the data secured in relation to attitudes and feelings of students towards the subject. In the fourth part the extent of the students' involvement in socio-political activities was analyzed and discussed.

Finally, data collected through classroom observation about the use of the various methodologies in classroom interaction by the teachers was analyzed and discussed.

4.1 Characteristics of Sample Population

Table 1.Students background Information

No	School	Total population	No	%	Sample	No	%
1	Hossana College of Health Sciences	sex a- Male b- Female	305 165	64.90 35.10	a. Male b. Female	81 60	57.5 42.5
		Total	470	100	Total	141	100
					Age a) 15-17 b) 18-20 c) 21-25	- 102 39	- 72.3 27.7
					Total	141	100
2	Hossana Technical and Vocation Education Training College	sex Male Female	 201 93	68.4 31.6	a) Male b) Female	65 24	73 27
		Total	294	100	Total	89	100
					Age a) 15-17 b) 18-20 c) 21-25	- 44 45	- 49.4 50.6
		Grand total	764	100		89	100

Table, 1 shows background information about target and sample population.

The information about their characteristics with regard to age, sex and about sampling procedure is portrayed. More description is given in the next page.

As indicated in table 1. the schools included in this study were Hosanna Collage of Health sciences and Hosanna Technical and Vocational Education training college of Hadiya Zone /SNNPRS/. Total population of the study include grade 10+3, students of the two colleges that constitute 764. As it could be seen from the table, out of total population, 470, students were from Hosanna college of Health sciences and 294, were students of Hosanna college of Technical and Vocational education college. Out of them 305 (64.9%), were males and 165 (35.10%), were female students. And from total number of 294, Technical and vocational colleges students 201 (68.4%), were male students and 93 (31.6%), were female students.

Out of total sample population 81 (57.5%) and 60 (42.5%), were males and female students respectively, selected from Hosanna college of Health sciences. Similarly 65 (73%) and 24 (27%), were males and female students respectively selected from Hosanna college of Technical and Vocational Education. Total sample students participated in this study were 230. Concerning their age 146 (60.85%), were between age range of 18-20 and 84 (39.5%), were in age range of 21-25.

Totally, 230 students, three teachers and seven principals of the respective colleges were volunteered to participate and made participants of this study. Thus responses from 228, respondents were finally used in this study; in addition to 7 principals' and three teachers' interview responses.

Table 2: Civics Teachers and College Principals Involved In the Study

No	School	Teachers	No	Principals	No
1	Hosanna college of health sciences	1. Sex a) male b) female	 - 1	Sex male female	 4 -
	Total		1	Total	4
2	Hosanna technical and vocational education training college	2.Sex A. male B. female	2 -	sex A. male B. female	 3 -
	Total		2	total	3
		3. Age A. 20-30 B. 31-40 C.41-50 D. 55-60	 2 - 1 -	age A. 20-30 B. 31-40 C. 41-50 D. 55-60	 1 4 2 -
	Total		3	total	7
		4. Qualification A. diploma B. degree B.A C. M.A /M.Ed	 - 3 -	A. diploma B.B.A/B.ed C. M.A/M.Ed	- 7 -
		5. Years of experience in civic teaching A. 1-3 B. 4-6 C. 7-10	 3 - -	Years of experience A. 1-3 B. 4-6 C. 7-10 D. 11-20 E. 21&above	 1 3 2 - 1
	Total		3	Total	7

Table 2, shows the back ground information about principals and civic and ethical education teachers who participated in the study. Information regarding their ages, sex, qualification and years of experiences are portrayed. For additional description see next page.

4.1.2 Background Information of Civic Teachers and Principals

As it could be seen form the table 2, all accessible civics teachers and principals of the two colleges were made participants of this study. At the same time as to Civics and ethical education teachers in Hosanna College of health sciences, there was only one female teacher whose qualification is B-Ed. In Hosanna Technical College there were two male civic and ethical education teachers whose qualification is B-Sc and B.A respectively.

Age wise two of them were included in age range 20-30 and one of them was in age range 41-50, and regarding their qualification as one can see from the table three of them have B-ed degree. Among them two were specialized in history and one of them who were assigned to teach civics in technical college of Hosanna was specialized in textile education. From this one can understand that either of them was proficient in civic and ethical education. Yet one of them was a professional from non-related area assigned to teach civics education. As one can read from the table each of them served for there years in teaching civic and ethical education.

At the same time as to principals, seven principals were involved in this study. As indicated in table 2, four of them were from Hosanna College of health sciences and three of them from Hosanna technical and vocational education training college. All of them were males. As to Hosanna College of health sciences, those who involved in this study were principal, academic vice dean, vice administrative principal and registrar, and from Hosanna technical and vocational college principal, vice principal and registrar participated in this study. All of them were degree (1st degree) holders. Age wise one of them was in age range 2-30, 4 of them were in age range 31-40 and 2 of them were in age range 41-50.

As one can see from the table, each of them have a service year of 1-3 and 3 of them served for 4-6 years, 2 of them for 7-10 years and one of them had a service year above 21.

4.2. Perceptions of Students towards Qualities of Responsible Citizen

Students' perceptions and interest has a strong impact in their educational attainment. Students with favorable feelings and interest are expected to learn more about the subject both in and outside the school if they have positive perception toward the subject and gain satisfaction from learning more about it (Yalew, 2004, Fishbein, Ajzen, I. 1975).

This implies that students differ in their perceptions they have of school subjects. students understanding of the subject needs to be measured in terms perceptions they have to wards it as well as the behavioral change they show as a result of their experience to civic and Ethical Education. To this end in relation to major research questions, items were prepared based on the literature reviewed and educational policy document (MOE, 1999 E.C, MOI, 2002); whether these ideals were acquired and what perceptions they hold of the qualities of responsible citizen, they were made to give their responses upon each item.

Table 3: Students Perceptions of Characteristics that Constitute Responsible Citizen

No	Items	1		2		3		4		5		mean
		f	%	f	%	f	%	f	%	f	%	value
1	Render agreeable service to the community	6	2.63	5	2.19	10	4.38	32	14.03	175	76.75	4.58
2	Accept constitution as composed of common democratic values	6	2.63	6	2.63	20	8.77	52	22.80	144	63.15	4.41
3	Knowledge about government structure	4	1.75	5	2.19	35	15.35	68	29.82	116	50.87	4.25
4	Participation in political activities	25	10.96	70	30.70	114	50.0	15	6.57	4	1.75	2.57
5	accept the inevitability of conflicts and the necessity of tolerance	3	1.31	7	3.07	15	6.57	51	22.36	152	66.66	4.51
6	competency in questioning ideas to monitor and influence policies	2	6.87	5	2.19	20	8.77	55	24.12	146	64.03	4.50
7	Has qualities of good moral and ethical conduct	5	2.19	5	2.19	12	5.26	38	16.66	168	73.68	4.54
8	Accept responsibility to bear duties	8	3.50	5	2.19	20	8.77	46	20.17	149	65.35	4.42
9	Knowledge about current events and conditions	107	46.92	71	31.14	32	14.03	12	5.26	6	2.63	1.86
10	Accept his family responsibilities	6	2.63	5	2.19	23	10.08	48	25.05	146	64.08	4.42
11	Knowledge of world citizenship	103	45.17	68	29.82	40	17.54	10	4.38	7	3.07	1.90
12	Appreciate and respect other peoples cultures	13	5.70	3	1.31	15	6.75	47	80.6	150	65.78	4.39
13	Caring and wise use of material and financial resources	10	4.38	5	2.19	12	5.26	54	23.68	147	64.47	4.42

Table 3, shows Students Perceptions of Characteristics that Constitute Responsible Citizen. Frequency count of their responses and percentages of the Frequencies on each item and mean value of the total response is portrayed on this table. For more description see the next page.

$6+1^{2}+3^{2}+1^{2}3$

Table4. Rank Order by Mean Scores for Each Item of Students' Responses on Qualities of Responsible Citizen

No	items	Combined Responses on 'SA' and 'A'		
		Mean	f	%
1	Render agree able service to the community	4.58	207	90.78
2	Has qualities of good moral and ethical conduct	4.54	205	90.34
3	Accept the inevitability of conflicts and the necessity of tolerance	4.51	203	89.02
4	Competency in questioning ideas to monitor and influence policies	4.50	201	88.15
5	Accept responsibility to bear duties	4.42	195	85.52
6	Bear his family responsibilities	4.42	194	85.08
7	Caring and wise use of material and financial resources	4.42	201	88.15
8	Accept constitution as composed of common democratic values	4.41	196	85.95
9	Appreciate and respect other peoples cultures and religion	4.39	197	86.39
10	Knowledge about government structure	4.25	184	80.69
11	Participation in political activities	2.57	20	8.77
12	Knowledge about current events and conditions	1.86	18	7.89
13	Knowledge of world citizenship	1.90	17	7.46

Hence as indicated in table3&4, the characteristics such as rendering agreeable service to the community and good moral and Ethical conduct were perceived as most important, by the respondents. About (90.78 %) to (90.34%), of the total respondents viewed these traits as good quality values that characterize responsible citizen. This can be proved by their mean scores calculated as 4.58 and 4.54 respectively. From this one can understand that the above mentioned characteristics were rated by the students as most important qualities of responsible citizen.

The characteristics, peaceful resolution of conflicts, and the necessity of tolerance, ranked next by having (89.02%) and (88.15%), with mean value of 4.51 and 4.50, respectively. On the other hand acceptance of responsibility, caring and wise use of material and financial resources and also bearing family responsibilities considered by the respondents as good qualities of the responsible citizen. This can be attested from mean value calculated for each of the item on the table. The mean value for each of this characteristic was calculated to be 4.42 and 4.42 i.e. (85.52%) and (85.08%), of the total respondents, believe that this behaviors characterize a responsible citizen.

Next to the above mentioned characteristics, that rated by the students as important qualities of responsible citizen were, accepting and safeguard constitution as composed of common democratic values, knowledge about government structure, and its functions and respect other people's cultures and religion. These characteristics as qualities of responsible citizen were calculated from student responses to be 4.39, 4.41 and 4.25 respectively. However, characteristics, participation in political activities, knowledge about current events and knowledge of world citizenship were rated low by the respondents. The mean value of the responses calculated for each characteristic was 2.57, 1.86 and 1.90 respectively.

Compared to the responses expressed above by the students, the perception hold by the students towards these characteristics as qualities of responsible citizenry remained low, that is inappropriate. This may be because the course under the lesson topic globalization in student's text provides very limited content.

According to Brimble, (1966), every local or regional event has an impact on the planet as a whole. As a result of development of means of communication (Television, radio, telephone, fax, air travel, etc.), citizens have means of coming in to contact and getting acquainted with their fellow men on the other side of the world just as easily to know their next door neighbors. So in this situation students should be introduced to world citizenship to develop attitudes towards world affairs.

Brimble (1966:3) further emphasized this point by saying that:

> *Education in civic and national affairs is good, but it is in adequate, every person is a member not of one, but of several communities- family, parish, county, country, empire and world... since science has eliminated distance and time.*

This means that in the situation where world is more closely integrated to day emphasis should be given to understanding of world citizenship. Education in civics must promote a pupil's, understanding of importance of world

citizenship. Education of world citizenship enables youth to play important role on their part for the peace and co-operation of the world based on democracy. However as data in table 4, shows this understanding seems lacking among majority of the respondents. As Brimble, (1966), further suggested by saying that schools as the prime agent of society, should prepare conditions for students develop sense of responsibility, and understand the relationships in community, country and in the world at large(p,4).

On the other hand during interview session teachers responded that college administration give priority support for professional training rather than training in civics. Generally it can be said there is weak co-operation between civic teachers and school administration and less attention was given to the provision of civic education. Therefore in this case the colleges have to give attention to such inconvenience in teaching-learning process of the subject.

What is equally important is knowledge about current events. By putting emphasis to the necessity of knowledge of current events Brimble, proposed that,

> *...Building a citizen hood which will not tolerate the distortion of the truth for nationalistic or personal ends can be done, not only through formal study of the subject but in percept, criticism and discussion (Brimble, 1966:89).*

This implies that the study of current events helps to give the students certain useful information about the affairs of the world in which they live and thus help them to form habits of critical thought and the reading about modern problems. In connection to this one teacher respondent commented:

> *because civics teachers were considered as ruling party cadres in our school, if we raise discussion on current issues it would be turned to hostility leading to contestation among students favoring various political groups. So in the fear of this our concern was limited to content of the course (24/7/2000E.c.)*

From this one can understand that fear and hostility that could be aroused between students favoring different political groups were affecting instruction in current political issues.

In contrary, as it could be seen from most of students response on most of perception items is on the positive side, therefore it can be said that their perception towards responsible citizen was encouraging. These their perception corresponds with the general aims of the civic course, in that the objective of working to produce responsible citizens had either minimally or satisfactorily achieved.

4.3. Behavioral Change of the Students

One of the aims of providing civic and ethic education in schools is to help the youth to take their place in the society as competent citizens. These objectives can be realized, when change of character brought on the students through the instruction of the concepts of civic education in both classroom and engagements outside of the classroom. In this line F.R. Kersley,stated by saying that:

> *Good citizenship is not just a matter of book learning; it is the result of aright attitude of mind, based on sound knowledge, which in turn leads to practical service for the community in which you live (1975:107)*

This implies that students are expected to develop a sense of citizenship and service to the society. This exercise should begin in their locality and in the school. In the words of Aggarwal "schools ought to stress the duties and responsibilities of individual citizen; they have to train their pupils in the spirit of cheerful, willing and effective service, they themselves will be model communities" (p.109).

This implies that students should develop a belief in variety of participatory activities, in school as well in their locality. Volunteer services, such as environmental sanitation, improving library service, provides students with concrete and real life experience. In this study students were asked to rate or give their responses for behavior items in table5&6.

Table 5: Perception of students' about their Behavioral Changes that they Claim to have as a Result of Their Experience of Civic and Ethical Education

No	Item	1		2		3		4		5		mean value
		f	%	f	%	f	%	f	%	f	%	
1	Your commitment to claim and safe guard your rights	42	18.42	35	13.35	54	23.68	48	21.05	49	21.49	3.11
2	Improvement of students discipline in and out of the class	28	12.28	28	12.28	76	33.33	41	17.98	55	24.12	3.29
3	Respecting the right of female students and respect their equality right by male students	18	7.89	44	19.20	57	25	57	25	52	22.80	3.35
4	Female students activities in safe guarding their right	25	10.96	40	17.54	53	23.24	55	24.12	55	24.12	3.32
5	Motivation of students to learn	16	7.01	18	70.89	50	21.92	57	25	87	38.15	3.79
6	students effort in executing of ones responsibility	10	4.38	32	14.63	64	28.07	62	27.19	60	26.31	3.57
7	Punctuality to get the school and attend the class	19	8.33	43	18.85	45	19.73	58	25.43	63	27.63	3.45
8	Show respect for their instructors	10	4.38	17	7.45	43	18.85	64	28.07	94	47.22	3.94
9	Respect for school community	14	6.14	16	7.01	44	19.29	77	33.77	77	33.77	3.82
10	Execution of the rules and regulations of the school	10	4.38	23	10.08	63	27.65	65	28.50	67	29.38	3.68
11	Learning by asking questions and participation in class discussion	13	5.70	17	7.45	80	35.08	64	28.07	54	23.68	3.56

Table, 5 shows the perception of respondents about their behavioral change they claim as a result of civic and ethical education instruction. Their responses on each item are portrayed with help of percentages and frequency count. The mean score of their response also is indicated in the same table. For more information see the next page.

Table 6: Rank order by Mean Scores and Percentages of Combined Frequencies of 'VH' and 'H' of Behavioral Changes Students Assert to Have Brought Since the Introduction of Civic And Ethical Education

No	Items	Combined responses on 'V/H and 'H'		
		Mean score	f	%
1	Show respect for their instructors	3.94	158	69.29
2	Respect for school community	3.82	154	67.57
3	Motivation of students to learn	3.79	144	63.15
4	Observance of the rules and regulations of the school	3.68	132	57.88
5	Students effort in executing of ones responsibility	3.57	122	53.5
6	Learning by asking questions and participating in class discussion	3.56	118	51.75
7	Punctuality to get to school and to attend the class	3.45	121	53.06
8	Respecting the right of female students and respect their equality right by male students	3.35	109	47.8
9	Female students activities in safe guarding their right	3.32	96	42.1
10	Improvement of students discipline in and out of the class	3.29	96	42.1
11	Your commitment to claim and safe guard your right	3.11	97	42.54

As it could be seen from the table, 5&6 respects of students to their instructors and the school community indicates average behavioral change, for which the mean score for their response is 3.94 and 3.82, respectively. This response constitute for (69.29%) to (67.54%), of the total sample population which is above average. This can be proved by information gained from teachers and principals of the respective colleges. The principal was asked to state the responses given by respondents' general behavioral change and the informant replied by saying that:

> *Students work and present their homework's, assignments and other activities on time, so that we can say students' change of behavior is not discouraging (26/7/2000E.C.)*

As a result from this it can be said that there is some sense of agreement that some modest change of behavior is observant since the introduction of civic education.

In the same manner motivation of students to learn, observance of the rules and regulations of the school and execution of ones responsibility showed average behavioral change. This can be seen from the mean value calculated for their responses in table 6. The mean score for the responses of these three characteristics is 3.79, 3.68 and 3.57 respectively, which is yet again above average. the percentages of combined responses on "V/high" and "high" shows above (50%), there fore showing change of behaviors of the students.

Next, the student were asked to give their response was about their safe guard of rights and respect the rights of others, showed average behavioral change. As it can be seen from the table, the calculated mean value for responses on items respecting the right and equality of female students by male students and commitments to accept and safeguard their right is 3.35 and 3.32, and the percentage calculated for combined frequencies on "V/ high" and "high" is (47.8 %)and (42.54%), respectively. Therefore behavioral change the respondent claim on these issues is on the average.

Then students were asked to give their responses concerning their participation, in class discussion and punctuality in attending the class. Students gave their responses on rating scale for these characters, and the mean value calculated for the responses constituted 3.56, 3.45 and 3-35 which are above average indicating average behavioral change brought by the respondents.

On the other hand students discipline in and out side of the class indicated average behavior change having the mean value of 3.11, that is (42.54 %,) of the total response. The principals' interview results also confirm with student claim.

Students' and teachers' response seem to lack coherence and clarity, in that on the one hand teachers' interview responses specify that, important facilities and situations for the appropriate provision of civics education were lacking in their colleges. Facilities such as support for organization and guidance of co-curricular activities, library references, situations for co-ordination of extra-curricular activities and for programming community service learning were limited and almost non-functional. This was also confirmed by principles of the two colleges. On the other hand students' questionnaire data in table 6 and 8 shows students attitude and behavioral change in most of behavioral characteristics set.

Never the less, this behavioral change maybe as educational thinkers point out: there are various ways of acquiring knowledge and skills. Education for citizenship takes place, not only in the formal classroom environment, but it is also part of the behind socialization of learners that occurs through incidental learning. Family, peers, media, religious and secular institutions contribute or influence on the behavior and motivation of children (MOE, 1999E.C:16-17, Aggarwal, 2006:115, Khan, 2005:213).

Thus as it could be seen from data it is evident that there is encouraging behavioral change of students in the characteristic listed.

4.4. Personal perception of Students' towards Civics and Ethical Education

What perceptions students hold on to, what awareness they have towards the subject affect the ways they accomplish their lessons. (Yalew, 2004). These mean that those who have positive attitude towards the subject motivated to learn while those hold negative attitude get the reverse. Inline with these students were asked to respond on likeness and dislike ness to the subject. Table 7&8 will summarize students' response.

Table 7. Personal perception of the Students to Wards Civic and Ethical Education

No	Item	1		2		3		4		5		mean value
		f	%	f	%	f	%	f	%	f	%	
1	I like civic and ethic education lessons, the way we are involved in its process of instruction.	12	5-26	18	7-89	37	16-22	52	22-80	109	47.80	4
2	I hate civic and education because our teacher does not involve us in discussion rather often lecturing	56	24-56	47	20-61	61	26.75	30	13.15	34	14-91	2-73
3	I like civic and ethic education classes because our teachers involve us in discussions.	19	8.33	22	9-64	29	12.71	44	19.29	114	50	3.93
4	I hate civic and ethic education because always students dislike it.	105	46.05	59	25-87	24	10.52	16	7.01	24	10.52	2.10
5	I dislike civic and ethical education because it advocates current government on power.	121	53.07	36	15.78	24	10.52	16	7.01	31	13.59	2.12
6	Because of large class size, I can't learn properly the subject	79	34.64	46	20.17	40	17.54	25	10.96	38	16.66	2.54
7	I like civic and ethic education because it enabled me to engage helping the elderly, tutoring slow learners and beautifying neighborhoods	30	13.15	13	5.70	32	14.03	41	17.98	112	49.12	3.84

Table7 shows the perception of respondents towards civic and ethical education instruction. Their responses on each item are portrayed with help of percentages and frequency count. The mean score of their response also is indicated in the same table

Table 8: Rank Order by Mean Scores and Percentage of Combined Frequencies on "v. high" and "high" of Personal perception of the Students towards Civic and Ethical Education

No	Item	Combined Responses On 'V.H' And 'H'		
		Mean	f	%
1	I like civic and ethical education and the way we are involved in its process instruction	4.0	161	70.6
2	I like civic and ethical education classes because our teacher involve us in class discussion	3.93	158	69.29
3	I like civic and ethical education because it enabled me to engage helping others	3.84	153	76.1
4	I hate civic and ethical education because our teacher does not involve us in discussion	2.73	64	28.06
5	because of large class size, I cannot learn properly the subject	2.54	63	27.62
6	I hate civic and ethical education because it advocates current government on power	2.12	47	20.6
7	I hate civic and ethical education because always students dislike it	2.10	40	17.53

As indicated in table, the sample students' response is high with mean value of 4.0 i.e. about (70.6%) of the total respondents rated that they like civic and ethical education. Students were also asked to express their views whether they like the subject and level of their involvement in the class discussion during the process of instruction. The mean score of the response for this item as shown in the table is 3.93 (69.29%). which is above average. Total response for items first and second is (70.6%) and (69.29%) respectively. that is nearly (70%) of the total respondents expressed their views that they like civic and ethical education.

On the other hand student responses for items 4, 5, 6, and 7, as indicated in the table. 8, is below average i.e., low. The calculated mean score for items mentioned is, 2.73, 2.54, 2.12, and 2.10 respectively. Therefore very small number (23.5%) of total sample students expressed their views as they hate the subject. consequently from these one can understand that the majority of respondents' perception to wards civic and ethical education is on the positive side.

4.5. Students perception about Service to Society

In addition to direct class room activities, reading writing and discussion with teachers, preparing youth for improved participation, for later adult role require promoting the participatory role of students inside and outside of the school. Augier, emphasized this point by saying that:

> *An apprenticeship in democracy through school, extracurricular or similar activities (surveys, preparation of exhibition, collections for charity, etc) is necessary to provide a tangible base for education for democracy (Augier, 1994:68).*

This implies that students should exercise and practice acquired knowledge in classroom activity in the world beyond the classroom. There fore, for this purpose items about service to society were prepared based on reviewed literature and civic and ethical education guide (Blue print) (MOE, 2006). In relation to civic education teaching approach this document states that:

...civic education should stress the importance of providing direct experiences for developing understanding, skills and attitudes which are basic to responsible citizenship- such as sharing some of the activities of the school administration, social-service to the school and locality by doing jobs like cleaning the school, helping elderly in their house ...organizing participating in clubs, etc.(MOE,1999E.C:17). The assumption is that, the school should provide such opportunities to the students' participation in public activities, so that students become acquainted with social and civic problems and the need to tackle them. Therefore assuming that such program and plan of school is in a place for student participation; to see how students are involved in the social activities through their civic and ethical education, they were asked to express the extent of their involvement both in school and in community activities.

Table 9: perception of Students about Social Participation

No	Item	1		2		3		4		5		mean value
		f	%	f	%	f	%	f	%	f	%	
1	Cleaning school compound mending classroom chairs	72	31.57	35	15.35	48	21.05	33	14.47	40	17.54	2.71
2	Teaching peers adult basic education	53	23.24	44	19.29	47	20.61	41	17.98	43	18.85	2.90
3	Helping elderly in their house	79	34.64	46	20-17	48	21-05	26	11-40	29	12-71	2.47
4	Planting seedling to replace cleared away forest	44	19.29	48	21.05	43	18.85	40	17.54	53	23.24	3.04
5	Cleaning and developing to new spring water of ponds	57	25	53	23.24	40	17.54	33	14.47	45	19.73	2.80
6	Cleaning and beautifying the neighbor hood	43	18.85	36	15.78	61	26.75	40	17.54	48	21.05	3.06
7	Teaching peers community members about HIV/AIDS	24	10.52	30	13.15	51	22.36	42	18.42	81	35.52	3.55

Table 9, shows the perception of respondents about Social Participation. Their responses on each item are portrayed with help of percentages and frequency count. The mean score of their response also is indicated in the same table

Table 10: Rank Order by Mean Scores and Percentage of Combined Frequencies on "Very High" and "High" of Students about Their Social Participation

No	Items	Combined Responses on 'V/H' and 'H'		
		Mean	F	%
1	Teaching peers community members about HIV/AIDS	3.55	123	53.94
2	Cleaning and beautifying the neighbor hood	3.06	88	38.59
3	Planting seedling to replace cleared a way forest	3.04	93	40.78
4	Teaching peers adult basic education	2-90	84	36-83
5	Cleaning and developing new spring water of ponds	2-80	78	34-2
6	Cleaning school compound mending classroom chair's	2.71	73	32.01
7	Helping elderly in their house	2-47	55	24.1

As one can see from the table, teaching peers and community members about HIV/AIDS rank first than other social participatory activities listed. This can be proved by seeing mean value calculated for the item. The mean value calculated for this item was 3.55, and the combined responses on "V/high" and "high" is 123, that is (53,94%) of the total respondents showing the participation of students in this social activity was above average. Next item the students asked to rate their responses on the alternatives given was, cleaning and beautifying the neighborhood. The mean score calculated for these responses was 3.06, which indicate overage participation of the respondents in this activity.

The next social participatory activity students requested to show their level of participation was planting seedlings to replace the cleared away forest. The response of the students on these activities, as indicated in the table is again medium. The mean value of the responses is 3.04.

The interview response coming from principals informed, that students conduct or participate in such social activities, not always; they do these activities once or twice a year as conditions require.

Thus this informs that there is little or no proper attention; planned program and school wide responsibilities in participating students in various activities through special programs. This comes in contrary to Aggarwals' suggestions: - the principal interprets his school,' "a public relations program should be continuous there is no substitute for continuity of action a day by a day, year by year program including the summer." He also further stated "The secondary school principal of to day, if he is to provide a sound educational program must show paramount concern for a need of community understanding, other wise his program will fail to meet the objects of modern philosophy of education" (Aggrawal, 2005:112). Here the assumption is that the school should setup situations which provide and activities that improve the provision of subject in the process of creating active citizen.

The students' participation in teaching peers and adults basic education and cleaning and developing new spring water of ponds marked low. The mean value calculated for responses of these items is 2.90 and 2.80 respectively, and the percentages of combined responses on 'very high' and 'high' also are (36.83%)- (34.2%), which is again indicating low participation of students in these activities. In the same manner students were asked to rate the extent of their participation in cleaning school compound and mending classroom broken chairs. The responses of the students are calculated by using mean score statistics and percentage. The mean score of the responses of this item is 2.71, indicating low participation. The last in the list of item that shows least participation in students' social interaction is helping elderly in their house. The mean core for the responses of this item is 2.47 and the percentage for the combined frequencies 'very high' and 'high' is also (24.11%) which is showing low participation of students. Thus because of lack of planned participatory activities by the school and teachers as a result of inconvenience, the students' involvement in most of society-service and school activities was low. The students' participation in such activities as teaching peers about HIV/AIDS, planting seedlings, and beautifying neighborhood was encouraging. However, it

seems students were reporting, just as they participated through planned programs of civic education. Some students for open-ended questionnaire in writing replied: during schooldays they plant seedlings and beautify school compound. They also said the content on the civic text under the heading responsibility inform us to engage in such activities. However, duties like helping elderly in their house were not instigated and coordinated either by the teachers or by the school program. On the other hand student respondents from Hosanna College of Health sciences informed, that participation in teaching about HIV/AIDS is our assignment in some of our Health science courses, and then again it is already there in the civic and ethical education text. From this student response, it is clear that this understanding of the subject come from their lecture and reading and also horizontally from their learning of other subjects; besides informal influence. If school, in collaboration with teachers, and other stakeholders, outside the school, had prepared conducive situations students would have brought the expected enhanced learning outcomes. In line with this teachers for interview guide, have you had any training to teach the concept in citizenship education and the use of the different methodologies used in teaching civic education? Replied, that they haven't undergone sufficient training to efficiently teach the concepts in civic and ethical education. At same time one of the teacher respondents from Hosanna TVET College in open-ended interview commented by saying that:

> *you see my educational background is textile education, I was made to teach civic and ethical education because of shortage of teachers but I have had no training in concepts of citizenship and the use of the different methodologies to be used in teaching the subject(,25/7/2000E.C.).*

From this one can understand that teachers were simply assigned to teach the subject without any background knowledge or training on the issue. On the other hand the principals on the same issue interviewed replied, that no

training in variety of workshop or seminar given to enable them handle properly the teaching learning process in civic and ethical education.

One of the principals from Hosanna College of health sciences opined for open-ended interview by saying:

> *The college proposed workshop to be prepared and provided on the issue to civic teachers, however, regional educational office responsible for this purpose still now gave no answer for our request (25/7/2000E.C.).*

This implies that civic teachers were not undergone any training concerning civic teaching and use of the different methodologies. Never the less the behavioral change students report occurred yet seem coming from their lecture was encouraging.

4.6. Students perception about their Political activities

The civic education that formal education should seek to promote and foster needs to be active, in the sense of people being able to act and participate. Citizenship is best learned through experience and interaction with others.

As suggested in Aggarwal:

> *Experience is the best teacher no body can deny the fact that civic attitudes are learned and are the result of repetition and reinforcement, opportunities for active and responsible participation should be given to these students both in the school and the community (Aggarwal, 2002:101).*

This implies that learning about citizenship is best achieved by being an active citizen. Therefore to know what perception they hold of political participation, students were asked to give their views on each item listed.

Table 11: Student Perception about their Political activities

No	Item	1		2		3		4		5		mean value
		f	%	f	%	f	%	f	%	f	%	
1	Participation in the formulation of classroom school rules and decision making of school program	51	22.36	41	17.98	57	25	37	16.22	42	18.42	2.90
2	Participating in student council activities, drama and debating	35	15.35	35	15.35	53	23.24	49	21.49	56	24.56	3.25
3	Participation in registration and voting.	24	10.52	26	11.40	57	25	48	21.05	73	32.01	3.53
4	Participating in public meeting and sharing ideas	44	19.29 38	38	16.66	65	28.50	45	19.73	36	15.75	2.96
5	Discussing on current issues	44	19.29	52	22.80	56	24.56	40	17.54	36	15.78	2.88
6	Opposing the abuse of rights of others.	37	16.22	24	10.52	43	18.85	64	28.07	60	26.31	3.38
7	Participating in advisory committee	36	15.78	31	13.59	43	18.85	55	24.12	63	27.63	3.34

Tables 11, shows student perception about their political activities, their responses on each item are indicated by using percentage and mean value statistics.

Table 12: Rank order by Mean Scores and Percentages of Combined Frequencies, on "Very High" and "High" of Students about Their Political activities

No	Item	Combined Responses on 'SA' and 'A'		
		Mean	F	%
1	Participation in registration and voting.	3.53	121	53.06
2	Oppose when rights of others is abused	3.38	124	54.38
3	Participating in advisory committee	3.34	118	51.75
4	Participating in student council activities, drama and debating	3.25	105	46.05
5	Participation in public meeting and sharing ideas	2-96	81	35.51
6	Participation in the formulation of school classroom rules and decision making of school program	2.90	79	34.64
7	Discussing on current issues	2.88	76	33.32

As one can see from the table, participation in registration and voting was considered most important and ranked first, the mean value calculated for the responses of this item is 3.53, and percentage of combined frequencies of very high and high is (53.06%), which is indicating above average participation of students. This encouraging participation of students in registration and voting seems to come in addition to classroom instruction from media. As one student respondent in open ended questionnaire in written response replied:

> *Many civic student texts contain more pages about election and during contestation for election local and national radio inform well about election of the representatives in various level(, 2000E.C.).*

According to student response various factors were contributing for their civic knowledge and participation in such political activity.

The mean value calculated for the next item in the list is 3.38, showing average participation of students, opposing when rights of others was abused. On the other hand the responses of students for the items, participating in advisory committee and in student council activities and drama showed average participation.

Next item what students asked to rate their views was attending public meeting and sharing ideas. The mean value for the responses of this item is calculated to be 2.96 indicating low participation of students on this issue. In the same manner participation in the formulation of school rules and decision making of school program was low. The mean score calculated for the responses of students on this item is 2.90, i.e. (34.64%) of the total respondents. Participating in the discussion of current issues was low. The mean value for the responses calculated for the item is 2.88 (33.32%), indicating again low participation of respondents in this activity.

As it could be seen from students' responses participation in political activities was discouraging; students' participation in classroom and school rule making, attending public meeting and sharing ideas, was very low.

Active citizenship requires participation of citizens, actively and responsibly in public political and social affairs. In relation to this Khan, (2005), Augier, (1994), suggest, that to achieve this end acquainting an individual with information to allow increasing his ability to reason; to give him every opportunity to become an educated man is necessary. In addition to acquainting student with nature of government and politics is inescapable.

In line with this school should plan co-curricular activities so that students get practical experiences.

4.7. Teachers' Classroom Interaction

Teachers are considered to be very prominent component and the most natural insiders of the educational system (Khan, 2005:105), state that teachers are central to the delivery as well as quality of education. They can make a difference in student achievement and growth. They can also shape the learning environment and experiences in their classroom. Taking into consideration the role that teachers play in teaching and facilitating the learning process, three of the civic and ethical education teachers were observed for two successive periods each (a total of six periods) and the frequency (occurrences) of the behavior that were observed in six period times were counted and averaged and described as follows.

Table: 13. Different methodologies Employed by Teachers in Teaching Civic and Ethical Education

Methodologies	f	%
Dialoguc	3	5
Inquiry	6	10
Group work	-	-
Lecture	30	50
Classroom Discussion	15	25
Assignment	6	10
Drama and role-play	-	-
Discussion through Student Presentation	-	-
Total	60	100

As to the methods adopted by the teachers in teaching civic and ethical education, the frequency mention of the encouraging students to engage in dialogue both with the teacher and with one another was three (5%) of the sixty frequencies of the total. Encouraging students' inquiry by asking thoughtful,

open-ended questions, mentioned six times (10%), pair and group work was not mentioned during interaction; on the other hand lecture mention was thirty (50%) of the total frequencies. Next is class room discussion in the form of teacher question and student answer type dominated received a mention of fifteen (25%). In contrary drama and role-play were not mentioned. The same thing was true to content presented through student presentation, which was not attempted. Therefore, as could be seen from this inmost of the classes teachers were not using varied methodologies that encourage student participation frequently. Participatory techniques, such as content presented through student discussion, small group discussion, drama and role play were observed low indicating these methods were neglected in classroom performance. Thus the classroom observed results seem to lead one to assume that teachers rely on pure lecture. As the researcher personally observed during classroom observation , much of lesson time was spent in conveying information to students and there was also very little attempt made to participate students, that means civic and ethical education teaching learning was used to pursuing question and answer, particularly at beginning and at end of the lesson. On the other hand a teacher for open- ended interview opined, that because of lack of enough civic teachers and because of heavy work load, used to conduct combined classes in order to overcome the problem. Consequently in such situation or having large class size the use of varied methodologies is unfeasible. From this teacher response, it can be concluded that civic and ethical education teaching and learning is predominated by lecture, so that characterized by mere transmission of facts, which seriously affect building civic skill and disposition, which enable them to play their role in the society.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the general study and then concludes based on these findings. Finally, some suggestions are provided.

5.1 Summary

The purpose of this study is to investigate, the perceptions students and teachers hold of responsible citizen and the role of civic and Ethical Education, the type of behavioral changes occurred in college students as a result of civic education, teachers' knowledge of various methodologies and factors influencing the provision of civic education in colleges of Hadiya of zone (SNNPRS). In order to achieve these purposes, the following major research questions were raised and their answers sought in the course of investigation.

- What are the perceptions students, teachers and principals have about responsible citizen and the role of civic and Ethical Education?
- What behavioral changes have occurred as a result of civic and Ethical education?
- What is teachers' knowledge of various methodologies used in teaching civic and Ethical education?
- What factors are influencing provision of civic and ethical education?

The study was carried out in two colleges of Hadiya zone. To this effect, descriptive survey approach was employed as a method of study. In order to seek answers to the above research questions, questionnaires, interviews, class room observations and documents were used to obtain data pertinent to the study. The questionnaires were distributed to the 230 students and 228 questionnaires were filled and returned. Class room observations and interviews were conducted with teachers, and also with principals of the

colleges who volunteered to participate in the study, by using available sampling technique. Then the analysis was carried out by employing percentages, mean scores and descriptive statements. 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.

- The characteristic rendering agreeable service to the community good moral and Ethical conduct are perceived by the majority of the students as traits that characterize responsible citizen. And also the characteristics peaceful resolution of conflicts and the necessity of tolerance, wise use of material and financial resources, bearing family responsibilities were viewed as good values of responsible citizen. They also perceived responsible citizen as the one that accept and safeguard constitution as composed of common democratic values, and who has knowledge about government structure; respect other people's cultures as important qualities of responsible citizen.
- On the other hand as data indicates the characteristics: Knowledge of world citizenship, knowledge about current events and participation in political activities perceived by the students as less important characterizing responsible citizen.
- With regard to behavioral changes, to have been occurred among students, respect of students to their instructors and the school community, observance of school regulations and execution of ones responsibility showed change. And also safeguard of their rights and respect the rights of others, attending the class and their discipline in and out side the class, their motivation to learn have been averagely changed.
- According to the data majority of the students approximately seventy percent, (70%) like and have positive perception towards civic and Ethical Education.

- With regard to social participation, teaching peers about HIV/AIDS, cleaning and beautifying the neighborhood, planting seedlings are activities that most students participate. However social activities like helping elderly in their house, Teaching adults basic education and developing new spring water of ponds are viewed by students less important. The information secured from students' written opinion indicates that there was no appropriate guidance; encouragement and co-ordination to involve them in such social activities.
- According to the data students participation in political activities like, in registration and voting indicated average participation.

Discussing on current political issues, attending public meeting and sharing ideas, decision making of school program are political activities that indicated minimal participation of students.

- As to the knowledge of the different methodologies by the teachers, inquiry and group work has tended to enhance the creation of responsible citizens. Some of the teachers' felt that it is not always possible to use these varied methods and strategies because of the heavy work loads, teachers were finding less time, despite the evident benefits for students.

According to the data secured factors, like lack of support and lack of time to teachers design or organize for learning activities out side the school, absence of parent-school relationships, lack of regular workshops to enable them keep alongside with strategies on civic education acted as a significant deterrent in citizenship development.

5.2 Conclusions

From the findings of this study it can be concluded that:

- The one who render agreeable service to the community, who has good moral and ethical conduct, and who accept and safeguard constitution as composed of common democratic values, tolerant to others views was perceived by the students and teachers as important qualities of responsible citizen.
- It was evident that knowledge of world citizenship, knowledge about current events and political activities seem to have not properly developed better behavior and perceived by students as less important.
- Class-room civic Education practices were teacher dominated and negatively influencing the development of responsible citizen.
- Lack of support to teachers design or organize learning activities out side the school, lack of regular workshops to enable teachers keep alongside with each of strategies on civic Education, absence of relationship with parents, community elders and others acted as a significant deterrent in citizenship development.
- Absence of attention for co-curricular programs was one of the main deterrents to improved civic and Ethical education and students' citizenship experiences.

5.3 Recommendation

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

The process of preparing young citizens for participation in societal interaction in democratic development is a question of creating participatory school organization and employing teaching strategies out of which learners can be benefited through the direct experience. Therefore:

- Teachers and schools need to hold the idea of creating participatory communities and then exercise first in their class room and schools.

- It is advisable that teachers and students be regarded as citizens and members of the school community who can contribute to the effective school management and the teaching learning process. Hence, school leadership need to establish warm relationship among teachers, teachers and students and with the whole school community by opening its door to involve them in decision making, promoting team action and shared responsibilities.
- It is recommendable that teachers be able to carefully identify and select teaching strategies, and organize learning activities that democratize their classroom by creating nurturing environment.
- It is advisable to involve students in discussion, debates and dialogue on contemporary issues that are considered as the promising practices in civic education and in development of students' civic competence. Hence teachers need to employ this practice for good qualities of citizenship development.
- School leader ship should make relentless efforts to establish close relationships with local political leaders and community members and design programs to discuss on civic education of the students. Such measure may create common understanding regarding the political concern of civic education, and can avoid misunderstanding about the interest of teachers and students as they can have opportunities to express their opinion.
- It is important to give necessary attention and follow-up to co-curricular activities and student council as they can contribute to the development of students' social and political behavior, critical thinking, reflection, common interest or common goals, etc necessary for democratic citizenship.
- Lastly, outside classroom and out of school practices need to be strengthened through community project activities and collaborative community services with other civic organizations, which enhance the provision of improved civic and ethical education and the development of students' civic competence.

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Appendix-A

አዲስ አበባ ዩኒቨርሲቲ የድህረ-ምረቃ ትቤት
የትምህርት ፋኩልቲ የካሪኩለም ትምህርት ክፍል

ለተማሪዎች የተዘጋጀ የጽሑፍ መጠይቅ

ሀ/ መግቢያ

ይህ የጽሑፍ መጠይቅ የተዘጋጀው የወደፊት ብቁ ዜጎችን ከማፍራት አካያ በትምህርት ቤት የሚሰጠው የሥነ-ዜጋና ሥነ-ምግባር ትምህርት ያለውን ድርሻ በተመለከተ ከተማሪዎች አስተያየት ለማሰባሰብና ጥናት ለማካሄድ ነው። ተማሪው የሚሰጠው አስተያየት ሥርዓተ-ትምህርቱን ለማሻሻል ለሚቀርበው ሀሳብ ከፍተኛ ጠቀሜታ አለው። ጥናቱ ከማንኛውም የፖለቲካ፣ የሃይማኖት፣ የቡድን ወይም የግል አመለካከት ተጽእዕኖ ነፃ ነው። ስለዚህ ይህንኑ በመረዳት በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በተቻለ መጠን በሀቀኝነት በመመለስ ትብብር እንድታደርጉልን በማክበር እንጠይቃለን።

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ለ/ የመጠይቁ አሞላል

መሠረታዊ መጃ መልስህን /ሽን/ በተሰጠው ባዶ ሥፍራ በመጻፍ ወይም በተሰጠው ሣጥን ውስጥ (X) ምልክት በማድረግ አመልክት /ቺ/።

1. የት/ቤቱ/ የተቋሙ/ ስም ዲፓርትሜንት ክፍል
2. ጾታ ☐ ወንድ ☐ ሴት ☐
3. ዕድሜ ☐ 15-17 ☐ 18-20 ☐ 21-25 ☐ ከ26 በላይ ☐

ሐ/ ማስታወሻ

በእያንዳንድ ዐርፈተ-ነገር ፊት ለፊት አምስት ሣጥኖች አለ። ከአምስቱ በአንዱ ላይ ብቻ የ (X) ምልክት በመጻፍ መልስ /ሺ/።

የአምስቱ አማራጮች እንደሚከተለው ይነበብ።

1. በጣም እስማማለሁ	**ወይም**	1. በጣም ዝቅተኛ
2. እስማማለው		2. ዝቅተኛ
3. መወሰን አልችልም		3. መካከለኛ
4. አልስማማም		4. ከፍተኛ
5. በጣም አልስማማም		5. በጣም ከፍተኛ

ሀ/ የሚከተሉት የአንድ ሀላፊነት የሚሰማው ዜጋ ባህሪያት መሆን አለመሆናቸውን የ(X) ምልክት በመጠቀምና ከአምስቱ ባንዱ ሣጥን ብቻ በመጻፍ አመልክት::

ቁጥር	ሀላፊነት የሚሰማው ዜጋ ባህርያት መጠይቆች	5	4	3	2	1
		በጣም አስማማለሁ	አስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
1	ለሌሎች ድህንነት የሚቆረቆርና እርዳታ የሚያደርግ					
2	የሀገሪቱ ሕገ-መንግሥት የጋራ እሴቶች ውጤት መሆኑን ተገንዝቦ የሚያከብርና እንዳይጣስ የሚያደርግ					
3	ስለመንግሥት አወቃቀርና አሠራር የሚያወቅ					
4	በት/ቤትና በማህበረሰቡ ውስጥ በማህበራዊና በፖለቲካዊ ጉዳዮች በፍላጎት የሚሳተፍ					
5	ትዕግስት ያለውና ልዩነትን የማስታረቅና የመቻቻል ችሎታ ያለው					
6	አንድን ነገር ጠይቆ የመረዳት ችሎታ ያለው					
7	ጠንካራ ሞራልና ጥሩ ሥነ-ምግባር ያለው					
8	ሀላፊነትን ተቀብሎ የሚወጣ					
9	የወቅቱን ሁኔታና ክስተት የሚያውቅ					
10	የቤተሰቡን ሀላፊነት የሚወጣ					
11	ስለዓለም ሁኔታ የሚረዳ					
12	የሌሎችን ባህልና ሃይማኖት የሚያከብር					
13	ገንዘብንና ሌሎች ቁሣዊ ሀብትን በጥንቃቄና በአግባቡ የሚጠቀም					

ለ/ ከሥነ-ዜጋና ሥነ-ምግባር ትምህርት የተነሣ ተማሪዎች ያመጡትን የባህርይ ለውጥ ደረጃ ይገልጻል ብለው የምያምኑበትን ሀሳብ በሣጥኖቹ ውስጥ የ/X/ ምልክትን በመጻፍ አመልክት/ቺ/

ቁጥር	የባህርይ ለውጥ መጠይቆች	1	2	3	4	5
		በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
1	ተማሪዎች መበታቸውን ለመጠየቅ የሚያደርጉት እንቅስቃሴ					
2	በክፍልና ከክፍል ወጪ የተማሪዎች ዲስፕሊን መሻሻል					
3	የሴት ተማሪዎችን መብት በማክበር ረገድ ወንድ ተማሪዎች ያመጡት የባህርይ ለውጥ					
4	ሴት ተማሪዎች መብታቸውን ለማስከበር የሚያደርጉት እንቅስቃሴ					
5	የተማሪዎች የትምህርት ፍላጎት መነሣሣት					
6	ተማሪዎች ግዴታቸውን ለመወጣት የሚያደርጉት ጥረት					
7	ተማሪዎች ለጊዜና ለት/ቤቱ የሚያሳዩት መቆርቆር					
8	ተማሪዎች ለመምህራኖቻቸው የሚሰጡአቸው ከበሬታ					
9	ተማሪዎች ለትምህርት ቤቱ ማህበረሰብ የሚሰጡት ከበሬታ					
10	የትምህርት ቤቱን ደንብና መመሪያ በማክበርና በመጠበቅ ረገድ					
11	የተማሪዎች የክፍል ትምህርት ተሣትፎና ጠይቆ የመረዳት ችሎታ					
ሐ	**ለ/ ሥነ-ዜጋና ሥነ-ምግባር ትምህርትንና የትምህርት ቤት ክንዋኔን በሚመለከት የግል አመላካከት መጠይቆች**					
12	የሥነ-ዜጋና ሥነ-ምግባር ትምህርትና አሰጣጡን እወደዋለሁ					
13	መምህሬ ትምህርቱን በገለፃ ብቻ ስለማያስተምሩት አልወደውም					
14	ምምህሬ ትምህርቱን ተማሪ አሳታፊ በሆነ መንገድ ስለሚያስተምሩት በጣም እወደዋለሁ					
15	ጓደኞቼና ሌሎች መምህራን ትምህርቱን ስለሚያጥላሉት ትምህርቱን አልወደውም					
16	ትምህርቱ በሥልጣን ላይ ያለውን መንግሥት እድሜ ማራዘሚያ ስለሆነ አልወደውም					
17	በክፍል ያለው ተማሪ ቁጥር ከፍተኛ ስለሆነ ትምህርቱን በአግባቡ ለመማር አልቻልኩም					
18	ሥነዜጋና ሥነ-ምግባር ትምህርት ሌሎችን መርዳት እንዲችል፣ ከእኔ በትምህርት ዝቅ ያሉትን፣ አቅመ-ደካሞችን፣ የአባቢ ዕዳትን መጠበቅ እንዲችል ስለረዳኝ እወደዋለሁ					

መ/ የማህበራዊና ተሳትፎህን ደረጃ የ/X/ ምልክት በሚጥኖቹ ውስጥ በመጻፍ አመልክት /ቺ/

ቁጥር	ሀ/ የማህበራዊ ተሣትፎ መጠይቆች	1	2	3	4	5
		በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
1	የትምህርት ቤት ግቢ በማጽዳትና የተሠባበሩ ወንበሮችን በመጠገን					
2	መሠረተ-ትምህርት ህብረተሰቡንና ወጣቱን በማስተማር					
3	ደካማ ለሆኑ የህብረተሰብ ክፍሎች ቤትና አጥር በማጠር					
4	የወደመ ዛፎችን ጫካ ለመተካት ችግኝ በመትከል					
5	አዳዲስ የውሃ ምንጮችን በማጎልበትና ያሉትን በማጽዳት					
6	የአካባቢ ቆሻሻ ሰብስቦ በማቃጠል					
7	ህብረተሰቡንና ወጣቱን ስለ ኤች አይ ቪ ኤድስ በማስተማር					
ሠ	ለ/ ፖለቲካዊ የሥራ እንቅስቃሴዎች መጠይቆች					
8	የትምህርት ቤት ደንብና መመሪያ ሲቀረጽና ሲወሰን አብሮ በመወሰን					
9	ወቅታዊና ፖለቲካዊ በሆኑ ጉዳዮች ላይ ከጓደኞቼ ጋር በመወያየትና በምርጫ ቅስቀሳ ከህብረተሰቡ ጋር በመሥራት					
10	ክልላዊ ሀገራዊ ተወካዮች ምርጫ ላይ ድምፅ በመስጠት					
11	በተለያዩ ህዝባዊ ስብሰባዎች ላይ ተገኝቼ ሀሳብ በመስጠት					
12	በተማሪዎች መማክርት፣ በድራማ፣ ከሌሎች በመሳተፍ፣ ስለፍትህ በመከራከር በመለማመድ					
13	የተለያዩ ሰዎች መብት በሚጣስበት ጊዜ በመቃወም					
14	በትምህርት ቤት አማካሪ ኮሚቴ ጋር ተባብሮ በመሥራት					

ረ/ በማህበራዊ ሥራዎች ውስጥ ምንም ካልተሣተፍክ ወይም ተሣትፎህ አነስተኛ ከሆነ ምክንያቱግለጽ_____

_____

መ/ በፖለቲካዊ ሥራዎች ውስጥ ምንም ካልተሳተፍክ ወይም ተሳትፎህ በጣም አነስተኛ ከሆነ ምክንያትህን ግለጽ

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Appendix B

Addis Ababa University

School of Graduate Studies

College of Education

Department of Teacher Education and Curriculum Studies
Questionnaires to be filled in by Civic and Ethical Education Students of Hadiya Zone Training Colleges (TVET and CHS)

Dear respondent:

The purpose of this questionnaire is to gather data for a study leading to MA degree in Teacher Education and Curriculum Studies. It is administered to survey your views and to collect first hand information about the problems of civic and ethical education teaching and learning in Hadiya zone colleges. It also looks for possible solutions to improve instruction and learning civic and ethical education. Since the successes of this study depend on your genuine responses, you are kindly requested to be honest to wards all items provided in the questionnaire. The information you provide will be used only for research purpose.

Thank you for your co-operation

Direction

You are not required to write your name in any part of the questionnaire. To those questions with alternatives you can encircle the letter or you can provide the answer by putting the sign (×) in front of each item. For items that require open answers, please feel free to express and write down your responses in the blank spaces provided.

1. Name of the College_____
2. Sex Male_____Female_____
3. Age A. 15-17 B. 18-20 c. 21-25 D. 26 and above

I. Please indicate your responses about the qualities of responsible citizens by putting (X) in one of the boxes provided in front of each item

No	Items	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
1	Show kindness and talent and render agreeable service to the community					
2	Accept and safe guard constitution as composed of common democratic values					
3	Respect to authority					
4	Participation in socio-political activities					
5	Accept the inevitability of conflicts and the necessity of tolerance					
6	Caring and wise use of material and financial resources					
7	Competency in questioning ideas to monitor and influence policies					
8	Knowledge of current events					
9	Appreciate and respect other peoples cultures (religion, language etc)					
10	Oppose racism and sectarianism as threat to well being of individuals and community					
11	Loyalty to law and respect for the regime and its ideology					
12	Knowledge of world citizenship					
13	Knowledge about government structure and its institutions and functions					
14	A willing to act in behalf of the public good					

II. Please indicate your Views about behavioral Change you Claim as a result of the Instruction of the Civic and Ethical Education.

No	Items of Expected Behavioral Changes	1.Very /law	2.Low	3.Average	4.High	5.Very high
1	Your commitment to claim and safeguard your rights					
2	Execution of ones responsibility (respect for school community and regulation)					
3	Punctuality to attend the class					
4	Proper use of school property and protesting from misuse					
5	Inquisitiveness of learning asking questions, participating in class discussion					
6	Respecting the right of female students and respect their equality right by male students					
7	Female students activities in safe guarding their right					
8	Observance of the rules and regulations of the school					
9	Motivation of students to learn and Improvement of discipline in and out of the class					
	Part II Personal View of the Students towards Civic and Ethical Education and Its School Practice					
10	I like civic and Ethic Education lessons and the way we are involved in its process of instruction					
11	I hate civic and ethic education because our teacher does not involve us in discussion rather of ten lecturing					
12	I like civic and ethic education classes because our teacher involve us in class discussion					
13	I hate civic and ethics education because always our companions dislike it					
14	I like civic and ethic education because it enabled us to engage in helping the elderly, tutoring slow learners, cleaning and beautifying neigh boor hoods and schools, supervise latchkey children after school					

III. Please indicate your Views about Social and Political Participation

No	Items **Social participation**	Very Low 1	Low 2	Average 3	High 4	Very high 5
1	Helping needy students through fund-raising committee					
2	helping elderly in their house					
3	Clearing school compound, mending your classroom chairs, constructing your classroom building					
4	Teaching peers and community members about HIV/AIDS					
5	Teaching peers and adult basic education					
6	Planting seedling, cleaning and developing new spring water of ponds					
	Political activities (participation)					
7	Participation in the formulation of classroom and school rules and decision making of school program					
8	Discussing and debating on your country's current political issues					
9	Advocating for regional and national election					
10	Election of regional and national representatives					
11	Participating in public meeting					
12	Participating in local peace keeping committee					

Appendix — C

በአዲስ አበባ ዩኒቨርስቲ የድህረ-ምረቃ ት/ቤት የስነ-ትምህርት ፋኩልቲ የካሪኩለም የትምህርት ክፍል ለሀዲያ ዞን ቴክ/ሙያና ጤና ኮሌጅ

ለመምህራን የቀረበ ቃለ መጠይቅ

1. የሥነ-ዜጋና ሥነ ምግባር ትምህርት የዜግነት ግዴታና መብት ተማሪው እንዲያውቅ የሚያበረክተው አስተዋጽኦ ምን ያህል ነው?
   ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ ነው።

2. በርስዎ እምነት ከሚከተሉት ሐረጎች ሀለፊነት የሚሰማው ዜጋ ባህርያትን ይገልጻሉ የሚሏቸው የትኞቹ ናቸው?
   ሀ. በማህበራዊና በፖለቲካዊ ጉዳዮች የሚሳተፍ
   ለ. ሀላፊነትን ተቀብሎ የሚወጣ
   ሐ. የሀገሪቷ ህገ-መንግስት የጋራ እሴቶች ውጤት መሆኑን የሚቀበል
   መ. የወቅቱን ሁኔታና ክስተት የሚያውቅ

3. የሥነ-ዜጋና ሥነ-ምግባር ትምህርት የጋራ እሴቶች ውጤት ነው በሚባለው ሐሳብ ይስማማሉ?
   ሀ. አዎን ለ. አልስማማም

4. መልስዎ አዎን ወይም አልስማማም ከሆነ ምክንያቱ ምንድነው?

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   _____::

5. ሥነ-ዜጋና ሥነ-ምግባር ትምህርት ገዥ ፖርቲ ፓለቲካ እምነት ማስተማሪያ ነው?
   ሀ. አዎ ለ. አይደለም

6. መልስዎ አዎን ወይም አይደለም ከሆነ ምክንያቶቹ ምንድን ናቸው?

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7. የሥነ-ዜጋና ሥነ-ምግባር ትምህርት ወጣቱ ኃላቀርነትን ድህነትን እንዲታገል ምን ያህል አስተዋጽኦ ያደርጋል?

ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

8. ሥነ-ዜጋና ሥነ-ምግባር ትምህርት ከተማረኩበት የትምህርት መስክ ውጪ እንዲያስተምር የተደረኩበት ስለሆነ?

ሀ. ያለ ፍላጎቴ ነው የማስተምረው

ለ. ቢሆንም ደስተኛ ነኝ

9. በርስዎ እምነት ሥነ-ዜጋና ሥነ-ምግባር ትምህርት ለማስተማር ተገቢነቱ የጎላ ነው የሚሉት ዘዴ የትኛው ነው? ከአንዱ በላይ መልስ መስጠት ይችላሉ::

ሀ. የቡድን ሥራ

ለ. በገለፃ ማስተማር

ሐ. በክበባት ማሳተፍ

መ. በማህበረሰብ አገልግሎቶች ማሳተፍ

ሠ. ለይዘትና በቤት ሥራ የበለጠ ትኩረት መስጠት

ረ. በውሳኔ ሰጪነት እንዲሳተፉ ማድረግ

ከዚህ ሌላ ተገቢነው የሚሉት ካለ ቢገልጹልኝ

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10. እርስዎ አዘውትረው የሚጠቀሙበት የማስተማር ዘዴ ከሚከተሉት የትኛው ነው? ከአንድ በላይ መልስ መስጠት ይችላሉ::

ሀ. ገለፃ ለ. የቡድን ሥራ

ሐ. ተጓዳኝ ክበባት ማስተፍ መ. በአወዛጋቢ ጉዳዮች እንግዳ መጋበዝ

ሠ. የክፍልና የቤት ሥራ መስጠት

ረ. በህብረተሰብ አገልግሎቶች ማሳተፍ

11. የሥነ-ዜጋና ሥነ-ምግባር ትምህርት መማር ከጀመሩ ወዲህ ተማሪዎች ያመጡት የባህርይ ለውጥ ምን ያህል ነው ይላሉ?

ሀ. ከፍተኛ ለ. መጠነኛ ነው ሐ. ዝቅተኛ ነው

12. ለሥነ-ዜጋና ሥነ-ምግባር ትምህርት አሰጣጥ /ለማሰተማር/ ዕንቅፋት ሊሆኑ ይችላሉ የሚሏቸው ከሚከተሉት የትኞቹ ናቸው? ከአንድ በላይ መልስ መስጠት ይችላሉ::

ሀ. ልቅ የሆነ የግብረ ሥጋ /ሴክስ/ ድርጊቶች

ለ. ከእኛ ባህል ጋር አብሮ የማይሄዱ ፊልሞች መበራከት

ሐ. ክፍል ውስጥ የሚማሩት ውጭ ካለው ሁኔታ ጋር አለመጣጣም

መ. ተጓዳኝ ክበባት አለመኖር

ሠ. በወላጆች፣ በማህበረሰቡና በትምህርት ቤት መካከል ትብብር አለመኖር

13. ከዚህ ሌላ ካለ ቢገልፁልኝ?

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_____::

14. ይኽንን ተጽዕኖ ለመቅረፍ ምን መደረግ አለበት ይላሉ?

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Appendix D
ለኮለጁ ዲኖች የተዘጋጀ ቃለመጠየቅ

1. ተማሪዎች የማህበራዊና ፖለቲካዊ ህይወት ተሳትፎ/ከፍ ለማድረግ ተምህርቱን የሚሰጡ የመምህሪን ተነሳሽነት ሳጠቃላይ ምን ያህል ነው?
   ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ዝቅተኛ ነው

2. የርስዎ ተቋም ተማሪዎች በተለያዩ ወይይቶች ወቅታዊ ፖለቲካ ጉደዮችና ርዕሶች በማህበረሰብ አግለግሎቶች አንዲሳተፉ በማድረግ በኩል ምን ያህል ኘሮግራሞችን ቀርጸ የንቀሳቀሳል?
   ሀ. አዎን ለ. በጥቂቱ ሐ. ምንም

3. በተቋ ውስጥ የተለያዩ ተጓዳኝ/ኘሮግራሞች በትክክል ይንቀሳቀሱ ብለው ይገምታሉ?
   ሀ. አዎን ለ. በጣመ ደካማ ነው ሐ. የለም

4. የተማሪዎች መማክርቱ ተቋቁም ምን ያህል የንቀሳቀሳል?
   ሀ. ከፍተኛ ለ. በጣም ደካማ ነው ሐ. የለም

5. የርስዎ ኮሌጅ የሲቪክስ ትምህርት በመስጠት የወደፊተ ብቁ ዜጎችን በመቅረጽ በኩለ ምን ያህለ ከወላጆች ከማህበረሰብ መራወችና አካባቢ መስተዳድርሮች ጋ ኘሮግራመ ቀርጸ ውይይት ያደርጋል?
   ሀ. አዎ ለ. የለም

6. የርስዎ ተቋም ይህ ተቋም ከበጎ አድሪጉ ቀበሌ ወረዳ ከማገኙ ድጅቶችስ ጋር የማሪወች ዜጋዊ ብቃትን ከፍ ለማድረግ ምን ያህል ኘሮግንም ይዞ ይሰራል?
   ሀ. አዎ ሁሉም ለ. የለም ሐ. አንዳንዴ

7. መምህራን ተማሪወችን በስነ ዜጋና ስነ ምግባር ትምህርት በቂ ዕውቀት ክህሎትና የባህሪ ለውጥ አንዲያመጡ በሚያደርጉት ጥረት የስርዎ ቢሮ የሚሰጠው ድጋፊ አለ?
   ሀ. አዎ ለ. የለም

8. በት/ሚኒስቴር በኩል ሲቢክስ ት/አሰጣጥን በተመለከተ አቅም ለመገንባት ለመምህራን የተሰጡ ወርክሾፖች/ስልጠናዎች/አሉ?
   ሀ. አዎ ለ. የለም

9. ከክልልም ከዞን ት/ቢሮወች በኩል ምን ያህል ዕገዛ ያደርለ የህንንን ሲቢክስ ትምህርት አሰጣጥ ለመደገፍና ለማጠከር?
   ሀ. ምንም ዕገዛ የለም ለ. አለ ሐ. ዝቅተኛ

10. የሲቢዝስ ትምህርት አሰጣጥን ለማጠናከር ከት/ቤት ከማህበረሰበና ከሌሎች ድርጅቶች ለመ/ራን የማደረግ ድጋፍ አለ?
    ሀ. አዎ አለ ለ. የለም ሐ. ሠጠነኛ ነው

11. ሲቢክስ ትመህርት አሰጣጥ ላይ አሉታዊም ሆነ አዎንታዊ ተጽዕኖ የሚያሳድሩ ምክኒያቶች ካለ ቢገልጹልኝ?----------

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12. የሲቪክስ ትምህርት መሰጠት ከተጀመረ ወዲህ በተማሪዎች ያመጡት ለውጥ ምን ያህል ነው?
    ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ዝቅተኛ መ. የለም

Appendix E

Observation Check List

This observation check list is designed for the purpose of recording data pertinent to investigate the current classroom practice in civic and ethical education

Please indicate the activities occurring in the teaching-learning process in classroom in ten minutes interval very carefully by using boxes provided against each item

No	Items	0-10 MIN	11-20 MIN	21-30 MIN	31-40 MIN	41-50 MIN	Total
1	Encourage students to engage in dialogue both with the teacher and with one another						
2	Encourage students inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other						
3	Pair and group work are emphasized						
4	Content presented through teacher lecturing						
5	Teacher and questioning strategies require problem solving, analysis and reason						
6	Class discussion						
7	Small group discussion and assignment						
8	Use of drama and role playing						
9	Content presented through student discussion						

DECLARATION

I, the undersigned, here by declare that this thesis is my original work done under the guidance of Akalewold (Ass/professor) and it has not been presented for a degree in any other university. All sources of materials used for the thesis have been duly acknowledged.

Name ABEBE MADEBO

Signature _____

Place Addis Ababa University

Date

June 2008

This thesis has been submitted for examination with my approval as university advisor.

Name Akalewold Eshete (Ass/professor)

Signature _____

Date: June, 2008

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