



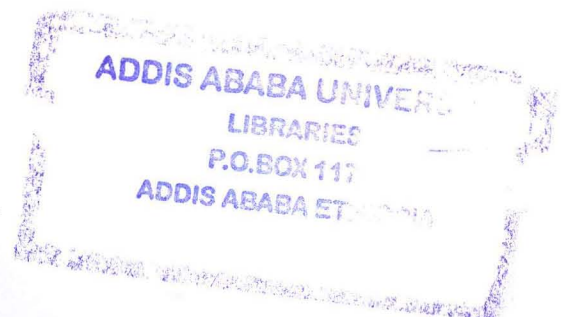
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHER
PROFESSIONAL DEVELOPMENT STUDIES

STATUS OF DEMOCRATIZATION
AS IDEOLOGICAL MESSAGE IN PRIMARY SCHOOLS:
THE CASE OF GRAZMACH PAWLOS PRIMARY SCHOOL
IN BONGA

By
Bogale Haile Shosho



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Acronyms

BATTAEO	-Bonga Town Transitional Administration Education Office
CTPDS	-Curriculum and Teacher professional Development Studies
ETP	-Education and Training Policy
GPSS	-Grazmach Paulos Primary School
KETMB	- <i>Kebele</i> Education and Training Management Board
MOE	- Ministry of Education
MOI	-Ministry of Information
Q ₁	-Question 1
TGE	-Transitional Government of Ethiopia
WYA	- <i>Woreda</i> Youth Association
WETMB	- <i>Woreda</i> Education and Training Management Board
WTA	- <i>Woreda</i> Teachers' Association
WWA	- <i>Woreda</i> Women's Association

Abstract

The purpose of this study was to examine how democracy has been practiced and what democratization practices have been underway in Grazmach Pawlos Primary School. The study followed qualitative case study design that focused on upper primary grades (grades 5-8) and randomly selected students, teachers, unit leader and principals. Accordingly, semi-structure interview, non-participant observation and questionnaire have been employed.

By applying qualitative analysis upon the gathered data, the study found two sets of contrasting results. The first set that which is substantially in congruence with the country and scholars' expectations (participation of students in discipline and decision-making that affect them and their learning, participation of teachers in all decision-making and strong relationship with the administration, academic freedom for teachers, the existence of conducive physical environment, empowerment of female students as much as that of male students in terms of taking leadership and decision-making). The other set that reflects practices which discourages democratic practices (insufficient school-parent cooperation, overcrowded classrooms, inadequacy of training on democratic practices, differential treatment between female and male students, demonstration of experience of right more than the exercise of duties and responsibilities among students, persistence of teacher-centered teaching approach, mishandling of misbehaving and mistreating the students, and lack of interest, in teachers, to own one's own behavior). Finally, some points have been suggested for future work in relation to gaps between intentions and practices.

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Appendix

CHAPTER I

1. Background of the Study

1.1. Organization of the Study

The study is organized in five chapters. Chapter 1 deals with background information about Grazmach pawlos Primary School (GPPS), overview of hidden curriculum in schools, statement of the problem, purpose of the study, significance of the study, and scope and limitations of the study. Chapter 2 presents review of literature about hidden curriculum and democracy. Chapter 3 deals with research and data gathering methods. Chapter 4 presents discussion on analysis and interpretation of data. Finally, chapter 5 takes us to conclusion and suggestions for future work.

1.2. Grazmach Pawlos Primary School

Grazmach Pawlos Primary School is one of the primary schools found in Kafa zone, where Kafa zone is found in the South –West Ethiopia in South Nations Nationalities and Peoples' Regional government. GPPS is located in the Eastern side of Bonga town and was established in 1946. It was the first public school in the history of Kafa zone. Its first name was Atse Beidemariam Primary School. Later this name changed to Bonga Primary School, and recently to Grazmach Pawlos Primary School in commemoration to an educated man from Kafa nation who had been and is known for his firm stand and commitment in struggling against the subjugation by the central government. The school commenced its operation with 136 students, of which 6 were female, a Canadian principal (at that time called director), named Mr. William Jackson Wallas and an Ethiopian deputy principal Ato Gizaw Tessema. At the commencement there were 9 teachers, of which two are female (one Canadian, the other Ethiopian), two guards and one physician. Since then, thousands of teachers, politicians, scholars, scientists (like Kitaw Ejigu), and other government employees have been produced in the school. Currently, 1470 students of which more than 53% are female, are enrolled in the school and 40 teachers, of which 18 are female, are working in the school.

1.3 Hidden Curriculum in Schools

Usually when educators refer to curriculum, we have explicit and consciously planned course objectives in our mind. In contrast, to this didactic curriculum, students experience 'unwritten curriculum' characterized by informality and lack of conscious planning. Both the official and hidden curriculums operate in the same site with differing roles.

Silberman (1971) states that every classroom, really, has two curriculums that the students are expected to master. The one that educators traditionally have paid the most attention to might be called the official curriculum. The other curriculum might be described as unofficial or perhaps even hidden. "Hidden curriculum Exists in schools. Its content is a set of rules, routines, and procedures designed to mold individual behavior to the requirements of institutional living" Silberman (1971:). Behind every rule and regulations practiced in schools or behind every setting, there is a deriving force, the value or expectation the school and/or the society holds at time of discussion. People with varying conceptions saw and defined hidden curriculum in a varying dimensions but involving, in all the cases, set of values and expectations. Particularly, hidden curriculum as an ideological message serves the purpose that carefully selected values are sent to schools by dominant government system to inculcated children in the desired direction.

When comes to the current local situation, among societal expectations held for education, democracy gained much attention. The demand for democratic education resulted in change of philosophy regarding functions of schools. Democratization of schools has been necessitated by the need for producing democratic citizens. Is the democratization process stepping forward as wished?

2. Statement of the problem

After the downfall of the the *Derg* in 1991, overall reformation of socio-economic and political system took place in which the newly arriving government had to shoulder democratization starting by decentralizing the government. The new Constitution gave rise to formation of democratic federal states to which power and authority had been shared. Decentralization of government that involved self-rule, in turn, gave rise to decentralization of education in an intention to address local needs. Having the spirit of national Constitution,

the Education and Training Policy was endorsed in 1994 that which assured the decentralization and democratization of education. Each federal state was given power and authority to administer education system in the state.

With the view that involving stakeholders in education system ensures a positive move towards democratic society, along with decentralization of education, opportunities have been opened for the community to participate in managing education system. Having representatives through professional associations, youth association, Women's association, and PTA, the community participates at school, *Kebele*, and *Woreda* levels in issues related to administrative and academic activities of the schools in particular and education in general. As part of democratization of schools, the policy laid ground to democratize curriculum by replacing the conception of traditional teacher-centered approach to teaching by learner-centered approach. To give students basic knowledge requisite for informed participation in a contemporary democracy, Civic and Ethical Education has been designed as a separate subject to be offered in grades 5 through 12. Teachers were provided with series of trainings on how to implement learner-centered approach and continuous assessment.

With all the efforts being waged, still there seem pitfalls in democratization. Democratization is not as such a smooth path to traverse as is heard and read. Especially for those countries which are in transition from non-democratic system to the democratic one the path is coarser. Most schools are not ready to entertain the idea and practices of democracy. In relation to this argument Harber (1996) notes,

At the moment, however, the evidence is that although democratic schools do exist and there is increasing interest in them, in the majority of countries the majority of schools are still predominantly organized authoritarian, hierarchical and bureaucratic lines and in some parts of the world schools are actually factors in the reproduction of a culture of violence.

Ethiopia is not an exception in this respect. Different official documents, like MOI (2002), MOE (2002b, 2002c and 2003), and EPRDF (2005) revealed that there is gap between what was intended at national level and what is practiced there in schools. At the moment people have better conception of democracy than ever before and yet there is more to know. EPRDF (2005) explains, “. . . Creation of democratic citizens is not up to the expectation because teachers themselves are not fully appeared to be democrats.”

Therefore, the questions as to the way the policy has been institutionalized in the school and how the different actors in the school react to it opened an opportunity to conduct this study.

3. Purpose of the Study

The Purpose of this study was to examine school environment and classroom situation and practices in relation to democratic practice and democratization. Accordingly, the study was meant to answer the following major research questions:

1. To what extent do the school policy, practices and its environment facilitate the process of democratization?
2. How do teachers and students feel about their role in the school democratization?
3. To what extent do teachers and students exercise democratic practices?

4. Objective of the Study

The study was intended mainly to examine the extent to which democracy and democratization have been in practice and specifically it was intended to examine:-

1. the extent to which students and teacher participate in decision-making;
2. the role the school environment plays in the process of democratization of the school;
3. the nature of teacher-administration relationship; and student-teacher - relationships in the school;
4. the extent to which the community , including parents are working in collaboration with the schools.

5. Significance of the study

It is expected that result of the study will be important for

1. the school to identify areas of failure for improvement and success to strengthen thereby bringing about improved democratic teaching-learning situation;
2. the education bureaus to have insight in to status of school democratization thereby assist schools to show progress in their effort of democratization;
3. other researchers, as the study indicates potential area for future studies.

6. Scope and Limitations of the Study

The study was delimited to ideological messages of hidden curriculum, particularly on investigation of democratic practices and democratization process in their implicit and explicit forms in second cycle of a primary school. Regarding the limitations,

- Curriculum evaluations was not included due to its nature that curriculum evaluation needs complex procedures and extended time.
- Due to accidental overlapping of a set schedule and other commitments brought to PTA members it was not possible to contact PTA members for further information.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

A number of scholars and educators have discussed and written a lot on the concept, features, characteristics, and functions of the hidden curriculum. The hidden curriculum, in essence, is such a familiar exercise in education, particularly in schools. Moreover, such terms as teacher expectation, school wide expectation, school norms and values, school rules and regulations exist in a good deal in discussions among scholars on hidden curriculum as concepts and practices of such terms form the trunk of hidden curriculum.

This chapter will provide review of appropriate literature on hidden curriculum. The first section deals with historical overview, the second discusses on terminology and conception of hidden curriculum while the third section deals with theoretical issues.

2.2 Historical Overview of Hidden Curriculum

The coinage of the phrase "hidden curriculum" by Jackson (1968) had opened the way to the study, use, and interpretation of the hidden curriculum by different scholars. Accordingly, Snyder (quoted in Wren, 1999) published 'The Hidden Curriculum', which addresses the question of why students-even or especially the most gifted-turn away from education. Snyder advocates the thesis that much of campus conflict and students' personal anxiety is caused by a mass of unstated academic and social norms, which thwart the students' ability to develop independently or think creatively. According to McNeil (1996), C. Wayne Gordon was one of the first to reveal an informal system that affects what was learned-a hidden curriculum. The history of American education, as explained by Wren (1999), for instance, could show us how the hidden curriculum was handled. "The two curricula [the formal and the hidden] were united in American classrooms from colonial times until the late 19th century. The school environment was carefully supervised by teachers and administrators, who expected conformity both in behavior and academics." Wren (1999:).

Hirsch (quoted in Wren 1999) found almost complete congruence of values within American schools during this era. Ryan (1987) has described how the McGuffey graded reader series was used to inculcate discipline, good conduct, punctuality, respect for authority, and other commonly held social values. Furthermore, Elizabeth Vallance's (1977) study, which ascertained that much of the organization and culture of schooling now referred to as hidden curriculum was once explicit assertive socialization, is in congruence with the above findings.

During the Post-Civil War period, instruction consisted mostly of transmitting factual information to rows of quiet, submissive students, many of whom were recent immigrants. Thus, America's public schools functioned much like a factory (Apple & King, 1983). The time from the late-19th to mid-20th century was marked by the fact that progressive educators, such as John Dewey, William Kilpatrick, and Harold Rugg, helped to bring about major changes (Ryan, 1987). Religious teachings, so common in the previous century, were largely removed from the public schools. Vallance's (1973) conclusion was that, as a direct result of this progressivism, teachers became uncomfortable with their traditional role as inculcators of values. Instead, they relied on the school environment to be the socializing agent for overall student development (Wren, 1999). In a similar way, Apple and King (in Apple, 1979) made an explicit overall development of the subject as:

We should be aware that, historically, the hidden curriculum was not hidden at all, but was instead the overt function of schools during much of their careers as institutions. During the nineteenth century, the increasing diversity of political, social, and cultural attributes and structures pushed educators to resume with renewed vigor the language of social control and homogenization that had dominated educational rhetoric from the earliest colonial period (p. 49).

2.3 The Concept

2.3.1 Terminology

A great deal of discussions on hidden curriculum had been focusing on establishing legitimacy of the concept to clarify it. The labels attached to hidden curriculum, such as 'unstudied curriculum', the 'covert' or 'latent curriculum', the 'non-academic outcomes of schooling', the 'bi-product of schooling', or 'what schooling does to people', according to Vallance (1973-74), are self-explanatory and carry connotations as to what the hidden

curriculum is presumed to mean. Furthermore, differences have been observed among scholars on using appropriate terminology. The following are some of the examples: latent curriculum (McNeil, 1996), unwritten curriculum (Blumberg and Blumberg, 1994), Hidden curriculum (Neil, 1996; Silberman, 1971; Giroux A., 1983; Martin, 1976; Apple. M, 1980 and Snyder B., 1973) etc.

2.3.2. Conception of Hidden Curriculum

Along with confusions encountered in the literature to represent appropriate terminology, the subject is also met with different conceptions. With a view that the positions that any given conception occupies along these or other continuums will likely reflect the academic discipline from which the investigator comes and, not infrequently, his or her political orientation as a critic, Vallance (1973:) suggested three dimensions along which these different labels may lead:

- Hidden curriculum can refer to any of the contexts of schooling, including the student-teacher interaction unit, classroom structure, the whole organizational pattern of educational establishment as a microcosm of the social value system;
- Hidden curriculum can bear on a number of processes operating in or through schools, including value acquisition, socialization, maintenance of class structure;
- Hidden curriculum can embrace differing degrees of intentionality, and depth of hiddenness as perceived by investigator, ranging from incidental and quite unintended bi-products of curricular arrangements to outcomes more deeply embedded in the historical social functions of education.

Generally, different people have defined hidden curriculum in different ways at different times, in fact, with out loss of generality. These multiple definitions arise from varying conceptions scholars hold. They may be put in four thematic categories for discussion but any two or more of these categories may overlap with respect to those definitions.

A. Hidden Curriculum as Ideological Message

This idea seems to emerged from the fact that schools don't entertain any knowledge or contents as they appear but particular kinds of knowledge are selected and incorporated in to the curriculum by specific social groups (McNeil, 1996). Probably the assumption is that hidden messages are embodied in curriculum materials and physical settings and influence

students' views that forces them to see the world the way those groups want them to see. Accordingly, Anyon (1980) saw the hidden curriculum in terms of its functions in allocating future roles of students in the process of production. "Hidden curriculum of the school work is tacit preparation for relating to the process of production in a particular way." In such view, different curricular pedagogical and evaluation practices are emphasized for different social settings. This way of viewing hidden curriculum goes in line with school democratization process where selected values are made to infiltrate the education system so as to enable the school and the school community embody democratic spirit.

B. Hidden Curriculum as a Bi-Product of the School

Things could be learned simply by attending certain settings. In the explanations of Apple (1977) and Giroux (1983), the concept of hidden curriculum refers to unintended but quite real outcomes and features of the schooling process. Parallel with this argument, Martin (1976) describes, "Hidden curriculum consists of the outcomes or bi-products of school . . . , particularly those states which are learned yet are not openly intended." That is why, as to Haralambos (quoted in Wikipedia, 2001), those things pupils learn through the experience of attending school rather than the stated educational objectives of such institutions form elements of the hidden curriculum. Elizabeth Vallance's (1973) explanation of hidden curriculum is not much far from that of other authors. She defined hidden curriculum, "those non-academic but educationally significant *consequences of schooling* that occur systematically but are not made explicit at any level of the public rationales for education." [Emphasis by me]

C. Hidden Curriculum as Unintended and Unacknowledged Message

This dimension sees hidden curriculum as an implicit influence upon people. Various scholars' definitions reflect this description. The following definitions revolve around the unintendedness, implicitness, and socializing power of the hidden curriculum as opposed to the intentional and manifold nature of the explicit curriculum, which is stated openly by curriculum developers and policy makers. Gordon (1988) defined hidden curriculum as the unintended messages transmitted by the physical and social structure of the school and by the teaching process itself. Such messages transmitted by hidden curriculum and the unintended learning that take place, according to Ben-Peretz (1990), are generally considered to be in the domain of values, attitudes, and beliefs. In like manner, McGutchen (cited in Anderson,

2001), explains that hidden curriculum is unintended and is transmitted through the everyday, normal going on in school. This explanation is almost in congruence with the definition of Blackwell dictionary of sociology (2000), the often unarticulated and unacknowledged things that students are taught in school.

On the other hand, Terry Anderson (cited in Deutsch and Ferguson, 2004) possess three historical ways of viewing the hidden curriculum which are almost in congruence with the three dimensions discussed above: hidden curriculum as a kind of forms of discrimination, indoctrination and cultural inculcation [as an ideological message]; hidden curriculum as effects that the environment of educational institutions' structures affect the condition of learning [as a bi-product of schooling]; and hidden curriculum as the officially unrecognized rules and regulations [as unintended and unacknowledged message].

D. Hidden Curriculum as a Way of Transmitting messages

As to A Dictionary of Sociology (2005), hidden curriculum is a mechanism of transmitting the existing ideological messages. "It refers to the way in which cultural values and attitudes (such as obedience to authority, punctuality) are transmitted, through the structure of teaching and the organization of schools." (Dictionary of Sociology, 2005). Czajkowski and King's (1975) definition seems to assert purposeful arrangement of the physical environment to transmit certain intended message. "The hidden curriculum is the ways in which the school environment is organized and it influences attitudes, perceptions, and sensitivities, which in turn influence what children see of the world and how they deal with it." (p. 279).

In the discussion about conception of hidden curriculum, the question 'How long could a curriculum termed hidden?' may arise that need to be addressed. According to Martin (1976), there are two views/perceptions of hiddenness: some perceive the hiddenness as if some one or some group hides the 'hidden curriculum'. Other people assume that the hiddenness is not caused by people rather it just happen to be unknown. One could ask what happens when they are discovered? Could they be any more labeled as "hidden? It is when the hidden curriculum is identified and understood by students that the hidden curriculum loses its hiddenness.

The powerful force of hidden curriculum vis-à-vis learners awareness was argued by Martin (1976) as follows:

Once the learners in a setting are aware of the learning states they are acquiring or are supposed to acquire, these learning outcomes no longer belong to the hidden curriculum of the setting. Indeed, once learning states are openly acknowledged so that the learners can readily become aware of them even if they do not, the learning states can no longer be considered hidden. (p. 143).

2.4 Theoretical Approach to Hidden Curriculum

Various authors had explained hidden curriculum based on varying perspectives. For instance, Bowles and Gintis's (cited in Apple, 1976) study of schooling in Capitalist America' held Marxist perspective in which they argued that the organization of public schooling in the State was designed to prepare pupils to be wage-slaves. They argued that students in different social-class backgrounds are rewarded for classroom behaviors that correspond to personality traits allegedly rewarded in the different occupational strata-the working class for docility and obedience, the managerial classes for initiative and personal assertiveness. Emphasizing this idea, Apple (1976:32) explains that apart from allocation of individuals to predetermined positions in society, the process of education itself socializes students to accept as legitimate the predefined roles assigned to them (p.32). Generally, Giroux (1983:48-56) put such different perceptions in to three categories/approaches: traditional approach, liberal approach and radical approach.

A. Traditional Approach to Hidden Curriculum

By organizing its approaches to issues such as cultural transmission, role socialization, and value acquisition around a preoccupation with the principles of consensus, cohesion, and stability, the traditional approach accepts uncritically the existing relationship between schools and the larger society. Talcott Parisons (1959), Robert Dreeben (1968a), and Philip Jackson (1968) were mentioned as advocates of traditional approach.

B. Liberal Approach to Hidden Curriculum

This approach rejects most top-to-bottom models of pedagogy which views knowledge as something to be learned rather than engaged, as well as their equally uncritical notion of

socialization, in which students are viewed simply as passive role bearers and recipients of knowledge. At the core of liberal problematic is the question of how meaning gets produced in the classroom. Whitty (1974), Rist (1977b), Nell Keddie (1971), Arnot (1981), etc. are mentioned as scholars who advocate liberal perspectives.

C. Radical Approach to Hidden Curriculum

Radical perspective first, helps to explain the political functions of schooling in terms of the important concepts of class and domination; second, they point to the existence of structural factors outside the immediate environment in influencing both the day-to-day experiences and the outcome of the schooling process. Having the focus on political economy of schooling, theoretical and empirical works dominate radical perspectives. Advocates of radical approach, like Bowles and Gintis (1976) argue that the form of socialization, rather than the content of formal curriculum, provides the chief vehicle for inculcating in different classes of students the dispositions and skills they will need to take their corresponding places in the workforce. This approach seems to go in line with the approach to communicating societal expectations and the process of democratization.

2.5 Characteristics of hidden curriculum in school settings

The hidden curriculum changes with location, situation, people, age, and culture, which according to Martin (1976), is one of the typical characteristics of hidden curriculum. New settings with their own hidden curricula are forever created and old ones are forever changing. The relativity of hidden curriculum to settings indicates the uniqueness of each school with respect to the norms and practices. As to Lavoie (2005), it is the hidden curriculum that defines each school's unique culture. This culture makes each school an individual institution with specific expectations for each member of the community. In line with this idea, Richard Lavoie (2005) has listed the following characteristics of hidden curriculum:

- Hidden Curriculum has a significant impact upon the performance, productivity, progress, and attitudes of students.
- Hidden Curriculum is maintained and manipulated by the students and the staff of the school.
- Hidden curriculum is unique for every school.

- Hidden curriculum is both destructive and constructive in nature.
- Changes in the Hidden Curriculum are slow and laborious; innovations are often viewed skeptically. The skepticism can border on paranoia.

The implication is that it is not possible to study hidden curriculums of a setting to reach generalizations about other settings.

In conclusion, it had been in discussion that people with varying conceptions saw and defined hidden curriculum in varying dimensions but involving, in all cases, set of values and expectations. Particularly, hidden curriculum as an ideological message serves the purpose that, carefully selected values are sent to schools by dominant government system to be inculcated in children. Such societal expectations are made to be incorporated in school practices and curriculum. Section 2.6 will be presenting an in-depth discussion on societal and institution level expectations with particular focus on democracy and school democratization.

2.6 Societal Expectation

To expect something, according to Oxford Advanced Lerner's Dictionary (1995), is to think or believe that something will happen or to require something from somebody else right or duty. Expectations for students may be formed at three levels, societal levels, school-wide, and at teacher level. Here, attempt is made based on existing literature, what sort of values, attitudes, and interests are laid for students to inculcate while they are in school.

Societal expectations refer to the values and beliefs a government holds (that may appear as behavior in the future) and try to communicate to its citizens. Societal expectations are officially stated in a number of official documents, like policy documents and constitutions. Expectations are communicated through different mechanisms, of which most scholars agree upon its exceeding importance is educational system. Education has been considered a better option for proper communication of societal expectation. A number of arguments have been raised for this position. In Apple and King's (1977) explanation, education serves as an instrument for preparing young generation for future life. Similarly, Ezemu (1983) asserts that education plays the role of preparing or nurturing individuals to live in society. In line with this opinion Brubacher, Payne and Richett (1990) explained that the values of a

democratic society and the patterns of human interaction needed to realize these values could best be transmitted to the young through schooling.

In the case of Ethiopia, expressing societal expectations is not a recent history. It could be said that it goes back to the introduction of modern education (Tekeste, 1996). Since then Ethiopia has been expressing its wishes through different official and unpublished documents, in fact, with differing contents and visions. As a case in one of the earlier documents of MOE, the following was noted: “What, then, does the society expect from its schools? It expects them [the schools] to promote the all-rounded development of the young person to his maximum, mental, physical, moral, and emotional potential.” (MOE, 1967:13). The socio-economic, political, and social reform of 1990’s was accompanied by the newly emerging societal expectations, like,

Ethiopian peoples envisaged a country wherein human and democratic rights of citizens are respected, good governance is engraved. The government has been expressing its wishes on establishment and strengthening of democratic institutions and promotion of democratic spirit in its people. MOI (2002:)

It is a point of discussion also in MOE (2003) that the country wishes to have citizens who are academically competent, who wish to wage their professional skills, academic knowledge, and work ethics to alleviate the country’s problems, who pay respect for workmanship, who embodied the spirit of patriotism and self-support. On the other hand, it is common to see, on walls and in offices of the government institutions including education, beautifully posted ‘the 12 Basic Principles of Ethics’- Integrity, Loyalty, Transparency, Confidentiality, Accountability, Honesty, Exercising Legitimate Authority, Impartiality, Responsiveness, serving the public interest, rule of law, and Exercising leadership. All these are values the country is holding and are communicated to different sectors including education. Amongst the major values held at societal level, ‘democracy’ assumes highest regard nationally and globally. The following discussion focuses on the conception and practices of democracy as seen globally and nationally.

2.6.1 Democracy and Democratization

The origin of democracy traces back to ancient Greece, while the modern one only dates, according to Hauss (2003), from the late 18th. Democracy, according to Heywood (2002), was derived from two Greek words ‘Demo’ (meaning the people) and Kratos (meaning power or rule) giving the notion of rule by the people.

As to what the democracy represent, various people have different definitions of the term. Holding this assertion, Alamirew (2005) defined democracy as basically, “ a form of government led by the people.” As to him, the following are some of the definitions suggested by various people:

Democracy is a form of government, which is conducted, with the freely given consent of the people; a system of government in which supreme authority rests on the people; the government of the people by the people and for the people; a majority rule in which minority rights are protected; a system of decision-making in which the leaders are more or less responsible to the preferences of non- leaders; the intuition of freedom. (Pp. 43-44)

Though the modern concept and practice of democracy emerged during the end of 18th century, most countries have been exercising dictatorial and non-democratic kind of government till the end of cold war. As the cold war came to an end, according to Bahru (2002), most of the regimes lost external props that have sustained them. This forced many countries with dictator leaders, to reform their government system. As a result many countries have engaged in the process of decentralization by transforming responsibilities of the state to lower tiers of the government (Tegegne, 2007). However, today a few African nations, (Ukpokodu, n.d), can be categorized as truly democratic while a majority is in transition towards democracy.

Ethiopia, as one of the component countries in Africa, started practicing democratic system afresh in different government sectors including education. “The downfall of the military government in 1991, was followed by an overall social reform bringing about the new socio-economic, political and social changes” (Dereje, 2002). This social reform involved the conception and practice of decentralization. The policy of decentralization, and thus, regionalization, according to (Tesfaye, 2007), enabled regions to exercise self-rule, including the authority to raise local revenue and administer their own budget and development plans. As such decentralization policy promotes participatory development and governance by empowering communities to influence; it has a linkage, according to Mihret (in Bahiru, 2002), with democracy.

2.6.2. Democratization of Education sector

In the commitment to bring about achievement in EFA goals, governments pledged themselves to develop responsive, participatory, and accountable systems of educational governance and management and ensure the engagement and participation of civil society, in

the formulation, implementations and monitoring of strategies for educational development (EFA, 2000). Ethiopia has been one of those countries which made commitment to address this issue. In the overall social reforms that have taken place in Ethiopia, education, according to Dereje (2002), has been one of the major contending sector that deserve complete overhauling because the Ethiopian education system was suffering from multifaceted problems, the issues of relevance, quality, equity, and access being the major ones.. This overhauling was also in response to multifaceted problems in the country and international demands, like achievement of Millennium Development Goal (MDG), Education For All (EFA) goal, and Universal Declaration of Human Rights (UDHR).

As a result, the current government has entered in to the commitment of designing and implementing an appropriate education and training policy that gives insight for the overall educational development and reflect international declaration on educational issues, like EFA goals thereby opening the gate of schools for democratization. A number of documents have been released since the time of preparation of ETP of 1994, heralding the country's determined moves toward democratization of education:

Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. In light of this conception, the ETP envisages bringing up citizens endowed with humane outlook, countrywide responsibility and democratic values having developed the necessary productive, creative, and appreciative capacity in order to participate fruitfully in development and utilization of resource and the environment at large. (TGE, 1994: 1)

In its general objectives (article 2.1.3), for instance, TGE (1994) showed the country's intention of producing all-rounded citizens. It says, "Bringing up citizens who respect human right, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline." (p.7)

2.7 Expectation at Institution level

School wide Expectations in Dusek's (1985) explanation, refer to the beliefs held by the staff as a whole about the learning ability of the student body. In fact, this expectation may also be concerned about behavioral patterns of students. Expectations at school level are and should be reflections of expectations at societal level. Based on the national expectations, for instance, MOE (2002a) states,

Schools will be inculcating the guiding thoughts in the younger generation so as to make them understand the social realities of the society . . . Thus having in mind that this duty is their major mission, school administration and teachers have to move for the inculcation of good citizenship. The skill of good citizenship is not merely acquired from academic or technical subjects, but also from the hidden curriculum. (p. 33)

Presently, nationally set values and guiding principles have been forwarded to be implemented in schools. “Based on the spirit of the constitution 11 basic values and principles (termed as constitutional values and principles) have been selected and organized as major contents of Civic and Ethical Education at different levels of schools in the country” (MOE, 2003). These values and principles are Democracy, The rule of law, Equality, Justice, Patriotism, Responsibility, Industriousness, Self reliance (Self-confidence), Saving, Active community participation, and the pursuit of wisdom. The education system is supposed to shoulder this duty because development and maintenance of democratic system is enhanced, primarily, through education, implying that schools play major roles in producing democratic citizens. Such roles schools are assigned to, require that school themselves need to be democratic. But how is a school identified as democratic?

A document from AERO¹ explains that democratic schools generally share most or all of the following characteristics, although there is no exact definition or requirement for a democratic school:

- Shared decision-making among the students and staff;
- A learner-centered approach in which students chose their daily activities;
- Equality among staff and students; and
- The community as an extension of the classroom.

Furthermore, democratic schools are required to set the school environment in such a way that students are able to embody democratic spirit. This implies a shift of power and authority from staff to students, both in terms of decisions about how the institution is run and in terms of what is learned in the classroom and how (Harber, n.d.). Similarly, genuine democratic practices in school program, according to Hightower (1952), demand that all individuals included in the program have a voice in the policies, which affect them and the opportunity to participate, to the extent of their abilities, in all the school’s activities. “This includes parents, teachers, pupils, supervisors, administrators, boards of education, and the lay public.” (p. 387). This in congruence with AERO¹’s suggestion of shared decision-making.

¹ AERO-Alternative Education Resource Organization (<http://www.educationrevolution.org/demschool.html>)

To have a school with such profile, or to have a school wherein democratic principles operate to the best advantage, Hightower (1952) suggested that physical environment; administration, curriculum, and discipline should be redesigned to host democratic practices.

Physical environment. Physical Environment according to Hightower, refers to the fact that the old fashioned rigid desks, dark classrooms, crowded conditions, and confining desks do not allow physical freedom which in turn curtail mental freedom necessary for the successful operation of democratic practices. All the above conditions added to lack of a variety and abundance of educational materials tends to maintain autocratic practices of the past.

Administration. Administration in democratic schools is to be free of the autocratic character, in Hightower's expression, line-and-staff organization, where administrators tend to ignore many abilities of teachers, lay people and students and this autocratic pattern flows all the way down the line, from the administration to the teachers and from the teachers to the pupils. In this respect, what is the existing situation in local context?

When come to education administration in local context, the TGE (1994) provided an opportunity that parents (directly or through their representatives), students and teachers at different levels, could fully participate in administration of education. Articles 3.8.3 and 3.8.4, for instance, asserted to establish democratic, professional and coordinated management and also to set up educational institutions with autonomy in their internal administration. Furthermore, "the management of each school will be democratized and run with the participation of the community, the teachers, the students, and the relevant government institutions" (TGE, 1994:17). These policy intentions were brought in to practice after publication of school organization guideline MOE (2002c). The country believes that thinking of effectiveness of education with the absence of the stakeholders-teachers, students, parents, education professionals, community and the government itself is not possible. Organization of education management was made to ground on the principles of democracy, decentralization, coordination, transparency, and accountability MOE (2002c).

Since then, public participation has been realized, as is described in MOE (2002c), in such a way that public administration offices, teachers' association (as professional association), Women and Youth associations are represented in Education and Training Management Boards (ETMB) of primary and secondary schools at Kebele and Woreda levels. For

instance, Kebele Education and Training Management Board (KETMB) includes representatives from the Kebele administration, Parent-Teacher Association- PTA (3 members), Women and Youth Associations (one member from each). Similarly, Woreda Education and Training Management Board (WETMB) includes representatives from the Woreda Capacity Building Office, Woreda Education Office, KETMB (5 members), Woreda Teachers' Association (WTA), Woreda Women's Association (WWA), and Woreda Youth Association (WYA). Students according to MOE (2002c) are provided the right to learn, ask relevant questions, know rules and regulations of the school and ask for copies of those rules and regulations, and evaluate their teachers' performance.

Curriculum. The curriculum in the democratic school is supposed to provide pupils the opportunity to investigate, inquire in to, and solve problems related to their life. Hightower (1952:389) has a say on the nature of the curriculum the democratic schools should possess. "The curriculum and its method should be formulated in light both of their total effect upon the individual and of the development of democratic objectives of education." Adding to his suggestions Hightower explains,

The method in democratic curriculum must not be of the traditional question-and- answer type. Rather opportunities should be provided for pupils and teachers to discover, recognize and attempt to solve problems taken from life experience. (p. 389)

This idea implies that democratic curriculum empowers students and teachers to possess democratic spirit. Gaining a sense of democratic empowerment, according to Wood (1988), involves the following cognitive, personal, and communication skills and understandings: Believing in the individual's rights and responsibilities to participate publicly; having a sense of political efficacy (the knowledge that one's contribution is important); coming to value the principles of democratic life (equality, community, and liberty); knowing that alternative social arrangements to the status quo exists and are worthwhile; gaining the requisite intellectual skills to participate in public debate.

Then what would a curriculum for democratic empowerment look like? According to Wood (1988:177-182), such curriculum includes critical literacy skills (that involves the ability to evaluate what is read or heard with respect to the interests being served or positions taken), Developing students' stock of cultural capital (the use of student's own histories as a focus of historical inquiry); Actively engaging students in decision-making (expanding spheres of free spaces for decision-making on the part of students); and Democratic values (structuring the

curriculum so as to embrace the values of democratic life, the essential values of equality, liberty, and community). Bailey (n. d) explains about teaching methodology, as part of curriculum, in democratic classrooms as follows:

Keeping in mind the processes of an Authoritative Democracy, the teacher needs to teach in a manner which conveys fairness, respect and sensitivity to students, while maintaining the teacher's authority. . . . The teacher must also allow the student to ask questions (within limits) and to express opinions which are firmly founded on relevant supportive material. Additionally, the teacher needs to use a methodology which challenges the student to creative and critical thinking, since those cognitive processes serve to stimulate more mature moral thinking. Frontal lecturing, with little discussion and much verbatim transcribing is discouraged (¶ 6).

Then what is happening in the local context? In local context, ETP of 1994 had lent its attention to democratization of curriculum. The policy (ETP of 1994) expressed its intentions through its specific objectives (Articles 2.2.9 through 2.2.13):

To provide education that promotes democratic culture, tolerance and peaceful resolution of difference and that raises the sense of discharging societal responsibility (article 2.2.9); to provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with moral values (article 2.2.10); to provide education that promote the culture of respect for work, positive work habits and high regard for workmanship (article 2.2.11); to recognize the rights of nations/nationalities to learn in their own language, while at the same time providing one language for regional and another one for international communication (article 2.2.12); and to gear education towards reorienting society's attitudes and values pertaining to the role and contribution of women in development (article 2.2.13).

Discipline. The last area where democratic practices could be demonstrated in schools is discipline. Traditional autocratic discipline such as corporal punishment is one of the characteristics of non-democratic schools. Noting its adverse effect, Hightower (1952) advises as follows: "Discipline for democratic living is not a matter of autocratic rule on the part of the teacher or principal but of individual and group self-control." Here, it is the matter of organizing school activities to produce socially acceptable behaviors that which lead to good citizenship.

CHAPTER III

RESEARCH AND DATA GATHERING METHODS

3.1 Research Method

The study employed qualitative case research method. The method was selected because the study was supposed to deal mainly with attitudes, behaviors and feelings of school community and qualitative research generates in-depth information and enables researchers to describe phenomena of interest in great detail and in the original language of the research participant. Flick's (2002) had a say on this, "Qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity, and starting from people's expressions and activities in their local context". The qualitative methods focuses, according to Gilham (2000), on taking data from what is heard or observed followed by extraction of meaning (P. 10).

To this end, the researcher had chosen case study approach with its particular excellence with regards to suitability for investigation of phenomena in their natural setting. Solomon (2004) explains, "A qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, a person, or a process of implementation." (P. 4). For Gilham (2000:1-2) case study is one which investigates the case to answer specific research questions, which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions.

3.2. Data Collection & Instruments

As explained by Hightower (1952: 387), readiness of physical environment, administration, curriculum, and discipline to host democratic spirit play significant role in school democratization. In similar manner, the behavior of interpersonal aspect indicates the extent of democratic practices. But with its complex procedures and for the fact that it requires and extended time curriculum evaluation could not take place. Thus, with the view that

examination of status of physical environment, administration, discipline, and interpersonal aspects could indicate the extent of democratic practices and democratization, data have been collected along those four aspects. Accordingly, interview and observation have been employed as major instruments and questionnaire as supportive instrument.

Interview. Interview plays an important role in gathering information on what people think than what they actually express in social situations. Interview, as viewed by Bhandarkar and Wilkinsen (1992:199), can yield almost infinite variety of meaningful information and they can easily be stored. Stake (1955) also had a say on significance of using interview in studying cases,

“Qualitative researches take pride in discovering and portraying the multiple view of the case. The interview is the main road of multiple realities” (p. 64). Interview, according to Kumar (1999:109) is any person-to-person interaction between two or more individuals with a specific purpose in mind. It is more appropriate for complex situations, is useful for collecting in-depth information, has a wider application (it can be used with a almost any type of population, handicapped, illiterate, children or very old) (Kumar, 1999).

Accordingly, semi-structured interview questions have been developed and applied to randomly selected students, teachers, and principals. Set of interview protocols was conducted with 15 students monitors, monitors’ council members from grade 5 through 8, teachers, unit leader and principal and deputy principal. Responses from subjects had been audio taped.

Observation. Observation is a powerful tool for investigation of certain phenomena where it is not possible to extract adequate information by employing other instruments. Emphasizing its importance in educational research, Medley and Mizet (quoted in Tesfaye,2006) states,

Certainly, there is not a more obvious approach to research on teaching than direct observation of teachers while they teach and pupils while they learn. Yet it is a rare study indeed that includes any formal observation at all (p. 46).

Observation is a one way to collect primary data. Kumar (1999) defines, “Observation is a purposeful systematic and selective ways of watching and listening to an interaction or phenomenon as it takes place” (p.105). Particularly, qualitative case study requires

qualitative observation because it involves frequently making notes about events in the case to see what constructs and interpretations emerge.

Qualitative observation is fundamentally naturalistic in essence. It occurs in a natural context of occurrence among the actors who would naturally be participating in the interaction, and follow the natural stream of everyday life and it looks for much larger trends, patterns and style of behavior. (Adler and Adler in Denzin, 1994: 378).

Accordingly, as a part of multi-method approach, series of observations of the school compound, and the physical environment had been made. In addition, non-participant observation of classroom process was conducted in eight classrooms.

Questionnaire. In an intention to get some information that may be missed while using interview and observation also for the purpose of triangulation, questionnaire has been developed and conducted both for students and teachers. Totally three sets of questionnaire were distributed to students in different times and a set of questionnaire to teachers and data were gathered.

3.3. The Study Subjects and Case

Study subjects

For the reason that lower primary pupils are not able to articulate what have been happening in their classrooms, the researcher didn't feel guaranteed in conducting fruitful research on lower primary grades. Thus, the study focused on upper primary grades. Accordingly, the study subjects have been students from grades 5 through 8, teachers and school administration.

Study Case

The study case was chosen to be Grazmach Pawlos Primary School (GPPS). The choice was made based on the fact that it was the first public school in the history of Kafa zone.

3.4. Access and permission

Robert E. Stake (1995) explains, "most educational case data gathering involves at least small invasion of personal privacy" (p.57) implying that official permission of the host institution is required for the researcher.

program that enabled the researcher develop a first draft set of instruments. Subsequently, pilot was done in the study site with respect to interview and questionnaire. The piloting was carried out with purposely-selected students that are capable of completing the questionnaire and articulating what they feel for the interview and two teachers working with the study subjects. In addition, questionnaire was distributed to volunteer teachers and students for the purpose of piloting.

The pilot work had shown that the researcher should modify some of the organizations in interview protocols and questionnaire with the understanding that they would not produce fruitful results. Some question reflected equivalent ideas, and in some cases, places of interview were not safe in terms of privacy. The researcher also came to identify some questions that needed to be transferred from focus group setting to the personal one for the purpose of privacy.

Furthermore, there was an indication that the English version of the questionnaire was difficult for some teachers to understand which called for the preparation of *Amharic* one.

3.6 Data Analysis and Interpretation

The process of data analysis, according to Creswell (2003), involves making sense of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper in to understanding the data, representing the data, and making an interpretation of the larger meaning of the data (p. 190) Particularly, case study and ethnographic research (Creswell 2003:19) involves a detailed description of the setting or individuals, followed by analysis of the data for themes or issues.

After having the entire data at hand, some techniques were used for its management. As the study had followed qualitative case study approach, it had been imperative to employ case study analysis. In case study analysis researchers usually depend on two strategies of reaching meaning, both of which were used in the study. These strategies, according to stake (1995), are *direct interpretation* and *categorical aggregation*.

Two strategic ways that researchers reach new meaning about cases are through direct interpretation of the individual instance and through aggregation of instances until something can be said about them as a class case study relies on both of these method. (p.74).

The collected data had a qualitative nature and led the mode of analysis toward qualitative data analysis. Data had been processed in several steps. The interview data, which was audio taped, was first transcribed and then a language teacher who attends his postgraduate studies at AAU translated the *Amharic* version in to English. Then, the raw data was organized question wise for coding. Four independent coders, all attending their postgraduate program, were given orientation on how to code the data and, finally, made coding independently. What the independent coders coded was examined, out of which themes that convey common message extracted and put in to categories. Later, these categories were used to analyze the responses.

In Kumar's (1999) suggestion, data processing takes four steps: 1) Preparation of raw data, that is similar to transcription for the verbal data (emerging from interviews, classroom instruction) 2) Editing data (cleaning process, which consists of scrutinizing the completed research instruments to identify and minimize, as far as possible, errors, incompleteness, misclassification and gaps in the information obtained from respondents) 3) Coding data (that involves reducing raw data in to meaning units and labeling resulting segments of information), and 4) Analysis. For Flick (2002: 177), coding is representing the operation, by which data are broken down, conceptualized and put back together in new ways. Creswell's (2003) definition may explain better.

Coding is the process of organizing the materials in to "chunks" before bringing meaning to those "chunks" It involves taking text data or pictures, something sentences (or paragraphs) or images in to categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an in vivo term). (p. 192)

Coding took place line-by-line and sentence-by-sentence. This process called for the use of open coding procedure. As to Flick (2002), open coding aims at expressing data and phenomena in the form of concepts. Flick explains, "Open coding may be applied in various degrees of detail. A text can be coded in line-by-line, sentence-by-sentence or paragraph-by-paragraph, or a code can be linked to whole texts (a protocol, a case, etc)."

Depending upon the nature of responses obtained and things observed, the study applied sentence-by-sentences, paragraph-by paragraph coding techniques.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

Data analyses involved analysis of observation data and analysis of interview data. Observation and interview focused on the areas: (1) Physical environment, (2) the administration, (3) the discipline, and (4) the interpersonal aspect. These frames have also been embodied in the discussion part. Finally, discussion was made at two main levels of practices, institutional and classroom levels, where under classroom level practice issues related to teachers and students were discussed separately.

4.2. Analysis of Observation Data

4.2.1. The Physical Environment

A. The School Compound.

The school has a wide play ground that comprises of a medium-standard football field and a mini-sport field covered with grass that seems regularly mowed by mowing machine. But such machine never had touched the fields. (Appendix-F2). Besides football field, a mini sport field is located where different gymnastic exercises are done. Both the football and mini-sport fields were clean and grassed nicely. Every child is allowed to play on either of the field comfortably. (Appendix-F3). Both the football and mini-sport fields are free of any danger for the children. The playground is far away from offices and classrooms that gave children more freedom to play with out any interruption. The school compound is not fenced in every direction. The school compound has a lot of natural trees that provide sufficient and fresh air (Appendix-F2,3)

B. The buildings

In the school compound, there are totally 17 blocks (buildings) of which 2 buildings are aged more than 43 years and 3 buildings more than 60 years. Two block classrooms were built by the former Ethiopian Schools Building Unit (ESBU) in 1972. A five class building was built by the coordinated efforts of teachers, students and parents to address shortage of classrooms. The library building was built in 1998 by the Kafa development Association in collaboration with the Ethiopian Social Rehabilitation and Development Fund (ESRDF). Two blocks, each having 4 classrooms, was built by the government fund. The remaining 6 blocks that comprises of classrooms, laboratory, offices, store and pedagogical center were built in 1998 by the community in collaboration with ESRDF. Near the classrooms, there is a nicely erected and a two-faced bulletin board where students access information and messages from the administration and the staff. Different maps were drawn on walls of five buildings. Those maps include, body structure, flowering plants, mathematical instruments, Axum obelisk, and map of Ethiopia.

On one of the walls students' rights was written in Amharic. The translated version read as follows:

Student's Rights

1. The right of using school properties or having served by the school property.
2. The right to know school rules and regulations and the right to get its copy;
3. Having an appropriate relationship with teachers and obtaining help and assistance;
4. The right to participate in extracurricular activities.

But there is no any statement on their duties and responsibilities.

C. Classrooms

There are totally 19 classrooms in 5 stone walled buildings and 7 classrooms in two wooden buildings. All the classes in two wooden buildings are free because the rest were capable of hosting all the children. There are only 2 classrooms, which were not built in standard design and found in one of the wooden buildings. The rest classrooms are found in 5 stone walled buildings. All the classrooms are cemented except for two, which are having polished wooden log, located in wooden building. All the classes have been furnished with desks and blackboards. Desks in each classroom are arranged in T-shape, two desks facing each other and the third desk joins the other two facing both of them at right angles. This arrangement

accommodates up to nine children. The setting is made so with the intention of hosting group setting.

Except for the two old classrooms, the rest permit sufficient light to enter. Those two classes permit insufficient light because their glass windows are located only at the Western side of the classrooms. These classrooms are darker during rainy days. Seven of the classrooms have bulletin boards that provided additional space to display teaching aids and other information and educational materials. Classrooms are situated nearer to each other that it takes inconsiderable time for teachers to move from one classroom to the other.

D. Library:

The library having a total area of about 70 m² is placed in accessible site. The building was built in accordance with the standard design of the Ministry of Education. It was designed for the primary school level and has only one room that serves as a reading room. The glass windows are grilled and located on two sides of the building and permit sufficient light and fresh air to circulate in the room. The room has 12 bookshelves having different books arranged in order of accessibility.

The library has 58 chairs and 4 reading tables for the readers and there are 16 concentration boxes for private reading options. Some books are accessed in a closed system, to mean they are shelved in a cupboard and behind the librarian seat and are supplied by the librarian on request. These books were particularly bought by USAID-BESO project to be used by clustered schools, as this school is a resource center for the other four primary schools. Various books, dictionaries and encyclopedia are accessed from the closed system. The rest are shelved on the open shelves and are accessed openly. The open access system provides access to children literature, language, mathematics, social science, natural science and general knowledge books. Ten textbooks from each subject were put in the library for quick reference for students and teachers.

The researcher has recorded concerning usage of library service a 30 days library service. Accordingly, 1101 students used the library. This figure indicates the number of students who took time for reading books in the library with average number 51 per day. On the other hand, with in these 30 days, only 24 teachers have used the library with average daily number of 1 teacher. The library gives service on both shifts. The record from the library of the last

six months (21/2/2000 – 6/9/2000 EC.) show that totally 112 students got loan service. Similarly, 60 staff members have got loan service.

E. Latrine

There is one latrine with 10 classes with no doors for male students and a four-class latrine for female students. All are dry latrines. Latrine for male students is cemented and its exterior and interior walls are made of corrugated iron. Latrine for female students was built from stone and nicely cemented. Its classes are partitioned by stonewall. Female and male latrines are placed about 30 meters apart. Latrine for the staff is a stone walled building with 4 classes. It is nicely cemented and each class has a door.

Latrine-student ratio:

Male- 1:69 (1 latrine for 69 students)

Female- 1:196

Latrine- teacher ratio- 1:10

F. The Laboratory.

The laboratory building occupied about a total area of about 70 m² and it is a one-room block. The glass windows on two opposite sides permit sufficient light and fresh air to the classroom. Grill was fixed to all the glass windows to ensure safety. 5 demonstration tables were fixed on the floor on which sinks, water and power line were fixed. 3 laboratory shelves were found in the room. Demonstration tables and sinks were filled with trash. The laboratory has 60 stools, which science teachers felt worried about their poor quality.

The laboratory is not equipped at all, except for one microscope. Teachers say “We borrow some chemicals from high school to demonstrate some activities.”

G. Staff room and Staff Cafe

There is a very small coffee house that provides breakfast, tea and coffee at a reasonable price. But the seats are not comfortable.

In the staff room lockers placed where teachers put their gowns, educational materials and other private materials. On the other hand, the staff room has only one table and two broken

desks. It has no chairs to get rest and tables to work on. Sometimes teachers go to the library to write their lessons and lesson plans.

4.2.2. Classroom Teaching Observation

Observation 1 (Subject 1)

The class was clear. Its windows were all normal. Those glass windows permit sufficient light and permit fresh air to circulation in the class. The teacher revised the previous lesson through ask and answer. The teacher's handwriting was clear and readable because students seem copying it with out any problem. His black board usage was excellent.

Students sat in groups of different size. In most groups students of same sex sit together. There is sufficient free place to move from place to place while he was showing on the map, most students were not attending because they were busy taking note. The presentation was partly in lecture and partly in question and answer mode. Except for answering what was asked, students were not participating actively. While students were answering to questions, the teacher was not paying attention to students because he continued lecturing and writing note on the blackboard lecturing took much time of the lesson. Students were almost silent, occupied by note taking. Except for one or two students, most students were passive listeners. Generally, the observation yielded with the following conclusion:

Student grouping was an ad hoc type;

Student participation was teacher- initiated;

The teacher let group discussion and group evaluation.

Observation B (subject 2)

Students were let to discuss in groups on the content. Groups were assigned to do different works. One group was assigned to explain the content, the second group to draw pictures, the third group to explain the measurements, the fourth group to give corrections while others are presenting their works etc. The first group read what is written on the textbook and answered as it was written. There was no critical examination of the meaning. Other group was asked whether or not it is answered correctly the second group sent on representative (female) to draw and explain 'the picture. Others were asked to check for its correctness. Generally, student participation was totally teacher initiated.

Generally,

- The teacher's presentation was attractive;
- Students participate in reading and discussion;
- Students were made to critically examine and draw meaning from what they have read
- Teaching was not in accordance with student's pace

Observation C (subject 3)

In most groups students of same sex sit together. The teacher revised previous lesson through question and answer and presented an icebreaker. Her voice was so loud that it attracts students attention. I said so because every student was eagerly listening to what the teacher was saying. She (the teacher) let students to read, turn by turn, paragraphs and then students were asked to explain about what they understood. Most of the time she talks and talks fast and have no time for students to think about. Students were free to answer questions but haven't got opportunity to discuss and express their ideas. Most of students' participation was teacher-initiated. In her previous class, the teacher had given a group assignment and asked each group's chairperson and secretary whether they completed or not. Some say that they didn't completed and the teacher gave to all the groups additional time to complete. While students were talking busied with their group activities a student told them to keep silence, seem he was controlling students' discipline because he was telling his seatmate to keep quite. "ብቻ ለም ብሉ"

Before the time is over the teacher let students to tell stories. Five students were able has got chance to tell stories before the time were up and the class was interesting. Students were not expected only to tell stories but they had to draw meanings out of those stories.

The observation showed that'

- The teacher's presentation was interesting and hot;
- Students' participate in discussion was good.
- The teacher's treatment of students was good;
- The teacher let students draw meaning from they discussed.

Observation D (Subject 4)

The room has bulletin board on each side of the black board. There was sufficient light and fresh air in the classroom. When the teacher entered the classroom students happily and warming clapped their hands. The reason, as the teacher said after the class, was that their

previous teacher was transferred to other place and the new teacher was replacing her. And also he has been their self- contained teacher when they were in 1st cycle primary grades. Each group consists of a mix of both female and male students. But three students sharing the same desk were sitting silent and they had no textbook to read. The teacher didn't recognize this and these students were not participating because the discussion was based on reading the textbook. His approach was friendly and students seem free in their discussion, but some times he controls the classroom by giving order for keeping silence, though not sever. When the teacher gave them class work to be written and answered reading from their text book, one student told loudly that it's easier to answer the True/ False question orally. But the teacher insists on giving the class work to be written. Almost all of the discussion was teacher initiated.

Generally the observation showed that,

Students freely discuss;

The teacher neglects students' opinion;

Teacher-initiated participation

Observation E (Subject 5)

As an ice breaker the teacher presented a success story that reflects the importance of 'not neglecting work' Most of the time teacher lectures. He asks students to answer. But his presentation was warm. After 20 minutes, he gave them quiz. He wrote True/False questions on the blackboard. After collecting their papers, they discussed on the given questions. There was feedback they discussed about the meanings the questions carry and their answers. Students are given chances to read what is written on the blackboard and then let to answer. Finally, he gave them homework and told them what they are going to discuss in next class.

In summary the observation showed that,

Lecture dominated class activity

Teacher presentation was warm;

The teacher provided timely feedback

The teacher let students examining meanings of what were told or written

Teacher treatment was Sympathetic treatment

Observation F (subject 6)

When the teacher comes in students stood up and he asked what they are doing. "What are you doing? Homework?" Then he said, "Homework should have been done at home". Till

his next order to sit down they were standing still. He revised what have been discussed in previous lesson. Pupils are told to read in group. But the group setting is an ad hoc because group size varies from two to six. Two children were sitting without textbooks. The teacher gave them a book borrowing from others but told them, "don't you have any concern? Why don't you have concern?" with annoyed face. He told the class that each group leader would give the answer. The group leader was not openly elected. Students seem confused. "Why don't you discuss?" he asked students with strong voice. He speaks loud. He says "Your attention! Keep Silence, while students were discussing hotly. Kerry (female student) was frequently asked by the teacher to read and to answer. The monitor (female) was told to take attendance, but she had it already and gave him the list for his signature.

In general, observation shows that,

There is exercise of inappropriate legitimate power by teachers;

Students' grouping was ad hoc;

The teacher Mistreats students;

The teacher throw annoyed words

The teacher ask frequently the same student

Observation G (subject 7)

The teacher gave them questions for revision by writing on the blackboard. A student asked him, "Which page?" The teacher told him, "Are you going to eat it?" He ordered, "Do it quickly, otherwise it will not be corrected" A student told with low voice, "It is not easy to do" Students did their works whispering each other. The teacher checked works of some students. He criticized works of one student (female), "Could it be done that way?" The teacher worked out himself the solution on the blackboard. Students were not fully participating in the discussion than copying what has been written on the blackboard. The teacher started the new lesson by asking the meaning of some terms. No teaching aid used. Students are given class work from the textbook. At the same time the teacher drew a figure and clarified how to do. Some pupils have no textbook to work with and they shared few books. The time was up before working on the class work and summary of what has been taught.

Generally, there was

Neglect of students' opinion

Teacher mistreatment

Criticizing students for their works

Less students' participation.

Observation H (subject 8)

The teacher speaks both in English and Amharic to enhance student understanding. She writes short notes after each discussion or explanation. Her handwriting was clear and readable and students seem comfortable to copy notes. She let her students to discuss in groups on an issue and students were free to discuss. They gave answers after discussion. Her speaking was clear. A student had no textbook at her desk. She wanted to move to other place where textbook was available. But the teacher ordered her to stay on her seat. The lesson was composed of group discussion and question and answer. The discussion was teacher-initiated and students were not initiative in this respect. While students were doing their class works, the teacher supervised. She sometime orders for keeping silence and stops pupils from talking out of turn. When students answer questions teacher reinforces.

Generally from this lesson observation,

The teacher tried to help students to understand

There is Free to discuss among students

There was teacher mistreatment while a student was in problem.

Students' discussion was teacher-initiated;

Students' grouping was an ad hoc.

In summary, what have been studied from observation of classroom teaching can be discussed under two classroom practices, namely good practices and inappropriate practices. Good practices were observed in some classroom teachings, like involving students in group discussion and group evaluation; presenting lessons in warm and attractive way; involving students in critical thinking and meaning extraction; treating students in an appropriate way; and provision of timely feedback. On the other hand, it was also observed that some classroom practices were not found appropriate and good. Such practices include the only teacher-initiated student participation; mistreatment of teachers (like criticizing students for their faults, throwing strong words, neglecting students' opinion)

4.3. Analysis of Interview Data

Interview had been conducted with students, teachers, unit leader and principals. The responses had been coded and analyses have been done question wise. Following each question, emerged categories and their meanings have been presented.

Question 1.

What possible causes could be mentioned for student misbehaving?

(Personal Interview with students- May 7, 2008)

Emerged categories: Lack of parental attention and mishandling misbehaving:

Lack of parental attention:

This can be seen in two dimensions. The first one is that parents are not committed for their children's academic success as well as their future career. The following quotation from respondent's answers may strengthen this idea. "Some students feel hopelessness in their living. They say "nowhere to reach, the fate is shoe shinning or gambling. So, why I bother? There is no appropriate job to engage in after learning. Such things discourage them and behave in a bad way""

The other dimension is that parents are not caring for their children's behavior.

To substantiate this, "What they show at their home behave in the school" Q₁S_BC₁

(Appendix-A)

Mishandling misbehaving:

Teachers are not handling misbehaving students in a way that they could improve their behavior. The following explanation may substantiate this idea.

"Misbehaving students disturb in the classroom and being annoyed with this, teachers leave the class before time"

Question 2.

If a student quarrels with his teacher, what possible causes could be mentioned for the quarrel? (Personal Interview with students- May 7, 2008)

Emerged categories: Lack of consensus and neglect of students' rights

Lack of consensus:

This is to mean that teachers take measures upon students for the reason that haven't gained consensus by both students and teachers. he following quotes substantiate the case:

"Some students quarrel with their teachers when they are controlled of their hairstyles. Such students say, "It is not my hair that learns but me" "Some students don't do their home works or don't wear uniforms. When teacher controls, they quarrel with teachers and also when there is disagreement between teacher and a student on marking they quarrel."

Neglect of Students' rights:

This signifies the fact practice that being students who were going to wear uniform, their were not given chance to choose the color and model of their uniform. A student say, "Teachers and parents have chosen the color and model of the uniform with our absence"

Question 3

Have you ever encountered any teacher mistreatment? You can explain by giving examples.

(Personal interview with Students- May 7 , 2008)

Emerged categories: Mishandling students' and 'Improper legitimate power'. The first category has been taken for discussion as the other could be subsumed in the first one.

Mishandling students:

It is to mean that teachers usually associate every mistake of any mode of student behaving the teachers don't like to misbehaving; teachers' mistreat students; teachers take inappropriate (not proportional) measures when students are found misbehaving; and applying revenge upon students, unable to recognize students' situation, and exercising improper legitimate power over students. The following expressions from their answers substantiate the above discussions:

lower myself, he missed me and his trousers torn. Then Chasing me away, he ordered me to bring my parents. (Subject B)

...Finally, I went to the principal and he passed orders for further investigation from which, finally, they couldn't find any fault on my side. The teacher punished me for two weeks but the teacher was not charged of her mistakes. (Subject D)

Once, we were coming to school. Of course, we were late by few minutes. Our language teacher was going somewhere and saw us. She says, "What are you doing here this time? I suspect you were coming from gambling" The other day, that teacher came to our class and said, pointing at us, "These students came late because they were on gambling". Since then she considers us as gamblers (subject A).

Once, our language teacher gave me chance to talk on what we were learning. I talked as I was told but my voice was rough. She asked me, "Why you shout like that?" I told her, " Naturally my voice is like that." After that she said, "How on earth you say like that?" and took me to the office. The homeroom teacher didn't understand me. She told me to bring my parents. I brought my father and he told them that that tone is the natural one. Then I became free. On the other day the same teacher told me to sit near my peers where textbook is available. I found the place and sat beside other students. She said, "why are you fidgeting?" When I answered, "I was sitting as you ordered". Saying, "How on earth you say like that!" she chased me away from her class for three weeks.(Subject C)

Some teachers try to reflect their external grievance upon us. For instance, my teacher once, went to our shop to buy goods. There, she and my sister (a shopkeeper) got in to disagreement and finally this disagreement had grown in to quarrelsome. My teacher knows that the shopkeeper is my sister. The scene was on Saturday. On Monday she came to class¹⁵ and gave us class work. When I complete the class work, as any other student did, I took what I did to the teacher for corrections. She said, "You didn't do" I told her confidently that I did correctly. She told, 'Take and correct it yourself'. I said, "Okay. But put your signature on it" because during marking, signature has a value. Saying, "Are you mocking? She told me to go out from the class and this punishment extended for two weeks. When I report the case to the office, they told me to apologize the teacher. When I apologize, she refused to accept. Finally, I went to the principal and he passed orders for further investigation from which, finally, they couldn't find any fault on my side. The teacher punished me for two weeks but the teacher was not charged of her mistakes. Since then, she was not treating me well. (subject H)

Once, we had a work campaign in our school. While I was working in the field, a teacher came and saying, "Why don't you work?" lifted his leg to kick me. When I lower myself, he missed me and his trousers torn. Then Chasing me away, he ordered me to bring my parents.(subject I)

Question 4

(Focused Group Discussion of students *May 7, 2008*)

A Group of four students have been provided with the following questions.

a): How do you feel about the library service?

Emerged categories: Category: Conducive situation

Conducive situation

This is to mean that there is appropriate library service and there many books in number and in type. "The service is good. There are various types of books."

(b): How do you feel about democratic rights and duties in your school?

Emerged categories: Unaware of duties and responsibilities, and Mishandling of students

Unaware of duties and responsibilities,

This category signifies that students are not properly using their rights because they are not aware of that. "Students don't know their duties and rights"

Mishandling of students

Teachers too are also not aware of their duties and responsibilities. "For instance teachers insult & intimidate female students. This is not their right we are afraid of telling our problems because they approach us with strong words. For instance if our uniform is torn, they say "isn't it to show your tight that you torn it?" They say so in public".

(c): Can you tell me about efforts your school is waging on familiarizing your duties and responsibilities?

The school provides advices when students break the regulations.

"They tell us to wear uniforms when we come with out wearing, to bring with us education materials, to be punctual, to do individual and group works when we don't do, to clean our classroom, not to harm female students."

Question 5

What makes you worry about your school?

(Personal Interview with students- *May 8, 2008*)

Emerged category: Unimproved misbehavior

Unimproved misbehavior:

Unimproved misbehaving was to indicate that regardless of some mechanisms of averting misbehaving, like advising misbehaving students, they are not correcting their misbehaving. I quoted from their answers to concretize the discussion:

“What makes me worried about my school is that there are some students who don’t improve their behavior even though they are advised to do so” (subject F). “What makes me worried about my school is that some students insult each other. When you do something they insult you, they hit you” (subject M).

Question 6

What do you feel about teacher’s perception of classroom discipline?

(*Personal interview with students May 8, 2008*)

Emerged category:

With a view that the selected category would possess relevance with respect to the main focus of the interview protocol, category, labeled ‘ Being obedient, quiet and peaceful’ has been taken for summary.

Being obedient, quiet and peaceful:

Here, what the researcher had understood from the respondent’s gesture and facial expression is that obedience and quietness are to mean ‘not challenging teachers’ and ‘being submissive to teachers and administration’. The following responses may witness messages of the category: “When the class waits the teacher being quiet and silent, he/she teaches well” (subject A). “If there is disturbance in the class, teachers introduce only main contents and quit teaching with out clarifying” (Subject B). “A student is liked not only for his/her brevity but also for good behaving. If there is silence, the teacher as well as the school likes the classroom. If a brave student is misbehaving, his/her brevity is cancelled and is not liked by

teachers and the school” (subject C). “If a student is quiet in his class, doesn’t quarrel, walks on the road keeping his left, teachers, homeroom teachers and the director like him” (Subject D).

Positive response or reward, like ‘liking’, was the indication of encouragement of obedience and quietness.

Question 7

How are misbehaving students controlled?

(Personal interview with students- May 8 , 2008)

Emerged category: Group discipline’ and School-parent actions’

Group Self-Discipline:

Whenever a misbehaving student appears, the class as a whole advises this student repeatedly, after which they report to their homeroom teacher or to the administration.

Quotes from the respondents’ response could witness this finding.

“We [the class as a whole] can also advise them and say, “let’s study hard and make our class be competent” When they don’t improve, we send them to the office” (Subject K)

“Those misbehaving students are advised repeatedly by the whole students in the class so as to not misbehave . . . “ (Subject C)

School-parent Actions:

If a misbehaving student cannot correct his/her misbehaving, homeroom teacher or unit leader, or deputy principal try to advise him/her. If things worsened, I mean, if no progress towards correction is seen, the school together with parents settle the issue. Let’s see the following, quoted from students answers: “The misbehaving students are advised repeatedly by whole students in the class so as to not misbehave again and if they don’t improve, their parents are called on for discussion” (Subject C)

Question 8

How do you get on with your teacher?

(Personal interview with students May8 , 2008)

Emerged categories: 'Appropriate teacher-student relationship' and 'mishandling misbehaving'

Positive teacher-student relationship:

This is to mean that the relationship between teachers and students is like parental or fraternal relationship. To concretize this discussion let's see a quote from their answers.

"The relation we have with most of our teachers is of father/mother and son/daughter" (Subject K). "We have good relationships with our teachers. We see each other like family members" (subject C).

Mishandling misbehaving:

Teachers exercise their authority in an adverse way, they don't treat students in a positive manner. "...but some teachers became angry when they see misbehavior in their students.. Some teachers dismiss them from their classes if they don't do their homework" (subject D).

Question 9

If a student is accused of not working of homework what may be the possible reasons?

(Personal interview with students May 8 , 2008)

The question is meant to see what students feel and experience about the causes for not doing home works. The following categories emerged form the coded responses: 'lack of time', 'negligence' and 'power failure'.

Lack of time:

Students when go back to their homes, there waits them other jobs (Some busied by their parents, others engage in private works for survival). This makes their time tight, leaving insufficient time for doing homework.

For instance, the answer, "there are destitute students and earns their living working as servant, as a result of which they do not find enough time to work on homework." (Subject D).

Negligence:

Not giving due attention to doing homework. For instance, "Some students don't do their homework because they are negligent." (Subject C).

Power Failure:

Where a student planned to do his/her homework in the evening, electric power interruption might occur. That hinders the plan. "There may not be light that evening so that a student couldn't work on his homework." (Subject D)

Question 10

What do you think about the basis for classroom grouping?

(Personal interview with students May 8, 2008)

Investigation of the way classroom groups are formed had its influence in their learning and the interview protocol was prepared to elicit answers accordingly. Answers were segmented in to 11 meaning units, out of which 6 coded texts emerged. Merging those in vivo codes having near similar information, a 3category message came out. This set contains categories, labeled 'Mixed ability grouping', A sense of cooperative learning', and 'Non-reliability of ranking (Top-20 idea)

As has been discussed above, purpose of the interview protocol was to explore students' understanding of how groups are formed. With this in view, the category labeled 'Mixed ability grouping' has been picked out. Of course the other two categories were not discarded with the hope that they could serve when the question of students' perception and attitudes arises.

Mixed ability grouping:

This way of grouping involved identification of ranking (top-20) students from others followed by equally distributing those students among the randomly grouped other students. Let's see what the subjects answered.

"These days a top-20 idea is in practice. Academically ranking students are selected and distributed among the groups" (subject K). "Some teachers group us by our roll numbers and insert in each group brave students" (Subject D).

Of course, one respondent does not support a top-20 idea because of unreliability in ranking. "I don't support this top-20 idea. Except for top-3 students results of the rest is not reliable as a student could get high marks through cheating" (Subject D). She says, "Once, a student got

6th rank in her class. But she couldn't, even, spell her name correctly because she got this status through cheating. How can she teach us?" Though this idea could not be totally rejected, the researcher saw it as technical issue in assessment that is not in line with direction of the interview protocol.

Question 11

What makes you worried about the classroom assessment?

(Personal interview with Students- May 8 , 2008)

Emerged categories: 'Teacher's mistreatment of students' and 'Teacher's misunderstanding of student situation'. However, the researcher took both categories, because though teacher's misunderstanding of students leads to mistreatment, mistreatment does not necessarily emerge only from misunderstanding.

Teacher's mistreatment of students:

This category involved the fact that students are treated in a destructive way, and every act students may show in tests and examinations was associated to misbehaving.

"I feel worried about some of our teachers' deeds. For example, snatching answer sheets from students while they are working on tests with the reason that time is over" (Subject C).

"When a student tries to borrow pen or pencil or piece of paper from his/her peers during testing, teachers put red signature on the answer sheet to indicate that the student has cheated in the test." (Subject K). "Accidentally, my seatmate and I may write similar answers in some of the questions regardless of their value (correct or incorrect). This time teachers say, "you copied your neighbor's answer" (Subject E)

Teacher's misunderstanding of student's situation:

This involved the fact that some teachers do not understand why students appear with certain act. To show this in concrete, I quoted the following from their answers:

One day, we had a test and I was thinking and writing temporary answers on my hand. When a teacher saw me he said, " Are you waiting somebody to send answers to you?" Angrily and blindly I filled the blank spaces on the answer sheet and went out. Because I was annoyed being suspected at that test and told in public¹, which was not my behavior (Subject L).

“Sometimes a student may get his/her pen drained and may wait till his friends finish and finally get short of time. The teacher snatches his/her answer sheet when the time is up. The teacher should have asked the problem and give them some more time” (Subject G).

Question 12

Can you tell me about the self-initiated activities of students in the school?

(Personal interview with Deputy Principal- May 23, 2008)

Emerged Category: ‘Involvement in maintenance and donation’

Involvement in maintenance and donation:

Students involve in maintaining properties of the school that are currently in use self-initiated and donate books to the library. Respondents actual phrase concretizes this finding.

It’s a long aged experience that students in our school perform valuable jobs self-initiated. For instance, they have been serving the school by cleaning classrooms, painting walls of classrooms, engaged in maintaining chairs and tables for teachers, maintaining blackboard, cleaning the school compound and cleaning the canals (Subject Q).

They are also preparing sport fields. Self-initiated students do all these. What the school contributed is it provided them with wooden poles, nail, ink and other devices. Even, once, the school was not able to provide them large-size nails but students managed the problem by bringing nails from their homes. Students are also donating books to the library with self-initiation” (subject Q), Picture B, C (Appendix-F₁, F₂).

Question 13

If a student quarrels with his teacher, what possible causes could be mentioned for the quarrel?

(Personal interview with Deputy Principal and the Principal and teachers- May 23, 2008)

Emerged categories: ‘In adequate pedagogy’, ‘Mishandling the students’, and ‘Lack of management skills’.

At this stage, the researcher decided to consider the first two categories for the purpose of summarization with a view that, teachers with less or no management skills are likely to mishandle their students.

Inadequate pedagogy:

It is to mean lack of proper preparation and planning on teachers' side as well as the methodology teachers are applying.

“A student quarrels with teachers because some teachers do not properly prepare their lesson and don not present appropriately” (Subject Q).

If a student doesn't like the subject, he/ she may quarrel with the teacher, he/she may not give much attention to the study of that subject. When a teacher controls student's works they may quarrel. The reason for not liking a subject may be because the way teachers present or the methodology they use may not be appropriate.(Subject F)

Mishandling the students:

This concept, in reference to the answers, involved harsh measures upon students, misunderstanding of students' behaviors, a first impression effect (stereotyping), and magnifying students' mistakes.

“Teachers take harsh measures without identifying the problems or their reasons. They come to the school to be changed. If we magnify mistakes of students it will lead us to worst situation. Problems would not be alleviated, rather aggravated. This may arise from lack of management skill” (Subject Q). “When a student quarrels with teachers, traditionally the cause is directed toward the student. The student is considered as offender or guilt. There are also some teachers who nag in the classroom . . .” (Subject P). “Even sometimes teachers are not treating their student properly. The consequences may lead them to quarrel” (Subject F).

Teachers' treatment of student may be the cause for quarrel. When a student comes late or when a student doesn't work what is expected of them, instead of cooling the situation down and investigating the cause, some teachers aggravate the situation and magnify mistakes. If we show obstinacy with respect to simple student mistakes/¹⁵ things would turn out to be worse and changes in to quarrel. (Subject G)

Question 14

Can you tell me about the students/ participation in general meetings in the school?

(Personal interview with Deputy Principal- May 24, 2008)

Emerged Categories: ‘Enhanced participation’ and ‘Taking responsibility for own learning. As taking responsibility for own learning could be subsumed in the former category, ‘enhanced participation has been picked out for summary of the finding.

Enhanced participation:

This is meant to indicate availability of opportunity to participate in meetings on which different issues related to learning, learners, and disciplines are raised. This opportunity, again, empowers students to take responsibility for their own learning.

“Students participate in general assembly where there are meetings that concern student affairs, on academic committee meetings and there they raise their issues there, give comments.” (Subject Q).

The other is, there is monitors’ council. This council is responsible to deputy principal and conducts meeting with the presence of deputy and the units. The council is invited on the meetings of HIV/AIDS and Civic and Ethics club to share their experiences. The monitors’ council has a monthly meeting where they provide constructive comments like, “That teacher teaches very fast”, “ He doesn’t teach us properly” (Subject Q).

Question 15

Can you tell me about the election of monitors?

(Personal interview with Deputy Principal- May 23 , 2008)

The emerged Categories were ‘Empowered students’, ‘maintenance of sex composition’, and ‘Awareness creation and guidance’. But for the relevance to the very purpose of the interview protocol, the researcher had picked out the first category, *empowering students*.

Empowering students:

Students as a whole have the right and freedom to rank monitors and to dismiss them whenever need arises. Except for facilitation of election, homeroom teachers as well as the administration cannot interfere. But guidance is provided before they proceed to election.

They are advised to nominate students from top-ranking twenty students. The reason for this is that academically ranking students are supposed to coordinate and open discussions concerning difficult contents. These students are also disciplined and are able to maintain classroom discipline. While placing students in each section we have already distributed top ranking students in each section. Others know these students but we also introduce to students the list of top ranking students in each section.

Students from both sexes are elected for the purpose. Fifty per cent of the position for nomination and election is reserved for female students.

“The other criterion students would have considered was the sex composition¹³. In each section two monitors, of whom at least one is female, are elected”

Except for giving advise as to what kind and how to elect monitors, the school doesn't interfere in the election process. Even homeroom teachers couldn't have any influence on the process.

Usually some monitors come to us with complaints that, being occupied with controlling students discipline, they couldn't work on their own study. We send them to discuss on the issue with their class. Because only the class has the right to give rank or dismiss the monitors. Even homeroom teachers have no right to do so.

Once, similar case was brought to us and we directed the case to their homeroom teacher. The homeroom teacher presented the case (change of monitor) to the class, but students rejected the request of changing of their monitor. We also are encouraging them to exercise such right.

Question 16

What makes you pleased about your school life?

(Personal interview with unit leader and the principal- May 23, 2008)

The purpose of the protocol was directed toward obtaining answers for the pleasure the unit leader and the principal feel about their school. As a result, the category, labeled 'Favorable factors in the school compound' was emerged.

Favorable factor in the school compound:

Favorable factor involved conducive school environment in terms of facilities and human resource and responsiveness of the school administration.

“What makes me pleased is that the school facility is relatively in adequate condition. Most of the teachers are well experienced and it is a good opportunity to exploit their expertise. Further, the school administration is responsive for every issue of teachers and students. (Subject U)

“What makes me happy about my school is that its facility is at a better condition than that of the neighboring primary schools. Its organization is conducive for teaching learning process.” (Subject P).

Question 17***What makes you worried about your school life?***

(Personal interview with unit leader and the principal- May 23 , 2008)

In contrast to interview protocol 16, this question is intended to extract issues people worried about in their school. Categories, labeled ‘Students’ misbehavior as a cause of worry’ and ‘Dissonance between teachers’ performance and government direction’ were emerged.

Students’ misbehavior as a cause of worry:

Though there are efforts to avert misbehaving, there is no tangible progress toward improvement. Sufficient measures are not being taken to correct the problem.

What makes me worried is that the problems of discipline are not yet improved. Students being absent for ten, twenty, even thirty days come back to school. There is lack of timely follow up. The measure the school taking is not sufficient. There are students who don’t obey to orders. This makes me worried.(Subject U).

Dissonance between performance and Intention:

This is to mean that there is lack of harmony between what teachers are doing and the government’s direction or intention. It involved register of less academic works, lack of commitment, and lack of awareness. The respondent says,

What makes me worried about my school is that the school progress is slow irrespective of its conducive conditions and potential. There are some teachers who teach their pupils, even on Saturdays and Sundays. On the contrary, there are some who, leave alone Saturdays and Sundays, don’t properly conduct their regular classes. We need to achieve the expected institutional results. But what worries me is the fact that some teachers do not recognize that it is only the combined and coordinated efforts of all the staff that constitute the institutional result. They don’t recognize that their performance is evaluated with respect to this institutional achievement. They are not going in line with government’s direction and intention. (Subject P)

“...Some teachers don’t recognize that it is only the combined and coordinated efforts of all the staff that contribute to the institutional result.” (Subject P)

Question 18

What possible causes could be mentioned for student misbehaving?

(Interview with unit leader, deputy principal and the principal- May 23, 2008)

In interview protocol 1, we have already analyzed students' opinion for causes for misbehaving in students. Likewise, question 18 is intended to explore the principals' and unit leader's view of causes for student misbehaving.

Emerged Categories: 'Home environment and its surrounding' and 'mental immaturity'

Home environment and its surrounding:

This category involved lack of parental attention with regards to students' misbehaving, family economic status (that hinders required support for their children living and learning), lack of peace in family (that leads to parents' inappropriate handling of their children, this which in turn causes frustration and hopelessness).

The first and the major reason for misbehaving is their family's treatment. Those who grown up in a proper family management show good behavior at schools. The other cause is illegal films and videos. What they see in the video, they try to reflect in the school and in the classrooms (subject U).

"Mostly misbehaving students are those, which misbehave at their homes. Lack of peace in their family is one of the causes for children's misbehaving. (Subject Q).

The reason for students' misbehavior is the family. The way they grew up. Students coming from families who rear children properly usually are good behaving. Most misbehaving students come from poor families. Another reason is their home surrounding. Students coming from place where alcohol is sold and where commercial films are shown usually show misbehaving (Subject P).

Mental immaturity:

Students are not mature enough to control their own disciple. They may not be able to recognize consequences of their misbehavior. Even they may not know whether or not they are committing mistakes. "The third source for misbehaving might be their mental immaturity" (Subject U).

Question 19

What do you feel about students and teachers' exercise of democracy?

(Personal interview with Deputy principal- May 23, 2008)

This question was intended to explore how deputy principal was sensing democratic practice in the school. Accordingly, categories labeled 'Rights at hand' and 'Lack of attention for one's own duties and responsibilities' were emerged from his responses.

Rights at hand:

Right at hand signifies freedom of expressing one's own idea, opportunity to participate in discussions on school affairs, fair treatment of teachers by administration, teachers appropriate academic right. Furthermore, collaborative work among teachers and between teachers and administration. The following quote may concretize this discussion.

These days students are not afraid of asking whatever they need, expressing whatever they want. Teachers also are free to express whatever they feel about the school, give comments on the overall activities of the school. There is no consequence that they are afraid of for expressing their beliefs. These days teachers have more democratic rights on academic issues than the administration have. (Subject Q)

The administration treats teachers appropriately. "Whenever the school thinks a teacher is mistaken, we make discussions openly with the teacher. If the teacher is not convinced in the discussion, another discussion is set with the presence of department and unit." (Subject Q).

The administration is also working in collaboration with teachers. The deputy says,

Currently, the administration is working cooperatively with teachers with a feeling that Mr. A contacts teacher B, teacher C's mistake is corrected by teacher D, Teacher D shares ideas and experiences to Mr. A, B, E etc. Most of the staff members feel that, if there is mistake in administration, it affects our performance and vice versa. That is why we have monthly regular staff meetings. (Subject Q)

Lack of attention for one's own duties and responsibilities:

This category involved students' unbalanced use between rights and responsibilities-demanding only for rights and neglect of duties and responsibilities. The response indicates that there is an opportunity to exercise their rights.

Of course, there is a sign of democracy. These days, students are not afraid of asking whatever they need, expressing whatever they want. But what they don't bear in mind is that they don't take their rights and responsibilities together. They always demand only for their rights, neglecting their duties and responsibilities. Except for saying "My right", No one is holding "my duty, my responsibility (subject Q).

Question 20

What makes you worried about the school rules and regulations?

(Personal interview with teachers- May 24 , 2008)

Three teachers were interviewed for their worry about the school rules and regulations, out of which two main categories emerged and labeled 'Misuse of rights and insufficient control', and 'Adverse influence of result-based performance (RBP)'.

Misuse of rights and insufficient control:

This category is to mean that too much right is given to students, which they couldn't shoulder; that students are showing acts that are out of the school norm; and that punishment for their misbehaving is neglected.

What disappoints me, though it is the time, is a right that is not appropriate. Such right is better to be provided to conscious people. I believe, personally and as a science, that students are provided 100% rights. But their rights became unlimited. It would be good if students had properly practiced their rights. The student as well as the community is not conscious enough to shoulder this unlimited right. Students don't know responsibilities behind each right. For instance, they consider being absent as their right without recognizing the consequence of absenteeism. You cannot punish a student for his lateness because punishing is considered as harming one's rights. Of course, I shouldn't touch this right but what about the trend they may show otherwise? (Subject M)

We observe students' practices, which oppose the norm. For instance, it is not common to see, in our community, children of opposite sex embracing each other. If you say, "don't do such things. It will lead you to unwanted consequences" they respond, "It is non of your duty". (Subject M).

Teachers attach students' misuse of right with the RBP plan.

What disappoints me about the school rules is that students are given much right. Of course, it is not appropriate to punish students. I believe in that. But giving right in essential issues, like learning without options for punishment made me worried. For instance if you say to your student "why don't you do your home work?" he/she says, "It is my right" At most we advise him/her, no more than that. They are given excess rights. There should have been an option to punish them. In this respect I am not comfortable. (Subject O)

"What disappoints me about the school rules is that students are given much right. Of course, it is not appropriate to punish students. I believe in that. But giving right in essential issues, like learning without options for punishment made me worried. For instance if you say to your student "why don't you do your home work?" he/she says, "It is my right." At most we advise him/her, no more than that. They are given excess rights. There should have been an option to punish them. In this respect I am not comfortable." (Subject O)

Adverse influence of RBP:

RBP appraisal of teachers depends on the number of students getting promoted to next grade. Promotion of high number of students leads to high RBP result, otherwise low RBP result. Thus, teachers are forced to give high marks to students, which they don't deserve. On the other hand, students, hoping that they have much chance of promoting to the next grade, don't give sufficient attention for their study.

This result based evaluation forces us to promote students to the next grade that they don't deserve. This made them be lazy. What worries me also is that, since 2002, proportion of students passing national examination is getting lower. This performance-based evaluation itself has a problem . . . Teachers may agree and sign to promote at 80% of their students to the next graded. Students, hearing this, say, "whether they like it or not they will let 80% students promote to the next class. "ወደ ነው ያሳልፋል 80% አሳልፋለሁ ብሏል" As a consequence students don't bother for their study and they don't pass national examination. This worries me. (Subject N)

Question 21

How do you get on with the school administration?

(Personal interview with teachers- May 24 , 2008)

This protocol is intended to extract teachers' feelings of their relationship with the school administration. Three teachers involved in the interview responses of who resulted in emergence of a major category, labeled 'Friendly relationship and positive interaction'.

Friendly relationship and positive interaction:

This category signifies the existence of good interaction and friendly approach with the administration; responsiveness of the administration and in the opportunity to comment on the daily goings of school administration.

I have been teaching in this school for many years and we have good interaction with the administration [the principal and deputy]. They approach us in a friendly way. For instance, we consult the administration (the principal) about the problems we face regardless of the fact that these problems could have been solved by the unit leader or the deputy principal. Because he usually gives us immediate solution (Subject R).

"I have good relationship with the administration. We discuss on issues related to school problems. I give comments on things to be improved by the administration whenever I find one." (Subject S).

"I have very- very strong attachment and relationship with the administration." (Subject T)

Question 22

If a student is accused of not working on his/her home works, what are the possible reasons for this?

(Personal interview with unit leader and teachers- May 23, 2008)

The question was meant to extract teachers' and unit leader's opinion and experience of the cause for students for not doing their homework. Similar question has been used to make and interview with students (in question 9). Responses from four interviewees resulted in the emergence of three categories, labeled 'Negligence', 'Lack of parental attention', and 'unclear work procedures'.

Negligence:

It is to mean that some students feel negligence and carelessness for their learning. They see the school as only a stay place.

"The reason is that students are not interested in learning. They consider the school only as a stay place. Another reason is that their parents at home busy students." (Subject H)

"As to me, the reason for not doing homework is not, as they occupied by family or home commitments or because it is difficult to do, but because they are either lazy or not interested to do. I think it is because of their carelessness or negligence that they don't do their homework." (Subject I)

"The third reason is that there are some students who come to school only to pass time. They are negligent about their homework." (Subject U)

Lack of Parental attention:

This signifies the fact that parents give less emphasis to their children's learning in such a way that they busy them at home leaving them with little or no time to do home assignments. The following quotes explain it more.

"Some students purposely neglect doing homework. This happens because of lack of parental attention. ". . . The workload at home may not permit extra time to do their homework." (Subject U).

Unclear work procedures:

It is to mean that usually home works are given where students are not clear about the procedures of working or sometimes, the problem itself may be difficult to tackle unless the teacher explains them how to do.

“As to me the first cause is that students may not understand the concept of and the way to do homework. If they don’t understand, they don’t do it.” (Subject U)

4.4. Discussion

4.4.1. Institutional level practices

From the very beginning the nature of this qualitative case study had forced the researcher to collect qualitative data through observation besides interview. Qualitative observation involved observation of the school physical environment (the school compound, the classroom, the latrine, the library, the laboratory, and staff room and staff lounge); and observation of teaching in classrooms

Physical Environment

One of the conditions that help the best operation of democratic principles, according to Hightower (1952), is a conducive physical environment. Accordingly, those aspects of physical environment, listed above, have been set for close observation and the following discussion describes their status with respect to democratization.

Before coming to discussion, what the readers have to bear in mind, at this point, is that availability of good physical environment does not necessarily mean that the school is democratic or not to mean that non-democratic schools do not provide good physical environment. But provision of good physical environment lays ground for democratic practice.

The school compound.

The school has a wide *play ground* that comprises of a football field and a mini-sport field covered with grass that seems regularly mowed by mowing machine. But such machine never had touched the fields (Appendix-F₂). Besides football field, a mini sport field is located where different gymnastic exercises are done. Both the football and mini-sport fields were clean and grassed nicely. Every child is allowed to play on either of the field comfortably (Appendix-F₃). Both the football and mini-sport fields are safe for the children to play. The playground is at least, 50 meters far away from offices and classrooms that gave children more freedom to play with out any interruption. The school compound has a lot of trees that provide sufficient and fresh air. Appendix-F_{2,3})

Classrooms. Basically, the question ‘what is democratic classroom?’ may require experts’ listings of conditions for democratic classrooms. But do teachers and administration agree with experts’ lists. Do experts themselves agree with each other’s suggestions? “No doubt the lack of agreement on the basic elements of democratic classroom is due in part, to the lack of agreement among the experts” (Edmund & Guzzetta, 1960: 6). But the researcher believed that a democratic classrooms in local context should provide, at least, comfort in terms of seat class size & seat arrangement, and lighting, leaving sufficient space for free movement, destruction-free zone etc. The choice was in line with Hightower’s’ (1952: 387) suggestions about classrooms. Accordingly, two dimensions came out for discussion, namely ‘conducive classroom situation’ and ‘over crowdedness’.

Conducive Classroom Situation

There are totally 19 classrooms in 5 stone walled buildings and 7 classrooms in two wooden buildings. All the classes have been furnished with desks and blackboards. Desks in each classroom are arranged in T-shape, two desks facing each other and the third desk joins the other two facing both of them at right angles. This arrangement accommodates up to nine children. The setting was made so with the intention of hosting group setting. Except for the two old classrooms, the rest permit sufficient light to enter. Those two classes permit insufficient light because their glass windows are located only at the Western side of the classrooms. These classrooms are darker during rainy days. Seven of the classrooms have bulletin boards that provided additional space to display teaching aids and other information and educational materials. Classrooms

are situated nearer to each other that it takes inconsiderable time for teachers to move from one classroom to the other. In general, with respect to the above conditions, classrooms provide conducive situation for teaching learning. This situation reflects what Hightower statements about conducive physical environment. Hightower (1952) states,

Physical environment refers to the fact that the old fashioned rigid desks, dark classrooms, crowded conditions, and confining desks do not allow physical freedom which in turn curtail mental freedom necessary for the successful operation of democratic practices.

Over crowdedness.

As is stated in MOE (2002a: 71), the country wishes to meet section-student proportion of 1:50. Expansion of schools was mentioned for realization of the intended proportion (p. 71). With regard to student placement, the school has nearly achieved the national objectives set 6 years ago MOE (2002a), that is reducing class size to 50 for grades 2,3,6,7 & 8, leaving grades 1, 4, and 5 with class size 58, 62, and 63 respectively. Though average class size at school level is reduced to 54.4 with in these 6 years (Appendix D₁), it could have been further lowered if those free classes had been used. The current teacher-student proportion (1:37) (Appendix D₁), which is much lower than the intended minimum proportion (1:50), had been a good opportunity for this purpose.

The library. Democratic schools should provide students with appropriate services they deserve, such as library and laboratory services. The library service is nearly up to the required level in that it has sufficient reference books except for less number of few books. Ten textbooks from each subject are also placed in the library for quick access. Except for few reference books, books are shelved on free access areas. Loan service is also available both for students and teachers. Students had a say on the service: “The service is good. There are various types of books in the library.” This situation helps students exploit library service to the maximum

Latrine. The analysis shows that about 69 male students share a class (about 35 students in one shift). This is an optimum proportion in the present local context. But if we see latrine for female students, it is in the proportion 1:96 (96 female students share a class). This is an indication that either the school administration became negligent or did not recognize the situation where as female students occupy 53.3% of the student population.

The laboratory. Though the laboratory building was constructed with the MOE-standard, though sinks & demonstration tables are fixed, it is not equipped with necessary laboratory tools. Except for one microscope, few glassware (beaker, test tubes), and test tube racks, the laboratory shelves are empty. This situation forced the science teachers to borrow few chemicals from nearby high school. Students were supposed to see demonstrations or do practical works in the laboratory, to strengthen what they have learned theoretically. But this expectation became a dream for students and teachers. After all, they are expected to attend national examination (grade 8), in which they have to compete with other students who are learning at schools with better laboratory facilities. The current laboratory situation limits students' right to learning.

Staff room and Staff cafe. For effective teaching, school environment play significant role. The school environment has to be enjoyable and entertaining to the staff. With this idea in mind, analyses have been made on observation data from staff cafe and staff room. The observation showed that the café services are provided with reasonable price as compared to similar services in the local community. But the room is very small and narrow that it couldn't accommodate the staff, even in one shift. The school administration didn't pay much attention to set the situation in order.

Concerning the staff room, the availability of lockers for teachers to keep their educational and private materials creates comfort to teachers. But unavailability of chairs and tables places the school at much lowered standard because teachers are not getting rest comfortably and are not able to get table to prepare their lessons or work on related matters (Appendix-B1.7). Where some teachers were forced to go to the library to get seat and work, reserving an empty room as a staff room is questionable. In this respect, too, the school administration showed negligence.

In summary, discussion of the physical environment brought about two sets of results. One set identifies conducive environment, like organization and furnishing of classrooms; efficient service of the library; the neatness and safety of the school compound; and fair service of the staff café. The other set shows the overcrowded condition in some classrooms; lack of equipment in the laboratory; unfair distribution of latrine among female and male students; the school's less attention for the staff café and proper staff room organization.

Administration

Discussion on administration involves democratic practices, teacher-student relationship, teacher-administration relationship, school-parent relationship, and students' misuse of rights.

Democratic practices

Discussion of relevant data showed that students and teachers have got opportunity to exercise, to some extent, democratic rights and also pitfalls were seen in practicing democracy and democratization. Each case will be discussed hereunder.

Students

Discipline. The area where democratic practices could be demonstrated, according Hightower (1952), is discipline. "Discipline for democratic living is not a matter of autocratic rule on the part of the teacher or principal, but of individual and group self-control." (p.389) In the study case, peer and group advice is becoming common practice in classrooms. Monitors' council in each section identifies misbehaving students and organizes the whole class discussion on misbehaviors of the identified students. Students' participation in designing rules for disciplinary cases (Appendix G₁) also witnesses group self-discipline. In addition, corporal punishment is replaced by provision of advice and reprimand at different levels. It is an indication of a shift of power from staff to students and hence of democratic practices. This practice goes in line with Pepper and Henry's (1985) assertion.

Self-discipline is an inner process of self-correction toward more effective conduct and this comes in to reality if there is an understanding that self-discipline emanates from shared responsibilities and that responsibility is taught by giving responsibility. (p. 264)

Participation. Monitors' council members from each section conduct regular meetings separately and with teachers. There, they raise issues related to learning, learners, teaching, teachers and discipline and reach shared decision. Such opportunity empowered students to take responsibility for their own learning. This is one of the major mechanisms to enable students embody democratic spirit. "As a general rule, the more decision latitude individuals have over something, the more they can be held accountable for their performance and actions" Hoover and Kindsvatter (1997:83). Another area where students have been

empowered is election of their representatives. Students as a whole have the right and freedom to rank or dismiss their representatives. Except for facilitation of election, teachers as well as the administration cannot interfere in the process or cannot do any change at any one time. This practice seems to go in line with scholars' advice: "By giving students collective responsibility for their learning, we can cultivate their sense of social and intellectual responsibility" (Brubacher, Pyne, and Richett 1990:31). The situation is witnessed by 87% respondents' well satisfaction about their schools in students' questionnaire (Appendix H₃, No. 4).

On the contrary, in some school practices, students were devoid of their rights. Two of such areas were rules for wearing uniform, and commonsense rules for hairstyle. Most conflicts that arise between students and teachers or administration had root causes related to uniform and hairstyles. Some students come to school without wearing uniform or partially wearing or coming with torn uniform. But the reason for the problem is found to be inclining toward rejection of the color. Because students haven't got chance to choose model and color of their uniform. Description of student's response (Appendix H₂) from questionnaire shows that the problem arising from not liking to wear uniform was negligible. But it was a matter of choice of color on which students were not allowed to participate. Female students' uniform model choice inclined toward shirt and skirt where as what they were forced to wear was skirt and dress (Appendix-E₄). Most students were willing to choose model and color of their uniform in collaboration with their parents and the school (Appendix-E₄) but only parents, teachers and the school administration have done the choice. Most of the respondents accept the need for wearing uniform, accept strict measure on those who don't wear uniform, understand the negative influence other clothing may bring up on their own learning and learning of others (Appendix-E₄, H₃). Thus the problem revolves around lack of opportunity to participate in choosing. Most students agree that the school shouldn't interfere in issues related to their hairstyle; their hairstyle doesn't lay any influence on learning; and agree that students themselves should decide individually the style they may use; Using different hair styles and hair cosmetics is not an indication of civilization. Finally, most of the respondents prefer hairstyle the community is familiar with (Appendix H₂).

So, what is lacking there that creates quarrel with their teachers and the administration? It seems lack of students' participation in decision-making. They shouldn't be responsible for what they haven't shared decision upon. Students have to possess decision-making power on

issues that directly affect their own community within the school in order to get their cooperativeness in building democratic citizenship (Hoover and Kindsvatter, 1997:83).

Robertson (1996) also strengthens this idea by advising, “Teachers must always encourage children to take responsibility for their own development, rather than regard themselves as passive victims of circumstances” (p. 109)

Misuse of rights. In our discussion of democratic practice, probably we came to understand that students were given rights to ask what they need, participate in decision making positions pertaining to their learning, regulate their classroom discipline etc. On the other hand, they are abusing this right. They are exercising the ‘right to learning’ translating in to the ‘right to not learning’. Being late or being absent or acting in a manner that the school community does not accept were considered as their rights. This misuse of right became one of the things that worried students and the staff.

Observation of the school compound also made an emergence of the opinion that, in some respects, the school has not been inculcating the sense of responsibility in students. On a wall of one of the buildings, is seen the rights students deserve, which include the right to use the school property and to be served by the school property, to know rules and regulations of the school, to have appropriate relationship with their teachers, and to participate in any extracurricular activities. On the contrary, there was no any statement notifying their duties and responsibilities. As is seen in previous discussion, students are becoming right-mongers and responsibility-negligent. The school orders students to wear uniform, to bring educational materials, to be punctual, to do individual and group works, to clean classrooms, and not to harm female students when problem occurs. But it is not in an organized way and is not conducted in regular basis. The absence of official statements regarding their duties and responsibilities, as to the researcher, erodes the feeling of responsibility for their school in particular & for their learning in general. This is the indication that the school is not intent with regards to embodying complete spirit of democracy.

In general, the experience of right is demonstrated and practiced more than the exercise of duties and responsibilities. Close investigation of the situation showed that students are not getting appropriate, planned, and consistent training on how to exercise democracy.

Teachers

Teachers seem benefited from democratic practices in the school. Teachers are free to comment on daily school functioning and participate in decision-making. They have appropriate academic right; there is a sense of collaborative work among most teachers and between teachers and the administration. Teachers are treated in fair way by the administration, and the relation between teachers and administration is friendly. There is friendly interaction between them and the administration is responsive to teacher issues, issues related to teaching, administrative and other social relations.

Description of responses from questionnaire (Appendix H₄) also shows that more than 94% of the respondents mentioned that they are sufficiently consulted by the school about the proposed school policies (rules and regulations). This behavior goes in line with the Hightower's (1952) statement about administrators. "The democratic administrator differs only from other members of the staff in that he is a co-worker with a special responsibility" (p. 388). More than 95% feel satisfied with the way the administration treat them. The satisfactory overall school practice in handling teachers is justified by the response from teachers' questionnaire. No indication of teacher dissatisfaction whereas more than 95% respondents indicated their satisfaction (Appendix H₄ Q₁₃).

Furthermore, comments from principals support the above responses. Teachers conduct monthly regular meetings on progresses and problems of teaching-learning process and on ways of alleviating these problems. "These days, teachers have more democratic rights on academic issues than the administration have." "The school administration is responsive for every issues of teachers and students."

School-Parent Relationship

For creation of democratic citizens, parents' concern and involvement in student learning is of a high value. Unless schools work in collaboration with parents, student development toward democratic society will be haphazard. That seems why a note found in AERO² indicates that in a democratic school, the community is considered as an extension of the classroom.

² AERO-Alternative Education Resource Organization (<http://www.educationrevolution.org/demschool.html>)

Genuine democratic practice in schools demands that all individuals included in the program have a voice in the policies, which affect them and the opportunity to participate, to the extent of their abilities, in all the school's activities. This includes parents, teachers, pupils, supervisors, administrators, boards of education, and the lay public (Hightower (1952: 387).

Coordinated efforts. Tracing back to establishment of the school took the researcher to identification of actors in construction of the school buildings. Except for 7 buildings, the rest were built with the coordinated efforts of students, teachers, the community, and the government. The community through its association, Kafa Development Association (KDA), raised considerable amount of fund for the construction of library and laboratory. Students and teachers in collaboration with parents had contributed significant amount of fund in the construction of a 5-class building with the aim of alleviating shortage of classrooms. (Appendix F₁). Interview protocol also show that parents are called on in cases where their children couldn't improve their behavior after a series of peer & teacher advices. If no progress toward correction is seen, the school together with parents settles the issue. It is the indication that parents in particular and the community in general is participating in construction of the school.

However, in issues, like students discipline and students learning, the collaboration seem an ad hoc because misbehaving never have reduced. Parents are remembered only when their children are found misbehaving. Misbehaving problems are not alleviating. There is no tangible progress toward improvement as a result of which the principals and teachers feel worried. It is also students' worry that, regardless of mechanisms set to avert misbehaving, some students are not correcting their misbehaving.

On the other hand, students, teachers and administration put home environment and lack of parental attention at the ranking positions of the list of causes for student misbehaving. Parents are not committed for their children's academic success as well as their future children's behavior'. Students when go back to their home, there waits them other jobs (some busied by their parents, others engaged in private works for survival). In summary home environment and lack of attention were considered as top causes for students' misbehaving and for not doing home works. Even in teacher questionnaire, about 43% of the respondents assured that they do not feel they know students' parents as well as it should be. (Appendix H4).

Teacher-parent relationship plays great role in pupil learning. Hand (1948) emphasizing teacher-parent relationship states, “. . . More democratic schools can be had only to the degree that parents and teachers are able to constitute themselves a working unit.” (p. 23). But if we see the evidence in teacher questionnaire, about 43% of the respondents assured that they do not feel they know their students’ parents as well as it should be (Appendix H₄). When teachers understand pupils’ parents, they are likely to understand their pupils. Hand’s (1948: 23) explanation shows that achievement of creation of a working unit requires that parents and teachers understand one another in relation to student learning and other issues of the school.

If so, the school and teachers should have made extended & regular communications with parents so as to settle the problems & stop the trend. Thus, parent-school as well as parent-teacher relationships seem a kind of ad hoc rather than planned & taking place on regular basis. The school should have waged considerable effort in embodying, in parents the concern for their children’s learning.

4.4.2 Classroom-level practices.

Teacher-Student relationship

Teacher-student relationship is one, but central, of many of the sets of relationships in the school. Different scholars asserted the importance of such relationship for successful school performance. Good relationships, according to Robertson (1996:141), are central to effective teaching and cooperative discipline. Richmond also strengthens this idea stating in the following way:

It is clear that the development of positive relationship between teachers and students is critical. When such relationships are built, the availability of referent and expert power is much greater, thus opening many more communication options to the teacher for maintaining mundane control.

(Richmond quoted in Hoover and Kindsvatter 997: 116).

In a way teachers handle students, the study found two contrasting types of treatments (positive and encouraging, and mishandling). Most of the teachers treat students in parental or fraternal way. They help students whenever they face academic or social problems, treat misbehaving students in constructive manner, and provide advice individually instead of throwing strong words in public. Such practice seems to reflect Robertson’s (1996) statement

that respectful treatment involves acknowledging the students rights by keeping disciplinary interventions as private as possible (p.15). Responses from interview showed that relationship students have with most teachers are good. Classroom teaching observation also showed that some teachers seem sympathetic for their students. In support of this opinion, more than 60% of the respondents from the students' questionnaire show agreement on the practice that most of their teachers treat them fairly and kindly (Appendix H₃, No. 3).

On the contrary, some teachers are not treating their students properly as is seen in questions 1, 3, 8, 11, and 13 in analysis section. Misunderstanding of their students' situation causes some mistreatment. They don't understand why students appear with certain act or why students behave in a certain, may be unusual, way. Whenever they see such behavior, they take harsh measures, ranging from throwing strong words to dismissing them from their classrooms. In most cases teachers' gesture and the language expression they use show a sense of control. A first impression effect (stereotyping) and magnifying students' mistakes followed by inappropriate measures became common among those teachers. Such situation seem to parallel Hoover and Kindsvatter's assertion.

It is unfortunate that coercive power is insidiously attractive to teachers who have strong needs for power or security. The misuse of coercive power, which may become manifest as verbal and sometimes physical abuse, occurs widely in schools as frustrated and misguided teachers attempt to deal with behavior problems. (Hoover and Kindsvatter, 1997:111)

From analysis of classroom teaching observation , it could also be seen that some teachers neglect their students' opinion, exercise inappropriate legitimate power by throwing strong words, and criticizing students for their mistakes. For instance, in observation of the 4th classroom it was observed that when the teacher gave them class work to be written and answered reading from their text book, one student told loudly that it's easier to answer the True/ False question orally. But the teacher insists on giving the class work to be written. Supporting this finding, responses from teacher questionnaire show that about 47% of the respondents expressed their less satisfaction or dissatisfaction about the way teachers treat students (Appendix H₄, No. 3). To add another example, while observing classroom teaching, a student had no textbook at her desk. She wanted to move to other place where textbook was available. But the teacher ordered her to stay on her sit.

In some cases, teachers conceive causes of misbehaving differently as compared to student's and administrations. For instance, for the possible cause of quarreling between students and

teachers, both held different perceptions. Students attach the cause to lack of consensus (teachers take measures on students for the reason that haven't gained consensus by both parties that which led to quarrel (-conditions imposed by teacher) while teachers attached the cause with teachers' control of students when students show misbehaving, like passing through fences, growing hair in unaccepted pattern, etc.

If at all a student shows misbehaving, that misbehaving couldn't arise from nothing. Hoover and Kindsvatter (1997:122) discussed about origins of misbehaving. Accordingly, misbehaving has three sources: (1) the internally generated basic needs of students (particular needs pattern that is idiosyncratic for each student, based on their personality, perceptions and experiences); (2) the social dynamic that emerge within classroom setting (interpersonal relations that are characteristic of a given class, based on the unique mix of students in that class): and (3) the conditions imposed within the classroom by teachers). But the opinions teachers hold do not allow any room for other reasons, like teacher's mistakes or other conditions. This encourages students to exercise non-admittance of one's own mistakes as opposed to scholars' advices, like "You own your own behavior." Rogers (quoted in Robertson (1996:165)

This shows that students and teachers usually do not hold common understanding on the causes of student misbehaving or quarrel with their teachers. It could be seen that teachers are attaching causes of quarreling only with students' misbehaving. This is probably the indication that, apart from misunderstanding their students' situation, there is a sense of teacher superiority, asserting that teachers are not mistaken.

CHAPTER V

CONCLUSION AND SUGGESTIONS FOR FUTURE WORK

5.1 Conclusion

Thorough and in-depth analysis and discussion on the gathered data led the study to reach the following conclusions. The conclusion section was organized in a way that existing practices are discussed along institutional and classroom levels.

I. At Institution Level

1. There are opportunities for students' participation in making decisions and discipline through direct participation and through their representatives and opportunity for free sharing of ideas.
2. There is an opportunity for teachers to participate in decision-making and other school activities. They have academic freedom and are free to express what they feel about the overall activities taking place in the school.
3. The community participates in school activities, particularly in school construction.
4. The school wages considerable efforts to make the physical environment in order for comfortable, and safe teaching-learning process.
5. Female students are equally empowered as male students with respect to taking leadership and decision-making positions.

Generally, with respect to practices mentioned above, some hope is seen for better progress towards democratic practices.

On the other hand, some pitfalls have been found in some school practices.

1. Though students have opportunity to participate in decision-making positions and have been showing in practice in many respects, they were not allowed to participate in decisions of some issues, like choice of color and model for their uniform and the hairstyle they may use.
2. With respect to students' learning and discipline, school-parent relationship and cooperation is not sufficient as it would be.

3. The experience of right among students is demonstrated more than the exercise of duties and responsibilities. However, the school's effort in implanting the democratic elements (rights, duties and responsibilities) is not up to the required level. The school is not determined in delivering appropriate, planned, and consistent training on what constitutes democracy and how to make use of it.
4. Though there have been possibilities (availability of free classes and excess human power) in the school, there exists overcrowded situation in more that 33% of the classrooms.
5. Though the school is endowed with standard laboratory building, due to unavailability of equipments and chemicals, students are not learning science subjects in a complete sense.
6. There is differential treatment between male and female students in that female students are much less benefited from the latrine service as compared to male students.
7. There is lack of proper organization of the staff room, in a sense there are no chairs and tables for the staff to get rest and to work on.

In general, with respect to points listed 1 through 7, the school seems stepping away from the path toward democratic practices.

II. At Classroom Level

Most of the teachers create interpersonal environment in a sense they treat students in parental or fraternal way. They help students whenever they face academic or social problems treat misbehaving students in constructive manner, provide advice individually instead of throwing strong words in public.

On the other hand, some practices in the school are not in line with the democratic spirit.

In almost all classrooms, traditional way of teaching is practiced as opposed to the rhetoric. There was domination of teachers' role. Lecture dominates teacher-student communication. Instruction, in most cases, comprises of question-and-answer and lecturing and student's participation in most cases are teacher-initiated;

On the contrary to the behaviors demonstrated by most teachers, some teachers mishandle their students. They take harsh measures, ranging from throwing strong words to dismissing from their classes, magnifying their mistakes. They don't seem entertaining tolerance, respect for their students, and parental feeling;

Some teachers are unwilling to own their own behaviors in that they attach causes of any student misbehaving to the students themselves or to home environment though there have been many cases directing the causes toward teacher behavior;

Teachers and students are not aware of their roles in the school democratization;

In most cases, disciplinary measures being taken by teachers have no shared ground in that the measures are based on commonsense rules of teachers.

5.2. Suggestions for Future Work

Official statements called for all schools, teachers and educators to demonstrate democratic values and principles so that the education system assumes democratic nature thereby enabling the newly emerging citizens embody basic rights and principles of democracy and be active participant in a democratic society. It is now 14 year since the first fragrance of democratization reached Ethiopian schools. Since then, some steps have been made forward in implementing democratization. Now it became necessary for the education system to step back for a while and see what ought to be considered for realization of the country's dream. This in turn, required defining the issues and their shortcomings at institutional and individual levels. Individuals and institutions need to come to terms with the ideals of democracy set by the country.

The study came up with two contrasting results, one where some practices and the environment at institution and classroom levels are found in good terms with the set ideals of democracy, the second where some practices and the environment at both levels were placed at the other extreme. Particularly, results that show diversion from the expected course need more attention. Bearing this in mind, the study suggests that individual and institution-based attention should be paid for the following points in order to get rid of the pitfalls identified in the study.

- Expanding and strengthening decision latitude of students in all fields that directly or indirectly affect student learning and well-being and boosting student participation in issues and activities related to learning;
- Strong school-parent relationship and cooperation concerning all aspects of student learning;
- Consistent awareness creation programs for students and teachers on democratic practices and roles students assume;
- Proper organization of the laboratory with appropriate kind and amount of equipment;

- Learner-centered teaching approach;
- Proper treatment of students and proper handling of misbehaving;
- Appropriate class size;
- Fair allocation of latrine among both sexes; and
- Proper organization of staff room and staff café.

Finally, the issues treated in this study represent only part of the whole essence of school democratization, leaving more areas for further investigation. This is a beginning and it calls upon other researchers to work on school democratization, particularly incorporating curriculum evaluation in view of democratization.

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APPENDICES

General Data

1. Current Teaching Staff

<i>By teaching experience</i>				<i>By qualification</i>			
<i>Service years</i>	<i>F</i>	<i>M</i>	<i>Total</i>	<i>Qualification</i>	<i>F</i>	<i>M</i>	<i>Total</i>
<i>5-10</i>	<i>1</i>		<i>1</i>	<i>12+TTI</i>			
<i>11-15</i>	<i>2</i>	<i>1</i>	<i>3</i>	<i>12+2 (Diploma)</i>			
<i>16-20</i>	<i>4</i>	<i>3</i>	<i>7</i>	<i>12+4 (Degree)</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>21-25</i>	<i>4</i>	<i>2</i>	<i>6</i>				
<i>26-30</i>	<i>7</i>	<i>14</i>	<i>21</i>				
<i>Above 30</i>		<i>2</i>	<i>2</i>				
<i>G. Total</i>	<i>18</i>	<i>22</i>	<i>40</i>	<i>G. Total</i>	<i>18</i>	<i>22</i>	<i>40</i>

2. Current Student Data

<i>Grade</i>	<i>No. of sections</i>	<i>F</i>	<i>M</i>	<i>Total</i>	<i>Average Class size</i>
<i>1</i>	<i>2</i>	<i>53</i>	<i>62</i>	<i>115</i>	<i>58</i>
<i>2</i>	<i>2</i>	<i>53</i>	<i>45</i>	<i>98</i>	<i>49</i>
<i>3</i>	<i>2</i>	<i>52</i>	<i>49</i>	<i>101</i>	<i>51</i>
<i>4</i>	<i>2</i>	<i>52</i>	<i>71</i>	<i>123</i>	<i>62</i>
<i>5</i>	<i>5</i>	<i>186</i>	<i>129</i>	<i>315</i>	<i>63</i>
<i>6</i>	<i>5</i>	<i>133</i>	<i>119</i>	<i>252</i>	<i>51</i>
<i>7</i>	<i>4</i>	<i>117</i>	<i>96</i>	<i>213</i>	<i>53</i>
<i>8</i>	<i>5</i>	<i>137</i>	<i>116</i>	<i>253</i>	<i>51</i>
<i>Total</i>	<i>27</i>	<i>783</i>	<i>687</i>	<i>1470</i>	<i>54.4</i>

General Data

Distribution of education materials (Textbooks)2007/08

	Grades	Users per text															
		1		2		3		4		5		6		7		8	
Subject/ population		115		98		101		123		315		252		213		253	
		T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P
1.	Env. Science	90	2	89	1	80	2	80	2								
2.	Aesthe. & Ph. Edu.																
3.	Math	95	2	50	2	87	2	78	2	189	2	110	3	241	1	141	2
4.	Kafinono	84	2	74	2	78	2	48	3								
5.	English	86	2	99	1	57	2	169	1	645	1	114	3	226	1	141	2
6.	Amharic									201	2	119	2	167	2	183	2
7.	Integrated Science									175	2	75	4				
8.	Civic & Ethical Edu.									80	4	73	4	162	2	113	3
9.	Physics													165	2	183	2
10.	Chemistry													273	1	179	2
11.	Biology													275	1	195	2
12.	Social Science									123	3	113	3	287	1	179	2

N.B.

T- Total text books available subject wise in the school

P- Number of students sharing a book (users per textbook)

Addis Ababa University

College of Education

Questionnaire to be administered to Students

Dear respondents,

The aim of this questionnaire is to gather information on school hidden curriculum. Result of the study is supposed to contribute considerable value for the development of education at school as well as zonal level. Your cooperation in this respect is of high value. Thus, you are kindly complete the question independently.

There is no need to write your name.

Instruction

Read each question carefully and circle alphabets of your answer or put a (√) mark in appropriate box in the table.

		Agree (1)	Not sure (2)	Disagree (3)
1.	Working with others is time consuming			
2.	I have got better opportunity to work with others			
3.	Working with others result in gaining additional knowledge			
4.	Working with others erodes self-confidence.			
5.	I have no idea of why we are working in group.			
6.	When it is a must to work in group, the time should be as short as possible.			
7.	There are some group settings that I like more.			
8.	I like working cooperatively with others.			
9.	When I work alone, I complete my job comfortably and completely.			
10.	Working with others builds cooperative spirit in pupils.			
11.	When I work cooperatively with others, I get a mark I deserve.			
12.	When working with others, most group members gain marks that they do not deserve.			

UA- Unanswered

Appendix- E-2Data gathered from Questionnaire (Students- Appendix-E₁)

		Agree (1)	Not sure (2)	Disagree (3)	UA	Total
1.	Working with others is time consuming	19	13	19	7	58
2.	I have got better opportunity to work with others	20	19	11	8	58
3.	Working with others result in gaining additional knowledge	44	6	2	6	58
4.	Working with others erodes self-confidence.	19	13	20	6	58
5.	I have no idea of why we are working in group.	10	18	23	7	58
6.	When it is a must to work in group, the time should be as short as possible.	19	9	24	6	58
7.	There are some group settings that I like more.	32	14	6	6	58
8.	I like working cooperatively with others.	38	4	8	18	58
9.	When I work alone, I complete my job comfortably and completely.	22	18	9	19	58
10.	Working with others builds cooperative spirit in pupils.	34	14	5	5	58
11.	When I work cooperatively with others, I get a mark I deserve.	30	11	9	8	58
12.	When working with others, most group members gain marks that they do not deserve.	20	18	12	8	58

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There is no need to write your name.

Instruction

Read each question carefully and circle alphabets of your answer or put a (√) mark in appropriate box in the table.

1. Which color do you prefer for your uniform?
 a. White b. Blue c. Brown d. Green e. I don't like uniform at all

		Agree	Disagree	Not	Decided
2.	I believe in importance of uniform				
3.	I the school's rule on use of uniform				
4.	I prefer the school took strict measure on those who don't wear uniform				
5.	Whatever clothing I may use it doesn't influence others' or my learning				
6.	Forcing us to wear uniform affects our right				
7.	The school shouldn't interfere in decisions I take on my hairstyle				
8.	Whatever hairstyle I may use it doesn't affect my learning				
9.	It is better to leaver choice of hairstyle to the owners.				
10.	I prefer a hairstyle the community is familiar with.				
11.	Raising hair and using hair cosmetics is the sign of civilization.				

12. Whom would you prefer choose model and color of your uniform?

A. Parents B. Teachers C. School administration D. Students and parents E. Students, parents and the school

13. (Only for female students) Which model of uniform would you prefer

A. Shirt and Skirt

B. Shirt and dress

C. T-shirt and trousers

D. T-shirt and skirt

E. I prefer there is no uniform.

Data from Student questionnaire (Appendix-E₃)

Qn.	Alternative choices and no. of respondents										
	A		B		C		D		E		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1	14	12.5	35	31.3	20	17	39	34.8	4	3.6	112
12	8	7.1	1	0.9	17	15.2	15	13.4	71	63.4	112
13	14	12.3	57	50	37	32.5	2	1.8	4	3.5	114

		Agree		Disagree		Not Decided		112
		No.	%	No.	%	No.	%	
2.	I believe in importance of uniform	103	91.96	7	6.3	2	1.8	112
3.	I the school's rule on use of uniform	97	86.6	5	4.5	10	8.9	112
4.	I prefer the school took strict measure on those who don't wear uniform	102	91.1	6	5.4	4	3.6	112
5.	Whatever clothing I may use it doesn't influence others' or my learning	24	21.4	81	72.3	7	6.3	112
6.	Forcing us to wear uniform affects our right	30	26.8	80	71.4	8	7.1	112
7.	The school shouldn't interfere in decisions I take on my hairstyle	66	58.9	14	12.5	32	28.6	112
8.	Whatever hairstyle I may use it doesn't affect my learning	72	64.3	34	30.4	10	8.9	112

		Agree		Disagree		Not Decided		
		No.	%	No.	%	No.	%	
9.	It is better to leave choice of hairstyle to the owners.	73	65.2	29	25.9	10	8.9	112
10.	I prefer a hairstyle the community is familiar with.	87	77.7	19	17	6	5.4	112
11.	Raising hair and using hair cosmetics is the sign of civilization.	26	23.2	80	71.4	6	5.4	112

Addis Ababa University

College of Education

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Dear respondents,

The aim of this questionnaire is to gather information on school hidden curriculum. Result of the study is supposed to contribute considerable value for the development of education at school as well as zonal level. Your cooperation in this respect is of high value. Thus, you are kindly complete the question independently.

There is no need to write your name.

Instruction

Read each question carefully and circle alphabets of your answer.

1. Do the pupils in your classroom treat one another fairly and kindly?
 - b. Yes, practically all of them do.
 - c. Yes, Most of them do.
 - d. Ye, about half of them do.
 - e. No, most of them do not do.
2. Do you feel that your teacher knows you as a person as well as she/he should?
 - a. Yes
 - b. I am not sure about this.
 - C. No
3. How many of your teachers in your classroom treat the pupils fairly and kindly?
 - a. All
 - b. Most.
 - c. Half of them.
 - d. Very few of them.
4. How many of the teachers are too strict in controlling classroom discipline?
 - a. All
 - b. Most.
 - c. Half of them.
 - d. Very few of them.
5. How many of the teachers are just about right in controlling classroom discipline?
 - a. All
 - b. Most.

- c. Half of them.
 - d. Very few of them.
6. How many of the teachers are not strict enough in controlling classroom discipline?
- a. All
 - b. Most.
 - c. Half of them.
 - d. Very few of them.
7. How much of what you are studying in school do you think will be valuable to you in everyday living?
- a. Practically everything I am studying will be valuable to me.
 - b. Most of the things I am studying will be valuable.
 - c. Some of the things I am studying will be valuable.
 - d. Very few of the things I am studying will be valuable.
 - e. None of the things I am studying will be valuable.
8. How much help do you usually get from your teacher in getting your lesson?
- a. I get all the help I need.
 - b. I get most of the help I need.
 - c. I get few of the help I need.
 - d. I get almost non of the help I need.
9. Are you getting enough help from your teacher in solving the social problems, which you face in everyday living?
- a. I get all the help I need.
 - b. I get most of the help I need.
 - c. I get few of the help I need.
 - d. I get almost non of the help I need.
10. How proud of your school are you?
- a. I am very proud of my school.
 - b. I am proud of my school.
 - c. I am not proud of my school.
 - d. I am ashamed of my school.
11. All in all, How well satisfied are you with your classroom?
- a. I am very well satisfied with my school.
 - b. I am pretty well satisfied.
 - c. About half and half.
 - d. I am dissatisfied. (not satisfied)
12. All in all, How well satisfied are you with your school?
- a. I am very well satisfied with my school.
 - b. I am pretty well satisfied.

- c. About half and half.
- d. I am dissatisfied. (not satisfied)

Appendix-E₆

Data collected from Questionnaire (Students- Appendix- E₅)

Alternative answers and number of respondents

Qn.	a		b		c		d		e		UA	Total
	No.	%	No.	%	No.	%	No.	%	No.	%		
1	14	24.1%	11	19.0%	5	8.6%	28	48.3%				58
2	21	36.2%	18	31.0%	11	19.0%	7	12.1%			1	58
3	14	24.1%	15	25.9%	20	34.5%	9	15.5%				58
4	21	36.2%	11	19.0%	12	20.7%	14	24.1%				58
5	21	36.2%	19	32.8%	9	15.5%	9	15.5%				58
6	4	6.9%	7	12.1%	13	22.4%	22	37.9%	1	1.7	11	58
7	16	27.6%	20	34.5%	15	25.9%	4	6.9%	2	3.4	1	58
8	20	34.5%	16	27.6%	16	27.6%	6	10.3%				58
9	8	13.8%	20	34.5%	22	37.9%	8	13.8%				58
10	32	55.2%	17	29.3%	9	15.5%		0.0%				58
11	20	34.5%	12	20.7%	21	36.2%	5	8.6%				58
12	22	37.9%	29	50.0%	6	10.3%		0.0%			1	58

N.B.

UA- Unanswered

Addis Ababa University
College of Education
Questionnaire to be administered to teachers

Dear respondents,

The aim of this questionnaire is to gather information on school hidden curriculum. Result of the study is supposed to contribute considerable value for the development of education at school as well as zonal level. Your cooperation in this respect is of high value. Thus, you are kindly complete the question independently.

There is no need to write your name.

Instruction

Read each question carefully and circle alphabets of your answer.

1. How often does unpleasant personal relationships among teachers interfere with the effective functioning of the school?
 - a. Always
 - b. Most of the time
 - c. Sometimes
2. To what degree does unpleasant personal relationships among teachers interfere with the effective functioning of the school?
 - a. Always
 - b. Most of the time
 - c. Sometimes
3. All things are considered, are you satisfied or dissatisfied with the way you are treated in your school?
 - a. Very well satisfied
 - b. Satisfied
 - c. Seldom
 - d. Never or almost never
4. In general, do you feel that you are or not sufficiently consulted about proposed school policies (rules and regulations) that affect you or you work/
 - a. I am always or nearly always consulted sufficiently.
 - b. I am usually consulted sufficiently.
 - c. I am seldom consulted sufficiently.
 - d. I am never consulted sufficiently.
5. In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers?
 - a. Very well satisfied
 - b. Satisfied
 - c. Half and half
 - d. Dissatisfied.

6. In general, are you satisfied or dissatisfied with the way pupils are treated by the officials of your school?
- Very well satisfied
 - Satisfied
 - Half and half
 - Dissatisfied.
7. In general, how often do the teachers and other officials of your school treat the pupils fairly?
- Always or almost always.
 - Usually
 - About half the time.
 - Never or almost never.
8. How much help do you think you give your pupils with their schoolwork?
- All of the help needed.
 - Most of the help needed.
 - About half the help needed.
 - Some of the help needed.
9. How many, if any, of the teachers in your school are too changeable in their discipline (sometimes too strict, sometimes not strict enough)
- All or almost all
 - Most
 - About half
 - Few.
- None or almost none.
10. In general, is the discipline in your school too strict or not strict enough?
- It is too strict.
 - It is about right.
 - It is not strict enough.
 - I have no opinion.
11. In general, how much help do you get from the administration with your disciplinary problems?
- All or almost all of the help I need.
 - Most of the help I need.
 - Very little of the help I need.
 - None or almost none of the help I need.
12. In general, are you satisfied or dissatisfied with the way you are treated outside by the people of the community?
- Very well satisfied.
 - About half and half
 - Dissatisfied.

13. Do you feel that you have academic freedom necessary for the most effective teaching?
- Yes, entirely so.
 - Yes, for the most part.
 - No, I feel that I am severely restricted.
 - I have never thought about this.
14. In your opinion, how does your total workload compare with that of the other teachers in your school?
- I think I am carrying the lightest total workload.
 - I think I am in the middle in this regard.
 - I think I am carrying the heaviest total workload in our school.
15. Should the school try to give pupils help with social problems they face in their everyday living?
- Yes
 - No
 - Uncertain
16. All things considered, how much do you think the pupils in your school are getting out of their schoolwork?
- About all that they could get.
 - About half of what they could get.
 - Somewhat less than they could get.
 - None.
17. How many of the pupils in your class do you understand (in terms of abilities, interests, and special needs) as well as you think you should?
- All or almost all
 - Most
 - About half
 - Very few.
- b. None or almost none.
18. Does your school have as much equipment and as many facilities as it needs?
- It has every thing it needs.
 - It has most of what it needs.
 - It has about half of what it needs.
 - It has very little of what it needs.,
19. All things, considered how good a job do you think your school is doing?
- Very high.
 - High.
 - Somewhat little.
 - Very little.
20. In general, do you know your pupils' parents as well as you would like?
- Yes.
 - Uncertain
 - No.
21. In general, are you satisfied or dissatisfied with the school in which you teach?
- Very well satisfied
 - Satisfied
 - About half and half
 - Dissatisfied.

(Data collected from Questionnaire (teachers- Appendix- E₇))

Alternative answers and number of respondents

Qn.	a		b		c		d		e		UA	Total
	No.	%	No.	%	No.	%	No.	%	No.	%		
1	1	4.8	2	9.5	18	85.7						21
2	6	28.6	10	47.6	4	19					1	21
3	5	23.8	7	33.3	8	38.1	1	4.8				21
4	7	33.3	4	19	9	42.9	1	4.8				21
5	3	14.3	8	38.1	5	23.8	5	23.8				21
6	4	19	8	38.1	5	23.8	4	19				21
7	5	23.8	9	42.9	4	19	2	9.5			1	21
8	9	42.9	8	38.1	1	4.8	3	14.3				21
9	1	4.8	2	9.5	4	19	14	66.7				21
10	4	19	7	33.3	7	33.3	2	9.5			1	21
11	4	19	5	23.8	11	52.4	1	4.8				21
12	6	28.6	12	57.1	3	14.3						21
13	7	33.3	9	42.5	2	9.5	3	14.3				21
14	1	4.8	11	52.4	9	42.9						21
15	20	95.2									1	21
16	4	19	15	71.4	1	4.8					1	21
17	3	14.3	5	23.8	7	33.3	5	23.8			1	21
18	2	9.5	10	47.6	4	19	3	14.3	1	4.8	1	21
19	4	19	9	42.9	7	33.3					1	21
20	10	47.6	9	42.9							2	21
21	4	19	7	33.3	9	42.9					1	21

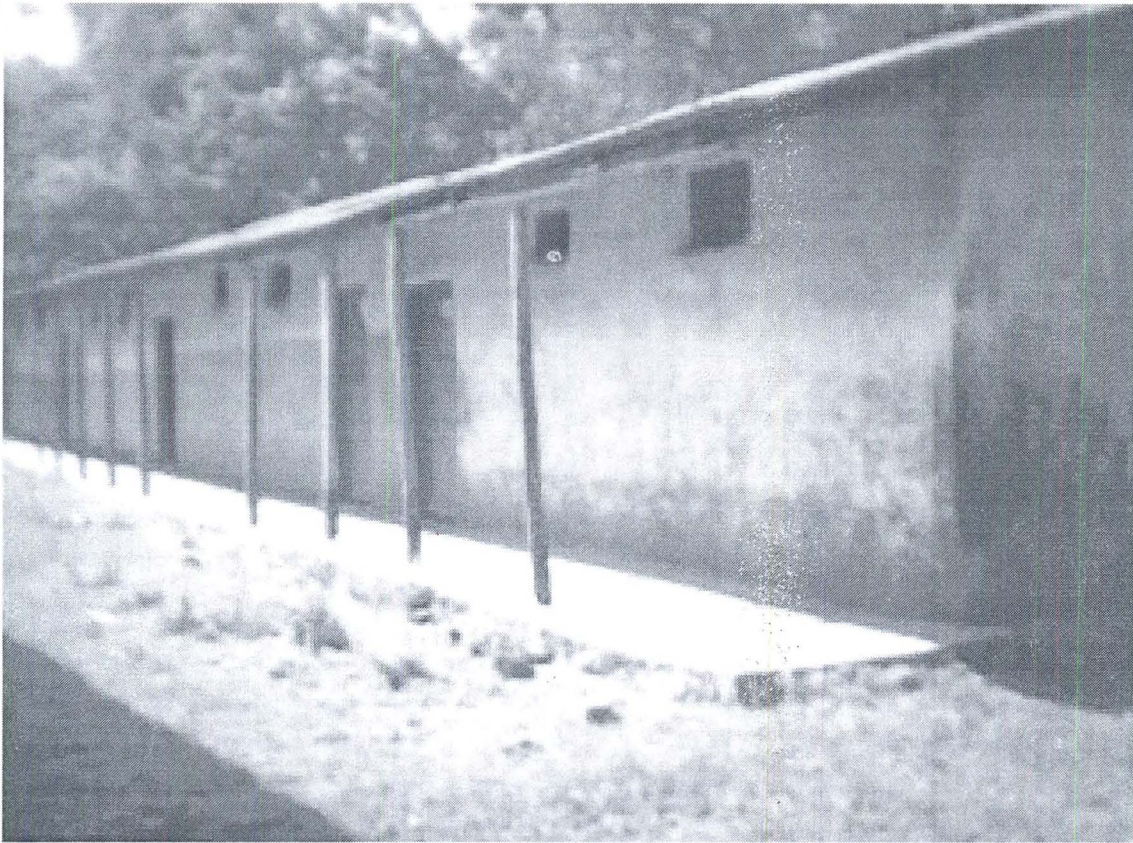
N.B.

UA- Unanswered

Classroom observation Schedule

Grade/Section _____

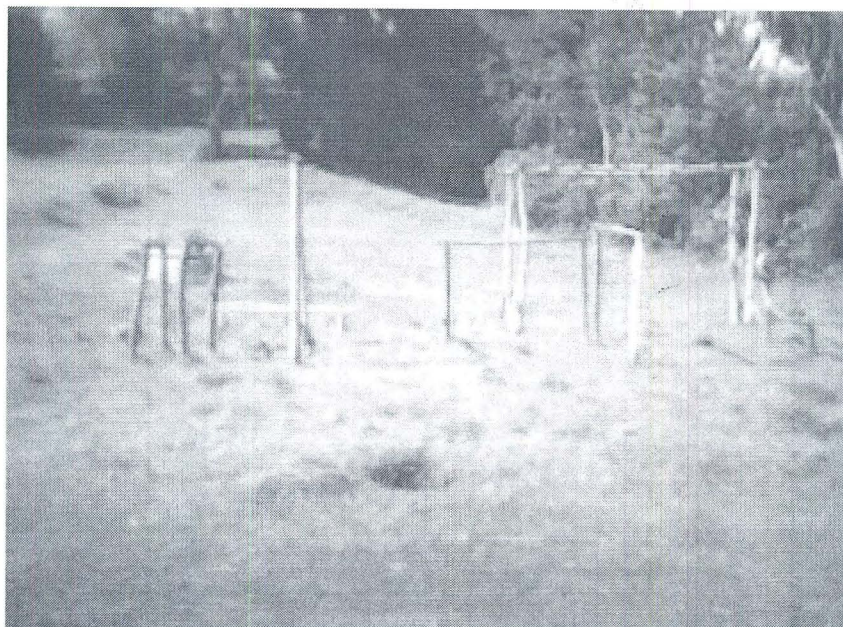
		Observation Days									
		<i>Subject</i>									
		1	2	1	2	1	2	1	2	1	2
<i>Method of Instruction</i>	<i>Lecture</i>										
	<i>Group discussion</i>										
	<i>Individual activity</i>										
	<i>Question & Answer</i>										
<i>Pupils Participation (Who initiates participation)</i>	<i>Self-initiated</i>										
	<i>Teacher initiated</i>										
	<i>Peer-initiated</i>										
<i>Teacher's use of time while pupils work on their own</i>	<i>Work alone</i>										
	<i>Working with an individual pupil</i>										
	<i>Working with group of pupils</i>										
	<i>Supervision</i>										
<i>Teacher's reactions to pupil's responses</i>	<i>Reinforcement</i>										
	<i>Criticism</i>										
	<i>Enhancement</i>										
<i>Classroom control (Extent of teacher control)</i>	<i>Calling for attention</i>										
	<i>Order for keeping silence</i>										
	<i>Stopping pupils from talking out of turn</i>										
	<i>Refusing to continue when a pupil interrupt</i>										



Picture A. (A 5-room building built by coordinated efforts of students, teachers and parents.)



Picture B. (Volunteer children preparing play materials)



Picture C. (Play materials prepared by students and a teacher)



Picture D. (Play grounds)



Picture E. (Children enjoying play materials)

Students' participation
in formulating rules for their own
discipline (All students from
grade 5 through 8)

ቀን 04-03-99

የተማሪዎች የመ/ርና የት/ቤተ የገራ ውሳኔ

ውሳኔ የተሰጠው በጠቀላላ ተማሪዎች ነው። ውሳኔው በት/ቤተ እስተዳደርና በመምህራን ተቀባይ ነት ያገኘና በተማሪዎች ፊርማ የፀደቀ ነው

የመተማመኛ የውሳኔ ዘርዘር ጉዳዮች የሚከተሉት ናቸው፡፡

- 1/ የት/ቤተ አጥር በየጊዜው እየታመረ በተማሪዎች እየፈረሰና ያለአስፈላጊ መንግድ እየወጣ ለክፍ ተገባር ማከናወኛ መንገድና መተላለፊያ ሆኖ በመገኘት ከእንግዲህ ወዲህ አጥር ጥሶ የሚሄድ ተማሪ በዚህ ውሳኔ ያያችንና ፊርማችን ተደግፎ ከት/ቤተ እንዲሰረዝ ወስነናል፡፡
- 2/ በማርፈድ በኩል ለየጊዜው እየታዘረ እስከዚህ ትክክለኛ አቋም ይዘን በሰዓተ ለመገባት አልቻልንም፡፡ ስለዚህ ከእንግዲህ ወዲህ አርፍይ የተያዘ ከአንድ እስከ ሦስት ጊዜ ፈርዎ የተገኘ ያለምንም ጥያቄ ከት/ቤተ እንደወገድ ወስነናል፡፡
- 3/ የቤተ ሥራ፣ የክፍል ሥራና የቡድን ሥራ በየጊዜው ሰርተው ውጤት እያስመዘገብን ሳንሆን በሕይወታችን ላይ እየቀለድንና ያለቦታ ከመ/ር ጋር እየተገጩን ስለሆንን ከእንግዲህ ወዲህ ከላይ የተጠቀሱ ተገባራትን ሳንከናውን በአጥፊ ነት ከአንድ እስከ ሦስት ጊዜ ፈርዎ ያልተመለሰ ሰነድ በመ/ር በኩል ለት/ቤተ ከቀረበ በዚህ ውሳኔ ያያችን ከት/ቤተ እንዲወገድ ወስነናል፡፡
- 4. አንድ ተማሪ ስድስት ከ/ጊዜ ተምር መሄድ ይገባዋል ገዳታም ሃላፊ ነትም ነው፡፡ ስለሆነም ያለፈ ቃድ መጣር የሚገባውን ከ/ጊዜ ጥሎ ስኞርፍ የተያዘ ተማሪ ያለምንም ጥያቄ አጥር እንዳይጠሰ ተማሪ አንድ ባጠፋው ጥፋት እንዲሰረዝ ወስነናል፡፡ ይህም ከ1-4 የተጠቀሱት ጠንቅራ ውሳኔ ያያችን ከዚህ በታች በየክፍላችን ፈርመን ባፀደቀ ነው R1 ገጽ ፊርማችን ተደግፎ ተገባራዊ እንዲሆን ተሰማምተን ወስነናል፡፡



All students from grades 4 through 8 have indicated their agreement by putting their signature.

የተግራ፣ የወላጅና የት/ቤት መተግወፍ ሰነድ፣

እኔ _____ የግራ/ጳውሎስ ገኛ ደረጃ ት/ቤት የ_____

ገፍሰ የ_____ ሰክሸን ተግራ የሆንኩ፣

1ኛ _____

2ኛ _____

3ኛ _____

4ኛ _____

5ኛ _____

በፈጠራ ጥፋት ወላጅ ወይም አሰጣጥ ስንጠቅም ከት/ቤት ወይም ከክፍል ኃላፊ መሆኔ

በተገኘኩት መሠረት እኔም ሆነ ወላጅ ወይም አሰጣጥ ስንጠቅም ቀርቦናል፡፡

ጥፋቱም ከዚህ ላይ ባለው ሁኔታ ወላጅ/አሰጣጥ/ በተገኘኩት በዘርዘር ቀርቦ ከተገኘኩት

በቀደም ተከተል ተዘግቧል፡፡ ከአንገድህ ወይም ከጥፋቱ ተምራ ባሰጠህ ቀርቼ ዳግም ቢጠፋ

ምንም ክርክር ት/ቤት የሚወስድበኝን አርድ ለመቀበል ተስማምቼአለሁ፡፡

እኔም _____ ተግራ/ዋ/ የፈጠራ/ኛው/ ጥፋት

በዘርዘር ቀርቼ የሰማሁ ስለሆነ፣ ከአንገድህ ወይም ከት/ቤት ጉን በመሆን እለት ተለለት

ከትተል ለማድረግና ዘወትር ምክር በመስጠት እንድትተካከል/እንድትስተካከል/ ለማድረግ የተሰማሁ

ሆኑ ተግራ/ዋ/ ከዚህ ውጪ ጥፋት ፈጠራ/ፈጠራ/ ሲገኙ ስትገኙ ት/ቤት የሚወስድበኝን፡ ባትን/

አርድ የማልቃዎ መሆኔን አረጋግጣለሁ፡፡ =====

የተግራ/ዋ/ ሥም _____ ፊርማ _____ ቀን _____

የወላጅ/የአሰጣጥ/ሥም _____ ፊርማ _____ ቀን _____

Description of students answers for questionnaires (APPendix-E₂)

Questionnaire (APPendix-E₁) was mean to find out how students feel about group works in classroom. Randomly selected 58 students were made to fill the questionnaire. Responses have been put in figure in Appendix E₂. Here, most of the respondents believe that working with others helps in gaining additional knowledge, builds cooperative spirit (No 3, 10, 4).

On the other hand, there are some features of working together that most students don't like. Almost as equal to number of students, 19 students feel that working with other is time consuming. That some member get marks that they don't deserve; that they complete their assignment's comfortably and completely when they work alone, implying that they may not complete their assignments comfortably if they work with others.

Generally, most of the respondents have understanding of the purpose of working with others, believe in the importance of working with others but there are some features, that respondent doesn't feel comfortable, like scoring of marks that some students don't deserve and that it is time consuming

Description of students of questionnaires (Appendix- E₅)

Here the questionnaire was administered to randomly selected 112 students from grade 5 through 8. Equal No of students have been selected from those four grades.

The questionnaire was aimed at extracting students feeling about uniform and hairstyle. Question 1 shows that percentage of choices for colors of their uniform was varying, from 12.5% to 34.4%. But only 3.6% of the respondents (4) rejected totally the use of uniform.

As to who students prefer to choose the color and mode of the uniform, the majority (63.4%) prefers parents and the students in collaboration with the school. Concerning modes of girls uniform 12.3% respondents wish to wear shirt and skirt, 50% respondents wish to wear shirt and skirt 32.% shirt and dress, 1.8% t-shirt and skirt where as only 3.5% respondents don't want to wear uniform at all. Further more, 91.9% of the respondents believe in importance of the uniform; 86.6% respondents like the school's rule on use of the uniform; 91.1% of students prefer the school took strict measure on those who don't wear uniform; 71.4% respondents feel that wearing uniform is their responsibilities; 72.3% of respondents feel that type of the clothes they use influence others or their own learning.

Concerning their hairstyle about 59% of the respondents don't agree on the school interference on their hairstyle; 65% suggest the choice of hairstyle better left to the owners 64.3% agree that their hairstyle doesn't affect their learning. Further more, about 78% of the respondents prefer the hairstyle that the community is familiar with; and finally 71.4% of the respondents have the opinion that growing hair and using hair cosmetics is not the sign of civilization, where 23.2% of the respondents see it as a sign of civilization.

In summary, most of the students understand the importance of wearing uniform, support the school's stand on controlling, clothing and most of the respondents feel responsibility on use of uniform. However they needed to participate in decisions as to what model and color their uniform has to take.

On the other hand most respondents need to decide themselves the hairstyle they use with the preference of style the community are familiar with and with the view that the style they use doesn't affect other students on their learning.

Description of students' questionnaire response (Appendix- E₆)

As to the teachers treatment, greatest proportion (more than 60%) of the respondents agree that most of their teachers treat them fairly and kindly (No 3).

A greatest number of respondents (more than 60%) feel that most of the things they where studying will be valuable in their everyday living (No7).

Regarding the help teachers are offering them the greatest number (more than 60%) of the respondents agree that they get most of the help they need in their lessons and about 50% of the respondents agree that they get only few of or no help from teachers on social problems they face in their daily living.

As to the satisfaction of the students with their classroom situation, the dissatisfied respondents are only about 9%, where the rest show satisfaction ranging from "about half" to "very well". Therefore at least, the classrooms, situation has not been totally dissatisfying but in most cases partially satisfying. But all in all, about 87% of the respondents showed satisfaction with their school.

Description of teachers answer for questionnaires (Appendix- E₈)

1. More than 56% of the respondents are at least satisfied with the way they are treated in their school. Where as only 4.8% of the respondents show dissatisfaction. (Q3)
2. More than 52% of the respondents' feel that they are at least usually and sufficiently consulted about proposed school policies (rule and regulation) where as only 4.8% feel that they are not sufficiently consulted. (Q4)
3. About 52% of the respondents showed satisfaction with the way their teachers treat pupils where as about 47% express les satisfaction or dissatisfaction. (Q5)
4. About 57%of the respondent expressed their satisfaction with the way the school officials treat students where as about 23% expressed half satisfaction and 19% dissatisfied. (Q6)
5. More than 80% of the respondents think that they provide most of the helps students need in school works where as about 24% think only some of the help students need. (Q8)
6. About 67% of the respondent think that few teachers in the school are to changeable in their discipline (sometimes too strict and sometimes, not strict enough) where as about 14% think that most teachers are too changeable. (Q9)
7. More than 50% of the respondents think that the discipline at the school level is at least about right with 19% too strict. But about 33% assert that it is not strict enough. (Q10)
8. About 42% respondents answered most or all of the helps they need, about 52% of the respondents answered that they get very little of the help they need and 4.8% respond that they do not get the help they need. (Q11)
9. More than 75% of the respondents feel that for most or all parts, they have academic freedom where as about 24% feel that they are severely restricted or never thought about that. (Q13)
10. More than 71% of the respondents think that pupils in the school are getting about half an amount of what they could get from their school work while 14.3% think about all that they could get. (Q16)
11. About 38% respondents answers show that they understand all or most students in terms of their abilities, interest, and special needs as well as they should have known. But about

- 33.3% answers show that they understand about half of the pupils they should have understood where 24% responses showed that they understand only very few students (Q17).
12. Where about 48% of the respondents answers show that they know their pupils parents as well as they would like, 43% of the respondents answer is that they don't feel that they know parents as well as they would like. (Q20)
13. In relation to the over all functioning of the school about 42% of the respondents answers show that no one is totally dissatisfied 43% in some cases satisfied and in some cases dissatisfied; and about 42% satisfied. (Q21)

Declaration

I hereby declare that the project work entitled, STATUS OF DEMOCRATIZATION AS IDEOLOGICAL MESSAGE IN PRIMARY SCHOOLS: THE CASE OF GRAZMACH PAWLOS PRIMARY SCHOOL IN BONGA submitted by me for partial fulfillment of MA degree in curriculum and Instruction is my own original work and has not been submitted earlier either to AAU or to any other institutions for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in parts is lifted and incorporated in this report from an earlier work done by others or me.

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Signature: *[Signature]*

Place: College of Education, Addis Ababa

Date: *July 7, 2008*