TEACHERS' PARTICIPATION IN THE PROCESS OF PRIMARY SCHOOL CURRICULUM DEVELOPMENT IN SNNP REGION

BY

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DECLARATION

I here by declare this is my original work and that all sources of materials used for the thesis has been duly acknowledged

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ABSTRACT

The major objectives of this study were to discover and assess the actual and desired degree of teachers' involvement in different areas of curriculum development practices. The problem of under-participation of teachers could be solved through involvement at different points along the policy-formulation-to- practice in curriculum continuum. This participation enables the intended curriculum to be implemented effectively so that the set objectives could be attained.

This study investigated the relationship between nine categorized possible curriculum development areas for teachers' involvement and the extent of present and desired participation on 40 item decisional statements, as well as education officials' practice of encouraging collaborative and participative curriculum development activities. In addition, the existence of practical involvement of primary school ' teachers was also examined. Further, respondents' biographical characteristic variables such as qualification, experience nationality language acquisition were also correlated with the present and desired levels of participation.

To achieve the objective of the study, 3 Zones and 2 Special Woredas ; 6 woredas (2 from each Zones) and 20 primary governmental schools were selected as a sample . A questionnaire mainly made - up of close - ended with five - stage rating scale, and an average rate of participation three (3.00). Other alternatives and open-ended items were developed to collect first hand data required to answer the basic questions raised in the chapter of this paper. It was distributed to 32 educational officers; 20 school principals and 240 teachers. A total collection of usable questionnaires was 242 in number.

The major findings were: (i) teachers desire of participation in all areas of curriculum development practices was significantly higher than the actually experienced, (ii) the concern given by educational official for encouraging teachers ' participation in curriculum development activities was at significantly lower level, (iii) female experienced and desire more participation at instructional or classroom level than males, who actually experienced and desire more participation at policy formulation, curriculum designing and planning (iv) low level of academic qualification was found to hinder teachers' participation , (v) academic qualification, work experience, and acquisition of nationality languages , lock of resource materials , were found to minimize teachers' participation.

ABBREVIATION

CBCD-	Centrally Based Curriculum Development
CTE -	Collage of Teachers Education
ESDP-	Institute for Curriculum Development and Research
MOE -	Ministry of Education
NETP-	New Education and Training Policy
PERT-	Program Evaluation and Review Technique
REB -	Regional Education Bureau
PERT-	Program Evaluation and Review Technique
SNNPR	Southern Nations Nationalities and Peoples ' Region
TGE -	Transitional Government of Ethiopia
TTI -	Teachers Training Institute
TVET-	Technical and Vocational Education Training
WEO-	Woreda Education Office
ZED-	Zone Education Development

CHAPTER ONE

1. INTRODUCTION

1.1 Background

Many individuals, especially educators in any developed and developing countries believe that the process and procedures of effective curriculum development is very complex This task critically needs the involvement of many kinds of decisions of individuals as well as of groups (Bishop 1989: 20; Linda 1997 Amde Sellassie 1996-107). Among these individuals, the attention in which consideration should be given to teachers assumes the major and decisive one. Bishop (1988: 189) gives emphasis to teachers' involvement in curriculum development process when he says :

> *Curricula or method innovations invariably founder because they are formulated in vacuos by curriculum development experts and then imposed on schools where unprepared teachers, with neither the inclination nor knowledge to implement them, make impolite noises concerning these bother-some innovations and proceed with the business of preparing their pupils for public examination. Manifestly, educational change can only succeed when teachers are sufficiently impressed by the validity of the new approach and thoroughly grounded in the techniques necessary for its implementation. In short the teacher is the key to education innovation.*

Taking the above points into account, in order for curriculum development and improvement to be effective, among other concerned persons and groups teachers' involvement crucial. Thus the discussion is mainly concern the degree of participation on roles of teachers with regards to their work in general and

curriculum development and improvement practices in particular (Linda, 1997:46-52, Amde Sellassie, 1996:107-78; Derege 1998:188).

It is evident that teachers as parts of the society, they exhibit different views and opinions towards curricular changes. This can be perceived as their differences in approaches to curriculum they reflect.

Derebssa (2000:11) argues on this issue by saying "an individual's approach to curriculum reflects that person's view of the world and the amount of knowledge he or she possesses." He further discusses the case stressing that curriculum approach reflects a holistic position, encompassing the foundation of curriculum, domains of curriculum, and theoretical and practical principles of curriculum, the role of the learner, the teacher, curriculum specialist in planning curriculum, the goals and objectives of the curriculum".

In fact every teacher has his or her own philosophical view based on different approaches. All teachers are not expected to follow similar approaches. Sutherland (1988: 164) elaborates this point of view by claiming that there have been noticed that various educational situations in which there are differences of opinion among the people concerned. To deal effectively with such situations, it is necessary to state explicitly what the purposes of education are and to recognize which assumption are being made about the nature of those being educated. Further argument continued stressing the role of each individual teacher or educator may not seem to carry much weight but it still is important for them to be able to state their views and their reasons for holding these views. Individuals can be members of teacher organizations or parent association which, collectively are influential.

Further conclusive view comes from Marew (2000), and Sutherland (1988), that through these, individuals can propose or support change in education which they consider necessary and right.

But even if the roles and contributions are essential, the way or mechanisms in which teachers are made to involve in the curriculum innovation requires further discussion. Regarding the involvement, as Aggarawal (1996:326) hints, that it is admitted that teachers must play a major role in the curriculum construction... Their representatives only can be associated in the formation of the curriculum. But the question still could be to what extent must teachers be represented?

Some other educators gives special attentions for teachers involvement in each phases of curriculum development. Particularly Linda (1997:45) acknowledges primary school teachers as :

> *Although they are not subject specialists, as generalist teachers are extremely knowledgeable about three of the four "common places" in education, i.e. the learning environment, their pupils, and themselves, as teachers.... It is common to employ a curriculum development team which may include specialist in subject matter, primary methodology, and primary pupil assessment. Primary teachers bring to such a team of experts, a practical experience-based perspective of what works and what does not work.*

To the contrary of the views that gives emphasis for experiences obtained through their jobs teachers generally need upgrading and professional development through differential method. (Ambaye 1991: 1-7, Alebachew 1999:42 and Cart 1993:16).

The success of educational process and innovation depends to a great extent on the character and ability of the teacher. Teaching nowadays is more than imparting knowledge. It includes helping learners to learn by themselves to

acquire skills and develop attitudes in the changing social context. Further more, teachers should be empowered in such a way that they would be able to see, analyze and integrate the needs, feelings and aspirations of children in their environment, with their communities and the nation needs, (Ambaye 1999:1-7). There is a strong position to be taken on this issue. For instance, Carl (1993:3), compares the situation among the teachers. He writes: the difference between an empowered and unempowered teacher is already coming to the fore. It is, therefore, crucial that the teacher to be empowered in order to be a full-fledged effective curriculum agent.

The ultimate goal of teacher empowerment as well as eliciting teachers' potentials should evolve among other educators curriculum agents. Vaughlin in carl (1993:4) gives direction and states: "all individuals have a role in developing and sharing accountability for the effective implementation of the education goals developed. The result will enhance the educational process and lead to the ultimate goal of quality education for all children." In similar way Tyler (1949): 25-29) has had benefited from subject specialist teachers by realizing their involvement.

The concept "Curriculum development "tends itself to different interpretations. This divergence has also stem itself to different propositions and models (Carl1993: 47). Derebssa (2000:20) agrees upon the presence of differences on its conception. He reviews different educators quoting Ralph W. Tyler (1949) by saying: our definition of curriculum development depends on our definition of the curriculum itself: Tyler defines curriculum development as a systematic attempt at problem solving, namely the understanding and guidance of learning in school. For Henery A Giroux et.al. (1981), the term curriculum development refers to developing plans for educational program, including the identification and selection of educational objectives, the selection of learning experiences, and the evaluation of learning program.

Although the degree of involvement show variations, through different models, teachers' participation in curriculum activities seems to be, significantly low. For instance to maximize the role of teachers as an agent of change was proposed long ago by Hilda Taba. She wanted curriculum making to start by teachers planning specific units of instruction. (Marew 2000 b: 10).

To visualize the case of processes of curriculum development in Ethiopia in general and SNNPR in particular, it will be helpful to review some of the arguments made on the issues. According to Abraham, et al., (1999: 32- 33) "the approach or the model followed in Ethiopia, in most cases, appears to be eclectic. That is most people in Ethiopia prefer to use a wide range of sources rather than restricting themselves to one model or approach.

He further enumerates what has been centrally outlined by Institute for Curriculum Development and Research (ICDR) as the basic steps taken to construct the curriculum through policy making up to the task employed on quality control. The authors itemize them as follows:

- Formulation of National Education and Training Policy
- Setting educational goals and profile at each cycle
- Preparation of flow chart
- Designing draft syllabi
- Preparation of textbooks, teachers' guides a: d other reference materials
- Field trail and testing of standards
- Improving materials based on findings or result of evaluation.
- Providing orientation workshop to introduce new materials.
- Nation wide implementation
- Summative evaluation
- Curriculum renewal or change.

To give a glimpse of introduction and background about the region seems appropriate at this point. The Southern Nations, Nationalities and Peoples' Region

(SNNPR) is the third largest region population-wise in Ethiopia. According to the latest census, the total number of the population in the SNNPR is 10,806, 391 and this is 20% of the whole population in the country. Of the 11 regional states in Ethiopia, the SNNPR is one of the most heterogeneous in the country with more than 45 different spoken language and diversified cultures and traditions (Kebede 1999: 1-2).

The educational policy formulated by the current government has had outlined strategy, among others, the pedagogical advantages and the rights of nationalities to promote the use of their languages (NETP 1994 : 23). Therefore, primary education is being offered in nationality languages today in the region. The policy also gives priorities, among others, for teachers' participation in curriculum developmental issues, (NETP 1994:12).

Based on the above facts, at present 12 local languages (Dawro, Gamogofa, Gedeo, Hadiya, Kafinonno, Kambata, Kebena, Konta, Korete, Sidama, Silte & Wolayta) including Amharic are being used as media of instruction in primary schools of the region. However English is used as a medium of instruction, making the total number of languages in schools fourteen.

The already formulated policy had given chances and responsibilities, including development of curriculum materials and production have been delegated to the regions, (Linda 1997: 48), Dereje (1998:), Abraham 1999:33).

As have been outlined centrally by ICDR, the draft syllabuses were designed. The syllabus as defined by Dubine and Olstain (1986), is one of the important curriculum tools via which curriculum developer convey information to teachers, learners textbook writers, directors, etc., quoted in Abraham (1999:40). Accordingly the draft syllabi for primary education were initially prepared by ICDR experts at national level. Following the revisions, improving and endorsing with the help of regional curriculum experts and/ or teachers the syllabi were disseminated

to regions for developing materials in their respective languages with possible local adaptations.

Throughout Ethiopia, (including SNNPR) curriculum is developed and implemented in multilingual and trilingual environment. All primary children are expected to learn at least two-English and Amharic (and more often depending on their nationality) languages and two scripts, (Gefler 1998: 19), Linda 1997: 48). These authors further argue that the language policy was not without controversy, and created both challenges and opportunities for educators.

The language issue discussed above does not mean to investigate its impact or implication to educational system. The assumed problem of teachers' under participation in curriculum development process could include any nationality language appeared in the sample zones and special Woredas of the primary schools. Especially teachers' participation in each and every step of curriculum development practices within the model, could affect some teachers who lack these languages.

Thus, by taking the findings and assumptions of earlier writers and researchers, the aim of this study is to investigate the problems of under participation of primary school teachers. These teachers should involve in the process of curriculum development, in each level of organizations, including in the (Southern Nations Nationality and Peoples' Region (SNNPR). The major factors that affect teachers' involvement in each stage will be identified to recommend possible solutions which will have implication to educators, planners and policy makers.

1.2 Statement of the Problem

The curriculum decentralization process in Ethiopia has to create a mechanism by which primary school teachers should participate in the designing, constructing, translating, evaluating, and improving of the primary school curriculum and curriculum materials. Although they are not subject specialists as generalist teachers, they are knowledgeable among other things about their pupils. Whether an innovation succeeds or not, it depends, in the long run, on the teachers since they are one of the determinants of change agents. But policy makers in general and curriculum specialists in particularly may design and plan the curriculum without crucial role of teachers' participation. So that, according to Ambaye (1999: 1-7). Such a curriculum tends to be an externally created and imposed one.

Recent evaluation reports and documents indicate that regionally developed curricular materials are not without hesitations of teachers' participation in most aspects of developmental processes. Among the regions with such shortcomings of teachers' involvement in curriculum development practice the SNNPR is one of the regions.

The general objectives of this study are (1) to discover if teachers are wanted to participate in curriculum development process (2) to identify if they perceive themselves as have been participating at present in the country in general and the SNNPR in particular.

The specific objectives are to:

1. Examine the discrepancy between teachers' actual and desired rates of participation in the process of curriculum development.

2. Identify whether the Ministry of Education (MOE), region, zone woreda and primary schools formulated and employed any mechanisms /and or strategies to ensure teachers' participation in the process.

3. Identify basic factors that inhibit or promote teachers participation in the process, and

4. Recommend appropriate means and methods for promoting teachers participation in curriculum development process.

In order to carry out these objectives, an attempt was made to seek reliable answers for the following basic questions:

1. What are the actual and desired degrees of teachers' participation in the process of curriculum development?

2. In which steps of curriculum development do teachers participate most or least?

3. Do educational officials and principals at different levels encourage teachers' involvement in various curriculum development stages?

4. Is sex, work experiences, academic qualification ability to nationality language acquisition of teachers positively associated with self-perceived frequency of participation in curriculum development practices?

5. What are the factors that inhibit or promote the degree of primary school teachers' involvement in the process of curriculum development?

1.3 Significance of the Study

Currently educational changes have been taking place throughout Ethiopia. This innovation has required among other things, curriculum development strategy for primary schools. Nationality languages were opted by respective regions for their primary schools instructional media. The SNNPR is one of the regions in which curriculum development process has been conducted based on national syllabi. All regional schools are currently using not only regionally developed monolingual (Amharic) text materials but some zones and special woredas have translated and locally adapted them into their respective nationality languages.

Thus, in this study an attempt was made to examine and assess whether or not Regional, Zonal and Woreda level developed curriculum was effected with teachers' participation. An attempt was made to investigate the extent to what teachers participated in curriculum development practice: Viz., designing, constructing, translating, evaluating and improvising it in the region. This study encompasses teachers' involvement in regional, zonal, woreda and especially at primary school level which is the main site for maximum involvement of the innovation. Accordingly, this study was tried to identify the main factors that hinder or facilitate teachers' participation on the process. Thus the findings of this study is expected to be useful and important to provide:

1. Important feedback for policy makers, planners, and educators to consider and/or formulate guidelines on teachers' involvement.

2. It may provide alternative suggestions and recommendations to concerned bodies so that they maximize teachers' participation so that curricular innovation might be efficient and effective and increase quality control future activities.

3. It may increase awareness among the concerned education officials, school principals and teachers' problems of under-participation of teachers in the process of curriculum development.

4. The study may also provide some bases for those who are interested in making future research on this area.

1.4 Delimitation of the Study

Teachers' participation exists at various levels of the education system. The degree of teacher involvement especially in steps of curriculum development process varies depending on different factors. The scope of this study is limited only to primary school teachers' participation in curriculum development process of 20 randomly selected sample primary schools in Southern Nations Nationalities and Peoples 'Regional Government (SNNPRG).

Teachers' participation in the process of curriculum development may not be entirely different from those zones and special woredas, which are not included in the study. Thus, even if the study was limited only to 20 randomly selected schools, it is believed that the research will give insights to the nature of participation of primary school teachers in curriculum development practices in the whole region.

Non-governmental primary school teachers, non-formal educators is and basic skills training personnel's, technical and vocational education trainers were excluded from the sampling mainly due to variations observed in their curriculum, the nature of materials, methods, dissemination and resource capabilities.

1.5 Limitation of the Study

The research instruments supposed to be employed in this study are questionnaire with close ended and few open ended items. Besides questionnaires, other instruments such as interview checklist, and documentary analysis might have enriched the data and made the findings of the study more objective and comprehensive. But for the lack of time and resource, other instruments to collect descriptive data were not employed. Further more the study was based on data obtained from only three zones and two special woredas and 20 primary schools.

Thus, because of these shortcomings, the study by no means claims to be conclusive. It would rather serve as a springboard to study the problem of teachers' under-participation in different points along the policy-to-practice in curriculum continuum.

1.6 Operational Definition of Terms

- **Adaptation**: Overt acceptance of an innovation, with an implicit commitment to implement the innovation.

Accountability: is the principle by which a teacher is answerable to a higher authority such as a head teacher, an employer or the community for the quality of his work. To be meaningful there must be someway of evaluating his work, and so on, implicit in the concept of accountability is that of assessment with respect to agreed objective standards (Farrant 1980: 43).

Assessment: is the process of observing, recording, and otherwise document the work of children do and how they do it as a basis for a variety of educational decisions that affect the child including planning for groups and individual

Participations: (Degree of): the magnitude to which teachers take part with others with specified rights with obligations in school duties.

Participation (Desired Degree of): the intensity of longing (need or wish) to participate.

Pilot-test: A preliminary small scale try out of all or part of a program prototype under conditions that produce detailed evaluation data.

Program evaluation: Judgment criteria of a program under trial conditions or in normal use (Prat 1980).

Summative evaluation: Evaluation made subsequent to instruction to judge achievement of objectives (Ibid 1980)

1.7 Organization of the Study

This research paper is organized in five chapters. Chapter one deals with the introduction of the study, which contains background of the problem, significance of the study delimitation and limitation of the study and operational definition of terms. The second chapter is concerned on the review of related literature. The research methodology and procedures employed to collect and analyze the data are presented in chapter three. Chapter four deals with data presentation and analysis of the findings. In the fifth and the last chapter summary of the findings, conclusion and recommendations are presented.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter attempts to deal with the review of the related literature. In so doing, it was found important to discuss curriculum development process, the state of teachers' participation in developing countries and in Ethiopia, major areas of curriculum development in which teachers participate: policy- formulation, curriculum evaluation, design and planning, curriculum construction, curriculum improvement, curriculum implementation and curriculum revision. The part also includes reviewing major factors affecting teachers' participation and other variables that affect teachers' participation.

2.1. Major Areas of Curriculum Development Process in which Teachers Participate.

In this part of the review an attempt was made to treat major areas of curriculum development process on which teachers participate. These include formulation of policy, curriculum design and planning, curriculum construction, testing the materials and curriculum improvement, implementation, evaluation, and quality control.

2.1.1. Teachers' Participation in Formulation of Policy.

It is a prime importance for governments to make an education policy not only to produce quality materials, but also to implement other strategies that education brings about democratic values as equality, liberty, justice, truth and respect for human rights. The target population, which is to be affected directly by the reform, should be involved in the reform process. This is in line with the idea of

participatory decision-making, an essential element in democratic process (Seyoum 1996:12; Sutherland 1988:164).

However, policy formulation by an individual is doomed to failure. Sutherland (1988; 164- 65) points out by saying:

> *Most governments nowadays claim to consult with [teachers] organizations and to give serious attention to their views ... Teachers' organizations in particular must be competent to respond to government requires about educational decisions and to initiate proposals for improvements of education... Hence teachers' organization can claim as professional groups, to be the best qualified, to advise on and recommend educational policy decision.*

Emphasizing the importance of participative policy formulation, from the stake holders Marsh (1992: 211) says that proposals for [curriculum] reform can come from various sources; teachers, teacher unions, policy makers, academics, politicians, media and pressure groups.

However political arena participants seems dominant in decision - making process. Ornstein and Hunkins (1998; 222), argue that the politics of education is concerned with who benefits and how those benefits are determined ... Curriculum participants, both educators and non educators, have to determine what types of curricula will benefit what students, how to select those curricula, who will receive the benefits of particular curricula, and how to deliver those benefits .

As indicated by Bishop, (1989: 191) more involvement of the teacher in educational reform and innovation as crucial. In practical terms teachers, among other participants should take part involving decisions about agencies for change, and for the co-ordination of change, the pattern and method of change, the extent of change, the priorities of change, the timing of change, channels of communication, and relationship with other agencies for change, (Hawes 1979; 191-92).

In general teachers' participation in policy-making helps the process of curriculum change and innovation to be effectively and efficiently implemented. Also teachers will have an opportunity to add their knowledge, skills and experiences to enrich the policy.

2.1.2. Teachers' Participation in Curriculum Design and Planning

Curriculum development process requires the involvement of curriculum team to include expertise in curriculum design. Curriculum design and planning is one of the stages in the process involved, (Prat 1980 : 121 ; Hawes, 1979 : 33; Carl , 1993 : 47).Concerning various design options that exist from which developers can select, Ornstein and Hunkins (1998: 263) observes possible alternatives as follows.

> *Curricularists can select - subject - centered, learner- centered, and problem-centered- Each of these has a history and philosophy associated with it. Each has its advocates. Each, when implemented, gives the school a particular character... Advocates of each design face the same design decisions as advocates of all the other. Regardless of the particular design, educators must be concerned with the scope and sequence of the curriculum elements. They must also pay attention to articulation, continuity, and balance.*

According to Carl (1993: 47), planning, being one of global review of curriculum development phases possesses different actions such as situation analysis, formation of goals, determination of criteria for the selection and classification of content and planning of an experimental design. Support for this view comes from Finch and Crunkilton (1993: 225 -26) . He suggested that there are several crucial decisions, which could be thought of as the what, why, who, when and where of material development. These are:

- What materials should be developed?
- Who should developed the materials?
- When should the materials be developed?
- Where should the materials be developed?

The above curriculum decision does not just take place at a given level takes place at various levels. Regarding design and planning, Goodlad and Richter (1977: 5-11) , have described that curriculum decisions occur at four levels. These are:

1. **Instructional**: the very precise delineation of educational objectives and the selection of organizing centers for learning.
2. **Societal:** the derivative jumps from teachers (human or robot at the Instructional level) to boards at the societal level. For instance, societal level of curriculum decision-making in the United States can be local, state and federal.

3.Institutional: the level occurs between the board and its manager. Another transaction must now occur between manager and teachers, for the formulation of educational objectives and the selection of learning opportunities.

4.The ideological level: the ideological determination of ends and Means rationally and not through idle speculation involves precisely the theoretical - deductive and empirical- inductive derivations proposed in the document.

On the other hand, the traditional cycle of curriculum design reveals some of the most common problems, as have been argued by Wiles and Bondi (1998 : 168).Accordingly possible failures include:

- The design is " blue sky " (unreal) in nature or follows a band wagon (everyone has it).
- The design is unachievable because of existing conditions (financial, academic)
- The design challenges bedrock values of those who must Implement it.
- The design is couched in terms that are vague or wordy.

Here, among other things, an emphasis should be given to the persons who should be involved in curriculum designing and planning in general and the teachers in particular. Bishop (1989: 91) concludes that in general, teachers are not against reforms as much as they are not offended at the way they are [imposed] on them. Obanya in Bishop (1989: 191 - 92) illustrates the hostile reaction of Nigerian teachers to a new French language syllabus. The reaction was due to a failure on the part of the innovators to ensure adequate participation by schoolteachers during the planning stage. Moreover, if teachers are not consulted in designing and planning the curriculum, they may be liable to lose enthusiasm for the task and its implementation.

To sum, participation of teachers in designing and planning helps to develop quality and implementable curriculum materials. It also enables every staff member to know what to do at each step of activities in the process.

2.1.3. Teachers' Participation in Curriculum Construction and Development.

The definition for curriculum development varies depending on the definition of curriculum itself. Tyler in Derebssa (2000: 22) defines curriculum development as a systematic attempt at problem solving, namely the understanding and guidance of learning in school. For Taba in Oliva (1997:5), the term curriculum is defined by listing its elements:

> *All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives, it indicates some selection and organization of content; it either implies to manifest certain patterns learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of outcomes.*

The task of curriculum development among other things is mainly to include constructing curriculum materials such as the, syllabus, text - books, and teachers' guides. According to Marsh (1992:51) part of the curriculum materials are defined as follows:

A student text - book:

a/ is written at a level suitable for particular groups;

b/ is carefully sequenced and illustrated;

c/ includes exercises and questions ;

A teachers' guide:

a/ offers advice to teachers about teaching a specific subject;

b/ is written in practical terms but can include easy and difficult sections.

c/ includes resource details;

d/ includes content and methodology suggestions;

e/ can some times include student text-book sections.

However, a brief description of syllabus has been summarized by Brimfut in White (1988:3). Among other things he describes it as:

1/ A syllabus is the specification of the work of particular department in school o or college, organized in subsections defined the work of a particular group or class.

2/ It is often linked to time, and well specify a starting point and ultimate goal;

3/ It will specify kind of sequence based on

a/ Sequencing intrinsic to a theory of language earning or to the structure of specified material relatable to language acquisition.

b/ Sequencing constrained by administrative needs e.g., materials.

4/ It is a document of administrative convenience and will only be partly jested on theoretical grounds and so is negotiable and adjustable.

5/ It can only specify what is taught; it cannot organize what is learnt;

6/ It is a public document and an expression of accountability.

The construction of the syllabus, textbook and teachers' guides must follow a systematic and logical steps and procedures from beginning to the end. According to Finch and Crunkilton (1993: 229), whether an individual or team approach is used, it is important to keep in mind that development consists of

several stages, each of which contributes to the overall materials quality. This author further argues that when each stage in the development process is followed, materials produced will be of higher quality and well worth the involved.

The practice of teachers' participation in curriculum development process, could, therefore, be approached individually or in-group (team). There are distinct advantages and disadvantages to each approach, (Finch and Crunkilton 1993: 227; Marsh 1992: 129 - 131.Prat 1980: 119). When curricular materials are individually developed, although input may be obtained from supervisors, colleagues, and subject matter expert's responsibility for the actual writing, testing revision and completion of materials falls upon one individual. One-person operations have a number of advantages. Problems of communication and consensus disappear. Decisions can be made and implemented rapidly, (Finch and Crunkilton 1993: 227; Prat 1980: 119).

As out lined by Finch and Crunkilton (1993: 227), the following problems are experienced when an individual development is practiced:

- Limited amount of materials,
- The reluctance of others to adopt,
- Several steps might be slighted or eliminated completely, if the project falls behind anticipated completion dates.

Team development in other hands, a description made by Prat (1980: 119), states that there are several advantages in a team operation. A more creative and broader interplay of ideas is possible than any member of the team could achieve autonomously. The task may not be completed faster, but for sociable the time passes more agreeably.

Based on the performance objectives, and identified contents individuals are charged with responsibility of actual preparation of the curriculum materials via the syllabus, textbook and teachers guide. Among other things, Finch and Crunkilton (1993: 229) itemizes the main activities employed in this process as follows:

- Prepare a preliminary development plan.
- Determine curriculum content to be investigated.
- Determine terminal and enabling objectives.
- Review the literature to determine what materials are available.
- Identify materials lacking in the content area.
- Establish priorities for needed materials.
- Finalize the development plan.
- Conduct an intensive literature review.
- Obtain relevant references and resources.
- Prepare a first draft of materials.
- Edit the first draft.
- Prepare a second draft.
- Pilot - test the second draft
- Prepare a third draft
- Field - test of the third draft.
- Prepare the final draft
- Duplicate the materials
- Managing the curriculum materials...

In this study , an attempt was made to provide a brief discussion on the last six activities on successive sub-topics under the stage of curriculum evaluation. Many authors characterized this process of curriculum development having various phases with several possibilities to categorize them. However, there appears to encore difficulties to be tied to a fixed position. The interaction between these phases overlaps (Carl 1993: 40) . Regarding people's involvement (Carl 1993 : 25) writes:

> *Relevant curriculation is, however, not only assured on the broad front but also through curriculum actions of those who are involved at other levels and in other fields (school, class - room) ... All persons involved in these process from the classroom up to the national level should have a responsibility for relevant curriculum development.*

2.1.4 Teachers' Participation on Evaluating Curriculum

Although it should take place on a continuous basis an important following phase in which teachers can participate in curriculum activity is a curriculum evaluation. Wheeler in Carl (1993: 211) writes as follows: " Evaluation enables us to compare the actual outcomes with the expected outcomes, and arrive at conclusions about this comparison with a view to future action... Without some qualitative and quantitative comparisons... it is impossible to know whether objectives have been realized, and if they to, have to what extent ". To make the above process practical, it will be helpful to be taken the broader perspectives and utilize them effectively. With regards to the tasks employed in curriculum evaluation, distinction between formative evaluation and summative evaluation has been made (as it reads in a set reader compiled by Marew (2000b: 145). In this material, formative evaluation is taken as to improve an existing program., summative evaluation is done to assess the effect of a completed program). Hence, the former one must provide frequent detailed and specific information, to guide the program developers.

Other authors like Salia Bao (1989: 32 - 33), Prat (1980) and Marew (2000a: 133) Derebssa (2000:203) suggest that curriculum evaluation should be included at the beginning and at every stage of curriculum development. At each stage the development team has to focus on a particular task. Accordingly, at each stage particular types of evaluation are needed to support the successful development and use of the new program. Marew (2000a: 80 -86), Salia Bao (1989: 32 -33), and others have also cited the six stages of curriculum development with corresponding roles of evaluation. Among other things, the stages in which formative evaluation should be undertaken are :

Stage One: determination of general **aims.**

Stage Two: **Planning** - writing and preparing instruction materials.

Stage Three: **Tryout** - Monitoring teaching in tryout classes and modifying materials.

Stage Four: **Filed trial** - Implementing the program in a wider field under various activities

Stage five: **Implementation** - depending on positive results and revisions from earlier stage will focus on students' produce teaching curriculum materials and the attitudes of teachers and pupils.

Stage Six: **Quality control** - evaluation will examine the quality of implementation and, if necessary, suggest remedies.

In curriculum evaluation the teacher, among other team members, is expected to assume significant responsibility for explaining the materials and structuring learning activities (Marew 2000a: 125). Ornstein and Hunkins (1998: 346) also makes his argument more or less from the same stand point. He maintains that:

> *Teachers are perhaps the most obvious professionals who should assume evaluation roles. In some cases, they have worked alone evaluating the curriculum, and in other cases they have been shut off from the evaluation process. In deed, teachers should be involved in cooperative curriculum work and they should have partial responsibility for program evaluation....*

Teachers' involvement in curriculum development activity is assumed crucial for many authors. Carl (1993; 16) noted that the teacher must not be a mere implementer but development agent who is able to develop apply, and [evaluate] the relevant curriculum dynamically and creatively. Ornstein and Hunkins (1998; 345) quoting Taba indicated that perhaps the best reason for cooperative evaluation of the curriculum is that such; collective effort allows all unvoiced to get a total curriculum picture. If they collaborate they can ascertain the programs effectiveness not only with their own students but also with all types of students.

2.1.5 Teachers' Participation on Improvement of Curriculum Materials

Curriculum improvement is another area in which teachers can involve in the development of curriculum materials. Pursely (2000:45), pinpoints that teachers are in the ideal position to advise on the appropriateness, relevance and feasibility of both teachers guides and pupil texts. Many authors agree that to

improve the curriculum materials, there should be field testing process, which builds on pilot - testing. According to Finch and Crunkilton (1993; 292) field-testing typically focuses on all five aspects of curriculum materials quality: effectiveness. efficiency, acceptability, practicality and generalizatablity . However, Marrow (2000a: 43) has this to say:

> *The results arrived at and decisions made as a result of piloting facilitate a final revision of the curriculum program before it is made available for implementation in the schools. The revision will affect the whole curriculum package from the objectives through the syllabus preparation as well as the supportive textbooks and materials.*

In his observation of curriculum improvement Finch and Crunkilton (1993; 294) and Carl (1992; 211) maintains that the utilization of evaluation results, to obtain positive impact on curriculum, program, or materials. The utilization thereof may therefore, make valuable contribution to curriculum development ... The real strength of evaluation lies in its potential to effect on educational improvement.

Finch and Crunkilton (1993; 294) , Kochar (1998; 78); Prat (1980:417) and Salia Bao 1989;29-32) have classified improvement in to two: as program improvement and improvements of curriculum materials. The program improvement is meant to represent a substantial portion of the curriculum where as the curriculum materials improvement is to make necessary revision of these materials if deficiencies do exist. In program evaluations it could be viewed from the stand point of effectiveness and acceptability as well as efficiency (Prat 1980 : 417). For such practice, teachers' involvement among other individuals is necessary.

Reinforcing this argument, Finch and Crunkilton (1993; 294-96) notes that the extent to which these improvements may actually be made depends on the quality and comprehensiveness of the evaluation effort. ... The curriculum developers together with teachers closely and with collaboration should engage in controlling materials quality; and if necessary they should be ready to point out

identified short comings. As a whole, teachers should not only, parting the tasks of evaluation, but they should also involve in the actual use of the findings obtained from the evaluation results.

2.1.6 Teachers' Participation on Curriculum Implementation

Another area in which teachers are expected to participate on curriculum development process is the stage of curriculum implementation. Different people have perceived curriculum implementation differently. Some educators believe that curriculum implementation to be simply another step in the curriculum development process (Marew 2000a: 4). According to Marsh (1992:137) , implementation is an initial use phase for varied phases of planned change of curriculum.

As defined by Fullan and Pomfret (1977) in Marsh (1992:180), the term implementation refers to the actual use of a curriculum (syllabus, or what it consists of in practice). The variations in definition for curriculum implementation have given rise to have for the composite definition, as indicated in chapter one. A composite definition of total curriculum implementation is given by Hoyle (1977:521) and Marew (2000:5) . Curriculum implementation is :1) the acceptance 2) over time 3) of some specific item - an idea or practice (4) by individuals, groups or other adopting units, linked (5) to specific channels of communication (6) to a social structure and (7) to a given system of values and culture .

For successful curriculum implementation Marew (2000a: 5) mentioned effects which are crucial. Three factors must be considered as the key factors: program, organization and people. However, curriculum implementation has three approaches as revealed from research findings: the fidelity perspective, mutual adaptation and curriculum enactment (Marew 2000 a : 11, and Marsh 1992: 184).Each of these approaches require teachers' involvement. Of course the degree of teachers' participation in each cases varies significantly according to the perceived approach. The fidelity perspective is to determine the degree of

implementation of an innovation in terms of the extent to which actual use of the innovation corresponds to intended or planned use and to determine factors which facilitate and inhibit such implementation.... Mutual adaptation is the process where by adjustments in curriculum are made by curriculum developers and those who actually use it in the school or class room context... Curriculum enactment is the education experiences jointly created by students and teachers (Marew 2000a: 11-13). One can see therefore, that with underlying assumptions of these perspectives, among other things, the roles of the teachers in each case varies greatly.

According to Marsh (1992: 184) in fidelity perspective, teachers are given explicit instructions about how to teach a unit or course. Marew (2000a: 17) also makes his argument more or less from the same stand point. He maintains that the role of the implementing teacher is that of a consumer who should follow the directions and implement the curriculum just as those possessing curriculum knowledge have designed it.

From mutual adaptation perspective, the teacher becomes more active in shaping the curriculum to meet the demands of the local needs. From the curriculum enactment perspective the role of the teachers integral to the process. for there would be no curriculum without teachers and students giving from to it in classroom,(Marew 2000a:17) .

For successful curriculum implementation many authors like Bishop. (1989:199) and Hawes (1979: 121 - 23) and others argue that in centralized educational system or other alternative programs implementation entails certain changes within the system. Lewy, (in Marew 2000 b), among other things describes the needs of teachers training programs to be adjusted to the requirement of implementing the new program. This implies continuous modification and up dating in both pre - service and in service training activities.

This case could be taken as top- down strategy of implementation. The strategies are associated with mandates from the federal and state governments.

Many proponents for the top - down strategy argue that a great success had been achieved by several countries with the schemes of " master teachers " . These are selected persons trained especially to conduct in- service courses and so pass on the message of the new ideas and techniques and methodologies ... In - service training are usually held during the school vacations so that teachers are not absent during school time. Enlightened in-service training is crucial than extended ones (Bishop 1989: 198).

However, the above trends of curriculum implementation should be effected with the involvement of teachers Either approaches follow are not free from criticism for they follow either top - down strategies or bottom - up strategies. For Marew (2000a: 18) he prefers to go mid way between the two blending the top - down and bottom- up strategies. Newer views from researchers for successful implementation have been suggested through the use of staff development (Marew'Set reader , 2000b: 11) . The material further discuses the result of recent studies, it is through staff development that success is taking place the following directions:

- Intensive staff development rather than single one day workshops is an important strategy.
- Staff training activities is specific, in contrast to those activities isolated from the teachers' day - to - day responsibilities.
- There should be support activities.
- A change in the principal's role so that teachers follow a new curriculum more classy when the principal plays a great role in the implementation.
- Active involvement of the teachers in the developmental process (in

developing guides and materials) is more important in persuading teachers to implement plans than their participation on the curriculum committee that decide on the plan.

2.1.7. Teachers' Participation on Summative Evaluation

Curriculum evaluation is part and parcel of curriculum development practice, It is an area of teachers' participation in curriculum development. Earlier in this study, it has been said that curriculum evaluation is not just a single stage of curriculum development but it is and should be done at every stages. The attempt made here is just to give an emphasis on 'evaluation stage', namely summative evaluation. This evaluation has to serve among other things making decisions about curricula.

(Curriculum) evaluation activity follows the proponents of different perspectives having variations on their respective purposes, focus questions and methods. Different perspectives on the curriculum evaluation known today by some researchers are traditional, experiential, behavioral, structure of disciplines and cognitive. Similarly there are different models (Marew 2000a:). Prat 1980:58) defines a model being a simplified representation used to help visualize the structure and the relation ships of its parts to one another and to the whole.

There is no consensus for having fixed poison of the various task of summative evaluations - Salia Bao (1989 : 33) ranks its position before the stage for evaluation of implementation. Other authors like Marew (2000a: 90) puts it at the end. The later maintains that evaluation made at the end of the implementation of an instructional program is summative evaluation. With this connotation the author itemizes the role of summative evaluation to include:

- Guiding the curriculum planner and the teacher in assessing the extent to which implementation has been successful.
- Giving a basis for future decision-making.

- Providing a basis for future modification and /or curriculum change in relation to strategies and methodology of curriculum implementation.
- Serving as guide to future planning.

Regarding the activities of summative evaluation within the context of curriculum development, Salia - Bao (1989: 32) mentioned three main types of data to be collected:

1.Judgment [evaluators] examine the merits and short comings of the program as a whole. They normally use structured and unstructured interviews, open - ended or multiple- choice questionnaires, group discussions, and content analysis of the curriculum materials, visual aids and general organization.

2 .Process observation - [evaluators] observe the teachers or students at work to check on the effectiveness of the program - this can be formal and informal. Formal observation schemes (e.g. Flanders' observation scheme) that focus on specific aspects of teaching and learning may be used. Detailed information about curriculum materials and students performance may be obtained from such observation.

3. Student products - [evaluators] use the materials gained from criterion referenced tests. How students perform in a particular curriculum is very important for evaluation. It shows whether the curriculum is suitable and whether it needs revision. The effort made for summative evaluation needs a cooperative activity. Many authors agree that such cooperative task should include among other things, the involvement of individuals and teachers, (Ornstein and Hunkins 1998 : 223 - 24; Marew, 2000a : 90; Bredekamp 1992 : 46).

In general, teachers' participation in summative evaluation helps to resolve major deficiencies of the program implemented and curricular materials so that it confirms materials quality, and determines the worth of the materials developed to the learners and public.

2.1.8.Teachers' Participation on Curriculum Revision and Quality Control

As curriculum development is a never-ending process, it never stops because one must always aspire to continue improving. (Carl 1993: 72 quoting Oliva (1988: 28 - 29). Curriculum revision and or quality control is , therefore, employed as part of reviewing the materials as a result of field testing, (Finch and Crunkilton 1993: 234) and Marew (2000 a :86) considers it as constant follow -up of the process.

Aggarawal (1996: 314) on his part notes that quality control should be taken into consideration during curriculum implementation. He further ascertains that curriculum must be evaluated from time to time so as to make it in conformity with the changing needs.

The quality of materials must not be considered only at a particular stage of development but also it should be considered continuously during the entire development process. Accordingly, Finch (1993: 234) regards the development of quality materials taking two key areas into considerations:

- **Standards of quality**: concerns factors associated with the materials quality - the assessment areas comprising curriculum material assessment form. Such areas include readability, presentation, bias, content, learning, support and cost benefit.
- **Management of quality**: the systematic approach to the development of materials. It is imperative that management techniques be developed and followed to ensure quality control. Two of the many management schemas that may be used are check sheet approach and the program evaluation and review technique (PERT). The former serves to deep a record of the progress made to date where as the latter one (PERT Chart) can be used to plot out the various stages in the materials develop meant process.

Quality control should be designed in such a way that it encourages those schools in which the program is adequately implemented to support other schools where the implementation has been faulty, ... Many curriculum centers that developed innovative programs several years ago are now contemplating producing " second- generation programs " which respond to the existing needs of the system than did the previous ones. Marew's set Reader II (2000b: 140).

To make curriculum " up - to - date " there must be quality control through follow - up. Hawes (1979: 196) itemizes the tasks to follow up as an aspect of strategy for curriculum development:

a) Continued induction of teachers and other educational personnel through pre-service and in - service training.
b) Continued support from headmasters, administrators and inspectors.
c) Continued collection of information.
d) Continued review of objectives in relation of changing needs of individuals and society.
e) Continued modification of materials.
f) Continued evaluation.
g) Continued review of assessment procedures.

Supporting the viewpoint discussed above Finch (1993: 243) concludes as follows:

> *The curriculum developers must make a conscious effort to update materials as appropriate. This is most important because technological changes occur Rapidly.... Although teacher educators and curriculum specialists must share the responsibility for keeping teachers up - to - date, the major responsibility Rests with the teachers to ensure that the information being taught is accurate an represents the best knowledge students should be learning.*

To sum, teachers are expected not only to participate on the major steps of curriculum development processes, but also on up-dating and quality control mechanisms of curricular materials through out their career endeavor.

2.2 The State of Teachers' Participation on the Process of Curriculum Development in Developing Countries.

Many scholars have perceived participation as an involvement in a certain activity. Davis and Nesstorm (1985: 187 - 89) has defined participation as the process of sharing responsibilities as a member of the group and its performance in particular and the organization in general'. The concept of participation on the process of curriculum development is related to the need for understanding how teachers see their work. There are different forms of participation that contribute to a mutual adaptation to curriculum change for example, peer demonstration, observations of others, and team planning (as has been explained by Marrow (2000 b.8).

In an attempt to explain why participatory decision- making with regards to curriculum development in particular and educational reform in general. Seyum (1996: 12) maintains that such involvement helps to develop in people the sensed that they are not mere pawns to be manipulated as objects of reform, but are rather subjects of reform, who have a voice and a stake in the reform processes.

Individuals who participate in curriculum development process should include the teachers by large. Supporting this view, Macdonald in Ornstein and Hunkins (1998: 223- 28) advocated that all parties affected by the curriculum should be involved on deciding its nature and purpose. The model presented by this author depicts the major partners in the continuous interactions: teachers, students, principals, curriculum specialists, assistant superintendent, superintendent, board of education etc.

The state of teachers' participation in curriculum development varies from country to country depending on their respective social, cultural and economic level of development. Hantua et.al. (1980:23), made comparison on the level of

educational development between Africa and Europe. He writes quoting Clark "Before Northern Europe had universities, Africa had center of learning at Timbuktu and Janne that drew students from as far away as Rome and Greece ".

Yet, this variation could not survive through the course of history of education but also in other levels of development. Rather, European countries colonized most of the African countries. In most of those countries education was colonial, very elitist, foreign and usually irrelevant to the needs of the society. This had been particularly true in Africa where the curriculum was inherited before independence, (Farrant 1980; 24 , Salia Bao 1989; 37).

In pre-colonial Africa, there was neither curriculum planning nor curriculum development. During colonial time, the colonial school curriculum was simply imposed on Africans (Salia Bao, 1989: 38; Bishop 1989: 190-93).

After independent was gained by African countries a new educational policy that hoped to provide a sense of national unity; a satisfactory type of education both in quality and quantity.. a system that was more relevant to their people was formulated. But two factors were affected the aim: ideology and resources. Tanzania and Ghana practiced adapted ideologies from eastern bloc. Lack of funds and the influence of donor countries and organization dictated what was actually done in Nigeria, Sierra Leone:(Salia Bao. 1989: 39 - 41).

Teachers' participation in curriculum change was not as such simple task to ensure and maximize their evolvement in developing countries. Hawes (1979- 44-50) observed this condition and says that unlike the developed countries (Britain and the United States where governmental concern were moderate and gradual, there was a tradition of government strong interference, in formulating educational policy and curriculum change. In African countries, he discussed that the pattern of governmental control systems were outlined as follows:

1. A university based institute of education. e.g. The Sudan , Uganda, Tanzania, Nigeria
2. Curriculum development centers. These practices were performed in Kenya, Zambia, Uganda (1973), and Sierra Leone.
3. Curriculum units within ministries for example Swaziland, Ghana, certain states of Nigeria.
4. Towards greater ministry control; e.g. Uganda, Nigeria, Ghana and Zambia.

The pattern observed in the above countries ensures strict control over what is taught and how is taught in schools as depicted by Salia Bao(1989 : 43).

The curriculum developed in such controlled centers of developing countries assumes centrally based curriculum development. Centrally base curriculum development refers to head office personnel's in an educational system making educational decision about what is to be taught and often to how it is to be taught and how it is to be assessed. Centrally based curriculum development has its characteristic features to be identified, as well as its advantages and disadvantages (Marsh 1992: 124 - 26). He further itemizes the major advantages of centrally based curriculum development among other things as follows.

a) Provides a uniform delivery system
b) Save time
c) Ensures continuity
d) Concentrates expertise
e) Provides ", tighter " coupling between the school and the system.

Some proponents like Hawes in Bishop, (1989: 199) shares his views as : "Central curricula are not only adopted but gradually adapted to suit local needs through the constant intervention". However the practice of centrally based curriculum development has hosted much criticism. According to Marsh (1992: 125) the following major disadvantages are listed for centrally based curriculum development.

a) Provides little teacher initiative
b) Often lack implementation strategies

c) Increases standardization.

d) Depends on rational model.

In response to the critics from centrally based curriculum development, educators have also made an attempt to a practice what is known as school based curriculum development .

School based curriculum development is some times characterized as bottom - up approach of curriculum model. With similar vein to centrally based curriculum development, School based curriculum development is employed in different areas having its advocates and its opponents. This multifaceted approach has limited application in developing countries. Supporting this view Salia Bao(1989 : 20) points out that school based curriculum planning and development does not occur very often in Africa because of the centralization of the curriculum. He adds " Most teachers in Africa are less free to make curriculum decisions than for example, teachers in Britain ".

As a whole, many literatures reveal that teachers 'participation in curriculum development process in developing countries is limited. Thus, teachers are mere curriculum interpreter curriculum at the classroom level those developed elsewhere.

2.3. The Trend of Teachers' Participation on the Process of Curriculum Practices in Ethiopia.

As pointed out earlier, teachers' participation in the practice of curriculum development is crucial. To have a glimpse at Ethiopian education an attempt is made to review peoples' involvement in general and teachers' participation in particular.

In traditional education system in Ethiopia the church served as an institutions starting from the sixth century with the priest or Yeneta (primary school teacher) and (Liqi) the highly qualified teacher. The content of teaching at the elementary level was generally little more than the three Rs: reading, writing and

oral learning in Geez script as have been mentioned by Yalew, (1985: 67: 72) and Bet sate and Demamu (1987: 28).

In Koran education Arabic was the language of instruction and Koran, which was a holy book for Ethiopian Muslims. Thus, Arabic is considered to be inseparable from the study of the Koran and Islamic literature as their primary sources. The contents of instruction were not questioned and nobody was authorized to change these contents. The Sheiks have deep knowledge in Koran served as teachers in Koran schools, according to Betsate and Demamu (1987 : E.C 32 - 40).

With the notion of the contribution made by the above two centers of learning to modern education as well as cultural development, the respective teachers' (the priests' and the sheiks') involvement in their respective schools had been limited to mere implementation of the already prescribed contents.

However the church enabled the country to develop her own written script, which made her the only country in Sub-Saharan Africa to have a written script of her own.

When modern secular and European type of education was introduced by Menelik II in 1908, it was not welcomed by clergymen and the aristocrats for there was a fear that it could serve as a vehicle for the penetration of alien religion as well as for the introduction of sinister ideas to rock the status quo, as Seyoum (1996 : 2-3) observed .

According to many authors like Marrow (2000 a : 104) Seyoum (1996: 3)and Betsate and Demamu (1987 E.C: 34) the newly introduced curriculum was foreign rather than being indigenous. That is, the already introduced modern education, (the curriculum) was European in nature. It could not satisfy the needs of the

country but only could serve the purpose. of creation of modern administration and national army, clerical servants, translators, and limited skilled (trained) personnel. The Ethiopian school curriculum like most African school curriculum has been influenced by such factors as dominating or competing ideologies and also donor countries and funding organizations have injected alien to the society as Abraham (1999:33) argues quoting Dereje (1998). Thus, the curriculum in this country by large could be said imported and/or imposed one with a considerable influences affected by foreign agents. Educators who made an attempt to study the historical development of modern and secular education of Ethiopia have divided into some five periods. These are:

1. The period of French influence (1908 - 1935)
2. The period of British influence (1942 - 1950)
3. The period of American influence (1950 - 1974)
4. The period of Russo - German influence (1974 -1990)
5. The current education (1991 up- to-date) ,Betsate and Demamu (1987: E.C 32-40).

It was, therefore, in line with these historical periods for the education in Ethiopia that Marew (2000a: 102 -12) had made an attempt to discuss peoples' involvement assuming as change agents. These educational personnel who work in the different points along the policy formulation - to- practice in curriculum continuum were: policy -makers, facilitators /coordinators, school directors, and classroom teachers.

The extent to which these change agents in general and teacher in particular participate in centrally controlled and imported curriculum activities were of limited one.

Based on the foreign influences, the main change agents' involved in educational practice of the country the following figure has been adapted.

Figure 1 : A summary showing change agents from policy to practice

Year	Change agents
1908 - 1946	1. The aristocracy, French advisors, French headmasters and teacher's -up to the Italian occupation. 2. Italian and their associates between 1935-1944 3. The aristocracy, British advisors, British headmasters and teachers, a few foreign educated Ethiopian.
1947 -1964 1965 -1974	1. The aristocracy, the Emperor as a head of Ministry of education until 1966, British advisors, British headmasters, teachers, and few foreign educated Ethiopians until 1952. 2. The aristocracy, Swedish, American, and Canadian influences Educated Ethiopians, until 1952. 3. The aristocracy educated Ethiopians, foreign advisors.

Source: Adapted from Marew Zewdie (2000a: 112) a course material prepared for Distance education, MED program.

Figure 1 depicts that although the history of modern secular education was effected with the involvement of change agents, but many of the individuals were expatriates. These teachers and principals initially, brought their own curricular materials along with them. Although there were gradual changes with respect to the instructional languages shifted from English to Amharic in primary schools. Curricular material development activities were out done by outsiders there were directly or indirectly foreign influences in practice.

It would be appropriate to state here that the Transitional Government. as stated in article 3.1.2 of the Education and Training Policy (NETP 1994) , gave due attention to , teachers' participation. It reads: *"create mechanism by which teachers, processionals from major organization of development, and beneficiaries participate in the preparation and evaluation of the curriculum."*

Seyoum (1996:23-24) comments the situation how peoples' involvement was practiced. He writes: the process of formulating the new education and training policy was entrusted to group of Ethiopian Educators. They were

organized into five subtask forces constituting about 42 members. The overwhelming majority was drawn from the Ministry of Education (MOE) and from Addis Ababa University. The rest were from other Ministries, Institutes, and representatives of 22 government organizations. In addition, the MOE had made an effort to hold meetings with teachers in Addis Ababa as well as in seven other regions to explain the draft education and training policy..

- Recognition, interest, praise, encouragement,
- A chance to contribute and to shire,
- A chance to take responsibility,
- A challenge to professional skill,
- The inspiration of others, and.
- Career prospects

With regards to motivation, Bishop (1989: 195) by going in the same line asserted that innovations must be accompanied by incentives, if teachers are to give up their professional " estate " Kenya has introduced a scheme with incentives for teachers who among other things, participate in curriculum development work.

Nardos (1999: 114) has noted as :

> *that rewords provided for teachers should be sufficient to maintain high level of teacher moral and dedication to the job. Rewards can be monitory as well as material... Money is just one of possible incentives to attract teachers. Other material rewards may include medical care, adequate retirement pension, and free tuition for teachers' children; opportunities to buy goods at discount prices.*

Organizational leaders must motivation to as the needs of each staff members. The reward also should be appropriate As Prat (1980: 428) asserts that people will not implement a change unless there are appropriate rewards for doing so. If the incentives attached to the implementation, do not accord with the workers' own priorities, the most that can be expected is that they will adopt the appearance without the reality of the change.

Some research findings indicated that remedial solutions for such problems of motivation must be sought. Legesse (1992: X) suggested some measures to be taken to maximize the motivating factors. These include among other things are improving the working conditions, administrative practices and the practice of selecting and awarding the best teachers of the year.

Many authors therefore, theorized that work motivation could induce or promote teachers' participation in decision making in general and in curriculum development practices in particular. Therefore, educational officials as well as school principals should develop loyalty among teachers to be in a position to motivate and involve them in process of curriculum development activities.

2.4.5 Communication

Numerous definitions are given for the term communication. Communication, is also a concept, which has no single correct or best definition. The varied meanings for this word stemmed from different people who might attempt to view it according to their own perspectives. For the discussion attempted here, the following description is adopted. It has been defined as the transfer, transmission, or exchange of ideas, knowledge, beliefs or attitudes from one person to another (Brown, et. al. 1982: 14).Wood (1976;37) describes how commutation takes place. Accordingly, there will be a sharing of experiences, events, ideas, and feelings with others through verbal and nonverbal channels;... Verbal channels include sounds, words and sentence patterns; nonverbal channels include body motion, the voice, and touch (space).

In order to achieve their goals any organizations need effective communication between and among the parties involved. Mamoria in Markos (1997;37) identifies the following objectives of communication. These are;

1 To develop information and understanding among all workers.
2 To foster any attitude which is necessary for motivation cooperation, and job satisfaction.
3 To discourage misinformation ambiguity and rumors.
4 To prepare workers for a change in methods or environment by giving them the necessary information in advance.

5 To encourage subordinates to supply ideas and suggestions improving upon the product or work environment, and taking these suggestions seriously.

6 To improve labor - management relations by keeping the communication channels open.

7 To encourage social relations among workers by encouraging inter communication.

Regarding the needs for effective communication in practice of curriculum development there should be effective technical information as well as brainstorming sessions to innovate some creative approaches and methods (Finch and Crunkilton 1993:224). Prat (1980:438), in the same point of view discussed the need of clarity of communication. Accordingly he writes "there should be a clear descriptions of roles and expectations in language the users can understand.... Curriculum designers and change agents should keep technical expressions to a minimum and ensure in as low-key a manner as possible that the specialized terms that are employed are plainly understood by the users.

In this regards, some authors go in line with the above point of view, to strive, all possible means of effective and adequate communication between curriculum developers and teachers. That is, the value and use of newly developed material's and programs should be communicated through orientations during pre-service training and in- service workshops, (Finch and Crunkilton 1993: 243). However, Brown et. al., (1982: 18-20) have identified the most important barriers to effective communication. These are from the linguistics aspects,

1.Inadequate verbal communication skills.

2.The problem of meanings

3.Contradictory verbal and nonverbal messages.

4.Noise - miss- communication caused by some kind of interferences during receiving the message.

There are also other barriers related to shortcomings resulted from either total lack of or inadequate communication.. According to Nardos, (1999:148)

among other things, geographical location, remoteness from the source, lack of transportation, and inaccessibility can be taken.

Communication should be at best in school system between principal and teachers, among teachers themselves, at school level to have better understandings about the new roles and relationships to undertake curriculum activities. Lack of facilities that impede as means of communication also hamper dissemination of curriculum materials. The mode and manner of communication can affect the degree of participation of individuals who are expected to outperform their roles.

To sum, lack of clarity in communication and problems of means of communication systems can affect individuals' involvement who work in the different points along the policy - to- practice in curriculum continuum. However, the use and value of materials and programs through adequate and effective communication systems, therefore, brings these individuals to work closely, cooperatively and collaboratively. This could facilitate to maximize the desired participation in curriculum development practice.

2 . 5. Other Variables Affecting Teachers' Participation

Participation of individuals in the development' and implementation of curricular activities may contribute to create shared responsibilities and cooperation among them selves. It enables them belongingness of the materials, and willingness for successful implementation of the program in question. Therefore, here, it will be appropriate direction for theory and research about the effects of participation in curriculum development practice. An attempt was made to describe briefly on to what extent do these variables affect teachers' participation. These are teachers' attitudes towards curriculum change and innovation, the knowledge and understanding of nationality languages as well as individual differences in sex.

2.5.1 Teachers' Attitude Towards Curriculum Change and Innovation.

Many studies have shown that few people welcome a totally changing environment. That is to say some people including teachers often resist changes. This is because of natural human drive for newness and excitement was being counteracted by opposing forces (Ornstein and Hunkins 1998 : 302, and Prat 1980: 426). The view for peoples' personality factors has been more explained by Watson in Prat (1980:426). He enlisted the major personality factors antagonistic to change were:

- The tendency of any organism to return to equilibrium after a disturbance.
- To prefer the familiar and habitual,
- To stick with coping strategies previously found successful.
- To discount ideas that conflict with established attitudes.
- To emulate the values and behavior of past or present authority figures.
- To distrust one's own power to bring about change.
- To identify change with seduction and moral decay.
- To believe that imperfection is all we deserve, and
- To yearn for the good old days.

Accordingly resistance in social systems speared to rest on the conformity of groups to established norms. Regarding the effect of teachers' participation on the issue, Ornstein and Hunkins (1998:27) write:

> *The teacher sees the curriculum as a whole and at several points, serves as a resource agent; developing it in committees, implementing it in classrooms, and evaluating it as parts of a technical team... It is the teacher (not the supervisor or administrator) who has the best chance of taking curriculum making out of the realm of theory or judgment and translating it into practice and utility.*

In support of this, Bottery in Markos (1997; 17), has identified the following reasons why participation is necessary.
These are:

a/ People feel better if they are able to participate in decisions which affect them;

b/ People will therefore, feel, better about working for the organization, and this will result in better work;
c/ Participation allows for sharing of common goal, and playing down of differences; and
d/ Managers and workers have many things in common which can be highlighted by participative procedures.

by participative procedures.

Rogers and shoemaker (1971) in Prat, (1980:205 -6), developed the continuum of attitudes towards innovation. These were of five categories in the model suggested:

1.**The enthusiasts** - are characterized by vigor and independence of outlook. They need adventure, enjoy making changes and taking risks and have high aspirations, they constitute five percent, in the model, and they are likely to participate in the design or testing of the innovation.

2. The supporters - are respected members of the organization, who has aless radical image than enthusiasts. They tend to be actively involved in professional associations and in- service training. They constitute twenty five percent.

3. The acquiescers - are solid citizens, phlegmatic and deliberate in their approach to change - While prepared to consider change they will not initiate it... They tend to take the line of least resistance and hence will adopt a change at least superficially. They are the majority in the normal curve, constituting forty percent.

4.The Laggards: - tend to have a low profile in the institution and have few contacts outside their peer group. They are characteristically skeptical about changes. They tend to be dogmatic and fatalistic and have difficulty with abstractions. They are fixed in certain way of life and will not change until the majority of colleagues have done so. Laggards constitute about twenty five percent.

5. Antagonists: - are loners. They resist changes for deep-seated psychological or philosophical reasons. They may work actively or passively to sabotage innovations that are proposed or introduced. They constitute five percent in the model.

Resistance towards change may come for some with sufficient reasons. To change some authors like Thomas Harvey and Sarason in Ornstein and Hunkins (1998:302) , have itemized the following common reasons. These are:

1.Lack of owner ship

2.Lack of benefits

3.Increased burdens

4Lack of administrative support

5.Loneliness

6.Insecurity

7.Norm- incongruence

8.Boredom

9.Chaos

10.Differential knowledge

11.Sudden wholesale change

12.Unique points of resistance (which is unknown)

On the other hand, hesitation for change, has won some reputations among some authors like Klein in Wiles and Bondi (1998: 222) . They advocated that such resistance to have a functional effects. Resistance to change may:

1. Protects the organization against change, which may be harmful.
2. Protects the system from takeover by vested interests, and
3. May ensure that unanticipated consequences of change be spelled out and thus possibly avoided.

Sharing the point of view, Hoyle (1977:536) concludes: " Resistance to change is a natural response and any attempt to force change upon unwilling teachers would bring no benefit to education."

To sum, one can end with the following point made by David Prat : " Once doubt is assumed as teachers' attitude tending resistance to curriculum change the designer should abandon rhetoric in favor of empirical demonstration of the value and effectiveness of innovation" (Prat, 1980 : 432).

2.5.2. Acquisition of Knowledge, Understanding, of Nationality Languages.

Studies made in different countries indicated that short- comings related to the acquisition of knowledge, understanding and / or nationality languages used in primary school levels have been pinpointed as one of the variables to impede the rate of participation of individuals. Fafunwa in Bishop, (1989: 192), justified out that if teachers are to be fully involved in the process of educational change, they must understand the principles behind and the reasons for [curriculum] change. He continues by saying that no change in practice, no change in curriculum has any meaning unless the teacher understands it and accepts it.

Marsh (1992:123) supporting the idea forwarded above, he gives important considerations among other things, for lack of acquisition of knowledge, understanding and skills that participants could experience. Similarly, Wiles and Bondil (1998:221), give emphases for teachers' education programs for the provision and development of skills and knowledge needed namely, by their career in the classroom but also be implemented for curriculum innovations. Other authors like Carl (1993:2), elaborates the needs and importance of systematic empowerment for each teacher to facilitate curriculum development as well as to optimize the teaching learning events in the classroom.

An essential element to be discussed briefly, here, is the language issue. According to Nardos (1999:128 -31), modern education is based on two assumptions about language as a goal in itself and language as a tool for learning. Language as an instrument for learning the review limits itself to the second assumption, among other things to have the following specific characteristics:

- Learning is dependent on language
- Learner's ability to express themselves in the language of instruction is crucial for success
- Ability to listen, speak, read and write in the language of instruction is a condition for learning

- Content of learning is conveyed in print
- Curriculum and textbooks can be prepared only in print and also requires written responses from the learners.

Therefore, students who lack the necessary language skills not only fail in the language skill aspect of the curriculum but also in the other subject areas as well as, Ibid (1999:128). King (1990: 8-9) relates, among other things, the linguistic aspect, learning experiences to aspects of ethnicity. She focuses on that the linguistic aspect of ethnicity being an essential component with which all teachers must deal.. Therefore, one's language is intricately entwined in - self - identity and self-concept. She advocates to the extent by saying " teachers who do not accept a student's language they are certainly rejecting that student."

Lake of nationality language also becomes a key factor tending to affect the varied tasks of teachers. Williams (? : 28) says for instance in supporting the view:

> *Certainly the provision of instructional materials in the children's language (And teachers who speak this language) is a key factor in the utility and demand for education, but if the country's dominant language is a different one. students may need instruction in both languages.*

The acquisition of nationality languages used in respective schools enables those individuals to maximize actual rate of participation. Conversely, lack of acquisition of instructional languages used in primary schools affects negatively the extent of participation of teachers working in their respective schools.

2.5.3. Sex Related Factors

Here, an attempt will be made to review the degree of actual teachers' participation in curriculum development practice briefly in relation to individual differences observed in sex. That is, whether or not there is a relationship between the extents to what degree of teachers' participation, and the sex of teachers' affecting as one of determining factors in the issue mentioned.

According, to Good and Prophy (1995:80) like other nature-nurture controversies, those relating to social traits, gender issue for instance, is not likely to be resolved any time soon, because findings are open to conflicting interpretations.

Gender bias in favor of males is apparent not only in nearly all school levels (PHRD-1996: 13), but also can be experienced at different professional activities. Indik , Seashore and Slesinger in Riley (1984:41) have indicated that because of expectations, women are more passive and less inclined to participate in organizational decision-makings (after Markos 1997:43). Malik (1969) considerably more staff participation have been advocated by male academic staff members than female counter parts.

However indeed, the level of women participation has been perceived to be at lower level. Yelfign (2000:19) writes this:

> *The optimum number of women participation in decision-making in the society is insignificant. The community including the women-themselves doesn't trust or doesn't want to accept women's decision-making role.*

In similar way, Gennet (1991:97) points out that the prevalence of attitudes (gender bias) exhibited dominantly in the society. She writes: " Socialized by patriarchal thinking, many women have developed a withdrawn view about their capacities and potentials in participating in education " (after Yalew. E. 1996:53).

Yet, some authors argue that, according to their research findings, contrary to the above viewpoint. Markos (1997:43) quoting Shake shaft, for instance, postulated that women are more understanding and can find ways of working with other people; they are also reported as better planners; they are perceived as more democratic and participatory than men in their styles of making- decisions.

Teachers' participation in the various tasks of curriculum change, it could be viewed, not only as an administrative decision-making, but also among other things, an engagement in political decisions, (Goodlad and Richter 1977:510-16).

With this, it can be concluded that although there are varying positions with regard of relationship of teachers' participation and decision-making activities, further efforts should be spared to address the problems associated with gender related participation of teachers in general and female teachers' in particular.

The next chapter deals with the description of research methodology. This includes sources of data, sampling techniques, the sample population, variables included, instruments used, procedures followed, and method of data analyzed.

CHAPTER THREE

3. THE RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY

3.1 The Research Design

For this survey was an exploratory study concerning the current and desired states of teachers' participation in curriculum development process as well as assessing the present practice of educational officials in encouraging and imparting teachers' participation, a descriptive survey method was employed. This method helps to gather several kinds of data related to the subject under study and leads to identify the common elements, which could picture the current situation. The appropriateness of this method to such kind of study has been stated by koul (1984: 66)

3.2 Source of Data

The source of data for this study were:

- Educational personnel from Ministry of Education (ICDR) , Regional Education Bureau (REB) , Zone Education Departments (ZED), Woreda Education offices (WEO).
- Primary school principals.
- Primary school teachers.
- Data gathered from textbooks and teachers guides. These were analyzed to assess those individuals involved if they were teachers or non- teachers by profession.
- Statistical abstracts and other written materials, memos, guidelines and directives regarding the state of teachers' participation in curriculum development practices at various level of organization were used as a source of data. Related literature and previous research findings were reviewed to meet the objectives of the study.

3.3 The Sampling Technique and the Sample Population.

In order to cover different aspects of the state of teachers' participation and to ensure fair representation of school teachers in various activities of curriculum development five out of thirteen nationality languages in the region were included in the study. On this basis, three out of thirteen Zones and two out of eight Special Woredas, (According to 2001/ 2002 Educational statistics of the Region) were selected, after grouping the Region in to three categories.

Accordingly, group one consists of Zones and/ or Special Woredas having proximity to the center (Awassa) , where the possibility better teachers' participation is expected in curriculum development. In-group two there are Zones and/or special Woredas where relatively teachers' participation might be assumed moderate. In these areas, translation of centrally developed curriculum materials into respective nationality language(s) is potentially practiced. The third category of Zones and Special Woredas are neither nearer to the center (Awassa) nor do translate the curriculum materials into their respective nationality language (s) , but use Amharic as instructional media. From each group sample Zones and/ or Woredas were selected using purposive sampling techniques. Since it was assumed that the extent of teachers' participation might vary in zones and special woredas, with high, "low" ' average.' This technique facilitates easy access to reach the required Zones and Special Woredas with the limited time available at the researcher's disposal. Therefore, Sidama Zone was taken from group one .

Gamo Gofa and Gedeo Zones from group two and Derashe and Burji Special Woredas from group three were included in the sample. Six Woredas (two from each Sample Zone) were selected using simple random sampling. From 8 sample Woredas including the special Woredas and Awassa Zuria), twenty government primary schools were selected from urban and rural settings. The selection was done using simple random sampling to give equal chance of being

selected and availability sampling technique based on the number of schools, since there are woredas that have few primary schools in urban settings.

From Institute of Curriculum Development and Research (ICDR), SNNPR Education Bureau, the sample zones and (special) woredas 32 educational officers from curriculum departments, education program, supervision and other persons responsible for activities related to curriculum development were taken as samples using purposive sampling technique. In addition, using availability-sampling technique 20 primary school principals were included to ensure the relevant subjects in the study.

In this study 240 teachers (twelve from each sample schools) were randomly selected. Care was taken to include teachers from both sexes, Similarly, this care also was taken from both teachers who are knowledgeable and non-knowledgeable to respective nationality language(s), using purposive sampling technique to ensure fair representation of primary school teachers.

3.4 Variables Included in the Study

The extent of teachers' participation in the process of primary school curriculum development and the various factors affecting the degree of participation are the variables to be investigated in the selected schools and the different levels of the education system in the sample Zones And Special Woredas. These have been grouped into major and minor independent variables

1. Major independent variables included in this study were
    1.1. Variables related to financial constraints that impede teachers' involvement.
    1.2. Variables related to academic qualifications of primary school teachers.
    1.3. Factors associated to teaching experience.
    1.4. Lack of motivation affecting the level of participation in curriculum development practice.

1.5. Variables related to communication: the shortcomings that might cause under-participation.

Similarly, the following variables were also considered as affecting the extent of teachers' participation in curriculum development to some degree. These are:

2.1. Variables related to teachers' attitude towards curriculum change and Innovation.

2.2. Lack of acquisition of knowledge, understanding of nationality language(s)

2.3. Variables related to sex.

The dependent variable, in this study, however, was the extent of teachers' participation in the process of curriculum practice.

3.5 Instruments and Procedures of Data Collection

The basic instruments used to gather the necessary data in this study were: questionnaire, interview and document analysis format. The main reason to use questionnaire was for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time. The questionnaire was developed in English; and later translated into Amharic and tested in some primary schools through piloting, to check the lack of ambiguity and to clear confusion. The improved instrument on the basis of the pilot response was distributed to REB, ZED, WEO, school principals and teachers. Most of the questionnaire was close ended and few open-ended questions were included (a total of 73 items) making respondents free to express opinions and important information.

The researcher from the existing literature prepared most of the items while parts of the items were adapted from the Decisional Condition Questionnaire (DCQ) developed by Joseph Malik in 1969 in Oregon University (after Markos

1997:9). The adapted version contained the following nine major areas in which teachers could identify their involvement in curriculum development process:

1. Policy formulation and decision-making
2. Curriculum designing and planning
3. Curriculum construction /development
4. Evaluating the curriculum
5. Curriculum material improvement.
6. Curriculum implementation
7. Summative evaluation
8. Curriculum revision or renewal
9. Resolution of problems related to teachers' participation on the process of curriculum development.

This questionnaire comprised four parts: personal profile, actual and desired state of participation, officials practice to encourage teachers' participation and factor affecting participation in curriculum development process.

The draft questionnaire was field tested, and then modified in accordance with relevant inputs obtained from the researcher's thesis advisor. Comments by experienced authorities in related fields were also considered. Accordingly, the questionnaire was adapted by:

1. Personal information section on biographical data.
2. Minor modification of the wording and restructuring of some items.
3. Replacement of some items by more relevant items to this study.

The modifications employed before the final administration of the questionnaire was supposed to increase its validity. For each of the nine areas of curriculum development process, the questions were adapted and prepared mainly in the form of a Likert-type attitude scale and the level of agreement was indicated on five-point rating scales: Very Low, Low, Medium, High and VeryHigh. Each area of the rating scales has an assigned value from one to five, were arranged both on

the left and right sides of the items showing that the higher the rating the higher the degree of desired or actual participation. Any item score below an average point of 3 was seen as unsatisfactory, and any item-score above an average point of 3 was regarded as satisfactory level of participation.

The purpose of the interview conducted in this study was to find out what is in on someone else's mind (Patton after Kahn and Best 1993:199). This interview was mixture of closed, fixed response and standardized open-ended type. The exact wording and sequence of the basic questions were determined in advance partly. In other cases, responses were fixed and the educational officials and principals had also a chance to choose among the fixed responses (Ibid 1993:201). There fore, further clarifications and additional information could be obtained on the issues of this study.

More over, information regarding the individual's profession engaged on writing manuscripts, editing, improving, translating (into nationality languages) as well as revising the curriculum materials were analyzed by gathering data from the authors' pages of text-books and teachers guides .

3.6 Method of Data Analyses

Depending on the nature of basic questions and the data collected the following statistical tools were employed in order to analyze the data obtained.

1. Percentage or frequency was employed to analyze various characteristics of the sample population. This statistical tool helps to determine the picture of the characteristics such as age, sex, work experience, and academic qualification and field of specialization

2. Weighted Mean (M) was computed to find out average values against each item-score in each areas of curriculum development process of

present and desired states of teachers' participation is listed in part two; and it was also used to analyze items in part three of the questionnaire. Weighted mean, however was also employed to see whether or not work experience and academic qualification have positively associated with respondents' self-perceived degree of participation . This statistical tool is commonly used as the basic index of the distribution's central tendency from which statistical measure are computed (Agarwal 1988:36-37).

3. Standard deviation (s) was also used to measure the spread of scores about their mean so that the variability of responses is compared.
4. A Paired Sample t-test was used to determine whether or not there were relationships between respondents' present and desired levels of participation in each area of curriculum development and to see the relation of sex, and participation.
5. Spearman's rank-order correlation coefficient (rho) was computed to test the perceptual relationships between educational officials and teachers on the part of teachers' most or least participation. It was also used to analyze the relative ranks on list of the assumed factors to promote teachers' participation as well as official opinion ranked the individuals involved most. Moreover, independent t- test was used for testing the significance of the rank-order correlation coefficient (rho) in order to view the degree to which persons maintain the same relative positions on two variables (Hopkins 1998:81-82).

In all the above cases, the existing difference between the means of the groups of subjects as well as more variables, was tested for statistical significance at the .05 level for accepting or rejecting the null hypothesis. In order to tolerate errors that come due to chance, this level was conventionally used in social science research (Kohl, 1984:315).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This chapter comprises two major parts. The first part presents the characteristics of the sample population involved. Based on the response obtained from educational officials, principals and teachers the study groups were examined in terms of age, sex, and years of service, academic qualification, and field of specialization acquisition of nationality language . Part two of this chapter deals with the presentation and analysis of the data gathered using questionnaire and interview.

4.1. Characteristics of the Population

The questionnaire was distributed to 240 governmental primary school teachers assigned as data sources. Of the total number of questionnaires distributed among the study group, 209 (87.08 per cent) were appropriately filled in and returned. Interview schedule was conducted with 52 education officials from Regional Education Bureau, Zone Education Department, Woreda Education Office / Special Woreda Education primary school principals and teachers. On the basis of the responses obtained from the study groups and the conducted interview schedule were presented in tables 1-5 .

Table 1 : Respondents by Age and Sex

Item	Frequency of responses from			
	Education (N= 52) official		Teachers (N= 209)	
A) Age	No	%	No	%
1) 25 years and below	4	7.69	6	2.87
2) 26-35 years	15	28.85	43	20.57
3) 36-45 years	22	42..31	122	58.37
4) 46-55 years	11	21.15	38	18.18
5) 56 years and above	-	-	-	-
Total	52	100.0	209	100.00
B) Sex				
1) Male	48	92.3	146	69. 86
2) Female	4	7.7	63	30.14
Total	52	100.0	209	100.00

Age and sex distribution of the sample population of the two study groups has been shown in table 1. Twenty-two (42.31 per cent) of education officials and

principals and 122(58,37 per cent) of primary school teachers are the majority of respondents having ages from 36 to 45 years. Tabulated figures, in this part regarding age (i.e. frequency and percentage values) of education officials and principals and teachers were in the same range. Thus, there would probably be no barrier that the age difference might have caused for officials and teachers to work cooperatively and collaborate in curriculum development practice.

The data also discloses that only 4 (7.69) of educational officers and principals were females. This shows low participation of females in educational leadership position than in teaching. From the same data female representation in teaching profession were found to be 63 (30.14 per cent). Although female teachers representation was better than those of officials still female participation was low. The low proportion of females might have been revealed due to low number of female teacher in rural schools; and it was, therefore, possible to obtain values that were corresponding to low participation rate in Ethiopian education system.

Table 2: Respondents by years of Service

Item	Frequency of responses for			
	Education officials (N= 52)		Teachers (N= 209)	
a) Years of service at present post	No	%	No	%
1) 5 years and below	13	25.0	12	5.7
2) 6-10 years	14	26.92	33	15.8
3) 11-15 years	9	17.31	21	10.0
4) 16-20 years	7	13.46	43	20.6
5) 21 years and above	9	17.31	100	47..9
Total	52	100	209	100
b) Total years of service in MOE				
1) 5 years and below	7	13.5	8	3.8
2) 6-10 years	19	36.5	23	11.0
3) 11-15 years	11	21.1	17	8.1
4) 16-20 years	7	13.5	48	23.0
5) 21 years and above	8	15.4	133	54.1
Total	52	100.0	209	100.0

From table 2 it could be observed that except 13 (25.00 per cent) of respondents, the rest 39 (75 percent) of them had above five years of services in their present occupational status. When one compares the majority of the education officials, who, had ample experience, it could be said the longer

experience they have the better possible chance to participate in curriculum development.

The same data in table 2 (item B) also shows that from both educational officials and teachers, having 11 years and above were 26 (50 percent) and 178 (85.17 percent respectively. This means most of the respondents could have better information and understanding about the issue of curriculum change and its various practices in their respective working places. This implies that respondents were at their work when the curriculum was being developed. This might have helped the education officials, school principals and primary school teachers to develop awareness and understanding on the issue of curriculum innovation that could increase teachers' participation to a certain level.

Table 3: Respondents by Qualification

Item	Frequency of responses for			
	Education officials (N= 52)		Teachers (N= 209)	
a) Academic qualification	No	%	No	%
1) 12th grade and below	-	-	-	-
2) TTI	5	9.6	69	33.0
3) 12+1	6	11.5	58	27.8
4) 12+2	18	34.6	78	37.3
5) 12+3	9	17.3	4	1.9
6) BA/BSc	8	15.4	-	-
7) M.A/ M.S.c	6	11.5	-	-
Total	12	100	209	100.0
b) Field of Studies				
1) Amharic	2	3.9	16	7.66
2) Arts	-	-	2	1.0
3) Biology	4	7.7	9	4.3
4) Chemistry	2	3.9	10	4.8
5) Curriculum and Insets	4	7.7	1	0.5
6) Educational Administer	6	11.5	1	0.5
7) English	3	5.8	10	4.8
8) Geography	5	9.6	19	9.1
9) History	5	6.8	6	2.9
10) Health and physical Education	-	-	2	1.0
11) Mathematics	3	5.8	12	5.7
12) Music	-	-	1	0.5
13) Physics	2	3.9	7	3.3
14) Pedagogy	2	3.9	1	0.5
15) Psychology	1	1.9	1	0.5
16) Others	13	25.0	111	53.11
Total	52	100.0	209	100.0

The data recorded on the table 3 (item A) reveals that the majority of education officials (63.4%) and teachers (67.%) have college education of 1 to 3 years. Among the educational officials who were graduates and postgraduates accounted for 26.9 per cent of the total. The same table revealed that diploma and 12+3 level accounted for 39.2 percent, which were minority of the respondents where as below the diploma level teachers were found to be 60.8 percent.

In addition, the data tabulated under this table (3) item A reveal that none of the sample primary school teachers were graduated with first degree and above. This distribution might seem somewhat mismatched or inappropriate, but it was not. The assignment of teaching force in primary school does not demand for degree qualification as per the policy issued by MOE. However, the same data showed that neither primary school teachers with 12th grade and below nor any degree holders were found within this sample study subjects . This would suggest that there might be a need for the continuation of teachers training and upgrading efforts held by the MOE. This data also discloses that the distribution of degree holding qualified education officials was found to be low. As per the policy of MOE, various levels of educational officers are supported to be staffed by first-degree holders and above: so that their expertise is needed.

Regarding field of studies on Table 3 item b reflects that how it has been distributed. Education officials drawn from educational administration, Geography, History and curriculum and Instruction and Biology accounted for 46.3 per cent of the total sample size of the study while the rest (28.7 percent were either from other subject areas or generalists graduated from TTIs (25 percent).

According to the 2001/02 data of the SNNPR bureau of education there were 25786 primary level teachers, of which the 59.86 (23.1%) were female. Of the total 18856 teachers work in rural schools 19.5% of them were females. The proportion of female teachers from the total urban primary school teachers 7518 was 31%.

However the data imparts the short comings for the teaching force for 2nd cycle primary schools was due to lack of shortage of diploma level qualified teachers.

Table 4 : Summary Table Of Primary School Teachers of the SNNPR 2000/01 (1993 E.C)

	Primary 1st Cycle (1-4)	Primary 2nd (5-8)	Total
Total	16019	9281	25300
Qualified	14871	1842	16713
% qualified	92.8%	19.8%	66.1%
Unqualified	1148	7439	8587
% Unqualified	7.2%	80.2%	33.9%

Source: Adapted based on SNNPR ESDP II First Draft (Jan. 2002). After Bahiru (2003)

According to the ESDP II First Draft of the SNNPREB (Jan, 2002), (table 4), the current number of teachers in the first cycle (1-4) schools was about 16,019, out of which the 1148 are not qualified to teach at the level. Based on the planned GER, 92.2% at a 1:76 teacher /pupil ratio, to be reached in 2005, producing 5400 pre -service and upgrading 1149 in -service teachers was necessary. Most of the second cycle primary school teachers were with a TTI level certificate (table 4).

As of the second cycle primary teacher situation of the Region, there were 9281 teachers placed to teach in the level, out of which the 7439 (80.2%) were below the needed Diploma standard qualification. According to the ESDP I of the SNNPR, 87% of the total 4970 second cycle primary school teachers were unqualified to teach at the level.

The distribution obtained from sample study would, therefore, be regarded as unbiased since teachers with inferior, equal an superior academic qualification were mismatched in numbers and /or indicating shortage of appropriate qualified manpower. Such distribution would eventually, be viewed to follow the same pattern to currant situation of Ethiopian education system (table 3).

4.2. Present and Desired States of Teacher's Participation

One of the purposes of this study was to assess the extent of present and desired states of primary school teachers participation in curriculum development processes at various level of organization in the Southern Nations, Nationalities and peoples' Region. To achieve this, sample primary school teachers and principals and education officials were taken in the study. This portion of the analysis was based on part two of the questionnaire, which covers the larger proportion of this study. Respondents were asked to express their opinion about the present and desired states of participation in curriculum development practices in a closed form, of the questionnaire. Accordingly, they put a check mark in the space provided to indicate the level of a particular item which could be correlated to one of the five point (Likert type), rating scale: Very High = 5, High = 4 Medium = 3 Low = 2 and Very Low = 1. The weighted mean score was computed against each item of present and desired participation. The item numbers were listed as per the categories of the items in the questionnaires. Each item number has got five subdivisions that were identified by serial numbers **1.1, 1.2,1.3,1.4, and** 1.5, respectively *(see Appendix 1 part two)*.

Furthermore, the responses of education officials and primary school principals and documents regarding the participation of teachers were analyzed according to item of which they represent.

Table 5: Weighted Mean Scores of Present and Desired Levels of participation

Present				Desired				
Item	Mean	Item	Mean	Item	Mean	Item	Mean	Summary
policy formulation & decision making		summative evaluation		policy formulation & decision making		summative evaluation		
1		7		1		7		Present
1.1	2.12.	7.1	2.47	1.1	3.94	7.1	3.99	N= 40
1.2	2.90	7.2	2.94	1.2	4.34	7.2	4.26	Σ= 105.64
1.3	2.29	7.3	2.59	1.3	4.08	7.3	3.97	X= 264
1.4	2.64			1.4	4.12			S= 0.38
Curriculum designing & planning		Curriculum Revision		Curriculum designing & planning		Curriculum Revision		
2		8		2	4	8		
2.1	2.08	8.1	2.37	2.1	4.01	8.1	4.15	
2.2	2.18	8.2	2.28	2.2	4.15	8.2	4.18	
2.3	2.12			2.3	3.99			
2.4	2.21			2.4	3.94			
2.5	2.19			2.5	3.97			
2.6	2.04			2.6	4.01			
2.7	2.23			2.7	4.13			
Curriculum construction		Resolution of problems		Curriculum construction		Resolution of problems		
3		9		3		9		
3.1	2.20	9.1	3.01	3.1	4.04	9.1	4.25	
3.2	2.39	9.2	3.05	3.2	4.03	9.2	4.08	
3.3	2.41	9.3	3.16	3.3	3.92	9.3	4.04	
3.4	2.36			3.4	3.79			
3.5	2.43			3.5	3.97			
3.6	2.59			3.6	3.90			Desired
Evaluating curr, material				Evaluating curr, material				N= 40
4.				4.				Σ= 158.35
4.1	3.05			4.1	4.02			X= 3.96
4.2	3.14			4.2	3.75			S= 0.65
4.3	2.96			4.3	3.59			
4.4	2.85			4.4	3.92			
4.5	3.08			4.5	4.18			
4.6	2.96			4.6	4.15			
4.7	3.19			4.7	4.24			
4.8	3.11			4.8	4.09			
Curr. Improvement				Curr. Improvement				
5.				5.				
5.1	2.43			5.1	4.14			
5.2	2.40			5.2	4.19			
Curr. Implementation				Curr. Improvement				
6				6				
6.1	3.04			6.1	4.01			
6.2	3.09			6.2	4.28			
6.3	2.99			6.3	4.19			
6.4	3.03			6.4	4.16			
6.5	2.97			6.5	4.23			

Table 5 depicts that the present and desired states of teachers' participation in different area of curriculum development process. The bold-faced item number **1,2,3, ----9** followed by major categories of various stages of curriculum development practicesin which teachers are expected to engage with. Accordingly, the computed values enabled to observe the nature of responses, and these were tabulated in a summary form.

The data organized in this table (5) also reveled that 40 weighted mean scores were added to give a mean value (x) of 2.64 and a standard deviation (s) of (0.38) for present degree of participation. This shows, on average each item score is located at a distance of 0.38 standard unit from the grand mean of 2.64 are most of the other scores. The degree of scatter was very small to indicate the greater degree of uniformity in the item scores (Weighted mean scores) and as such the grand mean could be taken as a high representative of description of derived scores.

Out of 40 decisional statements 29 of them have various ranges of weighted mean scores that fall below the minimum satisfactory point (3.00) of participation, which was the expected mean of the five -point (Lickert) scales. This means 72.5 per cent of the items were found to have mean values below the rate established for an average state of teachers participation in curriculum development task.

As can be seen from table 6, the mean and standard deviation values of desired level of participation for 40 item - scores were 3.96 and 0.63 respectively. This means, on average, each item score is located at a distance of 0.63 standard units from the grand mean of 3.96. In all the cases of areas of curriculum development practices, teachers' level of desire of participation is very high. That is the ranges of weighted mean scores fall above the expected level of participation. This part of the table generally discloses all the statements (40=100 percent) do have the mean value above the rate established for an average state of participation. Therefore, the primary school teachers in this study had

significantly shown the desire for participation in curriculum development in each of the task categorized in the questionnaire.

Table 6: A Comparative Description Of Present and Desired Degrees of Teachers ' Participation

No	Areas	Present		Descried		Differences of desired Vs present		
		X	S	X	S	X	S	t-value
1	Policy formulation and decision making	2.51	.29	4.12	.14	.1.16	15	6.19
2	Curriculum designing and planning	2.15	.07	4.03	.07	1.88	.00	9.89
3	Curriculum construction	2.40	.11	3.94	.09	1.54	.02	6.40
4	Evaluation pilot materials	3.04	.10	3.99	.21	0.95	.11	13.57
5	Curriculum improvement	2.42	.01	4.17	.02	1.75	.01	25.00
6	Curriculum	3.03	.04	4.17	.09	1.14	.05	57.00
7	implementation	2.59	.20	4.07	.13	1.52	.07	14.80
8	Summative evaluation	2.33	.04	4.14	.01	1.84	.03	92.00
9	Curriculum revision Resolution of problems related to curriculum development process	3.07	.06	4.13	.10	1.06	.04	6.21
	Grand average	2.62	.10	4.09	.10			5.67

P<. 05

As can be seen from table 6, the grand mean score (X= 2.62) of the present level of teachers' participation was found to be below the grand mean score (X= 4.09) of teachers desire to involve in curriculum work continuum. Hence, this implies that there is statistically significant difference between the present and desired level of participation. By the same token, the computed value t= 5.67 exceeds the critical value t= 1.960 at the 05 level of significance *(see Appendix F)* . In this regard, since the difference observed was statistically significant it will be appropriate to assume that the desire for teachers' participation is at higher state compared to the present level of participation .

Out of the nine categorized areas of teachers' participation in curriculum development practices, significantly greater differences were observed in six areas; " curriculum designing and planning ', " curriculum revision","curriculum

improvement" policy formulation", " decision- making" " curriculum construction ". These areas might showed that primary school teachers desire for their enthusiastic need for having involvement or the concern for contribution of their rich experience gained through teaching learning process.

On the other hand, in other curriculum development stages, where fairly substantial differences between present and desired level of participation recorded were, "evaluation curriculum materials" "curriculum implementation", and problem resolution related curriculum process. These areas assumes closely related to the stages of implementation of teaching - learning process in which teaches are routinely engaged with.

4.3. Assessment of Teachers Most or Least Participating Areas

Another purpose of this study was to assess the judgments of the sample subjects concerning the areas of teachers' **most** or **least** participation. Respondents were asked to give their assessment regarding the nine major stages of curriculum development processes in the order of their involvement with first rank for relatively most participating one and ninth for the least participating. From the two groups of respondents results were tabulated in order to compare their relative involvement in each area. This data has been presented in table 7.

Table 7: Rank order to teachers' most or least participation Area

No	Item	Respondents			
		Educational Official (N= 52)		Teachers N= 209	
		Mean rate	Rank	Mean rate	Rank
1	Policy formulation and decision making	3.30	2	3.22	2
2	Curriculum designing and planning	3.46	3	3.42	3
3	Curriculum construction	3.20	1	3.03	1
4	Evaluation the materials	5.32	5	5.20	5
5	Curriculum improvement	4.88	4	5.64	6
6	Curriculum implementation	6.21	6	5.03	4
7	Summative evaluation	6.24	7	5.77	8
8	Curriculum revision	6.98	8	6.73	9
9	Resolution of problems related to curriculum development process	7.02	9	5.67	7

P<. 05

The data in table -7 discloses the rank order of nine possible practical areas in curriculum development practice at various levels because of the characteristic of the ranking techniques. The values indicated in the rank order column denotes the numbers assembled in the mean rate column, where the smallest mean rate assumes the first rank in the order of precedence. Accordingly, judgments for the participation in " curriculum construction" and "policy formulation and decision making " and " curriculums designing and planning were ranked first, second and third respectively by both the education officials and principals and teachers. This could be due to the fact that these activities were considered as one of the most important activities that require educators teacher's involvement to maximize the attainment of policy formulation, making-decisions and planning and implementing the curriculum .

In this process of group participation teacher may share experience, work, learn and live together for the common goods of the country in general and for students in particular. Besides, the developed curriculum will be adopted and accepted by their peer groups and becomes implementable. Thus, these three

areas are better regarded to be perceived and given priority in the sample subjects in their respective areas. Education officers and teachers ranked the data in these table (7) areas of "curriculum implementation" at sixth and fourth order respectively. This perception of education officers was not shared by the teachers. It appears so because education officials would think a mere curriculum implementation was up to teachers' responsibilities and experience gained through special knowledge. However, teachers, to the contrary, would think if teachers involvement was not considered they regard it as merely imposed curriculums.

The response of educational officials and school principals ranked areas " curriculum improvement " and " curriculum revision " as fourth and eighth orders respectively. This perception of education officials and principals was not shared by teachers, but the two attributes were ranked to stand as sixth and ninth respectively.

On the other hand, areas such as " summative evaluation " and " resolution of problems related to curriculum development process " were among the areas in which respondents ranked them as less favorable by both education officials and principals and teachers, accordingly these two groups of attributes were set in rank as seventh and ninth as well as eighth and seventh.

The estimation of the degree of association between the two a Spearman's rank order correlation coefficient was employed. The rank order correlation coefficient showed a strong correlation between the rankings of the two groups (rho=0.63, p<. 05).

However, the test result showed that for n of 9 and (n-2) degree of freedom at the .05 level of significance the critical value (rho= 0.600; and calculated value rho = 0.63, which is greater than its table value of non-directional test, *(see Appendix 6)*. Thus, it would be concluded that there is no statistically significant difference between education officials and school principals and teachers in perceiving the areas of teachers most or least participation .

4.4. Relationship of Sex and Teachers Participation :

This part of analysis of the study examined whether or not sex, teaching experience academic qualifications and acquisition of nationality languages of teachers used in sample schools positively correlated with the participation in curriculum development practice. With this purpose, respondents were categorized under groups in terms of sex, work experience, academic qualification and acquiring of respective nationality language used in the sample schools. The data for each result of comparison were summarized and presented in tables 8 to 10.

Table 8: A Paired t-test Comparison of Present Level of Teacher's Participation by Sex

No	Areas	Males (N=194)		Females (N= 67)		t-value
		X	S	X	S	t
1	Policy formulation and decision-making	2.68	.20	2.53	1.13	.94
2	curriculum designing and planning	2.18	.10	2.11	.20	.26
3	curriculum construction	2.41	.03	2.37	.10	.18
4	evaluating curriculum materials	3.02	.20	3.05	.07	.20
5	curriculum improvement	2.40	.04	2.38	.06	.13
6	curriculum implementation	3.10	.07	3.18	.07	.35
7	summative evaluation	2.64	.09	2.62	.40	.26
8	curriculum revision	2.43	.10	2.41	.70	.13
9	Resolution of problems related to curriculum development process	3.08	.06	3.02	.03	.29
	grand mean	2.66	.10	2.63	0.21	0.11

* P<.05

The data in table 8 indicated that the grand mean score (X= 2.63) of females for the present condition of participation. Yet, the observed statistical test result does not indicate significant difference of the present participation in over all curriculum development areas. Since the computed values of t-is 0.11 and critical value at the .05 level is 1.960, the differences are not statistically significant.

Concerning actual participation, from the data (table 8), it could be identified that females experience significantly greater actual participation at " evaluation curriculum materials " and "curriculum implementation" areas than the male counters parts. Yet, males experience significantly greater actual participation at " policy formulation and planning" than their female counter parts.

Table 9: A Paired t-test Comparison of Desired Level of Teachers' Participation in Terms of Sex

No	Areas	Males (N=194)		Females (N= 67)		t-value
		X	S	X	S	t
1	Policy formulation and decision-making	4.33	.13	3.92	.20	3.73
2	Curriculum designing and planning	3.78	.22	3.01	.04	4.53
3	Curriculum construction	4.01	.09	3.5	.30	7.29
4	Evaluating curriculum materials	4.12	.21	4.18	.08	.38
5	Curriculum improvement	4.20	.03	3.88	.12	16.00
6	Curriculum implementation	4.02	.06	4.12	.09	1.60
7	Summative evaluation	4.09	.10	4.07	.08	0.25
8	Curriculum revision	4.07	.01	4.11	.14	4.00
9	Resolution of problems related to curriculum development process	4.08	.22	4.01	.08	4.00
	Grand average	4.08	.12	3.86	.0.13	1.38

P<. 05

As indicated in table 9 above, the grand mean score (X= 3.86) of females is much less than the grand mean score (X= 4.08) of male counter parts for the desired degree of participation. The statistical test result also shows that the calculated value for t-test .(05 level,) are not statistically significant. It could be identified form this table (9) that males experience significantly greater desire level of participation " policy formulation and decision -making." "Curriculum improvement", "curriculum construction", "curriculum designing and planning" etc., than female colleagues.

4.5. Education Officials Practices in Encouraging Primary School Teachers' Participation.

Another purpose of this study was to examine the degree to which various level of education officials and principals encourage primary school teachers' participation in different steps of curriculum development processes. The varied level of the task under study could in general be grouped under two main factors. The first part of the factors was related to communication, motivation and availability of resource material and so on. The second part of factors was supposed to include work experience, level of qualification, lack of acquisition of nationality languages used in the sample schools. These factors, if practiced in satisfying condition, they could maximize the degree of teachers participation, where as, if they are not practiced appropriately, they could result in lower level of teachers' participation in the areas of curriculum development practices from initial stage up to the production of qualitative materials are produced.

Table 10: Officials Practice of Curriculum Development Process in Encouraging Participation

Item No	Officials Practice (The first part of the items)	Weighted Mean scores
1.1.	To encourage curricular change (innovative activities)	2.67
1.2.	To involve teachers in representing themselves through associations for taking duties and responsibilities.	3.20
1.3.	of sharing ideas with teachers on how they should involve in curriculum development	2.91
1.4.	For solving problems that influence teachers involvement in curricular activities	3.08
1.5.	To communicate important issues to teachers using all methods and means of communication	2.97
1.6.	Of putting teachers ideas and suggestion to effect the curriculum	2.36
1.7.	For motivating hard working teachers among the participants of innovation	2.25
1.8	In giving adequate support materials time and morale	
1.9	In giving adequate financial support (through career structure and or other means).	2.47
1.10	In showing concern for individual and /or team contribution to ensure quality educational materials	2.38
1.11	In providing workshops, orientations and /or training to implement the current curricular activities.	2.48
1.12	In giving equal chances for both male and female teachers	3.22
	Grand mean	2.75

P<.05

Education officials and school principals were asked to rate the officials' practice of encouraging teachers in curriculum development activities. The assumed variables of curriculum development practices were supposed to be practiced by various levels of education officials and school principals. The first parts of the items were twelve in number. Out of these (3= 25 percent) items bear weighted mean scores that were above the minimum satisfactory point of the rating scale. The remaining (9=75 percent) items fall below the minimum satisfactory point of the scale .

The data on the same table (10) also showed highest average points in the distribution. These were observed under the items " in giving equal chances for both male and female teachers", "to involve teachers in representing themselves through associations for taking duties and responsibilities ", and " in

giving adequate support through career structures", with 3.22 , 3.20 and 3.02 weighted mean scores respectively. This indicates that there is teachers experience a feeling of satisfaction being encouraged with the aforementioned practices.

Furthermore, the items described as officials practice: " to communicate important issuers to teachers using all methods and means of communication", and " sharing ideas with teachers on how they should involve in curriculum development exhibited reasonably satisfying values of weighted mean values, i.e., 2.95 and 2.91 respectively. On the other hand, the respondents were relatively dissatisfied with the concern given to the items of " to encourage curricular change (innovative activities ", putting teachers' ideas and suggestion to effect curriculum," "motivating hard working teachers among the participants of innovation," " in giving adequate support materials, time and morale", "in showing concern for individual and / or team contribution to ensure qualitative education materials " and " in providing workshops, orientation and /or training to implement the current curricular activities " .

4.5. Teachers Participation as Compared to Experience, Qualification and Ability to Nationality Language.

Based on the response gathered from part three item numbers "13 to 19, the weighted mean scores (results) were tabulated in table (11) for the assumed passable factors: work experience, qualification, access and/ or nationality language ability in sample study areas. This part of study disclosed respondents' view concerning variables to affect participation. The results were to be weighed using statistical tool. Accordingly it was recorded under the following table (11).

Table 11: Weighted Mean score values for experience, qualification & language ability

Item No	Officials practice (2nd part of part 3)	Responses		Summary
		Educational official (N=32)	Principals and Teachers (N= 229)	
		Mean	Mean	
13	In showing their inclination with regard to academic qualification	3.41	3.88	Officials Principals N= 52 E= 19.60 X= 2.80 S=0.58 Teachers N= 209 E= 23.05 X = 3.29 S= 0.53
14	In showing their inclination giving more chances to high school teachers	2.34	3.68	
15	In showing their inclination for non-teaching professionals for outside the sector	1.63	3.86	
16	In showing their inclination with regard to nationality language acquisition used in the sample schools	3.34	3.32	
17	In giving equal chances and opportunities in every aspects for all rural and urban schools	2.84	2.46	
18	In and having their inclination with regards to work experience	3.13	3.24	
19	In giving equal chances and opportunities in every aspects for all school community members	2.91	2.62	

Table 11 imparts the weighted mean scores for seven variables, which were perceived as opinion by education officials and principals and teachers. These variable regarded to academic qualification, work experience, access to centers and nationality language ability used in sample study areas.

Seven item scores (weighted mean scores) were summed up to yield a men value (X) of 2.80 and a standard deviation (s) of 0.5 for education officials

perception. For the listed variables under the two categories, three : " showing their inclination with regard to academic qualification ", " in showing their inclination with regard to nationality languages "and " in showing their inclination with reared to work experience " exhibited the biggest weighted mean scores,. I.e. 3.41 and 3.88 ; 3.34 and 3.32; 3.13 and 3.24 respectively in the judgment education officers and principals and teachers respectively , which are above the minimum satisfactory point (3) .

Differences were identified in the rating of the groups concerning the extent of officials practice " in showing their inclination giving more chances to non teaching professional form outside the sector " and " in showing their inclination giving more chances to high school teachers". The officials " practice were held with varying weighted mean scores by the two group as : 1.63 and 3.86; and 2.34 and 3.68 respectively . That means teachers feel that officials encourage and give more chance for qualified professionals out side the sector and or qualified high school teachers in which they do not involve in implementation of the primary school curriculum. Yet, the result implies education officials' perceived that might they have experienced with the feeling to direct their curriculum coordination out bias; because the weighted mean scores computed for, were found to be lower than minimum satisfactory point, which is three.

In addition, this data (table 12) discloses that officers practice: " in giving equal chances and opportunities in every aspects for all school community members" and " in giving equal chances and opportunities for all rural and urban schools " held the lest weighted means by the judgment of both groups, with values of 2.91 and 2.62 and 2.84 and 2.46 respectively. This means the least mean scores by both groups experience have been regarded in seminar perspectives.

However, though the final analysis would have been the over all degree of officials' practice that encouraging the degree of participation to be determined by the grand mean score of the items or variables, the interpretation provided by singling them out also indicated the extent of their affections.

Table 12: Rank Order of Factors Promoting Teachers' Participation

No	Factors	Education official (N = 32)		Principals and Teachers (N= 229)	
		Mean rate (scores)	Rank	Mean rate (scores)	Rank
1	Acceptance of teachers ideas and views	2.97	2	2.96	2
2	Presence of financial and material incentives	3.50	3	3.56	4
3	Presence of conducive working conditions	2.81	1	2.79	1
4	Availability of training and upgrading primary school teachers	3.66	4	3.52	3
5	Availability of strong relationships between educational officials, principals and teachers	4.31	5	3.64	5
6	Training teachers lacking the knowledge of nationality language used as medium of interaction	3.75	5	4.83	6
7	Giving equal chance for both male and female teachers	5.60	7	5.21	7
		r= 0. 86			

Table 12 was intended to secure data in the rank of the major factors promoting teachers' participation in areas of curriculum development process. Respondents were requested to rank these factors in the degree of priority they felt that they might promote teachers' participation.

Therefore, encouragement of teacher's participation by creating of conducive working conditions", " acceptance of teachers' ideas and views", and " giving equal chances for both male and female teachers " were ranked 1,2 and 7 in that order. The only difference appeared between education officials and teachers was that the former ranked" presence of financial and material incentives", "availability of training and upgrading primary school teachers," "training teachers lacking the knowledge of nationality languages used as medium of instruction and " availability of strong relationships between education

officials, principals and teachers" third, fourth and fifth respectively, while the latter ranked the above factors fourth, third , fifth and six respectively .

To justify whether there was relationship between the rankings of education officials and teachers, the spearman's rank order correlation coefficient (rho) was employed , and the calculated value was rho= 0.86, (P< .05 level of statistically significant point). Thus the views of teachers matched with the views of education officials. That means concern factors promoting teachers' participation, the two groups exhibited somewhat the same ideas *(see Appendix 7)*.

In addition, respondents were requested to forward other factors, if any, which promote teachers' participation, that have not been considered by the researcher. As such, some of them have come up with the following interesting factors.

1) Conducting workshops, seminars, symposia, awareness orientations, short and long term trainings. These activities enable teachers to upgrade their academic qualification and attain professional competence. Facilitation these practices, however, could maximize teachers participation in various level of educational activities in general and curriculum development processes in particular .
2) Imparting those teachers having previous experience of teaching in primary school levels as a member to participate with the developing team; and proper use of non-teaching professionals as well as other resource persons should engage in various areas of participation. Teachers appropriate involvement could help to innovate the curriculum and facilitate the provision of qualitative education.
3) The presence material resources incentives rewards are also important factors to raise teachers morale and promote participation in curriculum activities.

Table 13 Perception of Education officials about the involvement of different persons

No	Individuals involvement to be considered most or least	Respondents			
		Education officials (N= 32)		Principals (N= 20)	
		Mean	Rank	Mean	Rank
1	Policy makers	4.91	4	5.42	5
2	Academics	4.75	3	4.80	3
3	Teachers' union (association)	5.69	6	5.80	4
4	Pressure groups	7.91	9	6.40	8
5	Teachers	3.21	2	3.14	2
6	Consultants	5.42	5	6.12	6
7	Principals	6.08	8	6.20	7
8	Curriculum specialists	3.02	1	3.20	1
9	Supervisions	6.00	7	7.90	9
10	Non-teaching professionals	8.94	10	9.02	10

rho= 0.20

The data in table 13 shows the rank order of individuals to be involved most or least as perceived by two groups of respondents' (education officials and principals. They were requested to rank the individuals in the degree of priority they felt most important. As responded by both educational officials and principals, "curriculum specialists", "teachers", "academics" and "non-teaching professionals" were ranked first, second third and tenth respectively. In all the rest of the cases the two groups ranked differently in reverse order.

The Superman's rank order correlation coefficient employed justified that there is a strong relationship between the rankings of education officials and principals (rho= 0.20, $p < .05$). Thus the view of educational officials and principals, is that both groups has some what that same perception *(See Appendix 46)*

Table 14: List of Sample Zones, Woreda and Nationality Languages used in this Study.

No	Zones' Name	Woreda	Nationality Languages
1	Gamo Gofa	1. Chencha 2. Arba Minch Zuria	Gamo Goffagna Gamo Goffagna
2	Gedeo	3. Wonago 4. Kochore	Gedeogna Gedeogna
3	Sidama	5. Awassa Zuria 6. Aleta Wondo	Amharic Sidamigna
4	Special woredas	7. Burji 8. Derashe	Amharic Amharic

B. Number of Participants in Curriculum Development in the four Languages for Primary schools (1-8) by Profession

Curriculum activity	Primary School teachers		Teaching secondary school		Non- teaching outsiders		Total	
	No	%	No	%	No	%	No	%
Writing manuscripts	28	14.43	134	69.07	32	16.49	194	100
Editing	4	7.14	43	23.21	9	16.07	56	100
Improving	24	14.04	130	70.65	30	16.30	184	100
Translating in to NL*	28	15.22	90	48.91	20	14.49	138	100
Total	84	12.46	397	52.96	91	15.84	572	100

* NL= Nationality language

Source = Executive reports on curriculum development process in SNNPREB

The table 14 , above indicated two characteristics: sample zones , woredas and / or special woredas and nationality languages .The language used in these sample study areas were Amharic , Gamo-Goffagna , Gedeogna and Sidamigna. Among these Amharic was used in Awassa Zuria Woreda , Burji in and Derashe special Woredas . Where as Gamo Goffagna as used in Gamo Gofa , Gedeogna in Gedeo and Sidamigna was used in Aleta Wondo Wereda. Thus the four nationality languages make about 30.77 per cent of all nationality languages used in the SNNPR.

In the same table 14 disclosed that the number of individuals which have been involved in the actual practice of curriculum development in the four languages at their respective development centers . As can be seen from the figure the great majority of the individuals involved (as had been tallied from the authors' pages), were high school professional. However these were high school qualified teachers (397= 52 .96 percent). Next to these were non-teaching qualified personnels, which were 91= 15.84 percent. None of these individuals were from MOE. On the other hand, the least proportion of the primary school teachers who practically involved in specific area of curriculum development practice were only 84 = 12.46 percent. This lower participation of their primary school teachers seems greatly because of low level of academic qualification.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter deals with the summary, conclusions drawn from the major findings of the study, and the recommendations made on the basis of the study.

5.1. Summary

5.1.1. The Objectives and Methodology of the Study

The major objectives of this study were to discover and assess the actual and desired magnitude of primary school teachers' participation in curriculum development process in Southern Nations, Nationalities and peoples' Regional Government. The study was also intended to identify whether or not participation has any relationship with teachers' personal characteristic factors such as sex, work experience, academic qualification and acquisition of nationality language.

In order to achieve the stated objectives, review of related literature on topics such as " the state of teachers' participation of the process of curriculum development in developing countries and in Ethiopia, the present and desired degree of teachers participation; curriculum development areas in which teachers participate most or least; the main factors affecting teachers participation (such as qualification, experience, nationality language acquisition, and present practices of education officials in encouraging teachers participation were made. In addition, the question was also raised about who should be involved most or least among the professionals supposed to participate in curriculum development process.

The study was carried out in 3 Zones and 2 Special Weredas namely: Gamo Gofa ,Gedeo and Sidama Zones and Burij and Derashe Special Wordas which were selected using purposive sampling technique . A total of 20 primary

schools were selected from both urban and rural settings using simple random sampling.

To collect first hand data form the REB, the selected Zones, Special Woredas , Wordeas and schools using questionnaire and interview, three groups of study population were taken as a source of information: education officials , school principals and teachers .

Thirty-two education officials, 229 school principals and teachers (20 school principals and 209 teachers) from urban and rural settings were filled and returned completed and usable questionnaires. Fifty-two education officials and school principals from their respective places were interviewed on few questions.

In addition, data from authr's pages of textual materials developed in four languages (Amharic , Gamo Goffgna Gedeogna and Sidamigna) and statistical documents of the SNNPR education Bureau and sample Zones and Special Woredas were analyzed .

The data obtained were analyzed using statistical tools such as percentages, weighted means, paired t-test and the Spearman's rank-order correlation coefficient. Finally, the study had come up with the following findings.

5.1.2 Findings

1) The majority of respondents rated the actual level of participation, to be lower than the average value that is 3.00 of the 5- Point Lickert scale. On the other hand, regarding the desired rate of teachers participation all (100.00 percent) of the respondents desire significantly greater participation than they actually involved to over all areas of curriculum development continuum .
2) Significantly greater differences were observed between present and desired levels of participation at " curriculum designing and planning", "curriculum revision," curriculum improvement", " Policy formulation and decision making " and "curriculum construction" than the other areas of curriculum development stages.

3) Areas in which teachers relatively most participating were" curriculum construction," and " curriculum design and planning", where as areas in which teachers relatively participating least were: "curriculum revision" and " resolution of problems related to curriculum development processes .

4) Although the potential advantages for collaborative and cooperative work in varied stages of curriculum development to ensure better implementation and use of the curriculum materials, is important the concern given by education officials for encouraging teachers' participation in multi - faceted practice of curriculum development was found to be lower than, the limit of minimum satisfactory point of the five - point rating scale

5) The current participation of females is significantly greater at " evaluating curriculum materials" and " curriculum implementation" than their male counterparts, whereas males experience significantly greater participation at " policy formulation" and " curriculum planning and designing " than female colleagues.

6) Males experienced significantly greater desire level of participation in " policy- formulation and decision-making " " curriculum improvement ", " curriculum construction" " curriculum designing and learning" than their females peers. However, females expressed a desire for high involvement at "curriculum implementation" and " evaluating curriculum materials than female groups.

7) According to the weighted mean score(M)value obtained from respondents, (i.e. , 3.41 and 3.88 education officials and principals and teachers respectively) there was high inclination in giving more chances for academic qualification so as to make them participate in curriculum development practices .

8) The extent of acquisition of nationality language (included in the study) M= was 3.34 and 3.32 as judged by education officers and principals and teachers respectively, indicating that due consideration was given.

However, nationality language acquisition was identified as an indicator for forced degree of participation.

9) Regarding the work experience the majority of respondent, groups rated significantly, greater than the minimum satisfactory point i.e., M= 3.13 and 3.24 respectively. Work experience therefore, was identified as indicator for promoting teachers ' participation to be higher along with high level of qualification.

10) Out of seven selected items of possible factors which promote the degree of teachers' participation were suggested, and the two groups of respondents have ranked to the following three major factors that maximize teachers' participation in the order of:

1st presence of conducive working conditions.

2nd Acceptance of teachers' ideas and views.

3rd Availability of training and up grading primary school teachers.

5.2. Conclusion

With reference to the foregoing findings of the study the following major conclusions were drawn.

1) Though curriculum development process is a complex and multifaceted activity, among other professionals teachers' participation in this process is crucial. However, the discrepancy between the present and desired state of participation of teachers in the region may imply the fact that teachers seem to be considered as unimportant the making of curriculum development. In addition, there was a problem of given attentions for the roles and importance of participation in curriculum development process. This might be attributed to the following major assumptions; on one hand, teachers think that translating of curriculum in classroom is the only responsibility for which they are charged. On the other hand education officials restrict teachers not to participate in wide range of areas: These assumptions might be resulted from lack of awareness and training exposures .
2) Form all the findings, it can be concluded that effective teachers' participation at various level of educational organization, in the process of curriculum development is a function of the presence of conducive working conditions.
3) It was identified that the gender of teachers was positively correlated with specific areas of participation in curriculum development practice. Females have actually showed more participation and desire to participate more at curriculum interpretation level than males; whereas males have actually showed more participation and desire to participate more at areas in policy making and constructing curriculum materials.
4) The association between academic qualification of the teachers and desired level of participation was positively correlated. However, the extent of practical participation obtained from this study, could not confirm the above argument. That means the lower level of academic

qualification of primary school teachers limited them not to participate in all stages of curriculum development. Instead, in this study, it has been observed that there was high participation rate among qualified personnel's than primary school teachers in various activities. At different level of organizations maximum participation could be realized. The result obtained here was, however, contrary to the work done by Pursely (1997:45). She acknowledges primary school teachers involvement for their valuable and rich experiences to enrich curriculum and insists to work with.

5) Regarding the nationality language acquisition used in respective primary schools in sample study areas the findings of this study showed the same results explained by Williams (? -28) "ascertains the provision of instructional materials in the children language and teachers who speak this language is a key factor in the utility and demand for education".

6) Contrary, however, to some of the literature is the relation between teaching experience and participation, the findings of this study tended to contradict with the study done by Riley (1984:44). That is teaching experience was identified, as an indicator of teachers' desired participation in the process of curriculum development. However, teachers' present participation was not identified as an indication for the practice.

5.3 Recommendations

In view of the findings of the study and the conclusion drawn, the following recommendations are provided.

1) In order to extend and maximize involvement on plan implementation, to construct appropriate, up to date, relevant and implementable curriculum , to develop positive relationship between and among teachers , principals and education officials , to improve the quality of education through continuos and sustainable efforts, there needs to perform cooperative , coordinative and team work at all level of educational organization in general and at schools in particular .
2) Educational officials, curriculum coordinators, and school principals have been found to play a major decisive roles and responsibilities in various activities. These responsible bodies are also the ones who could facilitate teachers' desire or possible and maximum participation in multifaceted curriculum development and its implementation. Since these tasks are complex enough, policy makers and concerned educational authorities should give greater attention for the training of curriculum workers, coordinators, and principals who can not only develop and improve the educational materials, but also imparting and encouraging teachers in different practical areas of curriculum development process. Hence, implementable and usable curriculum can be used in schools through not only from single and short lived efforts, but according to the characteristics of curriculum itself , through ever going or cyclic practice .
3) As the findings have showed , that teachers among other individuals were found to be regarded most involved, they should not only recognized in interpretation of the curriculum in classroom teaching learning efforts but they should be also made to lead, plan, design, develop, perform, evaluate and improve current curriculum through

collaboration. This means teachers should be, and, of course , they are change agents for curriculum innovations. In any stages of curriculum development practices involvement of primary schools teachers should be maintained seriously.

4) Teachers ' involvement can be effected through their professional associations so that this joint efforts helps that teachers ' attitude becomes positive towards curriculum innovation and will minimize resistance
5) In order to formulate appropriate mechanism for curriculum improvement and qualify control curriculum developing centers and responsible educational authorities should produce and appropriate guidelines and frame works which could give clear directions to answer questions such as what, how, who, when by whom and to whom the curriculum be developed and / or improved as well as implemented.
6) In order to perform an appropriate and relevant current curriculum development processes a attention should be given to teachers not only because they are the sole interpreters of the curriculum materials in the class room level but also they are the ones who can pin point or evaluate the short comings of these materials and can suggest effective and constructive ideas about it. To achieve these, the Regional Educational Bureau and or the Ministry of Education should strive to organize intensive and compulsory training programs like educational seminars, workshops refresher courses for teachers. This serial activities also enable teachers to develop awareness and understanding to the current concept, about curriculum innovation and equip them with basic knowledge and skills; and needed for their professional endeavor and make them productive,
7) Hence, constant and continuing program need to be designed by Regional Education Bureau and to raise awareness. At the same time teachers qualification should be uplifted. In order to increase the level

of participation and achieve positive result, school principals and / or educational officials ought to:

a) encourage cooperative , collaborative, democratic and team works habits among the individuals involved .
b) provide active support as materials , sufficient time , conducive working places and conditions .
c) give a reward system and provide monitory and other form of incentives for effective participants. By so doing proper selection and motivation for " the best teacher of the year " can be employed.
d) Teachers should be made free, and be encouraged to perform and play active role through team work

8) All sorts of barriers for teachers' participation in various level of education system are largely context specific, and a prime barrier in one locality may not be a prime barrier in the other. Therefore an effort should be made to conduct study at local level for maximizing teachers' participation

- Imparting the relevant stakeholders such as parents, community members.
- Participating individuals can be selected based on certain criteria
- A close relationship could be developed with governmental and non-governmental organizations to get solutions for financial material and technical support
- At grass root level workable strategy could be formulated to make teachers to involve in research and evaluating curriculum. It will be possible to wipe out if there exists an outdated concepts, irrelevant issues , contextual biases , derogative perceptions, conflicting views to scientific methods and so on.

9) For full-fledged teachers involvement in primary schools, the recreation of new teachers should be based not only with accordance to their

acquisitions of nationality languages but also be assigned where they can communicate and teach with out language barriers

10)The general objectives of this study were to discover if teachers wanted to participate in various steps of curriculum development activities and if they regard themselves participating at present. As has been revealed, while teachers do want greater participation, the present level of participation was identified unsatisfactory. It is recommended that additional studies should be undertaken to provide a sound basis for predicting the probable effects of various patterns of teachers' participation on different programs and practices of school.

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APPENDICES

APPENDIX 1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Questionnaire to be Completed by Educational Officials Primary School Teachers and Principals

As you know, by now the new curriculum is being executed in all primary schools of the southern Nations Nationalities and Peoples Region (SNNPR). Based on the national syllabi, the curriculum materials have been regionally constructed and translated into different nationality languages at different zones and special woreda in all primary schools.

Since the success of this study relies upon your genuine response, be objective and honest to wards all items provided in this questionnaire. Surely all the information you provide will be treated in the strictest confidence. You are not required to write your name in any part of the questionnaire. After completing please return it directly to the concerned individual.

Thank you for taking the time to complete this questionnaire.

8. Field of study

1. Amharic ☐	7. English	13 Physics ☐
2. Arts ☐	8. Geography	14. Pedagogy ☐
3. Biology ☐	9. History	15. Psychology ☐
4. Chemistry ☐	10. Health & Physical Education ☐	
5. Curriculum & Instruction ☐	11. Maths	16. Others ☐
6. Educational Administration ☐	12. Music	

9.Subject taught 1. Major area ☐ 3.As generalist ☐

2. Both major and minor ☐ 4.Others _____

10. Media of instruction in which you are working at your zone or woreda _____ and _____

11. Medium of instruction for your school _____

12. Your fluency with school medium of instruction

1. Native speaker ☐	3. Learning ☐
2. Fluent ☐	4. Do not Speak ☐

Part Two: Actual and Desired States of Participation

Instruction 1: The following 40 items are decisional statement grouped in to 9 categories. Against each statement or item, please indicate in the left hand column the degree to which you think teachers either individually or as a group actually have been participated in the past six years (between 1993 up to 1999) in any step of the process of curriculum development at any organizational levels: central, regional, zonal, woreda and / or school , and in the right hand column indicate the degree to which teachers desire(want/ need) to participate at similar and ever going process of curriculum development.

Please answer each item by putting a tick mark (✓) in the box below the choices, which most closely represents your opinion about the

Part one: Personal Profile

Instruction: Please complete this part of the questionnaire by putting a tick mark (✓) against your response

1.Age 1.25 year &below ☐

2. 26-35 years ☐

3. 36-45 years ☐

4.46-55 years ☐

5. 56 years & below ☐

2. Sex: 1. Male ☐ 2. Female ☐

3. Present Work place at the:

1. Central (MOE ICDR ...) ☐ 4. Woreda ☐
2. Regional ☐ 5.School level ☐
3. Zonal ☐

4. Present post:

1. Curriculum worker ☐ 4. Teacher ☐
2. Educational Expert ☐ 5. Other ☐
3. Principal ☐

5. Number of years of service at your present post:

1. 5 years and below ☐ 4. 16-20 years ☐
2. 6-10 years ☐ 5. 21 years & above ☐
3. 11-15 years ☐

6. Total years of service in Ministry of Education

1. 5 years & below ☐ 4. 16-20 years ☐
2. 6-10 years ☐ 5. 21 years & above ☐
3. 11-15 years ☐

7. Academic qualification

1. 12th grade or below ☐ 4.12+2 ☐
2. TTI ☐ 5.12+3 ☐
3. 12+1 ☐ 6.B.A/B.Sc ☐
7.M.A/M.Sc ☐

statements using the following five-point rating scale i.e. 1. to " Very Low" 2. " Low" 3. to " Medium ", 4. to " High " and 5 to " Very High".

Actual participation						Categories and items	Desired participation				
Item											
	1	2	3	4	5	**1.POLICY FORMULATION AND DECISION MAKING**	1	2	3	4	5
1						Participation on formulation of the draft Education and Training policy of Ethiopia					
2						Participation on proposals for curriculum reform					
3						Participation on development of curriculum frame works					
4						Participation on discussions on the draft policy for endorsement either individually or in-group.					
	1	2	3	4	5	**2.CURRICULUM DESIGNING & PLANNING**	1	2	3	4	5
5						Participation on preparation of a preliminary plan.					
6						Participation selection of design options ((subject centered, learner centered, problem centered and / or any other					
7						Participation on decision making concerning with scope and sequence of the curriculum elements					
8						Participation on formation of general and specific goals.					
9						Participation on determination of criteria					

						for the selection of contents						
10						Participation on determination teaching load						
11						Participation on planning an experimental design for piloting						
	1	2	3	4	5	**3. CURRICULUM CONSTRUCTION**	1	2	3	4	5
12						Participation on preparation of flow charts						
13						Participation on preparation of draft manuscripts of text materials in Amharic language centrally at Awassa						
14						Participation on translation of draft manuscripts in to your nationality language.						
15						Participation on editing of the text books and teachers guides at your nationality language						
16						Participation on piloting the trial materials						
17						Self perception of having ability to construct the curriculum materials						
	1	2	3	4	5	**4. EVALUATING THE CURRICULUM**	1	2	3	4	5
18						Participation on evaluating curricular materials (syllabus, text book teacher guide)						
19						Participation on evaluating supplies and equipments prescribed are present in the try-out school.						
20						Participation on evaluating the views and extent of involvement of parents and						

						community.					
21						Participation on evaluation of the views and attitudes of the pupils					
22						Participation on evaluation of using standard and appropriate lesson plans used.					
23						Participation on evaluating using instructional materials					
24						Participation on evaluation of conducting continuous assessment of pupils progress					
25						Participation on examining every first semesters of those years to observe pupils learning achievement					
	1	2	3	4	5	**5.CURRICULUM MATERIAL IMPROVEMENTS**	1	2	3	4	5
26						Participation on curriculum improvement by utilizing evaluation results					
27						Participation on curriculum evaluation decisions(whether the materials should be either revised or retested or allowed to be released.					
	1	2	3	4	5	**6. CURRICULUM IMPLEMENTATION**	1	2	3	4	5
28						Participation workshops orientations 'of teachers and principals					
29						Participation on using the new curricular materials					
30						Reception of support (material morale tome) from educational officials principals and/or the school community during					

						innovation					
31						Perception knowledge acceptance and agreement of the philosophy, aims and objectives of the curriculum change.					
32						Perception of teaching ability to implement the curriculum					
	1	2	3	4	5	**7. SUMMATIVE EVALUATION**	1	2	3	4	5
33						Participation on experts judgment					
34						Participation on the process of observation					
35						Participation on the evaluation of students' profile					
	1	2	3	4	5	**8.CURRICULUM REVISION OR RENEWAL**	1	2	3	4	5
36						Participation in modifying the curriculum based on received information					
37						Participation on conducting continuous evaluation and research the text materials individually or in group					
	1	2	3	4	5	**9. RESOLUTION OF PROBLEMS RELATED TO TEACHERS' PARTICIPATION ON THE PROCESS OF CURRICULUM DEVELOPMENT**	1	2	3	4	5
38						Participation on establishing relation-ships between the principals and teachers with regards to curriculum change.					
39						Participation on establishing favorable conditions to act with educational officials with regards to curriculum					

						change					
40						Participation on decision making on how should the level of teachers involvement be attained or realized					
						1= Very Low,2= Low,3= Medium 4= High ,5=Very High					

Instruction 2: Below, there are 9 (nine) categories of areas of teachers participation for the process of curriculum development. The aim is to assess your judgment of teachers most or least participation in each of the nine categories of areas by ranking them on the scale from 1 to 9.

N.B. The area of which teachers participate most should receive the 1st rank the area in which teachers least participate should receive the rank of 9th in the space provided in front of each practical areas.

_____1. Policy formulation and decision-making
_____2.Curriculum designing and planning
_____3. Curriculum construction
_____4. Evaluating the pilot curriculum materials
_____5. Curriculum improvement
_____6. Curriculum implementation
_____7. Summative evaluation
_____8. Curriculum revision or renewal
_____9. Resolution of problems related to curriculum development process

Part Three: Rate Officials Practice to Encourage Participation

No	Officials Practice	1	2	3	4	5
A 1	To encourage curricular change (innovative activities)					
2	To involve teachers in representing themselves through associations for taking duties and responsibilities					
3	Of sharing idea with teachers on how they should involve in curriculum development practices					
4	For solving problems that influence teachers involvement in curricular activities					
5	To communicate important issues to teachers using all methods and means of communication.					
6	Of putting teachers' ideas and suggestions to effect the curriculum					
7	For motivating hard working teachers among the participants of the innovation.					
8	In giving adequate support in materials time and morale					
9	In giving adequate financial support (through career structure and/ or other means)					
10	In showing concern for individual and / or team contribution to ensure the quality of educational materials					
11	In providing workshops orientations and/ or training to implement the current curricular activities.					
12	In giving equal chances for both male and female teachers					
B						
13	In showing their inclination with regards to qualification					
14	In showing their inclination with regards to experienc.					
15	In showing their inclination with regards to knowledge of the nationality language used in their schools					

16	In giving chances and opportunities in every aspects for rural and urban schools					
17	In giving chances and opportunities in very aspects for all school community member					
18	In showing inclination for high school teachers					
19	In showing inclination for non-teaching qualified personnel's outside the profession for curricular development activities					

Part four: Factors Promoting Teachers Participation

1. Which of the following factors do you think will encourage or promote teachers' participation in curriculum development process? Please put them numerically in rank order in the space provided.

_____1. Acceptance of teachers' ideas and views.

_____2. Presence of financial and material incentives

_____3. Presence of conducive working conditions

_____4. Availability of training and up grading primary school teachers

_____5. Availability of strong relationships between educational officials principals and teachers

_____6. Training teachers lacking the knowledge of nationality language used as medium of instruction

_____7. Giving equal chance for both male and female teachers thers if any (please specify)

2.Please list down any further suggestions which you think help for the promotion of primary school teachers participation in process of curriculum development.

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX 2

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM & INSTRUCTION

An Interview to Educational Officials from ICDR REB,ZED & WEO

1. General Information

1.1 Present work place: Center_____ Region _____Zone_____

Woreda _____ School _____

1.2 Gender: Male _____ Female _____

1.3 Years of service as teacher _____ as head teacher _____ as educational officials _____

1.4 Present work and post _____

1.5 Languages _____,_____,_____,_____

1.6 Academic Qualification _____ Major _____Minor_____

2. Awareness about curriculum change

2.1 Have your organization been participated on discussion on the draft policy at your level of organizations _____

_____

_____

2.2 Have you ever been involved in training or workshops on the New Education and Training policy? _____

_____

_____

2.3 Have you received any training awareness workshops and / or orientations about the new curricular materials? _____

_____

_____

If yes for how long? _____

_____

_____

If not why? _____

_____

_____

3. In which of the following activities have you been participated?

3.1 Policy formulation and decision making	Yes	No
3.2 Flow chart and syllabus construction	Yes	No
3.3 Text books and teachers' guides development and or translating in to nationality languages	Yes	No
3.4 Editing text books and teachers' guides	Yes	No
3.5 Piloting the trial materials	Yes	No
3.6 Evaluating the trail materials	Yes	No
3.7 Improving the trial materials based on formative evaluation	Yes	No
3.8 Evaluating the improved text books	Yes	No
3.9 Conducting research for quality control	Yes	No

3.Officials and principals opinion

Rank the individuals in which you think their involvement should be considered *most* by assigning 1st rank and they should be considered *least* involvement 10th in the space provided in front of the individuals listed

_____3.1 Policy-Makers

_____3.2 Academics

_____3.3 Teacher unions

_____3.4 Pressure groups

_____3.5 Teachers

_____3.6 Consultants

_____3.7 Principals

_____3.8 Curriculum Specialists

_____3.9 Supervisors

_____3.10 Non-educational professionals

3.11 Others, if any (indicate please)_____

_____

3.12 Why you have given priority to your first choice among these individuals? Please give reasons _____

_____

4. From your experience, what mechanisms and strategies were employed to select individuals realizing their involvement on curriculum development practices in your organization?

_____

_____

_____

5. What factors do you think are influencing teachers involvement in curriculum development practices?

5.1 Promoting factors

_____

_____

_____

_____

5.2 Inhibiting factors

_____

APPENDIX 3

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Document Inspection Form

A format showing professionals who have been involved in curriculum development processes for analysis of title pages of the text books and teachers guides

1. Level of organization (1) Region_____(2) Zone_____(3) Woreda _____
2. Language prepared in (1) Amharic_____(2) English_____(3) Gedeo_____
   (4) Korete_____ (5) Gamo Gofa_____
3.

Subject	Aes. P.E.	Amharic	Arts	Biology	Chemistry	Env.SC	H.P.E	Maths	Music	N.Lan	Nat.Sc	Physics	Soc.st
Grade taught	1-4	1-8	5-6	7-8	7-8	1-4	5-8	1-8	5-6	1-8	5-6	7-8	5-8

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4. Subject
5. Number of teaching and non-teaching professionals participated (involved) in curriculum development process

Grade level	On Writing Manuscripts		On Editing		On Improving		On Translating N. Lang.		Revision		Remark
	Teachers	Non-teachers	Teachers	Non-teachers	Teachers	Non-teachers	Teachers	Non-teachers	Teachers	Non-teachers	
1											
2											
3											
4											
5											
6											
7											

APPENDIX 4

Calculation for Rank Order Correlation Coefficient (Rho): Number of the Individuals to be Involved Most in the Participation.

No	R_1	R_2	D	D_2
1	4	5	1	1
2	3	3	0	0
3	6	4	2	2
4	9	8	1	4
5	2	2	0	1
6	5	6	1	0
7	8	7	1	1
8	1	1	0	1
9	7	9	-2	4
10	10	10	0	0
				12

$$\text{rho} = 1 - \frac{6\Sigma D^2}{n(n-1)}$$

$$= 1 - \frac{6(12)}{10\ (9)}$$

$$= 1 - 0.8$$

$$= 0.20$$

Therefore, (1) Calculated value (rho) = 0.20

(2) Tale value (rho) = 0. 564

(3) Significance level $p < .05$

Conclusion:

Since the calculated value (rho) = 0.20 does not exceed the critical values (rho. 564), it is concluded that the observed correlation does not reflect difference between the two groups of respondents.

APPENDIX 5

Calculation of t-test for the Comparison of Overall Present and Desired Levels of Teachers Participation.

Formula

$t_o = \underline{X_1 - X_2}$, but

$$Sx_1 - X_2 = \sqrt{\frac{5_1{}^2 (N-1) + S_x{}^2 (N_x - 1)(1/N_1 + 1/N_2)}{N_1 + (N_2 - 2)}}$$

$$= \sqrt{\frac{.13\,(209-1) + .1(209-1)\{1/209 + 1/209\}}{209+(209-2)}}$$

Where X_1 = Mean of the present participation = 2.68

X_2 = Mean of desired participation = 4.09

S_1 = Standard deviation of present participation 0.13

S_2 = Standard deviation of desired participation 0.10

$$= \sqrt{\frac{.13\,(209-1) + .1(209-1)\{1/209 + 1/209\}}{209+(209-2)}}$$

$$= \sqrt{\frac{13\,(208) + .1(208)\,(0.01)}{416}}$$

$$= \underline{0.26}$$

$t_o = Sx_1 - S\,x_2 =$

$= \underline{2.62 - 4.09} = 5.65$

0.26

Therefore, 1) the calculated value t= 5.65

2) Table value t= 1.960

3) Significance P<.05

Conclusion: Since the calculated value +- does not exceed the table value (t-1.960), then the degree of difference between the present and desired level of participation is significant .

Calculation for Rank -Order Correlation Coefficient (Rho) on Factors Promotion The Degree Of Participation .

No	R^1	R^2	D	D^2
1	2	2	0	0
2	3	4	1	1
3	1	1	0	0
4	4	3	1	1
5	6	5	1	1
6	5	6	1	1
7	5	7	2	4

$\Sigma D^2 = 8$

Where R^1 = Rank of the education officials

R^2 = Rank of principals and teachers

Formula =

$$r = 1 - \frac{6\Sigma D^2}{n(n^2-1)}$$

$$r = 1 - \frac{6x8}{7(7^2 1)}$$

$$r = 1 - \frac{48}{336}$$

= 1-0.14

= 0.86

Therefore (1) calculated value for r= 0.86

(2) Critical value for r= 1.00

(3) Significance p<.05

Conclusion

Since the observed value (r= 0.86) does not exceed the critical value (r= 1.00) , it is concluded that the observed correlation does not reflect a difference between the ranks in the two groups of respondents .