

**ADDIS ABABA UNIVERSITY**  
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**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**THE IMPLEMENTATION OF THE CRIME PREVENTION  
CURRICULUM IN SOUTHERN NATIONS NATIONALITIES AND  
PEOPLES REGIONAL STATE POLICE COLLEGE**

**BY**  
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This Is To Certify That The Thesis Prepared By Temesgen Kora, Entitled: The Implementation Of The Crime Prevention Curriculum In Southern Nations Nationalities And Peoples Regional State Police College And submitted in Partial fulfillment of the requirements for the Degree of Master of Arts (Curriculum and Instruction) complies with the regulations of the University and meets the accepted standards with respect to originality and quality

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## **Abbreviations and Acronyms**

<b>SNNPRS -</b>	Southern Nations Nationalities and Peoples Regional State
<b>CIPP Model -</b>	Context, Input, Process, Product Model
<b>ALEM -</b>	Adaptive Learning Environment Model

## **Abstract**

*The objective of this study was to evaluate the implementation of the crime prevention curriculum in Southern Nations Nationalities and Peoples Regional State Police College. The focus of the study was on evaluating: the crime prevention curriculum implemented as it was planned given that the current teachers, the administration and students are working there, how effective has been the program implementation in term of training effort, process, adequacy, efficiency and effect; the active learning strategies being used; the major constraints faced in implementing crime prevention curriculum. A review of literature related to implementation, evaluation and support in curriculum implementation was used for establishing a theoretical framework for the study. Both quantitative and qualitative approaches were used and data were gathered by means of questionnaire, interview, classroom observation and document analysis form. Sample selected from administrators (5), police science teachers (32) and police science trainees (120). The data were analyzed both quantitatively and qualitatively. The quantitative data were analyzed by using frequency, percentage; mean values and tables. The findings indicate that crime prevention curriculum have not implemented as it was planned in police college. The program implementation effectiveness in terms of training effort, process and adequacy of the crime prevention curriculum, it has been implemented satisfactorily in police college. For effective implementation of crime prevention curriculum in Southern Nations Nationalities and Peoples Regional State Police College, the administrations, teachers and trainees should play their roles by creating conducive environment for crime prevention curriculum implementation.*

# CHAPTER ONE

## 1. Introductions

### 1.1 Background of the Study

One of the core functions of police agency is crime prevention as it has primary position from overall policing work. In the world the expectation of people and government is keeping peace and security of the people and safeguarding the constitutional system from any danger is the task of which rests on the police. For assurance mission, police should follow proactive crime prevention principles. There are also different ways of crime prevention, among which beats and patrol, crime scene investigation, incident management, combating organized crime and community policing etc are the main operational functions conducted in the field to achieve effective crime prevention. Of the time, what comes to mind of our societies when thinking about “police training” is arresting, shooting, defensive tactics etc in community policing feedback collection data report, 2005 in south police college. So to improve its effectiveness it is possible to use an evaluation of crime prevention curriculum implementation in training institutions. This could be in the concept and perspectives of crime prevention in context of criminological perspectives of crime preventions. Criminology has had a great effect on society’s response to crime. There are several schools of thought, which have been developed in criminology (Crime and accident prevention module, Sendafa 2010).

Crime prevention is the total of all policies, measure and technique, outside the boundaries of the criminal justice, aiming at the reduction of the various kinds of damage caused by acts defined as crime by the state (Djik, (1990), in Crime and Accident Prevention Module, Sendafa, 2010). In this era of globalization and technological revolution, education is considered as the first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of learning, which enhances the economic growth of a country (Saxton, 2000, and Farooq

et. al. 2011). Generally, the task of curriculum implementation is complex: It requires the college management teams, teachers and police science trainees to lead the implementation of change in the police college organization. In this moment, our training center give different training for different sectors of police trainees based on the state and regional situational analysis. But the current state of formal police training programs is generally low quality and poorly administered in 2007 customer satisfaction assessment report in SNNPRS Police College.

The concept of “curriculum evaluation” and “curriculum implementation evaluation” were used ambiguously in early literatures, Ornstein and Hunkins (1998, p.320-322) made clear distinction between the two. According to them curriculum evaluation refers to the study of the curriculum plan or the document itself. It is concerned with examining the adequacy of the objectives with the prescribed goals, the consistency between the objectives and the content of instructional materials, and the significance of the content itself. But evaluation of curriculum implementation addresses the question of whether what is planned in the curriculum document is put into action or use or to what extent the intended plan is translated in to work. However, curriculum evaluation and curriculum implementation evaluation are two different but interrelated activities. Since the results obtained through both evaluations would help evaluators to improve the curriculum activities, they can be considered as interrelated. Generally, curriculum implementation evaluation is important for it is difficult to decide whether curriculum plan is being implemented or not as it is intended. Ornstein and Hunkins (1998, p.20) indicate that curriculum implementation evaluation is discovering whether the curriculum as designed, developed and implemented is producing or can produce the desired results. For them, evaluation serves to identify the strengths and weakness of implementation. Therefore, the information gathered during the evaluation enables to check a program and its roles in line with the stated goals. Since many aspects of the program are to be evaluated in curriculum implementation to have a full picture of the program, different scholars suggested different variables that should be evaluated. For instance, Dressel (1976, p.6) suggests that information should be gathered regarding educational programs including the environment in which implementation proceeds such as physical facilities and human

resource and the curriculum matters, such as the method student achievement and instructional services and educational media and instructional materials.

## **1.2. Statement of the Problem**

The main purpose of this study was to identifying the major challenges of crime prevention curriculum implementation in Police Training by viewing the status of crime prevention curriculum implementation, in the Southern Nation Nationalities and Peoples Regional State police college. In 2006 collected feedback gathered on crime prevention implementation shows most of trainees show good effort on prevention but few of trainees have weakness on effectively implementing it. With this purpose, the study was conducted on how crime prevention curriculum was implemented in the institution, in term of effectiveness, efficiency and its adequacy as it was planned. Today in modernized world one of core characteristics and requirement of education sector is the design and development of curriculum. The curriculum developed has put into practice at different levels of schooling. To support this view Tyler (1974), say that the curriculum development is not theoretical study; rather it is a practical enterprise. Therefore, the designed and developed curriculum must be implemented.

## **1.3 Research Questions**

The researcher attempted to find answers for the following research questions.

1. Is crime prevention curriculum implemented as it was planned given that the current teachers, the administration and students are working there?
2. How effective has been the crime prevention curriculum implementation in term of training adequacy, efficiency and effect?
3. Were active learning strategies being effectively used in crime prevention course offering?
4. What were the major constraints which affect crime prevention curriculum implementation?

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The major objective of the research was to examine to what extent the crime prevention curriculum has been implemented in the Southern Nations Nationalities and Peoples Regional State Police College.

### **1.4.2 Specific Objectives**

- to investigate how crime prevention curriculum implementation has been carried out in the Southern Nations Nationalities and Peoples Regional State Police College;
- to analyze how effective has the implementation of the crime prevention curriculum been in the Southern Nations Nationalities and Peoples Regional State Police College in term of adequacy, efficiency and effect;
- to examine to what extent the active learning strategies were used in the teaching and learning process; and
- to identify the major constraints of crime prevention curriculum implementation in the Southern Nations Nationalities and Peoples Regional State Police College.

## **1.5 Significance of the Study**

The research finding could help trainees, trainers, deans, administrators, and the Police commission. Also it could helps community to understand the service delivered by trainees in the police training center, how effectively it has been implementing the crime prevention curriculum in the Southern Nations Nationalities and Peoples Regional State Police College. This also helps them to know whether or not the crime prevention curriculum implementation was done as it was given police mission.

### **1.6. Delimitation of the Study**

The scope of this study is delimited to the Southern Nations Nationalities and Peoples Regional State Police College in Aposto focusing on the evaluation of crime prevention curriculum implementation. Therefore, it attempted to assess the crime prevention curriculum implementation in the Southern Nations Nationalities and Peoples Regional State Police College.

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

In the study, the following limitations were faced by the researcher.

- Lack of interest of few respondents to participate in responding the research questionnaires.
- Lack of well -organized documented materials to refer in the Police College. However, the researcher made effort to resolve the problem taking appropriate measures by following each respondent and collecting the questionnaire and collect different document from office and assigned to put in library.

### **1.8 Organization of the Study**

This research has five chapters. The first chapter deals with the background of the study, objectives of the study, statement of the problem, significance of the study, delimitation, definition of terms and organization of the study. Chapter two presents the review of related literature whereas chapter three deals with research design and methodology. Chapter four presents data analysis and interpretation and chapter five deals with the summary of the major findings, conclusions drawn and recommendation made.

## 1.9 Definitions of Key Terms

**Curriculum:** - is all planned learning for which schools are responsible.

**Curriculum implementation evaluation:** - is discovering whether the curriculum designed, developed and implemented is producing or can produce the desired results.

**Crime prevention:** - is the anticipation, recognition, and appraisal of a crime risk and the initiative of some action to remove it.

**Active learning:** - is an investment of a significant amount of *mental energy* and a high level of *psychological involvement* in the learning process.

**Learning strategies:** - learning strategies are specific behaviors or thought processes that Students use to enhance their own lesson of learning.

**Efficiency:** - is essentially a comparison between inputs used in a certain activity and produced outputs.

# CHAPTER TWO

## Review of the Related Literature

### 2.1 Introduction

For this study the review of related literature is aimed to provide a theoretical frame work of the implementation study. The literature review focuses on crime prevention curriculum implementation, and various models of evaluation curriculum implementation, and the use of support in curriculum implementation.

### 2.2 Curriculum Implementation

In recent time, the concept of curriculum implementation has been described in different ways by different scholars. Total Implementation as stated in Ornstein (1988, p.224) is the acceptance over time some specific item, an idea or practice by individuals, groups or other adopting units to specific channels of communication to social structure to a given systems of values and cultures.

Fullan and Pomfret's (1977) define curriculum implementation as, "The actual uses of an innovation or what an innovation consists in practices". Fullan (1991) described implementation as a process that consisting putting into practice of an idea, program, or a set of activities and structures, new to the people attempting or expected to. Curriculum implementation is the acceptance of change or innovation over time in some specific items, an idea or practice by individuals or groups to specific channel of communication, to a given system of values or culture.

Implementation is an interaction between those who have created the program and those who are charged to deliver it. According to Ornstein and Hunkins, 1998, the following are the requirements of curriculum implementation.

- Implementation requires educators to *shift* from the current program which they are familiar with to the new or modified program.
- Implementation involves *changes* in the knowledge, actions and attitudes of people.

- Implementation can be seen as a process of *professional development* and growth involving ongoing interactions, feedback and assistance.
- Implementation is a process of *clarification* whereby individuals and groups come to understand and practice a change in attitudes and behaviors; often involving using new resources.
- Implementation involves change which requires *effort* and will produce a certain amount of *anxiety* and to minimize these, it is useful to organize implementation into manageable events and to set achievable goals.
- Implementation requires a *supportive atmosphere* in which there is trust and open communication between administrators, teachers educators, and where risk-taking is encouraged.

Other different educators express curriculum implementation in different ways. Some educators assume it to be simple proceeding from planning stage to the implementation stage with relative ease. For example, Marsh and Willis (1995, p.205) expressed it as “putting in to reality of curriculum plan”. For these educators, curriculum implementation is simply translating the curriculum plan to the actual teaching learning environment regardless of other factors, which could influence the plan directly or indirectly. Others believe curriculum implementation as a separate component in curriculum activities. For these groups of educators, implementation involves extensive action by many parties requiring changing individual’s knowledge, action and attitudes. For instance Ornstein and Hunkins (1998; 292) expressed it as “Attempting to alter individual’s knowledge action and attitudes”, As to them curriculum implementation requires changing the individual’s implementing the syllabus with respect to the requirements of the new program.

As stated by Fullan and Pomfret’s (1977, p.391); “Effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people-based support” Curriculum implementation requires winning people over and it takes time. Teachers need to feel appreciated and their efforts recognized. Some may argue that they should be given financial rewards but there is evidence to suggest

that external motivation contributes minimally to the venture. Individuals contribute their best talents when they are internally motivated and derive a good feeling from being involved. Still others believe that curriculum implementation is changing the program requirements. For example as Bishop cited in Ornstein and Hunkins (1998; 292) “Curriculum implementation is requiring, restructuring and replacement. As to him curriculum implementation requires adjusting personal habits, ways of behaving, program emphases, learning spaces and existing curriculum and schedules”.

The above assumption about curriculum in general indicates that educator’s views differ on the matters they emphasize. The first group of educator’s emphasize on the way the plan is put into the class rooms. The second group of educators emphasize on program implementers and the third on the program requirements.

However, all of them agree that implementation follows the development of the curriculum plan to the process of enacting in actual learning situation.

On the other hand, regarding curriculum implementation as it is indicated in Ornstein and Hunkins (1998, 293), some people say that in curriculum implementation primary focus should be given to people implementing the plan. On the other hand, some say that the primary focus should be the program. For these people, if people are furnished with different ways to meet the objectives of the program they will adapt it readily. Still others argue that attention should center on organizational processes within which people work.

In general the above definition reflects that implementation is process of putting the planned curriculum in to practices. These mean the performing stage of developed curriculum to accomplish the desired objectives set up. Also it reveals that in curriculum developing process the curriculum developer should focus on both people and program.

### **2.3 Individuals Involved in Curriculum Implementation**

Implementing a curriculum requires the involvement of many different people. Each is a ‘key player’ in the change process. Without the coordinated involvement of these individuals the implementation of the curriculum program will encounter many problems. Among the key players identified are: teachers, students, principals/headmasters, assistant principals, district education officers, state education officers, curriculum developers,

academics, parents, interested political officials and lay citizens. In a centralized system, the national curriculum is developed at the national level and passed on to the individual districts without doubt (Allan C.Ornstein, 2004, p.321).

### **2.3.1 Teachers**

The most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students' learning. Better teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

The key to getting teachers committed to an innovation is to enhance their knowledge of the program. This means teachers need be trained and workshops have to be organized for professional development. Unfortunately, in any curriculum implementation process not all teachers will have the benefit of such exposure. There are just too many teachers and insufficient funds to go around. The most common approach is to have one-day workshops given by experts with the lecture method being the dominant pedagogical strategy. Among the many extrinsic factors identified that may impede curriculum change are adequacy of resources, time, school ethos and professional support. The intrinsic factors are; professional knowledge, professional adequacy and professional interest and motivation.

Hence, professional development of teachers is as an important factor contributing to the success of curriculum implementation. To what extent have teacher education programs required prospective teachers to study curriculum development? Some view teachers as technicians and as such do not include curriculum development in their teacher education programs. Certainly an adequate teacher education program should include curriculum development (both the theory and the work of curriculum development) if teaching is to be a profession and if educational opportunities for learners are really to be improved (Allan C.Ornstein, 2004, p.321-322).

### **2.3.2 Students**

There is a tendency among curriculum implementers to ignore the role of students as agents of change. Increasingly, there is the realization that even primary school children can contribute to meaningful change. Students must be willing to participate in the program. If students do not see the relevance of the program there is the likelihood that they will not be motivated to participate or learn. However, it is still not clear how students should be involved in the curriculum implementation phase even though they are the main recipients of the program. Students may be so entrenched in their thinking and behavior that changes proposed in the curriculum may not be enthusiastically received. For example, students may be used to being given notes by their teachers and the new program requires them to make their own notes. Some students may not know how to make notes and have to be taught how to go about it. Even getting students to participate in discussions may not be well received if they have been accustomed to being passive recipients to information (Allan C.Ornstein, 2004, p.321).

General this shows in crime prevention curriculum implementation each individuals have its own role to enhance the implementation effectively. Teachers and students are the most key players which considered as in implementation to crime prevention curriculum implementation in the police college.

## **2.4 Factors affecting Implementation**

Whatever the general strategy of implementation might be, it makes sense to know more about factors affecting implementation. Although there are a lot of individual and often contradictory research results in different implementation localities, there is, nevertheless, some convergence of research findings about key factors (Fullan, 1994, p.2840).

### **2.4.1 Characteristics of the innovation itself**

Characteristics of the innovation itself, in case of curriculum, affect the process of implementation. It is not surprising that the higher (perceived or felt) need for the solutions, the innovation proposes is, the better the chances for implementation are. Usually, a general feeling of need or the expression of need by some political body or by academia is not enough, rather this need must be perceived by the constituencies directly involved in the implementation. It follows that "careful examination of whether or not

[the changes] address priority needs" (Fullan ,1994, p.2840) lays important groundwork before and during the production phase of a curriculum; and that frequent communication and open discussion of the curriculum's merit for coping with felt need must maintain and develop an awareness of this topic during the implementation process.

However, there are three complications with straightforwardly addressing needs (Fullan, 1994, p.2840);

**First**, there is a need for the solutions offered by a curriculum must not just be 'one among many others'. Among the "overloaded improvement agendas" of today's schools there is often competition between various innovation proposals which leads not too vague development agendas within which no critical mass of improvement energy can be accumulated behind any of the projects. Secondly and especially in the case of complex changes, both precise needs and solutions offered by the curriculum are not clear from the beginning. Thirdly, need interacts with other factors.

**Second**, crucial factor is the innovation's clarity (about goals and means). Curriculum research unearthed examples of educational innovations where practitioners were not clear about what they were expected to do differently – what change meant for them in practice. At least in initial implementation phases teachers relish concreteness and tangibility. They expect that teaching strategies are clearly described and material is well-thought of. The proposal should be clear about ways of doing, but not too linear and restricting in the sense that just one way of doing is advocated and no alternatives are possible. This need for clarity has been interpreted as expression of a feeling of role ambiguity in a situation of uncertainty produced by the new challenges of the innovation on one side and by the partly lacking competencies on the teachers' part. It was also found that a more flexible approach may be appropriate in later phases of implementation when teachers have strengthened their feeling of competence with respect to the innovation (Lütgert and Stephan, 1983).

**Third**, factor is complexity which reflects the amount of new skills, altered beliefs und different materials etc. required by an innovation. "... Simple changes may be easier to carry out, but they may not make much of a difference. Complex changes promise to

accomplish more, but they also demand more effort, and failure takes a greater toll. The answer seems to be to break complex changes into components and implement them in a divisible and/or incremental manner." (Fullan, 1994, p.2841; Thomas 1994, p.1852).

**Fourth**, factor lies in the (perceived) quality and practicality of the innovation proposal.

Again, it is not (only) the quality a panel of curriculum developers would attribute to the curriculum proposal, but the quality as it is perceived by the relevant actors supposed to implement the curriculum. One might distinguish several aspects of quality in this respect.

Firstly, there is conceptual quality flowing from plausibility and coherence of the conceptual elements employed. There is formal or communicative quality coming from the language, graphical and social design of the presentation of the innovation before and during the implementation process. And there is practical or logistic quality stemming from the availability of materials and other resources, such as, for example, time for development work or the consultation of external experts. As most innovation address urgent and ambitious needs', it happens that "decisions are frequently made without the follow-up or preparation time necessary to generate adequate materials".

It must be stressed that "quality" with respect to implementation points to the perceptions of the different stakeholders: Thus, an essential feature of quality is contextual suitability: It has been frequently demonstrated that imported programs rarely work equally well in all contexts (e.g. Huberman and Miles, 1984). Innovation proposals must fit to available funds, specific student characteristics, the communities' language patterns, teachers' abilities, parents' expectations, cultural values and much more (Thomas 1994, p.1853).

"Quality" also means that a curriculum can pass the test of the 'practicality ethic of teachers'

(Doyle and Ponder, 1977-1978): Teachers appreciate these ideas, proposals or teaching methods which have proven to "work" in practice or which promise by their appearance of practicality to do so. Those proposals are considered as 'practical' which "address salient needs that fit well with the teacher's situation, that are focused and that include

concrete how-to-do-possibilities. Practical does not necessarily mean easy but it does mean the presence of next steps." (Fullan, 1994, p.2841).

In general the characteristics of the innovation should affect the process of crime prevention curriculum implementation. So in preparation the innovator should consider the implementer awareness to innovation to practice.

#### **2.4.2 Local characteristics**

A second set of factors focuses on local decision processes and local characteristics of the implementation: First, there is the regional administration (e.g. school district): The attitude of regional administrators, inspectors and the like towards the local implementation process is essential if change is meant to be serious. Without support of regional administrators change may happen with individual teachers or single schools but it will most likely remain isolated in some innovative pockets without affecting the broader system. Just 'moral support'- in the sense of being given good words without any concrete implementation follow through- will not be enough. "Teachers and others know enough not to take change seriously unless local administrators demonstrate through actions that they should." (Fullan, 1994, p. 2842).

There have been too many educational innovations without adequate follow-through. In some regions there is a history of negative experiences with previous implementation attempts, which in itself is an unfavorable condition for change since system members may have built up a cynic or apathetic attitude towards change. Local administrators must show specific forms of active support including enduring support for school management and teachers (e.g. through offers of process coaching, expert consultation, demonstrations or excursions to alternative practices, in-service training etc.), through realistic time plans and resourcing, and through an adequate information system about the innovation and its implementation (Fullan 1983, p.492). And they must demonstrate active knowledge and understanding both of the attempted change and the processes of putting it into reality in order to provide conducive conditions for the implementation.

Another factor is community characteristics. Even where communities are "not directly involved in implementation ... they can become activated against certain innovations"

(Fullan ,1994, p.2842) if the planning and implementation process does not attend to the political undercurrents in the school's surrounding community. On the other hand, the inclusion of non-professional, such as parents and the public, – at least in settings where community members are used to influence educational practice - can uncover objections and helps to accommodate to specific circumstances. Then, parents may be "one of the most powerful leverages to better implementation" (as cited in Herbert Altrichter, Austria, Fullan, 1994, p.2842) if they are actively included in the implementation strategy through an adequate information system or realistic offers to participate in key phases of development and implementation.

Finally, contextual stability makes a difference. It is much easier to successfully advance an implementation within a stable environment. "Marked social change usually disrupts reform projects that are already on the way." (Thomas 1994, p.1853).

Generally, it is important to understand the local characteristics in the crime prevention curriculum implementation.

### **2.4.3 Organizational characteristics**

Another crucial factor for implementation is the characteristics of the organization (e.g. the school) which is the venue for implementation, and, in particular, the role of the management, i.e. in the case of a school: the principal and the school management team.

There is broad research evidence that principals, headpersons and school management teams cannot change schools just on their own, but that they are the single most influential group of persons to make change processes fail. "The principal is the most likely person to be in a position to shape the organizational conditions necessary for success such as the development of shared goals, collaborative work structures and climates, and procedures for monitoring results."

Change processes are in need of the management's active support and participation – not necessarily as curriculum experts, but as initiators, as 'change leaders' (Fullan, 1983, p.492).

Thus, the school leaders' level of commitment is a crucial feature: "The degree to which people are committed to a reform is reflected in the time and energy they devote to its implementation and in the extent to which they remain faithful to their role in the face of opposition and operational difficulties." (Thomas 1994, p.1852), Commitment is important at all levels of an educational hierarchy but particularly among the personnel at the top, so e.g. among school principals or top administrators of districts or ministers of education. They are in the position to give resources and impose both rewards and penalties, and they provide well-observed images for how seriously the innovation is to be taken.

Firestone and Corbett (1988) have identified four leadership functions which facilitate educational change:

- Obtaining resources (e.g. for equipment, supplies, training, clerical support and free time)
- Shielding the project from outside interference (e.g. disruption of teachers' working time, resolving problems; protecting from attacks by opponents and from many competing demands)
- Encouraging staff members and furnishing recognition from peers, experts and Supervisors
- Adapting standard operating procedures to the needs of the project at an early stage in the reform process and, as Huberman and Miles (1984) suggested, stabilize and codify the new practices in school house operating rules, revised curricula, training programs, evaluation procedures and routine funding (Thomas 1994, p. 1854).

In other words, the earlier – even in the 'project phase' of implementation – the curriculum is partially built into the routine operations of the school, the better.

In reality, headpersons frequently do not play an active role in implementation – not always because they do not like the innovation itself – but sometimes because they find it difficult to transform their traditional, more passive role into a new and more active role as 'facilitator of change'. Thus, some implementation programs provide specific offers for

principals and school management, e.g. specific workshops or optional coaching. These are to help them transform and maintain a conducive role among implementation processes which frequently do not pass without some conflict and pressure on the leader's role (Altrichter and Posch, 1999).

Teachers, their commitment and attitudes, competences, and interaction patterns make up another crucial group of factors for implementation. Both individual and collegial aspects are important. Teachers are constant factors in the education system and thus have key roles for classroom innovation (Havelock, 1970). If they are not motivated to engage with an innovation, then nothing will happen.

However, this involves, in my view, overstating Havelock's argument in the way that teachers have to accept fully the innovation at any time of the implementation process. Certainly, this cannot be expected. Certainly, every real innovation will involve some aspects which are new for teachers and which will encounter some skeptical reaction.

Such discrepancies between claims of the innovation and acceptance of teachers may be important starting points for further development. However, the relationship between "irritation" (provided through the challenging elements of the curriculum and its implementation) and "acceptance" must be in such a balance that participants are prepared to embark and continue with the implementation process. Curriculum research shows that it is possible to deal constructively with such discrepancies in implementation processes, but it also shows that it is easier in situations of face-to-face-contact and that, again, it is much more difficult to generalize results of those face-to-face negotiations to a broader group of users (Haller, 1983, p.527).

Participation in decision-making: Traditionally educational innovation has tended to follow a top-down pattern. However, it was frequently shown that including local personnel fosters more effective implementation. "Early participation increases teachers' willingness to continue new practices after the initial incentives has been withdrawn. Engaging teachers in their planning process also helps to equip them with skills required by the innovation and enhances the likelihood that the reform will be adapted to local circumstances." (Thomas, 1994, p.1855) Thus, one of the mottoes of organizational

development has been taken up also by implementation projects, i.e. to make persons affected by change to persons involved in change (e.g. Reinmann-Rothmeier and Mandl, 1999, p.68).

Where these new practices and beliefs are not trivial we must assume that these processes extend over time and that they are fraught with feelings of being de-skilled, not knowing what to do, lacking instruments, competencies, and resources, etc. Since it is an innovation the learning process will refer to practices already established, i.e. it will involve re-learning.

Thus, the process of taking up an innovation may also be described in terms of a learning process of individuals, groups, and organizations, and actually implementation projects only can profit from what Mandate (in this volume) has explained as a constructivist view of learning.

As mentioned to above, teachers seem to have changing interests during different phases of implementation. Initially, concrete proposal and non-paternalistic support seem to be important in order to counteract the feelings of being de-skilled and of time pressure which are connected with the innovation challenge.

Later, a more comprehensive view on the substantive and methodical implications of the innovation proposal becomes possible. No wonder if the implementations process is seen as a "dynamic process of appropriating curricular concepts" (Lütgert and Stephan 1983, p.508).

Individual teachers' learning is socially situated in a network of co-teachers, managers, administrators, and other relevant participants. It will be easier if it is situated in a network which is both sympathetic and competent with respect to the changes aspired since it will be possible to collegially fill in individual's gaps of motivation and qualification. "New meanings, behaviors, skills, and beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support, and positive feelings about their work. The quality of working relationships among teachers is strongly related to implementation. Collegiality, open communication, trust, support, and help, learning on the job, getting results, and job satisfaction and morale are

closely interrelated." (Fullan, 1994, p.2843) Thus, some researchers equal successful implementation with succeeding in building up a 'community of learners' with respect to the innovation, Such a 'community' invests in different occasions and instruments of collaborating, sharing, and synthesizing individual knowledge and research in order to make full use of the expertise which is 'distributed' within the relevant community and outside of it (Reinmann-Rothmeier and Mandl, 1999, p. 306 and 310).

#### **2.4.4 Government and other agencies**

Priorities for education which arise from political forces, lobbying of interest groups and public concerns channel resources and gratification, "put pressure on local districts (sometimes to the point of mandates) and also provide various incentives for changing in the desired direction." (Fullan, 1994, p.2843) Its instruments are legislation, regional guidelines, incentives, sponsored projects etc. Fullan is critical of government agencies which all too often "have been preoccupied with policy and program adoption, and have vastly underestimated the problems and processes of implementation. The policy maker and the local practitioner inhabit different worlds, each side ignorant of the subjective world of the other."

In fact, the quality of relationships between central and local actors is a key issue of implementation. However, all too often it has come "in the form of episodic events rather than processes: for example, submission of requests for money, intermittent progress reports on what is being done, external evaluations, all amounting to paper work, rather than people work.

“(Fullan, 1994, p.2843) through resource support and training (Lütgert and Stephan, 1983, cited in Herbert Altrichter, Austria, p .510) external agencies can promote curriculum implementation.”... through resource support, standardization, and closer monitoring, state departments of education have sometimes directly influenced implementation of specific objectives, especially when local conditions were favorable.

Mostly, however, lack of role clarity, ambiguity about expectations, and absence of regular interpersonal communication, ambivalence between authority and support roles of

external agencies, and solutions that do not work have combined to frustrate implementation."(Cited in Herbert Altrichter, Austria, Fullan , 1994, p.2843).

## **2.5 Crime and Crime Prevention Framework**

Crime prevention is a living concept whose boundaries vary depending on the institutional framework in which it is used, and on the geographical regions, languages, and time periods in which it takes place. Crime is an emotional issue, which draws on insecurities about safety and security (cited in Taye, 2011, Carter, 2005, p.1). Crime is the omission of a duty that makes the offender liable to punishment by law or a behavior that is prohibited, as well as behavior or an act that is required by law and commissions usually involve more malicious motives and intentions than the corresponding omissions; and commissions usually involve more effort, itself a sign of stronger intentions (cited in Taye, 2011, Sullivan, 2002, p.302, Stevens, 2003, p.37; Crowe, 2000, p.15). In the Ethiopian Penal Code of 2006, Article 23, Sub-article 1, crime is —an act which is prohibited and made punishable by law (Ethiopia Federal Police, 2006).

As different respondent response “Security” is understood in different parts of the world to mean different things; for well resourced communities, security is often about the ability to protect against known risks, the application of technology and manpower against criminal intent. In this instance, security is used to encompass “safety”; the prevention, reduction or removal of these risks for an environment in which ordinary citizens live and move free of fear. This section applies a safety lens to working towards safe communities, understanding the mandates of the social sector, health, education, sports, arts and culture in terms of their potential contribution to safety and makes the link to training and capacity building, beyond the security sector by developing well curriculum (International report on crime prevention and community safety: trends and perspectives, 2010).

The main purpose of the study is how the crime prevention curriculum implantation was going on in the Southern Nation Nationalities and Peoples Regional State police college. In this era of globalization and technological revolution, education is considered as the first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well-being and opportunities for better living

(Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of learning which enhances the economic growth of a country (Saxton, 2000 and Farooq et. al. 2011). Generally, the task of curriculum implementation is complex: It requires in-college management teams, academic dean and boards of management to lead the implementation of change in the police college organization. In moment, our training center giving different training in different sectors for police trainee based on the state/regional situational analysis. But the current state/regional status of formal police training programs is generally low quality and poor administered.

## **2.6 Crime Prevention**

The National Crime Prevention Institute (1978, p.1) defines crime prevention as the “anticipation, recognition, and appraisal of a crime risk and the initiative of some action to remove it.” According to Lab (2004, p. 23), crime prevention incorporates the ideas of lessening the actual level of crime or prohibiting further increases in crime. According to the South African Department of Safety and Security White Paper covering the period cited in Taye, 2011 (1998–2003) ;- Crime prevention is all activities which reduce, deter or prevent the occurrence of specific crimes. In effect, crime prevention is about stopping crime from happening and it is the major responsibility of the police rather than waiting to respond once crimes have been committed cited in Taye, 2011(South Africa, 1998). Van Dijk and De Waard (1991.p. 483) define crime prevention as “the total of all private initiatives and state policies, other than the enforcement of criminal law, aimed at the reduction of damage caused by acts defined as criminal by the state.” By Ekblom (1996, p.2) defined as “an intervention in mechanisms that causes criminal events, in a way in which seeks to reduce the probability of an occurrence.” Lab (2004, p.23) defines crime prevention as “any action designed to reduce the actual level of crime and or perceived fear of crime.”

Also as our teaching modules Crime prevention is the total of all policies, measure and technique, outside the boundaries of the criminal justice, aiming at the reduction of the

various kinds of damage caused by acts defined as crime by the state (Van Dijk (1990) cited in crime and accident prevention module, Sendafa, 2010).

## **2.7 Curriculum Implementation Evaluation and Model**

Evaluation is defined as the process of collecting data on a program to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the program. Programs are evaluated to answer questions and concerns of various parties. The public want to know whether the curriculum implemented has achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the developer or planner wants to know how to improve the curriculum product. As McNeil (1977, p.134) states that “Curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses and activities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?” Ornstein and Hunkins (1998, p.320) define curriculum evaluation as “a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something—the curriculum in general or an educational textbook in particular”.

Worthen and Sanders (1987, p. 22-23) define curriculum evaluation as “the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum”. Gay (1985) argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation to improve the curriculum development process and to determine the effectiveness of the curriculum and the returns on finance allocated. Oliva (1988) defined curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum

The concepts of “curriculum evaluation” and “curriculum implementation evaluation” were used ambiguously in early literatures. However, Ornstein and Hunkins (1998, p.320-322) made a clear distinction between the two. Curriculum evaluation refers to the study of the curriculum plan or the document itself. As to them curriculum evaluation is

concerned with examining the adequacy of the objectives with the prescribed goals, the consistency between the objectives and the content of instructional materials, and the significance of the content itself. But curriculum implementation evaluation addresses the question of whether what is planned in the curriculum document is put into action or use or to what extent the intended plan is translated in to work. However, curriculum evaluation and curriculum implementation evaluation are two different but interrelated activities. Since the results obtained through both evaluations would help evaluators to improve the curriculum activities, they can be considered as interrelated. Generally, curriculum implementation evaluation is important for it is difficult to decide whether curriculum plan is being implemented or not as it is intended. Ornstein and Hunkins (1998, p.20) indicate that curriculum implementation evaluation is discovering whether the curriculum as designed, developed and implemented is producing or can produce the desired results. For them, evaluation serves to identify the strengths and weakness of implementation. Therefore, the information gathered during the evaluation enables to check a program and its roles in line with the stated goals. Since many aspects of the program are to be evaluating in curriculum implementation to have a full picture of the program, different scholars suggested different variables that should be evaluated. For instance, Dressel (1976, p.6) suggests that information should be gathered regarding educational programs including the environment in which implementation proceeds such as physical facilities and human resource and the curriculum matters, such as the method, student achievement and instructional services such as educational media and instructional materials.

## **2.8 Models of Evaluating Curriculum Implementation**

### **2.8.1 Leithwood's Model**

Luthando Loveth Mgandela 2008 cited in Leithwood (1982, p.257) conceptualizes curriculum implementation as a process of change in behavior towards the directions suggested by the new curriculum. The basis for this conceptualization is the idea behind implementation as growth of the individual user (namely, the educator and the learner) and the educational institution as part of the educational system which must change. The concept of growth describes the types of educator behavior which must be displayed when operational educational change within the context of the preferred and

predetermined direction (Leithwood and Montgomery, 1982, p.159). The manner in which the educator should behave must be in compliance with the preferred and predetermined direction of growth. To Leithwood (1982, p.256), in order to comply with the chosen behavior, it is imperative to identify the goals to be accomplished by implementing an innovation. Growth is influenced by recurring behavioral patterns from the educational change agents which include educators, principals and other educational change agents (notably subject specialists and curriculum specialists). Such growth in curriculum implementation determines growth in the educational system which is characterized by a change in learner behavior. This is a significant step in the process of implementing an innovation although it requires a strategy to ensure that possible obstacles are counteracted. The envisaged obstacles encompass lack of knowledge or skills, lack of incentives or rewards and motivation, and lack of resources. The obstacles encountered vary in accordance with the level of implementation of the innovation. Leithwood (1981, p.26) suggests nine dimensions of curriculum innovation where change or growth can occur when a new program is introduced. These are: platform, objectives, student entry behaviors, assessment tools and procedures, instructional materials, learners' experiences, teaching strategies, content and time. Leithwood's model of evaluation has four features. These are procedures for:

- Identifying descriptive dimensions of the innovation;
- Specifying practices implied by the innovation;
- Describing actual practices; and
- Comparing actual with intended practices (Leithwood and Montgomery, 1980, p.199).

Leithwood's model of evaluation of curriculum implementation advocates the use of an innovation profile and user profile as implementation strategy. The innovation profile seeks to specify short-term goals useful in planning implementation activities about the innovation. The specification of the short-term goals of the implementation constitutes a breakdown of clear statements about long-term implementation goals. A focused interview and classroom observations are used to check the existing practice against an innovation profile, while the user profile emerges from an educator's behavior as rated

within each curriculum dimension. The user profile attempts to compare the classroom practices of an educator with those suggested by the innovation. If there are significant gaps between the two sets of practices, the indication is that there is no implementation. It also suggests that the size of the gaps must be reduced so that the innovation is implemented. The fundamental issue is that educators are experiencing difficulties or have concerns which have adverse effects on the implementation of the innovation. The innovation profile and user profile constitute yardsticks through which an educator's behavior can be measured to see whether it is related to the implementation strategy of the innovation. This research does not use this model. Although Leithwood's model is a compelling one for evaluation studies, this research specifically focuses on the role of the individual user in the process of implementation which is central to Hall's model.

### **2.8.2 Wang's Model**

Wang, Nojan, Strom and Walberg (1984, p.251) discuss the significance of assessing the degree of implementation of complex educational innovations. The discussion advances the use of the Adaptive Learning Environments Model (ALEM). The fundamental goal of the ALEM is the provision of school learning experiences which adapt to the needs and qualities of individual learners in regular classroom settings. The ALEM is influenced by the conceptual model of adaptive instruction. Wang et al. (1984, p.251) describe adaptive instruction as the use of alternative instructional strategies and school resources which provide learning experiences that are effective in meeting the learning needs of individual learners. The conceptual model of adaptive instruction consists of three components, namely: - Program design work; - Program implementation in school settings; - Evaluation of related process and product outcomes. An evaluation of outcomes is done in order to establish the actual presence or absence of critical program dimensions. Wang et al. (1984, p.259) conceptualize implementation as the presence or absence of critical program dimensions in classrooms. Two categories of critical program dimensions have been identified, namely: - An action domain consisting of critical dimensions related to the three rules and behaviors' required of teachers and learners in classroom; - A structural domain consisting of critical dimensions related to management and resource support required to establish and maintain effective implementation.

The above program dimensions are classroom requirements for the effective implementation of adaptive instruction. The first category is an action domain which consists of eight dimensions. These are: - Creating and maintaining structural materials; - Record keeping; - Diagnostic testing; - Prescription on learning tasks to be completed by the learner; - Monitoring and diagnosing; - Interactive teaching; - Instructing; - Motivation. The second category is the structural domain, and has four dimensions: - Arranging space and facilities; - Establishment and communication of rules and procedures; - Management of aides; - Development of student self-responsibility. In addition, Taylor, Glover, Kriel and Meyer (1995, p.1) have added an affective domain. The affective domain refers to attitudes, feelings and dispositions that the problem-based approach requires of the role players. The role players envisaged are curriculum planners, principals, educators, learners and parents. However, Wang et al. (1984, p.255) warn change facilitators that it is not the presence of a single dimension which leads to effective adaptation instruction, instead it is the complimentary integrations and implementation as the components of a comprehensive system that are essential for the achievement of the desired classroom processes and outcomes. Most significantly, the degree of implementation of the ALEM is measured through the presence of performance indicators.

### **2.8.3. Context, Input, Process, Product Model (CIPP Model)**

Daniel L. Stufflebeam (1971), who chaired the Phi Delta Kappa National Study Committee on Evaluation, introduced a widely cited model of evaluation known as the CIPP (context, input, process and product) model. The approach when applied to education aims to determine if a particular educational effort has resulted in a positive change in school, college, university or training organization. A major aspect of the Stufflebeam's model is centered on decision making or an act of making up one's mind about the program introduced. For evaluations to be done correctly and aid in the decision making process, curriculum evaluators have to:

- First *delineate* what is to be evaluated and determine what information that has to be collected (eg. how effective has the new science program has been in enhancing the scientific thinking skills of children in the primary grades)

- Second is to *obtain* or collect the information using selected techniques and methods (eg. interview teachers, collect test scores of students);
- Third is to *provide* or make available the information (in the form of tables, graphs) to interested parties. To decide whether to maintain, modify or eliminate the new curriculum or program, information is obtained by conducting the following 4 types of evaluation: context, input, process and product.

Stufflebeam's model of evaluation relies on both formative and summative evaluation to determine the overall effectiveness a curriculum program. Evaluation is required at all levels of the program implemented.

**a) Context Evaluation** (What needs to be done and in what context)?

This is the most basic kind of evaluation with the purpose of providing a rationale for the objectives. The evaluator defines the environment in which the curriculum is implemented which could be a classroom, school or training department. The evaluator determines needs that were not met and reasons why the needs are not being met. Also identified are the shortcomings and problems in the organization under review. Goals and objectives are specified on the basis of context evaluation. In other words, the evaluator determines the background in which the innovations are being implemented. The techniques of data collection would include observation of conditions in the school, background statistics of teachers and interviews with players involve in implementation of the curriculum.

**b) Input Evaluation** (How should it be done?) is that evaluation the purpose of which is to provide information for determining how to utilize resources to achieve objectives of the curriculum. The resources of the school and various designs for carrying out the curriculum are considered. At this stage the evaluator decides on procedures to be used. Unfortunately, methods for input evaluation are lacking in education. The prevalent practices include committee deliberations, appeal to the professional literature, the employment of consultants and pilot experimental projects.

**c) Process Evaluation** (Is it being done?) is the provision of periodic feedback while the curriculum is being implemented.

**d) Product Evaluation** (Did it succeed?) or outcomes of the initiative. Data is collected to determine whether the curriculum managed to accomplish it set out achieve. Product evaluation involves measuring the achievement of objectives, interpreting the data and providing with information that will enable them to decide whether to continue, terminate or modify the new curriculum.

All of model is necessary to evaluate implementation but from them CIPP Model is more appropriated from the given models because the CIPP Models deal with context evaluation that indicate what needs to be done and what context, how should it be done, did it succeed for crime prevention curriculum implementation in the police college.

## **CHAPTER THREE**

### **3.1 Design of the Study**

This study was used evaluation design method to examine the crime prevention curriculum implementation in the Southern Nations Nationalities and peoples Regional State Police College. The primary focus of the study was to examining the status and the challenges of implementation of crime prevention curriculum. Both qualitative and quantitative approaches of data collection and analysis methods were used.

### **3.2 The Study Setting**

Southern Nations Nationalities and people Regional State Police College was one of Police College who serve the nation by producing the effective crime prevention police members for the region. The main purpose of the police college was giving different training for police members and new police trainees. Police College was giving different training for trainees based on federal and national situation. The police college was found 42 km from Hawassa town and 315 km from Addis Ababa. In police college 109 police employers and 93 civil employers work. From 109 police employers 29 were female and 80 were male and from civilian worker 49 were female and 44 were male.

### **3.3 Data Sources**

In order to accomplish this study effectively, the researcher used the primary and secondary data sources from Police College. The primary data sources were instructors, students, deans and vice deans of the Police College and documents would be secondary sources.

### **3.4 Sample Selection and Size**

The subjects of the study were instructors, police trainees and administrators (N=157). To conduct the study two sampling techniques were used. Both probability and non-probability sampling techniques were used to draw the sample for the study; namely purposive sampling and simple random sampling techniques. The samples for this study included instructors (32) and trainers (5) administrators by using purposive sampling and (120) police trainee or students by using simple random techniques from 597 total trainees.

### **3.5 Data Collection Tools**

To make this study effective, the researcher used questionnaires, interview and classroom observation and document analysis as data gathering tools.

#### **3.5.1 Questionnaire**

Questionnaires were prepared based research objectives and questions. It was prepared to obtain the research information about administrators, teachers and trainees' activities, availabilities, utilities and major factor which influence the implementation of crime prevention curriculum. Ten items of closed-ended and six items of open-ended questionnaire were prepared and distributed for administrative research participants. Fourteen items of closed and six items of open-ended questionnaire were distributed to field trainers and classroom teachers and fifteen items of closed and six items of open-ended questionnaires were distributed to trainees' research participants. The questionnaires with open-ended and close-ended items were prepared for administrators, teachers and trainees to collect data by using statements of Likert type scales (each with five choices) so that the administrators, teachers and trainees would give their responses by selecting strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). The researcher used closed ended questionnaires to minimize the respondent time consumption and to get clear response from respondents. Also the researcher used open-ended questionnaires to get their filling toward the research question.

#### **3.5.2 Interview**

Questions were prepared for all research participants for face to face interview with interview groups. The interview questions consist of open-ended questions to gain more personal answers on raised research questions. The targeted groups were students, instructors and administrators. Researcher used interview to minimize spelling error and unread writing system in the response.

#### **3.5.3 Classroom observation**

Classroom observation used to get information on the ongoing process of learning and teaching activities, in the classroom and fields. The researcher checked the crime prevention curriculum implementation based on prepared checklists on Six classes were randomly selected observed, while the training was on basically on crime prevention module.

### **3.5.4 Document Analysis**

The document sources were used for gathering information that fosters the elaboration of results for the study. The following documents were used: crime prevention curriculum, crime prevention course evaluation system, active learning strategies, and other related documents issues. These all documents provided information how crime prevention curriculum has been set implemented. The closed-ended questions check list were prepared and used to collect the document analysis information on crime prevention curriculum implementation. The responses type for questions were (3) well-accomplished (2) more emphasis recommended and (1) not observed.

### **3.6 Method of Data Analysis**

Frequency, percentages, mean values range and descriptive statements were used to give answers. The response categories in Likert scales have a rank order, but the intervals between values cannot be presumed equal. The data was using the descriptive statistics mean values range (1 - 1.99) strongly disagree, (2.00 – 2.99) disagree, (3.00 – 3.24) undecided, (3.25 – 4.00) agree and (4.00 – 5.00) strongly agree. The information gathered through interviews were further discussed through descriptive statement to answer the research questions of the study related to teachers, administrators and police trainees' factors that influence effective crime prevention curriculum implementation in SNNPRS Police College.

Finally, to given responses to the research questions of the study were analyzed and discussed.

## **CHAPTER FOUR**

### **4. Data analysis, Instrumentation and Interpretation**

In this chapter, the data collected through different questionnaires, observations, interviews, and document analysis are presented with the help of tables to give answer for the research questions in the study. Data in this study are categorized under two parts. These are characteristics of respondents, and analysis and interpretation of the data obtained through different instruments (questionnaire, interview, classroom observation and document analysis). The main data was gathered from administrators, teachers and trainees through questionnaires and from Police College selected administrators, teachers and trainees were used in interviews. The collected data were analyzed and discussed to seek answers for basic research questions raised in the first chapter.

#### **4.1 The Characteristics of the Respondents**

In this section, background characteristics of all study groups were discussed. The respondents of the study included 32 police science teachers, 5 administrators and 120 police science trainees. In the following table, the background of administrators, teachers and trainees who participated in the questionnaire was treated. In the questionnaire, administrators, teachers and trainees were requested to provide information on their personal profiles (sex, age, qualification and work experience). Details of this analysis are given in the Table 1 below.

**Table 1: Characteristics of the Respondents'**

Item		Administrati on (n=5)		Teachers (n=32)		Trainees(n=120)	
		No	%	No	%	No	%
Sex	Male	4	80	29	90.63	110	91.67
	Female	1	20	3	9.37	10	8.33
Age in years	20 – 29	1	20	15	56.25	57	47.51
	30 – 39	3	60	10	31.25	50	41.66
	40 and above	1	20	4	12.5	13	10.83
Educational level	Certificate	-		8	25	-	-
	Diploma	2	40	14	43.75	-	-
	Degree	3	60	10	31.25	-	-
	Master	-		-	-		
Work experience in years	1 -5	1	20	18	56.25	-	-
	6 – 10	-	-	10	31.25	-	-
	11 – 15	4	80	4	12.5	-	-
	21 – 25	-	-	-	-	-	-
	25 above	-	-	-	-	-	-

Table1 shows that the majority of the administrative respondents are male, that is 4 (80%) and 1(20%) of female. The case of teachers respondents' shows that 29 (90.63%) are male and 3 (9.37%) are female. As to the trainee respondents 110 (91.67%) of the respondents are male and 10 (8.33%) of respondents are female. In terms of age, most of the administrative respondents are within 30-39 years old but 20% of them are in 20-29 and 40 and above levels. Teachers', 15 (56.25%) are in between 20-29 years old, while 10 (31.25%) of teachers are between 30-39 years old and 12.5% teachers are at ages of 40 and above. From this most of teachers are young from above data. As to their educational background the administrators are B.A or B.SC holders and 40% of them are Diploma holders. About 14 (43.75%) of the teachers are diploma holders, while 10 (31.25%) of them are first degree and 8 (25%) of them are certificate holders. From this, most of administrators are degree holders and the most teachers are diploma holders. As their work experience most of the administrators have 11-15 years experience and 20% of them have 1-5 years experiences.

**Table 2: Teachers' Response on Curriculum Implementation**

Item	Response ( n=32)										Mean
	5		4		3		2		1		
You believe that the crime prevention curriculum is being implemented as it is planned	N	%	N	%	N	%	N	%	N	%	3.38
		1	3.13	16	50	11	34.58	2	6.25	2	
The crime prevention modules are adequate to implementing to the target groups	2	6.25	14	43.75	7	21.88	8	25	1	3.13	3.25
Teacher understands to implement crime prevention curriculum implementation is positive	5	15.63	18	56.25	6	18.75	3	9.37	-	-	3.84
The crime prevention modules teaching matches with the situation of the regional context	3	9.38	7	21.88	15	46.87	5	15.63	2	6.25	3.12

**Rating scale 5= strongly agree 4= agree 3=undecided 2= disagree and 1=strongly disagree.**

Table 2 indicates that 17 (53.13%) of the responded teachers “agreed” to the question that believe the crime prevention curriculum is being implemented as it was planned. This shows mean value 3.38 which less than the agreement for the implementation of crime prevention curriculum in the Southern Nations Nationalities and peoples Regional State Police College. This indicates that the crime prevention curriculum is not implemented in

Police College as it is planned. While 12 (37.7%) of the teachers responded that they “agree” that the crime prevention curriculum is being implemented as it is planned in the Southern Nations Nationalities and peoples Regional State Police College. It indicates that the implementation has been done as planned, while 4 (12.5%) of teacher respondents disagreed on the believe that the crime prevention curriculum is being implemented as it is planned in the Southern Nations Nationalities and peoples Regional State Police College. From this one concludes that the crime prevention curriculum not implemented as it is planned. In terms of modules adequacy 16 (50%) of teacher respondents responded that they agree that the crime prevention modules are adequate to the targeted groups in the institution. This shows the mean value 3.25 which is greater than undecided mean value. 7 (21.88%) of the teacher respondents responded that they responded “undecided” on the crime prevention modules are adequate to the target groups in the Southern Nation Nationalities and peoples Regional State Police College. And 9 (28.13%) of the teacher respondents responded that they “disagreed” on the crime prevention modules are adequate to the target groups in the Southern Nation Nationalities and peoples Regional State Police College.

From the above table most of teacher respondents “agreed” that the crime prevention modules are adequate to the target groups in the Southern Nation Nationalities and peoples Regional State Police College. 23 (71.88 %) of the teacher respondents responded that they “agreed” that the teachers understood to implement crime prevention curriculum is positive in the Police College. This shows that the mean value range in 3.84 which is better agreement for the teachers understood to implement crime prevention curriculum is positively. 6 (18.75%) of the teacher respondents responded that they “undecided” on teacher understood to implement crime prevention curriculum implementation positively in the Southern Nations Nationalities and peoples Regional State Police College. And 3 (9.75%) of the teacher respondents responded that they “disagreed” on teachers’ understanding to implement crime prevention curriculum implementation positively in the Southern Nation Nationalities and peoples Regional State Police College. These show that most of teachers’ respondents are agreed on teacher understood to implement crime prevention curriculum implementation positively in the Southern Nation Nationalities and peoples Regional State Police College. Also in

terms of regional situation 10 (31.25%) of the teacher respondents “agreed” that the crime prevention curriculum matches with the situation of the regional context in Police College. 15 (46.88%) of the teacher respondents responded “undecided” on the crime prevention modules teaching process matches with the situation of the regional context and 7 (21.88%) of the teacher respondents responded that they “disagreed” on the crime prevention curriculum matches with the situation of the regional context in the Southern Nations Nationalities and peoples Regional State Police College. So this indicates that the mean value 3.12 which lied on undecided response. Based on this most of teacher respondents choose undecided on crime prevention curriculum implementation in terms of regional situation in institution.

This implies that most of police science teachers and police science field trainers understood the implementation of crime prevention curriculum positively in Police College. Also this indicates they show their effort to implement the program.

**Table 3: Teachers' Response on Goals of Crime Prevention Curriculum**

Items	Response (n=32)										
	5		4		3		2		1		Mean
	N	%	N	%	N	%	N	%	N	%	
In the implementation process the goals of crime prevention modules are clearly and explicitly stated and readily accessible to those who need to refer them	-	-	7	21.88	9	28.13	14	43.75	2	6.25	2.66
The graduates effort have been effective in crime prevention	3	9.38	15	46.88	8	25	4	12.5	2	6.25	3.50
The crime prevention curriculum goals are understood and supported by classroom teachers	11	34.38	14	43.75	4	12.5	3	9.38	-	-	4.16
The program resources are made to work effectively and efficiently	2	6.25	5	15.63	18	56.25	6	18.75	1	3.13	3.03
The goals of the crime prevention curriculum has been broken down into a set of achievement level objectives that identify the important concepts, skills, and attitudes to be attained	1	3.13	7	21.88	5	15.63	15	46.88	4	12.5	2.56
The level placement of crime prevention curriculum objectives reflect the best current knowledge of trainee development	1	3.13	7	21.88	6	18.75	16	50	2	6.25	2.66

As on table 3 16 ( 50%) of the teacher respondents responded that they “disagree” that the goals of crime prevention modules are clearly and explicitly stated and readily

accessible to those who need to refer them in the Southern Nations Nationalities and peoples Regional State Police College. Based its mean value 2.66 shows that Southern Nation Nationalities and peoples Regional State Police College goals of crime prevention modules are not clearly and explicitly stated and readily accessible to those who need to refer them in Police College. 9 (28.13%) of teacher respondents chose “undecided” showing that the goals of crime prevention modules are clearly and explicitly stated and readily accessible to those who need to refer them in Police College. And 7 (21.83%) of the teacher respondents “agreed” that the goals of crime prevention modules are clearly and explicitly stated and readily accessible to those who need to refer them in the Southern Nation Nationalities and peoples Regional State Police College. In terms of graduate effectiveness, 56.25% of teacher respondents responded that they “agree” that the graduates have been effective in crime prevention activities in its sector in the region. About 8 (25%) of the teacher respondents responded that they chose “undecided” on the graduates’ effectiveness in crime prevention sectors in region. And 18.75% of teacher respondents “disagreed” on the graduates’ effectiveness on crime prevention in the Southern Nation Nationalities and peoples Regional State. From above data the mean value 3.50 indicates that most of teacher respondents agreed on graduates’ effectiveness that crime prevention sectors in the Southern Nation Nationalities and peoples Regional State. 78.13% of teacher respondents responded that they “agreed” that the crime prevention curriculum goals are understood and supported by classroom teachers in the Southern Nation Nationalities and peoples Regional State Police College. The mean value 4.16 that indicate most of teacher respondents agreed that the crime prevention curriculum goals are understood and supported by classroom teachers.

From above data most of teacher respondents responded that they agreed that the crime prevention curriculum goals are understood and supported by classroom teachers in the Southern Nation Nationalities and peoples Regional State Police College. So these indicate that the crime prevention curriculum development system teachers are involved and developed the awareness.

With regards to resources, contexts 7 (21.88%) of teachers agreed that the program resources are made to work effectively and efficiently to process implementation.

And 18 (56.25%) of teacher respondents responded that they chose undecided that the program resources are made to work effectively and efficiently to implement crime prevention curriculum in the Southern Nation Nationalities and peoples Regional State Police College. The mean value 3.03 indicates that most of teacher respondents undecided that the program resources are made to work effectively and efficiently. And 7 (21.88%) of the teacher respondents disagreed that the program resources are made to work effectively and efficiently in crime prevention curriculum implementation. This shows that most of teachers responded that they chose undecided that the program resources are made to work effectively and efficiently to implement crime prevention curriculum in the Southern Nation Nationalities and peoples Regional State Police College. 8 (25%) of teacher respondents responded that they agreed on the goals of the crime prevention curriculum have been broken down into a set of achievement level objectives to identify the important concepts, skills, and attitudes to be attained in the Southern Nation Nationalities and peoples Regional State Police College. Also 19 (59.38%) of the teacher respondents responded that they disagreed that the goals of the crime prevention curriculum have been broken down into a set of achievement level objectives to identify the important concepts, skills, and attitudes to be attained. This shows that the mean value 2.56 which indicates the teacher respondents disagreed that the goals of the crime prevention curriculum have been broken down into a set of achievement level objectives to identify the important concepts, skills, and attitudes to be attained. And 5 (15.63% ) of teacher respondents chose undecided that the goals of the crime prevention curriculum has been broken down into a set of achievement level objectives to identify the important concepts, skills, and attitudes to be attained in the developed curriculum.

**Table 4: Teachers' Response on Teaching Resource Distribution**

Items	Response (n=32)										
	5		4		3		2		1		Mean
	N	%	N	%	N	%	N	%	N	%	
The program resources have been fairly allocated	1	3.13	8	25	5	15.63	14	43.75	4	12.5	2.63
The police college has clearly specified time to be allocated to crime prevention modules of study at each level	4	12.5	16	50	6	18.75	4	12.5	2	6.25	3.50
Are active learning methods have been used in the college	5	15.63	20	62.5	4	12.5	2	6.25	1	3.125	3.81

In table 4, As to the program resources' fair allocations, 9 (28.13%) of teacher respondents responded that they agreed that the program resources have been fairly allocated in Police College. 15.63% of teachers responded choosing undecided that the program resources have been fairly allocated in the Southern Nation Nationalities and peoples Regional State Police College. And 18 (56.25%) of teacher respondents responded that they disagreed that the program resources have been fairly allocated in institution. Its mean value range between 2.63 indicates disagreement. This shows that most of teacher respondents responded that they disagreed that the program resources are fairly allocated to process the crime prevention curriculum implementation effectively. And 20 (62.5%) of teacher respondents responded that they agreed the active learning methods have been used in the Police College. It's mean value 3.81 that indicates most of teachers' agreements. This shows that most of teacher respondents agreed that there is active learning methods have been used in the Police College

On the open and interview question, most of teachers responded that there are no favorable conditions for crime prevention curriculum implementation in the Southern

Nation Nationalities and peoples Regional State Police College. As major factors that influence the crime prevention course implantation in classroom properly most of teacher responded that the problems were lack of well developed standardized curriculum and well prepared modules, which considers the situation of the country and region are not understood by the trainees' potential in term of experiences and knowledge for crime prevention courses in police college. Also the large class size of trainees in one classroom and environmental factors also affected the implementation. As to the evaluation of its implementation they reported that they evaluate the crime prevention curriculum implementation by gathering feedback from trainees and check the process how it is going on as it was planned and the situation. The potential of trainees in the implementation has been at medium level for their academic differences. What is your effort to facilitate the implementation of crime prevention curriculum as it is planned? Most of teachers responded that they tried to achieve the proposed curriculum goals as it was planned by supporting students in the courses in clearly teaching and making educational environment conducive for trainees. What are the success and limitation of the crime prevention curriculum? Most of teachers are responded that there is tangible success in terms of effectively crime prevention system by trainees in region. This indicates that the good atmosphere in training and the crime prevention courses in the Southern Nation Nationalities and peoples Regional State Police College. Generally this not means that the crime prevention curriculum is implemented as it was planned. There are number of constraints which affects its implementation as it was intended.

**Table 5: Trainees' Response on crime prevention modules Implementation**

Items	Response (n=120)										
	5		4		3		2		1		Mean
	N	%	N	%	N	%	N	%	N	%	
There are differences between planned and actual implementation	29	24.17	70	58.33	14	11.67	6	5	1	.83	4.00
The modules recommend appropriate instructional materials and other resources	37	30.83	55	45.83	17	14.17	9	7.5	2		3.97
The modules indicate clearly the relative importance of the mastery outcomes and suggest time allocations that reflect their importance	42	35	49	40.83	20	16.67	8	6.67	1	.83	4.02
Those modules are readily available to administrators, teachers, and trainees	43	35.83	44	36.67	27	22.5	5	4.17	1	.83	4.03
The course is adequate to trainees future task	42	35	50	41.67	16	13.33	9	7.5	3	2.5	3.99

Table 5, 99 (82.5%) of trainee respondents responded that they agreed that there were differences between planned and actual implementation on crime prevention curriculum in Southern Nation Nationalities and peoples Regional State Police College. The value of its mean is 4.00 which indicate agreement for there were differences between planned and actual implementation on crime prevention curriculum. This indicates that in the Police College the crime prevention curriculum is not implemented as it was intended. The main reasons for these as cited by the respondents there is human power shortage and regional security situation. But few of trainee respondents responded undecided showing that they are unable to see the differences between planned and the actual implementation of crime prevention curriculum in Police College. In term of modules recommendation, 92 (76.67%) of trainees agreed that the modules recommended appropriate instructional materials and other relevant resources for its implementation.

The mean value 4.02 indicates that there is better agreement that the modules recommended appropriate instructional materials and other relevant resources for its implementation. From above data most of police science trainees responded that they agreed that the modules recommended appropriate instructional materials and other necessary resources to undertake implementation. But few of the trainee respondents disagreed that the modules' recommendation. Regarding the modules' outcomes, 91 (75.83%) of police science trainees responded that they agreed that the modules indicated clearly about the relative importance of the mastery outcomes and suggested time allocations that reflect their importance for future. Also its mean value 3.97 shows that most of the trainees agreed that the prepared crime prevention modules indicate the relative importance of the master outcomes and suggest the appropriate time allocations that reflect its importance. About 20 (16.67%) of the trainees responded as undecided the modules show that they can't decided on clarity and the relative importance of the mastery outcomes and the time allocations, which reflect their importance. The rest of the trainee respondents disagreed on the clarity of outcomes and time allocations to reflect its importance. With regard to modules' availability, 87 (72.5%) of police science trainees responded that they agreed that the modules are readily available to administrators, teachers, and trainees. As its mean value 4.03 shows that most of police science trainees feel that the modules are available for them and other groups. 27 (22.5%) of the trainees responded saying that they undecided on the availability of the prepared modules to administrators, teachers, and trainees. The remaining respondents responded that they disagreed that those prepared modules are readily available to administrators, teachers, and trainees. With regard to the courses adequacy for future tasks of trainees, 92 (76.67%) of police science trainees responded that they agreed that the courses are adequate for their future task after graduation. So the mean value 3.99 shows that most of trainees agreed that the courses are relevant to context of their future tasks after completing the program. 16 (13.33%) of police science trainees responded that they are unable to know and chose undecided that the courses are adequate to trainees future task.

**Table 6 Trainees’ Response on Level Distribution of Crime Prevention Curriculum Implementation**

Items	Response (n=120)										Mean
	5		4		3		2		1		
	N	%	N	%	N	%	N	%	N	%	
The crime prevention course objectives are appropriately distributed over the levels, so that there is balance between the levels	46	38.33	44	36.67	20	16.67	9	7.5	1	.83	4.04
The courses are relevant to the program	34	28.33	49	40.83	16	13.33	8	6.67	3	2.5	4.02
The level of placement for crime prevention curriculum objectives is appropriate in relation to their difficulty for learners at that level	39	32.5	53	44.17	14	11.67	10	8.33	4	3.33	3.94
There have been proper communications made to staff and trainees	45	37.5	45	37.5	18	15	7	5.83	5	4.17	3.97
The level of placement for crime prevention curriculum objectives reflect the best current knowledge of trainee development	46	38.33	42	35	20	16.67	8	6.67	4	3.33	3.98

Table 6, 90 (75%) of police science trainees responded that they agreed that the crime prevention course objectives are appropriately distributed over the levels, so that there is a balance between the levels in crime prevention courses. And its mean value 4.04 shows that most of trainees responded that they agreed that the crime prevention course objectives are appropriately distributed over the levels, so that there is a balance between the levels in crime prevention courses. Twenty (16.67%) of police science trainees responded choosing undecided to show that the crime prevention courses’ objectives are appropriately distributed over the different levels and balanced between each level. The rest of the trainee respondents responded that they disagreed on crime prevention courses objectives are appropriately distributed over the levels and its balance between the levels. With regard to courses’ relevance to the program 83 (69.16%) of police science trainees

agreed that the crime prevention courses are relevant to the program. Based on its mean value 4.02 most of the trainee respondents responded that the crime prevention courses are relevant to the police science training program. Sixteen (13.33%) of trainee respondents responded that they chose undecided to show that they fail to see and decided that the crime prevention courses are relevant to the program. And 11 (9.17%) of trainees responded that they disagreed that the crime prevention courses are relevant to the program. In terms of placement of leveling based on its difficulty, 83 (76.67%) of respondents agreed that the crime prevention course objectives are appropriately distributed over the levels, and its mean value is 3.94 so this shows there is a balance between the levels in its difficulty through each grade. So most of respondents agreed on the crime prevention course objectives are appropriately distributed over the levels to each trainee. This shows that in the preparation, the developer have considered horizontal and vertical integration and difficulty levels. In terms of communication in the police college, 90 (75%) of police science trainees responded that they agreed that proper communications are made to staff and trainees. From the above data, the mean value 3.97 which shows agreement in most of police science trainees that there are proper communications between police college staffs and trainees on the implementation issues of crime prevention curriculum and educational progress. Where ever new program is designed communication channels must be kept open so that the program will not come as surprise to the people. Discussion about a new program among teachers' principles and curriculum workers is a key to successful implementation. The rest of the respondents disagreed on the proper communication between police college staffs and the trainees. With regard to the reflection of context, 88 (73.33%) of the trainees responded that they agreed that the crime prevention curriculum objectives reflect the current knowledge of trainee development in the region. The mean value 3.98 shows that most of respondents agreed that the level of placement of the crime prevention curriculum objectives to reflect the best current knowledge of trainees to develop globalized awareness. In recent time the mobility of educators considers the context of the nation and the trainees' ability to solve social problems and to lay basic grounds for future relation of human life.

This implies that there is proper communication between police college staff and the police science trainees in Police College.

**Table 7, Trainees' Response on Resource Allocation on Crime Prevention Curriculum Implementation**

Items	Response (n=120)										
	5		4		3		2		1		Mean
	N	%	N	%	N	%	N	%	N	%	
The crime prevention curriculum goals are understood and supported by students	47	39.17	39	32.5	19	15.83	8	6.67	4	3.33	3.93
The curriculum for crime prevention program is properly planned	43	35.83	51	42.5	14	11.67	10	8.33	2	1.67	4.03
The police college has clearly specified time allocation to this crime prevention course of study at each level	52	43.33	43	35.83	16	13.33	7	5.83	2	1.67	4.13
The crime prevention course format of the modules facilitates revision and amplification	44	36.67	42	35	22	18.33	6	5	6	.5	3.93
The resources of the police college are properly allocated	43	35.83	44	36.67	20	16.67	7	5.83	6	5	3.93

Table 7, 86 (71.67%) of police science trainees responded that they agreed that the crime prevention curriculum goals are understood and supported by trainees. The mean value is 3.93 indicates that the trainees agreed that the crime prevention curriculum goals are understood and supported by trainees. This shows that the implementation is going well due to awareness of the implementers. Learners are assumed to be able to generate their own purposes and meanings from the classroom experiences. 15.83% of trainee respondents responded they undecided to same item. In terms of preparation, 94 (78.33%) of police science trainees responded they agreed that the curriculum for crime prevention program is properly planned. Also this shows mean value 4.03 that indicates the most of trainee respondents responded that they agreed that the crime prevention program curriculum is properly planned to implement it as it was intended. Fourteen

(11.67%) of trainees' respondents chose "undecided" to the item that reads the curriculum for crime prevention program is properly planned, and the remaining trainees responded that they disagree.

With regard to the allocated time to proceed the program effectively, 95 (79.16%) of police science trainees agreed that the police college has clearly specified time allocation to the crime prevention course of study at each level to process the training in the institution. This shows that most of police science trainees got trained training with the specified time at each level. In terms of revision the crime course module, 86 (71.67%) of respondents agreed that the crime prevention course format of the modules facilitates the revision and amplification for police science trainees effectively. Based on mean value 3.93 indicates the police science trainees agreed that the crime prevention course format of the modules facilitates revision and amplification. In case of the resource allocation in the Police College to proceed the implementation effectively 87(72.5%) of police science trainees responded that they agreed that proper allocation of resources in the police college to implement crime prevention curriculum as it was planned. So its mean value 3.93 shows that most of police science trainees responded that in Southern Nation Nationalities and peoples Regional State Police College; the resources are allocated in proper way to process the lesson moderately.

On the open and interview question most of trainees respondent responded that most of crime prevention modules thought police college teachers have good knowledge, skills and attitude of courses. These indicate most of crime prevention modules taught teachers have good courses knowledge and skills on its implementation in classroom and field trips. In term of effort to implement most of trainees try to contribute their whole potential in whole class attending, facilitating active learning activities and dividing each trainees their experience in group discussion and demonstration. Most of crime prevention thought teachers uses continuous assessment evaluation systems for implement the courses.

## **Discussions**

Most of the administrations perceive the crime prevention curriculum positively view in accepting it but they are no more concept on proposed curriculum framework based on how it to be implemented as context of Police College resources in case of different dynamic. Due to this sometime proposed curriculum does not achieve their goals as it was intended properly. As administration concept there are number of problems which affect the implementation of crime prevention curriculum implementation effectively in the Police College. Those are basically management awareness in to planned curriculum. This means all management members have no similar concept on curriculum in term of modern training. Why few of them consider always the training to be old police training context. Other major problems are lack of well trained teachers and trainers, lack of experiences in developed curriculum and managing the curriculum in case of police science. That means in our nation the police institution has no as civilian institution teacher training center to teaching profession in police science. Also lack of using technologies in whole aspects to make training in modernized situation is some problem which faced the police college. As management effort we are trying to perform and adjusting the developed curriculum to be implemented as it intended and building teachers and trainers capacity by giving training and educational chance to develop themselves. Additional they give awareness about the implementation for employers who work in Police College. But in case of success their success is satisfactory but it's not enough as their institution objectives. In terms of quantity and quality of resources most of things are satisfactory that mean not saying that it is in all contexts well in terms of well trained teachers and trainers, there is gap in the institution. Also on every field the

teaching technological resources are not much enough as their interest. Others are well but their managing system poorness makes it to be considered as gap. In manipulating the exits materials to implement the crime prevention curriculum the resources are good ways organized but it's not enough to carrying out the lesson in modernized. But materials in institution are used effectively but on the context of creating conducive active learning activates its well designed. Also the courses are not much enough adequate for targeted groups because of developing modules based on training level which offering to trainee.

During interview, the trainees responded to the question as follow "How do you evaluate the implementation of courses?" They responded that most of times we cross check the planed program in action. We compare the planned curriculum against the practice. The effectiveness of trainees in their job after graduation was one way of areas of evaluation of the implementation of courses. The major achievements from the courses can be seen in terms of the academic achievements of trainees in scoring good results, and the trainees' effort and effectiveness on crime prevention in the region. Most of the time the teaching learning approaches in the Police College is based on principles. Group discussion, key note address, development session, work session and field trip are common activity proceed. One of the major constraints of crime prevention course implementation is absence of enough teachers both in quantity and quality. The number of teachers in term of trainees' ratio is so small. Because of this, a one teacher teaches different classes at different levels. This brought weaknesses on crime prevention course implementation. The college does not update each teacher, on time. There is no well-organized and modernized crime prevention pedagogical center for crime prevention courses in the institution. Administrative structures also have a lot of impact on the implementation crime prevention curriculum effectively.

**Table 8 Classroom observation checklist: - In term of organization**

Item	Response	
	Observed	Not observed
Presented overview of lesson	✓	
Placed lesson appropriately	✓	
Presented topics in logical sequence	✓	
Related today's lesson to previous/future lessons.	✓	
Summarized major points of the lesson	✓	

Table 8, the classroom observation made with the teachers showed that most of police college teachers presented overviews of lessons as more emphasis recommended. Making the overviews of lesson made trainees to prepare themselves on daily lesson properly. In term of placing lesson most of the teachers placed the lesson appropriately to accomplish well. Majority of the instructors, of the teachers presented topics in their logical sequence as they were recommended. This shows their willingness to implement the courses effectively in the institution. Most of the teachers observed summarized the major points of the daily lesson properly. This indicates that the majority of observed teachers summarize the main points of the daily lesson at end of the lesson properly. This shows that most of police science teachers summarize the main points of the lesson at end of the lesson. Most of the teachers were observed explaining major or minor points clearly for police science trainees.

**Table: 9 Presentation of lesson**

Item	Response	
	Observed	Not observed
Explained major/minor points with clarity.	✓	
Defined unfamiliar terms, concepts, and principles	✓	
Used good examples to clarify points		✓
Showed all the steps in solutions to homework problems	✓	
Varied explanations for complex or difficult material.	✓	
Emphasized important points.	✓	
Writes key terms on blackboard or overhead screen	✓	
Integrates materials (examples, cases, simulations) from "real world".	✓	
Active, collaborative, and cooperative learning favored over passive learning	✓	

Table 9 shows that most of observed teachers used explanation for major points for trainees clearly. Also, majority of the observed teachers accomplished their task well by defining unfamiliar terms, concepts, and principles for trainees. In terms of showing all steps for doing home work and group discussion, most of observed teachers used to show all the steps in doing homework and write key terms on blackboard for trainees. About explanations for complex materials major of the observed teachers used well accomplishment to varied explanations for complex or difficult materials their lessons. In case of integrating teaching material large number of teachers used integrating materials with real world to make the lesson clear. In term of active, collaboration and cooperative learning most of observed teacher used active, collaborative and cooperative learning to favor lesson for trainee.

**Table10: In terms of interaction and content knowledge and relevance**

Items	Response	
	Observed	Not observed
Actively encouraged student questions	✓	
Asked questions to monitor student understanding.	✓	
Waited sufficient time for students to answer questions	✓	
Listened carefully to student questions	✓	
Responded appropriately to student questions.	✓	
Restated questions and answers when necessary.	✓	
Demonstrated respect for diversity and requires similar respect in classroom	✓	
Presented material at an appropriate level for students	✓	
Presented material appropriate to the purpose of the course	✓	
Demonstrated command of the subject matter.	✓	

Most of the observed teachers they were actively encouraging trainee questions when they deliberate their lesson. In term of asking question all of the observed teachers were having good characters when asked questions and to help students' understanding and carrying out their lesson properly. In addition, all observed teachers have shown good experience on asking questions to monitor trainees' understanding in classroom activities. In terms of giving enough time to trainee to think well and answer the question majority of the observed teachers accomplished it well. This indicates that most of observed teachers have good experiences in giving sufficient time for students to answer questions after critical thinking in the classroom. In term listening skills most, of the observed teachers have shown skills of listening carefully to student questions and answering the question in logical order. In terms of resetting unclear questions for trainees most of the observed teachers have well accomplished restated questions and answers when it was necessary to trainees. This shows that most of the observed teachers have good skills to clear questions by restating questions that are not clear for trainees in processing their lesson at classrooms. The equal respect for all diverse groups, most of the observed

teachers have good demonstrated quality of respecting diversity on deliberation of their lesson in Police College. In terms of using materials for clarity of lesson, most of the observed teachers has been accomplishing it was necessary to make the lessons interesting for trainees. In case of subject matter most of the observed teachers were accomplishing well and demonstrated good command of the subject matter.

**Table 11: Document analysis cover page**

Items	Observed documents	
	Yes	No
The title page includes required company information (e.g., logo, company name and document title).	✓	
The purpose of the document is clear and complete.	✓	
The scope of the document is accurate and complete.		✓
All steps in the procedure are accurate and complete. (For short procedures.)		✓
All sensitive or proprietary data has been redacted or masked.	✓	
Acronyms are spelled out completely in the first instance.	✓	
The document flow and structure logical for the audience.	✓	
Spelling and grammar check are complete.	✓	
The document text is concise and clear	✓	
Header contains standard information (e.g., logo, document title).	✓	
Footer contains standard information (e.g., confidentiality statement, page number, date).		

Table 11, shows all of the observed teaching materials had the title page, including the required company information (e.g., logo, company name and document title). In term of clear and complete purpose of documents most of the observed documents explain the purpose of the document clear and completely. Most of the observed document indicated that the scope of the document was not accurate and completed. In addition to sensitive data the most of the observed documents have included the sensitive data masked. In term of acronyms all of the observed documents contained acronyms and have spelt out

completely in the first pages. In case of grammar and spelling all of the observed documents have shown good format and the documents texts partial have given information clearly in few words. In terms of header and footer contain standard information; all of the observed documents were found being very well prepared.

**Table 12: Document analysis in term of content**

Items	Observed documents	
	Yes	No
The content of the crime prevention curriculum focus on the regional/ national development of the trainees.		✓
The content of the curriculum help to develop the creative ability of the trainee concept.	✓	
The content of the curriculum is appropriate to the reality of trainee.		✓
The content of the curriculum developed on the intellectual as well as physical development of the trainee.	✓	
The content of curriculum is prepared as facilitates the application of various active learning methodologies.	✓	
Write report to facilitate the implementation and evaluate		✓
Write minutes to facilitate active learning and implementing curriculum		✓

The observed documents on crime prevention curriculum contents are found being not developed focusing on the regional or national issues. This indicates the development process is not considering the regional trainees' context. With regard to developing the creative ability of trainees most of the observed curriculum documents invite active learning activities which enhance the creative ability of trainees. But most of the observed curriculum documents content was not appropriate to the reality of police science trainees. In term of developing the intellectual as well as physical developments of trainee, most of the observed curriculum documents were prepared very well based on the content of the curriculum developed. All of the observed curriculum documents were prepared well explaining the content of the curriculum and facilitating the application of various active learning methodologies. With regard to written report and minutes, almost nothing was found reported on the crime prevention curriculum implementation in Police College.

## CHAPTER FIVE

### Summary of findings, Conclusions and Recommendation

#### 5.1 Summary

The main objectives of this study was to evaluate how the crime prevention curriculum was implemented and to identify the major constraints (if any) that hinder its effective implementation and the application of the active learning methods to implement the crime prevention curriculum in Southern Nation Nationalities and peoples Regional State Police College. So to meet the objectives of the study, the objective of this study was guided by the following basic research questions.

1. Is crime prevention curriculum implemented as it was planned given the current teachers, the administration and students are working there?
2. How effective is the program implementation in term of training effort, process, adequacy, efficiency and effect?
3. Are active learning strategies being effectively used in crime prevention course offerings teaching –learning process?
4. What are the major constraints in implementing it?

In view of the crime prevention curriculum implementation, the research objectives were set. To this end, descriptive survey method in which both qualitative and quantitative data collection instruments were used to obtain the necessary data from the various sources. The data sources were the Southern Nation Nationalities and peoples Regional State Police College administrators, military science field trainers and police science teachers and trainees. These were used as primary data sources and documents were used as secondary data sources for the study. As data gathering tools for the study were questionnaires, interviews, classroom observation and document analysis. The subjects of the study were 5 administrators selected purposively, 32 police science teachers and military field science training trainers selected randomly. The 120 police science trainees were selected using simple random sampling technique. The analyses of data were done

using frequencies, percentages, means, which are elements of descriptive statistics. Most of data analyses were carried out by using percentage and mean value. Also qualitative data analysis was made to supplement the quantitative data analysis and interpretation.

### **View of Teachers on Crime Prevention Curriculum Implementation**

Most of police college teachers have positive response on the implementation of the crime prevention curriculum effectively. Seventeen (53.13%) teacher of the respondents chose “agreed” as to believe that the crime prevention curriculum is being implemented as it was planned. About 16 (50%) of teacher respondents showed agreement on the crime prevention modules’ adequacy to the targeted groups in the institution. Twenty three (71.88 %) of the teacher respondents responded that they agreed that teachers understood how to implement crime prevention curriculum implementation, in the Police College. About 19 (59.38%) of the teachers agreed that the modules suggest appropriate evaluation process and instruments to determine its achievements. Twenty five (78.13%) of the teacher respondents agreed that the crime prevention curriculum goals are understood and supported by classroom teachers in the Police College. And 18 (56.25%) of teacher respondents failed to the resources availability of to use and work effectively and efficiently. Nigh teen (59.38%) of the teacher respondents disagreed that the goals of the crime prevention curriculum have been broken down into a set of achievement level objectives and identify the important concepts, skills, and attitudes to be attained. Still 19 (59.38%) of the teachers agreed that the modules suggest appropriate evaluation process and the instruments to determine its achievements in police college. And 18 (56.75%) of the teacher respondents disagreed that the program resources have been fairly allocated in institution to implement crime prevention courses effectively. Twenty (62.5%) of teacher respondents agreed that there are clearly specified time allocated to crime prevention modules at each level in the Police College. Eighteen (56.25%) of the teacher respondents agreed that the graduates have been effective in crime prevention activities in their sector in the region.

### **Trainees View on the Implementation of Crime Prevention Curriculum in the Police College.**

Ninety nine (82.5%) of the trainee respondents responded that they agreed that there are differences between the planned and the actual implementation of crime prevention curriculum in Southern Nation Nationalities and peoples Regional State Police College. Ninety two (76.67%) of the trainee respondents agreed that the module recommended appropriate instructional materials and other relevant resources for crime prevention courses' implementation. Similarly 91 (75.83%) of police science trainees responded that they agree that the modules indicate clearly the relative importance of the mastery outcomes and suggested time allocations that reflect their importance for the future. About 92 (76.67%) of police science trainees responded that they agree that the courses' are adequate for their future task after graduation. Eighty seven (72.5%) of police science trainees responded that they agree that modules are readily available to administrators, teachers, and trainees in Southern Nation Nationalities and peoples Regional State Police College. About 90 (75%) of the police science trainees responded that they agree that the crime prevention course objectives are appropriately distributed over the levels and there is a balance between the levels of crime prevention courses at each levels. Eighty three (69.16%) of the police science trainees agreed that the crime prevention courses are relevant to the program. Ninety (75%) of the police science trainees responded that they agreed that proper communications have been made to staff and trainees in the Police College. Eighty eight (73.33%) of the sample trainees responded that they agreed on level of content placement for crime prevention curriculum objectives that reflect the current knowledge of trainee development in the region. Eighty six (71.67%) of the police science trainees responded that they agreed that the crime prevention curriculum goals are understood and supported by trainees. Ninety four (78.33%) of the police science trainees responded that they agreed that the curriculum for crime prevention program was properly planned. Ninety seven (79.16%) of the police science trainees responded that they agreed that the police college has clearly specified time allocation to this crime prevention courses of study at each level to process the training in institution. Eighty six (71.67%) of the respondents agreed that the crime prevention course format of the modules facilitates revision and amplification for police science trainees effectively.

Eighty seven (72.5%) of the police science trainees responded that they agreed that the proper allocation of resources in Police College to implement crime prevention curriculum as it was planned.

### **Classroom Observation data and analysis on the Crime Prevention Curriculum Implementation**

To assess the implementation, the researcher made classroom observation using check lists that include the active learning activities in teaching. To carrying out this study six classes were randomly selected and observed.

Almost all, of the police college teachers presented overviews of lesson at begging of daily lesson. Most of the teachers placed the lesson appropriately. Also majority of the teachers presented topics in their logical sequence giving more emphasized to recommendations and most of the observed teachers were actively encouraging trainees to question when they deliberate their lessons. In term of asking question all of the observed teachers were having good characters when they were asking questions to monitor student understanding in carrying out their lesson. In terms of giving enough time to trainee to think and answer the question, almost of the observed teachers accomplished in a well. Also most of the observed teachers have good skills of carefully listening student questions and answering the question in logical manners. Majority of the observed teachers have shown their good quality of respecting diversity on deliberation of their lessons in the Police College.

### **5.2 Conclusions**

From the discussion of major findings of the study the following conclusions were made. Based on the study it could be concluded that in Southern Nation Nationalities and peoples Regional State Police College the crime prevention curriculum is not implemented as it was planned. This shows that there is gap between the designed crime prevention curriculum and what is actually being implemented in practice.

Police college administrative structure was not favorable for crime prevention curriculum to implement effectively as it was planned. This means in the study the administration respondents responded that they were not sure to decide by agreeing or

disagreement to accessibility to facilitate crime prevention curriculum implementation. This show that there is no more observed administrative effort to follow the implementation using formative evaluation system to revising the process of implementation in terms of its plan. Thus, there is a problem of implementation the crime prevention curriculum with current teachers, administration and trainees.

The program implementation effectiveness in terms of training effort, process and adequacy of the crime prevention curriculum it has been implemented satisfactorily in Police College. To implement program effectively there is no enough adequate training field, enough classroom as trainee entered in to training and teachers both in quantity and quality for process the implementation as proposed curriculum. Most of the teaching and learning activities used to implement the crime prevention course in the police college are active learning strategies. Also most of the teachers showed good efforts to apply active learning activities in the institution by creating conducive situation for courses implementation.

In term of the major constraints in the implementation in of crime prevention course effectively are:-

- Human resource – there are no enough number of classroom teachers and field trainers in the Police College. The present teachers and field trainers are not qualified to achieve the results as it was needed.
- Scientific military training fields- there are no enough military science training fields in the Police College for effective implementation of crime prevention courses as it was intended.

### **5.3 Recommendations**

Based on study conclusion the following recommendation designed:

- ❖ For effective implementation of crime prevention curriculum in Southern Nations Nationalities and Peoples Regional State Police College, all police college stake holders should play their roles properly. The administration motivating teachers and trainees by visiting classroom and support different teaching materials that enhance the crime prevention courses lesson. Teachers by designing active learning activities and organizing the lesson supporting materials and the trainees reading themselves for lesson by creating conducive environment for crime prevention courses implementation.
- ❖ To practice active learning strategies, it needs the creation of more suitable conditions based on regional context by preparing different cases to discuss on it and giving chance for them to create different cases, which relate to their life experiences that enhance the lesson progresses.
- ❖ To minimize crime prevention curriculum implementation problem factors, the police college should give awareness on the implementation for employers and give chances to update most of teachers and employ well educated police science teachers and military science field trainers.
- ❖ To create conducive environment for crime prevention curriculum implementation the Southern Nations Nationalities and Peoples Regional State Police College the administration structure should be organized as in new modernized administration structure which enhance the work and employers relation. The administration structure should enhance the teacher's implementation mobility by evaluating the implementation procedures and motivating them.

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## Appendix A

### Addis Ababa University College of Education and Behavioral Studies Department of Curriculum and Instruction

#### I. Questionnaire to be filled by Southern Nation Nationalities and Peoples Regional State police college administration.

The main purpose of this questionnaire is to assess the implementation of crime prevention curriculum in Southern Nation Nationalities and Peoples Regional State Police College. Based on this, the information that you offer is invaluable for the success of the study. Your response will be kept confidential. Therefore, to show your contributions fill in the questionnaires honestly and responsibly.

First of all, I sincerely express my thanks for your cooperation in advance!

#### General direction

1. No need of writing your name or any other identification
2. After reading the questionnaire please put “√” mark for the questions you chose having an alternative response on the box given.
3. For the questions having no alternative response, you are requested to write your answer briefly on lines provided.
4. Please, respond to all the questions

#### Part I: - General Information

1.1 Name of the Police College -----

1.2 Sex: - Male  Female

1.3 Age (in Years)

Less than 20  From 20-24  From 25-29

From 30- 34  From 35-39  40 and above

1.4 Academic Qualification:-

A. Certificate  Diploma  BA/BSC  MA/MS

1.5 Field of Qualification: - \_\_\_\_\_

1.6 years of service:-

From 1-5  From 6-10  From 11-15

From 16-20  From 21-25  Above 25

**Questionnaires on administrative area of the training program implementation. Tick"√"  
 your correct response. Please show your level of agreement –disagreement using 5 - strongly  
 agree, 4- agree, 3-undecided, 2- disagree, 1- strongly disagree.**

NO.	ITEMS	RESPONSE				
		5	4	3	2	1
1	The goals of crime prevention courses are clearly and explicitly stated and readily accessible to those who need referring them					
2	The administrative structure is accessible to facilitate crime prevention curriculum implementation					
3	The crime prevention curriculum match with the situation of the region					
4	The police college master schedules and administrative guidelines allocation appropriately reflect the college duties					
5	The time allocated to the crime prevention courses seem appropriate in relation to the police college goals					
6	The teaching and learning activities recommended reflect the best current knowledge about teaching and learning, and are they qualitatively excellent					
7	The police college provides ongoing staff-development programs that help the teachers use the curriculum guides effectively and involve teachers in improving the guides					
8	The instructional materials designed and organized are in manners that facilitate teachers' use					
9	Those modules are readily available to administrators, teachers, and trainees					
10	The goals of the crime prevention curriculum have been broken down into a set of achievement level objectives that identify the important concepts, skills, and attitudes to be attained					

**Administrative Open question**

1. How does the management in Southern Nation Nationalities and peoples Regional State Police College perceive the proposed curriculum? How did their perceptions affect their practice?

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2. In the administrative, what are the factors that affecting the crime prevention curriculum implementation in Southern Nation Nationalities and peoples Regional State Police College?

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3. What is your effort to facilitate the implementation as it is planned?

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4. How does the administration support teachers to implement crime prevention curriculum as it is intended?

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5. What key activities have you completed during crime prevention curriculum implementation?

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6. What are the success and limitations of the implementation of crime prevention curriculum?

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**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**Interview Guidelines**

The main purpose of this interview guide is to assess the implementation of crime prevention curriculum in Southern Nation Nationalities and Peoples Regional State Police College. So for this, the information that you offer is invaluable for the success of the study. Your response will be kept confidential. Therefore, to show your contribution gives your response honestly and responsibly.

First of all, I sincerely express my thanks for your cooperation in advance!

**General direction**

1.1 Sex: - Male  Female

1.2 Age (in Years)

Less than 20  From 20-24  From 25-29

From 30- 34  From 35-39  40 and above

1.3 Position Administrator  Teacher  Trainee

1.4 Years of work experience

From 1-5  From 6-10  From 11-15

From 16-20  From 21-25  Above 25

## **Administration Interview guidelines**

1. Does the college have appropriate input in terms of quantity and quality of resources (candidates, teachers, materials, financial, space, time, - - -)?
2. Are the allocated resources properly manipulated to facilitate the implementation of the crime prevention courses?
3. Are the implementations of the crime prevention courses adequate to the target groups?
4. Are the resources used effectively?
5. Are the program outputs (trainees) productive ties in crime prevention? What are the some of the results that indicate the effects of it?
6. Do you think that the crime prevention curriculum is being implemented with what the college has (teachers, administration and students)?
7. Do you think that a conducive environment of active learning activities to implement the crime prevention curriculum in the institution is created?
8. What are the major constraints of the police college faces in the implementation?

**Appendix B**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**II. Questionnaire to be filled by Police College Teachers**

The main purpose of this questionnaire is to assess the implementation of crime prevention curriculum in Southern Nation Nationalities and peoples Regional State Police College. For this, the information that has been obtained from you is invaluable for the success of the study. Your response will be kept confidential. Therefore, to show your contributions fill in the questionnaires honestly and responsibly.

First of all, I sincerely express my thanks for your cooperation in advance!

**General direction**

1. No need of writing your name or any other identification
2. For question items with alternative answers, please put “√” mark to your choice on the space given.
3. Please write your answer briefly for items in provided blank spaces.
4. Please, respond to all the questions.

**Part I: - General Information**

1.1 Name of the police college -----

1.2 Sex: - A. Male  B. Female

1.3 Age (in Years)

Less than 20  From 20-24  From 25-29

From 30- 34  From 35-39  40 and above

1.4 Academic Qualification:- Certificate  Diploma  BA/BSC  MA/MS

1.5 Field of Qualification: - \_\_\_\_\_

1.6 courses you teach: \_\_\_\_\_

1.7 Your Experience as a teacher (in Years) 1-5  6-10  11-15

16-20  21-25  Above 25

Questionnaires to be filled by police college teachers. Make “√” for your correct response. Please show your level of agreement –disagreement using 5 - strongly agree, 4- agree, 3-undecided, 2- disagree, 1- strongly disagree.

No	Items	Response				
		5	4	3	2	1
1	You believe that the crime prevention curriculum is being implemented as it is planned					
2	The crime prevention modules are adequate to the target groups					
3	Teacher understands to implement crime prevention curriculum implementation is positive					
4	The crime prevention curriculum matches with the situation of the regional context					
5	The goals of crime prevention modules are clearly and explicitly stated and readily accessible to those who need to refer them					
6	The graduates have been effective in crime prevention					
7	The crime prevention curriculum goals are understood and supported by classroom teachers					
8	The program resources are made to work effectively and efficiently					
9	The goals of the crime prevention curriculum has been broken down into a set of achievement level objectives that identify the important concepts, skills, and attitudes to be attained					
10	The level placement of crime prevention curriculum objectives reflect the best current knowledge of trainee development					
11	The modules suggest appropriate evaluation processes and instruments					
12	The program resources have been fairly allocated					
13	The police college has clearly specified time to be allocated to crime prevention modules of study at each level					
14	Are active learning methods have been used in the college					

**Teachers' Open questionnaires**

1. Are there favorable teaching conditions for crime prevention modules?

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2. What are the major factors that influence crime prevention course to implement in the class room properly?

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3. How do you evaluate its implementation?

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4. What are the potentials of the trainees to implement it?

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5. What is your effort to facilitate the implementation of crime prevention curriculum as it is planned? \_\_\_\_\_

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6. What are the success and limitations of the implementation of crime prevention curriculum?

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**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**Interview Guidelines**

The main purpose of this interview guide is to assess the implementation of crime prevention curriculum in Southern Nation Nationalities and Peoples Regional State Police College. So for this, the information that you offer is invaluable for the success of the study. Your response will be kept confidential. Therefore, to show your contribution gives your response honestly and responsibly.

First of all, I sincerely express my thanks for your cooperation in advance!

**General direction**

1.1 Sex: - Male  Female

1.2 Age (in Years)

Less than 20  From 20-24  From 25-29

From 30- 34  From 35-39  40 and above

1.3 Position Administrator  Teacher  Trainee

1.4 Years of work experience (in years)

From 1-5  From 6-10  From 11-15

From 16-20  From 21-25  Above 25

## Teachers' Interview questionnaires

1. Are the instructional materials reflecting sound learning principles and field of study providing adequate motivation, explanation, application, reinforcement, and enrichment? if

Yes, what are they?

No, why?

2. Do you have time to discuss with trainees on how the classroom activities were going on?

Yes, how much time?

No, why?

3. How can you create a conducive the condition to the implementation of the curriculum?

4. How do you evaluate the course implementation in terms of

a/ effort (input)?

b/ process (manipulation)?

c/ efficiency (cost-benefits)?

d/ adequacy ( appropriateness to the target)?

e/ effect (output)?

5. What are the major constraints that have affected the implementation?

6. What would you like to suggest for effective implementation of the crime prevention curriculum in the police college?

**Appendix C**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**III. Questionnaire to be filled by Southern Nation Nationalities and peoples Regional State Police College Trainees.**

The main purpose of this questionnaire is to evaluate the implementation of crime prevention curriculum in Southern Nation Nationalities and peoples Regional State Police College. For this, the information that you offer is invaluable for the success of the study. Your response will be kept confidential. Therefore, to show your contribution fills in the questionnaires honestly and responsibly.

First of all, I sincerely express my thanks for your cooperation in advance!

**General direction**

1. No need of writing your name or any other identification
2. For question items with alternative answers, please put “√” mark on the space given.
3. Please write your answer briefly for items with provided blank spaces.
4. Please respond to all the questions.

**Part I: - General Information**

1.1 Name of the police college -----

1.2 Sex: - A. Male  B. Female

1.3 Age (in Years)

Less than 20  From 20-24  From 25-29

From 30- 34  From 35-39  40 and above

1.4 Round or batch

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**Questionnaires to be filled by police college trainees. Make “√” for your correct response. Please show your level of agreement – disagreement using 5 - strongly agree, 4- agree, 3- undecided, 2- disagree, 1- strongly disagree.**

No	Items	Response				
		5	4	3	2	1
1	There are differences between planned and actual implementation					
2	The modules recommend appropriate instructional materials and other resources					
3	The modules indicate clearly the relative importance of the mastery outcomes and suggest time allocations that reflect their importance					
4	Those modules are readily available to administrators, teachers, and trainees					
5	The course is adequate to trainees future task					
6	The crime prevention course objectives are appropriately distributed over the levels, so that there is balance between the levels					
7	The courses are relevant to the program					
8	The level of placement for crime prevention curriculum objectives is appropriate in relation to their difficulty for learners at that level					
9	There have been proper communications made to staff and trainees					
10	The level of placement for crime prevention curriculum objectives reflect the best current knowledge of trainee development					
11	The crime prevention curriculum goals are understood and supported by students					
12	The curriculum for crime prevention program is properly planned					
13	The police college has clearly specified time allocation to this crime prevention course of study at each level					
14	The crime prevention course format of the modules facilitates revision and amplification					
15	The resources of the police college are properly allocated					

**Trainee Open questionnaires**

1. What are the barriers and facilitators for crime prevention curriculum implementation in Southern Nation Nationalities and peoples Regional State Police College?

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2. What are teachers' knowledge, skills and attitude to implement crime prevention course?

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3. How was the crime prevention curriculum implemented?

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4. What inputs and resources were required to implement the crime prevention curriculum?

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5. What has been your effort to facilitate the implementation as it is planned?

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6. What are the success and limitations of the implementation of crime prevention curriculum?

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**Appendix D**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**Classroom Observation Checklist**

Teacher's name \_\_\_\_\_

subject \_\_\_\_\_ date \_\_\_\_\_

Respond to each statement using the following scale:

*1=Not observed 2=observed. Make "√" for under correct answer*

No	Items	Response		Remark
		2	1	
	<b>Organization</b>			
1	Presented overview of lesson			
2	Paced lesson appropriately			
3	Presented topics in logical sequence.			
4	Related today's lesson to previous/future lessons.			
5	Summarized major points of the lesson			
	<b>Presentation</b>			
1	Explained major/minor points with clarity.			
2	Defined unfamiliar terms, concepts, and principles			
3	Used good examples to clarify points			
4	Showed all the steps in solutions to homework problems			
5	Varied explanations for complex or difficult material.			
6	Emphasized important points.			
7	Writes key terms on blackboard or overhead screen			
8	Integrates materials (examples, cases, simulations) from "real world".			
9	Active, collaborative, and cooperative learning favored over passive learning			
	<b>Interaction</b>			
1	Actively encouraged student questions			
2	Asked questions to monitor student understanding.			
3	Waited sufficient time for students to answer questions			
4	Listened carefully to student questions.			
5	Responded appropriately to student questions.			
6	Restated questions and answers when necessary.			
7	Demonstrated respect for diversity and requires similar respect in classroom			
	<b>Content Knowledge and Relevance</b>			
1	Presented material at an appropriate level for students			
2	Presented material appropriate to the purpose of the course			
3	Demonstrated command of the subject matter.			

**Appendix E**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**Documents review checklist. Make “√” “for your correct response.**

Document Title:	Review Date:			Remark	
	Section	Items	Yes		No
<b>Front Matter/ Overview</b>		The title page includes required company information (e.g., logo, company name and document title).			
		The purpose of the document is clear and complete.			
		The scope of the document is accurate and complete.			
<b>Procedure/ Body Text</b>		All steps in the procedure are accurate and complete. (For short procedures.)			
		All sensitive or proprietary data has been redacted or masked.			
<b>Copy Review</b>		Acronyms are spelled out completely in the first instance.			
		The document flow and structure logical for the audience to follow.			
		Spelling and grammar check are complete.			
		The document text is concise and clear.			
<b>Standards and Style Review</b>		Header contains standard information (e.g., logo, document title).			
		Footer contains standard information (e.g., confidentiality statement, page number, date).			
<b>Content</b>		The content of the crime prevention curriculum focus on the regional/ national development of the trainees.			
		The content of the curriculum help to develop the creative ability of the trainee.			
		The content of the curriculum is appropriate to the reality of trainee.			
		The content of the curriculum focus on the intellectual as well as physical development of the trainee.			
		The content of curriculum facilitates the application of various active learning methodologies.			
<b>Reports and minutes</b>		Write report to facilitate the implementation and evaluate			
		Write minutes to facilitate active learning and implementing curriculum			

## Declaration

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the study have been dually acknowledged.

Name Temesgen Kora

Signature \_\_\_\_\_

Date \_\_\_\_\_

This thesis has been summated for examination with my approval as university advisor,

Name Lemma Setegn (PhD)

Signature \_\_\_\_\_

Date \_\_\_\_\_