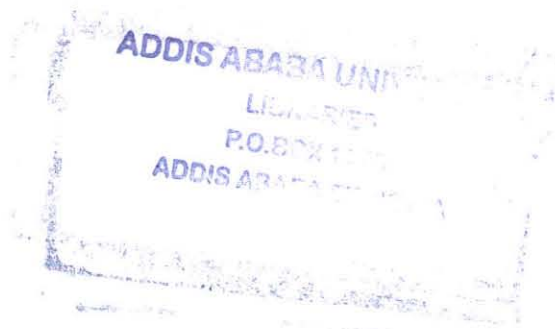


**Utilization of Curriculum Evaluation Results
to Improve Primary School Textbooks in
Oromiya Regional State**

MOSISA KENEI



**A Thesis Presented to
The School of Graduate Studies of
Addis Ababa University
In Partial Fulfillment of the Requirements of
the Degree of Master of Arts in Curriculum and
Instruction**



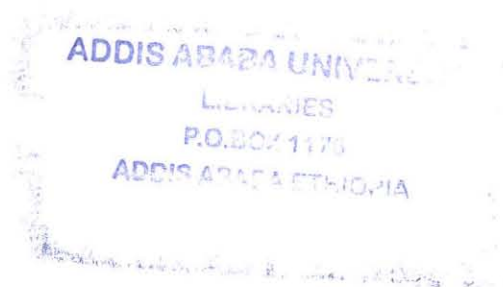
**July, 2007
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ACKNOWLEDGEMENTS

The successful complete of this study is not only of an individual endeavor. Hence, it is my pleasure to acknowledge the following people for their specific contributions in the study.

First and for most, I am particularly indebted to Ato Lemma Settegn, advisor of the research for his great assistance in designing and checking the process to keep on its right track.

My thanks are also due to Ato Alemu Anno who encouraged me to begin this study and who gave me moral support.

Finally my appreciation goes to my wife Woizero Askale Mengesha for her support, constant encouragement and tally work.

Addis Ababa

Mosisa Kenei

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Abbreviations and Acronyms

PESETR- Primary Education Summative Evaluation Technical Reports.

NOE- National Organization for Examinations

OEB – Oromiya Education Bureau.

MOE- Ministry of Education

ICDR- Institute of Curriculum Development and Research

IER- Institute of Educational Research.

ETP-Education and Training Policy

REB-Regional Education Bureau

SNNP-Southern Nations, Nationalities and People

UNICEF-United Nations Children's Fund

OSSREA-Organization for Social Science Researches in East Africa

ESNA-Ethiopian Second National Assessment

NAC-National Academic Council

Abstract

The purpose of this study was to investigate the utilization of curriculum evaluation results to improve primary school text books in Oromiya Regional State. Data for this study was collected from seven Oromiya Education Bureau Curriculum Development Department Experts and the head, Primary Education Supervisors of six Oromiya zones' Education Departments, ICDR and NOE experts. The research instruments involved were questionnaire, structured interview, document analysis and focused group discussion. The instruments were prepared and colleagues and my advisor commented on them and improvements were made. The questionnaire was prepared for OEB textbooks developers and zone Education Department Primary Schools' Supervisors, while the interview items were prepared for ICDR, NOE, OEB and Zone Education Department experts. As soon as the instruments were improved, OEB textbook developers and the department head gave their responses for both of the instruments. Then, four ICDR experts and NOE research section head were interviewed. Focused group discussions were conducted with Dedo Primary School teachers in Jimma Zone and Gore 04 Primary School in Illubabor zone. Finally six supervisors of different zone education departments gave their responses for the questionnaire. This data have been organized, analyzed and interpreted using simple percentage (qualitative and quantitative approach). The findings indicate that Oromiya Regional State Education Bureau utilized curriculum evaluation results of ICDR and its own evaluation results at different level to improve primary Schools' textbooks, but not that of researches made at universities, NOE and at zone Education Departments.

CHAPTER I

1. Introduction

1.1. Background of the study

On the basis of the Education and Training policy of Ethiopia, which was formulated in April 1994, new curriculum was designed. Syllabi, students' textbooks, and teachers' guides were prepared for grades 1 and 5 in 1996, for grades 2 and 6 in 1997, for grades 3 and 7 in 1998 and for grades 4 and 8 in 1999(ICDR, 2002:2)

Formative evaluations were conducted on each grade teaching- learning materials by (OEB) for grades 1 and 5 in 1997, for grades 2 and 6 in 1998, for grades 3 and 7 in 1999 and for grades 4 and 8 in 2000 sequentially(the researcher was a member of the researching group). At the Federal level, the Institute for Curriculum Development and Research (ICDR) evaluated the curriculum at try-out stage and at implementation level in all regions of Ethiopia (Summative Evaluation Technical Reports 2002:5). They dispatched the findings and recommendations to education bureaux of all the regions of Ethiopia. National Organization for Examinations (NOE) at the Ministry of Education (MOE) also conducted researches on the effectiveness of the curriculum and arrived at certain conclusions. Based on the findings and conclusions, NOE also gave recommendations(Ethiopian Second National Assessment of Grade Four Students 2004 :5).

Many researches were conducted at the University level by University staff as well as by graduate program students. For instance, Gizaw(2001)

worked his MA thesis on evaluation of primary School Textbooks, Aberra Hussien worked his MA thesis on implementation of syllabus of first level environmental education in Illubabor Zone.

The principal reason for all these educational researches has been to support the education bureaux as well as the curriculum developers to improve the curriculum based on the findings and recommendations.

These research conducting organizations, the university, ICDR and NOE didn't establish bodies that follow up the implementation of the research results and recommendations as the researcher gets information from some experts of these organizations.

Subject teachers of primary schools in Oromiya Regional State also claim repeatedly, that their comments on the qualities of educational materials are not recognized and not being used to improve the curriculum by OEB.

According to Solomon (IER FLAMBEAU, Volume 10 , Number 2, page 83), 'A number of researches have been done and recommendations have been forwarded in the area of curriculum. Unfortunately the traditional ways of doing things have continued in our schools.'

According to Derebsa (2004:204)"Evaluation results are frequently ignored although in verbal proclamations, evaluation is crucial in all phases of curriculum and actual behavior."

Due to the reasons discussed above, the researcher believed that it is important to know the level of the implementation of curriculum evaluation results in improving primary school curriculum materials in Oromiya Regional State.

1.2. Statement of The Problem

The post-1991 curriculum change in Ethiopia began in 1994 after the existing Education and Training Policy was formulated. Since 1997, both formative and summative evaluations were conducted by Oromiya Education Bureau (OEB), Institute for Curriculum Development and Research (ICDR), National Organization for Examinations (NOE) at the Ministry of Education level (Guidelines by MOE, entitled as Educational structure 1994). The principal reason for Curriculum evaluation has been to plan improvements to the curriculum. The Organizations and individuals who conducted researches came up with many findings and gave recommendations to improve the curriculum.

But many school teachers and some experts from researching organizations claim that the research results are not being utilized to improve school curriculum, while others argue on its implementations.

Hence, the purpose of this research is to investigate the level of utilization of curriculum evaluation results to improve primary school students' textbooks in Oromiya Regional State.

1.3. Basic Questions of the Study

- 1.3.1. Do research findings and recommendations of ICDR, NOE and universities reach the bodies that are responsible for revising students' text-books in Oromiya Regional State ?
- 1.3.2. What was the level of utilization of curriculum evaluation results during revisions of primary school textbook in Oromiya Regional State?
- 1.3.3. Does OEB use textbook evaluation results for revising textbooks?
How?
- 1.3.4. Did teachers Participate on revisions of textbooks?

1.4. Significance of the study

The findings of this study can initiate education bureau heads, department heads and experts of education bureaux to use curriculum evaluation results to improve student' text-books. It will initiate individual researchers, and donors to conduct and support more researches by revealing its importance.

1.5. Delimitations of the Research

Though it is necessary to study all factors which influence the improvement of the quality of a curriculum, the study is limited to revisions of students' textbooks so as to improve school curriculum.

The scope of the study is limited to the schools of OEB and it covers the time since Education and Training Policy (ETP) is proclaimed in 1994. It focuses on primary school text-books.

1.6. Limitation of the Study

To know the level of utilization of curriculum evaluation results in improving textbooks, most evaluation results and the improved textbooks have to be compared. Document analysis also should be done on all revised textbooks. But due to constraints of time and money to hire people for the work, utilizations of few researches were conducted, and only grade four mathematics textbook is analyzed.

1.7. Operational Definitions of Terms

Textbook - a book prepared for primary education according to the still on work education policy, (1994) for the study of a particular subject . It is a book designed to explain basic information of a field, including theory, research and practice, which teachers and students use as a source of instruction and handy to them.

Picture - a representation of an object in the textbooks including photographs and diagrams.

Evaluation - The systematic process of collecting and analyzing data in order to make decisions.

Purposive sampling - The process of selecting a sample which is believed to be representative of a given population.

Structured interview - interview questions that provide options for participants to select from.

Limitation - An aspect of a study which the researcher knows may negatively affect the results or generalizability

Category - classification of ideas and concepts in qualitative data analysis

change - to make some thing different from the previous

gender balance - Not favoring either male or female traits in different uses of grammar parts (nouns, pronouns, adjectives),pictures, activities in the text, etc

1.8. Organization of the study

The study is organized in to five major chapters. Chapter one deals with the introductory part; chapter two deals with the review of the related literature and chapter three deals with design and method of the study.

Then the fourth chapter treats presentation, analysis and interpretation of the data. Finally, the fifth chapter draws summary, conclusions, and recommendation of the study. Furthermore, references and appendices are attached at the end.

CHAPTER II

REVIEW of RELATED LITERATURE

2.1, Educational Evaluation:

Evaluation is defined as broad and continuous effort to inquire in to the effects of utilizing educational content and process according to clearly define goals (Doll 1974: 361). According to Derebsa (2004:203) evaluation as process of checking what is conducted in schools ranges from the highly informal to the highly formal. At informality level, it consists of judging, estimating or giving opinions about the extent to which certain things in school programs have occurred. At the more formal level, it involves carefully collecting and treating data about Progress toward prescribed goals. Both of them show the presence of carefully directed and goal oriented movement.

The purpose of evaluation is to gather data that will enable people to decide whether to accept, change, or eliminate something of the curriculum in general or a textbook in particular(Derebsa ,2004:203)

In general, the evaluation process involves gathering information and making judgments or decisions based on the information collected.. Applying to curriculum, evaluation focuses on discovering whether the curriculum is put in to practice as designed and developed to produce the desired results. Curriculum evaluation serves to identify the strengths and weaknesses of the curriculum before implementations, and the effectiveness of its delivery after implementation. Thus, the purpose of evaluation is to allow curricularists to either revise, compare, maintain or discontinue their actions and programs based on the information collected in order to determine how well the curriculum is performing (ibd). According to the conditions given above, evaluations

are conducted and draw backs of the curriculum are discovered. Now, it is important if the findings and recommendations are used during the revisions of text books. Otherwise money, time and energy used for the evaluation remain wastage.

2.2. Categories of Evaluation in Education

Educational evaluation is categorized in to three, based on its focused targets which include:

2.2.1. Program Evaluation

Program evaluation is a systematic process of gathering and analyzing information about some aspect of a school program in order to make decision or to communicate to others involved in decision-making process (Encarta Reference Library 2005). Program evaluation can be conducted at two levels. They are relatively at class room level or more formally at the class room, school, or school division levels. It is used to determine whether the program being presented to the students is meeting both their needs and the objectives prescribed. It includes the evaluation of quality and quantity of resources as inputs , where student text-books belong to. Evaluation of text books prepared for the given program is also evaluated in this, and suggestions for their revisions are included in the process.

Program evaluation focuses on effort, process, efficiency, adequacy and effect. Each one of these focuses on the program evaluations. Effort as an evaluation of both the quality and quantity of resources, where textbooks are evaluated as component of teaching materials.

2.2.2. Approaches of Program Evaluation

Two main approaches can be used to evaluate a program, which include:

a, Evaluating the Whole Program

According to Doll (1974:366) it is possible to evaluate programs generally. Such a survey helps participants in curriculum improvement see the whole in which they work. It enables the evaluator know all the conditions that surrounded what was responsible for the change (Ibid). This kinds of evaluations were conducted in Ethiopia at the Ministry of Education (MOE) level and at the level of Regional Bureau (PESEESR,2002:2)

b. Evaluating Component Elements

Sometimes the evaluator makes the evaluation of component elements, and then goes on to evaluate the program as a whole. Evaluating a portion of the program may provide a slanted view of the whole, but careful concentration on it can yield more valid returns than whole program evaluation usually yields (Ibid).

As explained by Doll, evaluations of parts of a program has to do with usefulness of the subject matter in achieving desired results, usefulness of materials, effectiveness of school organization and groupings of pupils and the worth of the process by which the given programs are conducted.

In our country, every grade text books are evaluated separately on sample Schools before being used at school wise. After implementations in all schools, summative evaluations are conducted by different organizations and individuals.

2.2.3. Curriculum Evaluation

Curriculum evaluation is used to know whether curricula are being effectively implemented and whether they are meeting the needs of students. A key focus of curriculum evaluation is to determine whether the curriculum as in the master plan is implemented; the objectives being addressed, presented and achieved as recommended; the materials recommended for use being used in the way recommended; and the expected outcomes achieved as desired (Derebsa 2004:203). Curriculum evaluation involves gathering of information and making judgments or decisions based on the information collected in order to determine how well the curriculum is performing. The principal reason for curriculum evaluation is to plan improvements to the curriculum. Curriculum evaluations are conducted during the implementation phase for the new curricula and regularly on a rotating basis thereafter. All these evaluations have to contribute for improving the curriculum and then the textbooks during their revisions.

There are two main types of curriculum evaluation. They are: formative evaluation and Summative evaluation.

A. Formative Evaluation

Formative evaluation is used to decide how to receive a program while it is being developed. During the developmental and early piloting stages of curriculum materials, the evaluation effort provides frequent, detailed and specific information to guide the developers. It takes place at a number of specific points during the curriculum development process. Formative evaluations were conducted by ICDR, NOE and Regional Bureaux during the developments of text books and many times thereafter. Then the utilization level of Oromiya Education Bureau by this evaluation to improve textbooks is what we are going to see when this research is completed.

B. Summative Evaluation

Summative evaluation is used to get the total picture of the quality of produced curriculum. It is usually taken after it has been implemented at school wide level. Its major purpose is to draw conclusion about how well the curriculum, or particular curriculum unit has worked. It can be conducted several times at the end of particular unit plans (Derebsa 2002-206). This was done in Oromiya after development of every textbook and then many times after that. But how much of its findings and recommendations were used to improve textbooks is questionable.

2.3. Evaluations of Textbooks

A text book is considered to be an instructional manual for a particular subject (Gizaw, 2001:13). Textbook is also considered as the chief learning tool in school (Doll 1974:256). As gizaw(2001:13) cited in Behar (1994:16), text books define much of the content, sequence and aims of curriculum. A student text book is prepared for a particular grade and a particular subject. Its contents are well sequenced within a particular subject matter and well integrated with other subjects of the same grade. It contains necessary illustrations, exercises and questions. They provide a lot of benefits.

According to Aggarwal (1996:130) cited in Gizaw (2001) the importance of text books to learning can be seen in three perspectives:

1. A text book contents provide authoritative knowledge. This is to say that the text books contents are not only true, but they are of such great value that learners should commit them to memory.

2. Text books offer records of prior-events, will influence future events, so textbooks can help learners envision their future.
3. A textbook reflects a particular view point or set of value from which to perceive life.

Due to their importance as given above using research results during developing and improving text books is highly important.

2.4. Merits and Demerits of Textbooks

a. Merits

Text-books facilitate instruction by mapping the journey that a teacher and the students will share (Gizaw 2001:16)

Ornestin (1960) as cited in Gizaw (2001), text-books are advantageous to both educators and students. Text books provide:

1. a uniform mode for course study;
2. a synthesis of materials in a systematic and organized format;
3. visual presentations to facilitate understanding of the structure of a discipline.
4. an outline that teachers can use for planning courses, units and lessons; and
5. ready- made curriculum that allows teachers more time for preparing course materials.

According to Aggarwal (1996:128), text books are important for teachers as well as students. They substitute for gaps in teacher knowledge and skills. They complement existing skills by providing more able teachers with a resource that increase their effectiveness. Text-books enable the teacher to assign higher quality homework (Leather: 1985). They provide a basic exposure to students to written materials otherwise unavailable in the environment (Heyneman, 1981). Text-books also enable students to learn independent of the teacher.

As the result textbooks are one of the most important teaching materials and their quality determines the quality of education being conducted. But are these merits tried to be maintained by utilizing evaluations of textbooks.

B, Demerits of Textbooks

Textbooks have also some limitations. One of the limitations is that some people consider them as the only medium for instruction. They can not present all current information that is known about a given thing. Hence, supplementary materials, current journals, magazines and reports are needed to update textbook content (Gizaw 2001). Some of other limitations of textbooks which have to be known are that:

- They are produced nation wide or region wide and can not take in to account significant regional or zonal variations;
- With knowledge explosion of the world, they become quickly outdated;
- Since information in textbooks result from an author's interpretation, different authors can create different text books even when the fact is unchanged.

As it is concluded by Gizaw (2001), many scholars agree that text-books are indispensable for classroom teaching. It is neither desirable nor feasible for most teachers to do without text-books. Textbooks should be used very skillfully and intelligently. With this consideration, textbooks are likely to retain their primary position among instructional materials. To achieve this goal, textbooks have to be improved based on research results.

2.5. Qualities of Textbooks

A review made by Gizaw (2001:20), indicates that to appraise the worth of textbooks, the qualities to be stressed include:

- coincidence of the text with the objectives of the course;
- up to datedness and accuracy;
- adaptability to student's abilities and interest;
- portraying gender balance;
- reinforcing critical thinking and problem solving;
- appropriateness of learning exercises;
- layout and organization;
- Sufficient and appropriate illustrations, etc

Text-books which can satisfy the above conditions are worthwhile, and hence these points have to be taken into consideration during text-book development and revision.

2.6. Comments on Textbooks and Evaluation

Textbooks are the major if not the only definition of curriculum in most developing countries (Lockheed 1991:46)

Un fortunately, the curriculum presented in text-books, particularly the scope and sequence of the materials are often poorly designed. Instructional design is important because, in-appropriately targeted curricula (which are too difficult or too easy) frustrate students and increase failure.

Textbooks also suffer from factual inaccuracies, in appropriate illustrations and problems with readability. In Pakistan, for example, textbooks contain a high proportion of factual and grammatical errors, significant deviations from the specification set by the curriculum Bureau of the Textbook Board (Ibib:46) and language that differs sharply

in difficulty from one grade level to another, and from subject to subject among books at the same level (Cope, Denning, and Ribero: 1989).

The content of textbooks in many countries also fails to reinforce the development of higher-order thinking skills-that is problem solving skills and critical thinking. In this regard, textbooks prepared have to maximize their qualities in factual accuracies, illustrations, grammars of the language etc.

3. Providing Learning Materials

Instructional materials are critical ingredients in learning, and intended curriculum can not be easily implemented without them. Instructional materials provide information, organize the scope and sequence of information presented, and provide opportunities for students to use what they have (ibid:48) learned. But some of the instructional materials are not prepared in a convenient way as needed.

Fore example a study commissioned by the World Bank examined the levels of difficulty in mathematics and reading textbooks used in the first, third and fifth grades in fifteen developing countries. In these textbooks , the steps from one concept to the next were very large. The instruction content in the text-books is not appropriately matched to the grade levels of the students. From the findings of this research more than 40% of third grade text books cover skills mastered by only 20% of the fourth grade children in the United States (P.49) Such kind of books lead to students frustration and failures. So, textbooks writers have to narrow the steps from one concept to the next in the textbooks.

3.1. Effective Aids to Learning

The learning materials that enhance students achievements are textbooks, teacher guides, computers and other learning aides.

A, Textbooks

Because textbooks deliver the curriculum, they are the single most important instructional materials. “Nothing has ever been replaced the printed word as the key element in the educational process and , as a result, textbooks are central to schooling at all levels” (Altabach, 1983:315)

Over the past decade, researchers have found that the availability of textbooks and other instructional materials has a consistently positive effect on student achievement in developing countries (Heyneman et al: 1983).

Due to their importance, the qualities of our textbooks have significant place in conducting good quality education. Hence, care must be taken and research findings have to be used during developments and revisions of textbooks

B, Teacher Guides

Teacher guides are well integrated with the textbooks or other instructional materials have positive impact on student achievement. Guides include information on what to teach and on how to teach it, diagnostic tests that help teachers monitor student learning and modify the daily lessons accordingly, suggestion on how to manage the classroom, and activities for the class room use. This shows, a good teachers guide is the one which is well integrated with corresponding textbook and that give clue on how to teach and what to teach.

4. Change and Improvement

Improvement is enhanced value or excellence. It is enrichment, betterment, etc (Advanced Learners Dictionary), while Change involves shift in position which may go either in a favorable or unfavorable direction. Improvements are labeled as such according to sets of values, and improvement can best be assured by evaluating the true effects of change (Doll 1974: 161). Precise evaluation procedures are needed in determining whether a given change is an improvement. For example, planned evaluation is needed to discover whether the ultimate result has been mere recognition of the school or actual improvement in children's learning experiences. These evaluations must be used to make the changes really improvements during textbook revisions.

4.1. How change Occurs

As Doll (1974:165) stated Changes should be deliberate collaborative process involving the following features:

1. a joint effort that involves mutual determination of goals
2. a spirit of inquiry
3. emphasis on methodological rather than content learning. To achieve

this, curriculum workers should try to hear what others say by listening carefully, by repeating or rehearsing people's comments and by trying to understand their messages (ibid). The presence of able personnel in sufficient numbers to accomplish worthwhile tasks is important in curriculum improvement (Doll 1974:179). Here, education level and experiences of textbook writers and editors are important for the textbook improvement process.

To maintain the curriculum change in a desired direction, textbooks have to be changed in line with other improvements.

5. Researches conducted by ICDR, NOE, OEB and individual Researchers and their Findings and Recommendations.

Organizations like Institute for Curriculum Development and Research and National Organization for Examinations conducted summative evaluations on Ethiopian curriculum. Oromiya Education Bureau itself conducted both formative and summative evaluations on the curriculum of its own region. Supervisors of zonal education offices of Oromiya collect information on strengths and weaknesses of textbooks from school teachers as well as from students.

Institute of Educational Research (IER) also conducted researches on curriculum of the country. Individual researchers such as:

- Gizaw (2001) conducted a research on quality of textbooks in Oromiya Regional state for his M.A thesis.
- Aberra (2000) conducted a research on implementation of the syllabus of first level primary environmental education, in Oromiya Regional state for his MA thesis.

All these researching Organizations and individuals arrived at finding/ findings and gave recommendations on the drawbacks and how to improve the weaknesses. Some of the drawbacks and recommendations on how to improve the drawbacks investigated by the researching Organizations and individuals are given below.

6. Primary Education (1-8) Summative Evaluation Technical Report Conducted by ICDR

The over-all objectives of the summative evaluation was to assess to what extent the objectives of the primary education program were achieved together with the level of improvements made on the basis of

recommendations put forward during the formative evaluations (PESETR 2002.3)

According to Yuluyo (1976), Summative evaluation focuses on evaluating the over all results achieved during the whole span of program / project implementation.

Availability of evaluation results is hence the pre-requisite for determining whether the program should continue as it is, or to discontinue or should be revised by removing the hurdles for its smooth implementation to hit its planned target (ibid). The aim of evaluations (both formative and summative) in the country is also not different from this. This study also aims to know how these objectives are well implemented.

Many educationalists believe that the implementations of curriculum evaluation results are very low. According to Derebsa (2004:204) “Evaluation results are frequently ignored”. But in verbal proclamations, evaluation is crucial in all phases of curriculum and actual behavior

According to primary education summative evaluation technical report of (2002:204) monitoring and evaluation, as indicated in the guideline entitled as Educational Structure and Administration published by the Ministry of Education (MOE), Regional, Zonal and Woreda level education heads/experts should carry out monitoring and evaluation to enable the proper implementation of the new Curriculum.

In view of this, the extent to which education heads/experts of different levels carried out monitoring and evaluation activities to help the proper implementation of curriculum and make it effective and to know the problems encountered, various questions were forwarded to the above

educators and demerits given below were investigated (PESMTR 2002:226)

7. Demerits Investigated During Primary Education (1-8) Summative Evaluation (May 2002) by ICDR

1. Teaching contents are vast and complex beyond the level of understanding of the children (comments from parents)
2. Most of subject area contents are not organized in the principle of “ start from the known then to unknown” (comments from educational experts)
3. Lack of adequate and appropriate illustrations and lack of well graded exercises organized from simple to complex.
4. Occurrence of typographical errors (in some text-books)
5. Serious lack of simplicity and clarity of language
6. Exercise and examples given in the text-books are not from simple to complex
7. Captions are not sufficiently given/ explained.

These were some of the problems identified to be addressed during the formative evaluation conducted for four consecutive years (ibid:21)

Since these problems are investigated by ICDR in 2002, textbooks revised since then have to be more free from these problems, and the attention of this studies will be on the improvements of these problems in the revised textbooks.

8. The Four Consecutive Formative Evaluation Reports by ICDR

In order to properly implement the new curriculum, it was essential to carry out formative evaluation. To meet this end, four consecutive formative evaluations were conducted on all regions of Ethiopia by ICDR

and their reports were sent to each region or zone (Summative Evaluation Technical Reports 2002: 3)

From the samples taken, only 42% of regional and 8% of the zonal and woreda educational experts respectively expressed that they had received the reports (ibid)

Efforts were made to know what measures they took on the problem indicated on the reports. The researchers observed that the efforts made to disseminate the findings and suggested solutions of the formative evaluation to implementing bodies were very low (PESETR: 242) This shows that 58% of regional education experts didn't respond or responded negatively. From this the implementation of the findings in improving textbooks seems weak.

The report of the findings on the quality of curriculum materials showed that:

a. Some parents pointed out that contents of the subjects (curriculum materials) as difficult and wide for the level that the content and presentation of most of the text-books are beyond the capacity and age of the students (ibid:32).

b. The presentation of the contents of most of the text-books are not from simple to complex or not from known to un-known. They are irrelevant and captions of the pictorial illustrations, the development of questions, exercises and examples are not from simple to complex. Omissions (in some books), failure in use of easy and clear languages in presentation are some of the problems (ibid: 327). Thus, the study aims to investigate if the above short- comings in the previous text books are improved during the revisions of textbooks.

9. Participants and their Roles in Curriculum Improvement

As a program of curriculum improvement begins, a very important issue is to select the participants in the improvements and to define the role of each individual (Doll, 1974:206). According to Doll, the criteria to select the individuals include:

- What responsibilities should various personnel take in planning and improving the curriculum?
- What special backgrounds, skills and abilities do they need?
- How many times the talents of participant be used in coordinated ways? Fulfillment of the above conditions is necessary during textbook developments and improvements. But persons who have worked for years in professional education are sometimes being replaced in curriculum planning today by non professionals. This hinders the improvement of the quality of the new curriculum and then the quality of the so called improved textbooks.

10. Administrations and Supervisors

Administrators and supervisors of school programs have very special roles. Though they administer the curriculum remotely while teachers administer it directly and immediately. The inputs they provide have important effect in making programs succeed. They allow money for the implementations of the curriculum improvement. Effective administrators and supervisors know teaching – learning processes, having an understanding of learners and intellectual discipline, and possess knowledge and skill as educational engineer (Doll 1974: 272).

If improvement programs are to work, superintendents must give them personal attention, supervisors and coordinators are called the most active and important agents of curriculum change (ibid:293)

CHAPTER III

RESEARCH DESIGN AND METHOS of the Study.

3.1. Method of the Study

The main purpose of this study is to find out the extent of the applicability of curriculum evaluation findings and recommendations in improving primary School students' text-books during the revisions of them in Oromiya Regional State. The method employed in the study is a descriptive survey type for it provides a chance to collect data from different sources and show current status of the practice. The required data were collected from the various sources and processed to describe how the regions' curriculum material developers do their task.

Thus, in order to obtain the required information for the proposed research questions, both qualitative and quantitative research approaches were employed.

3.2. Data Sources

The data sources of the study include:

- Institute for Curriculum Development and Research (ICDR) where the syllabi are prepared and improved.
- Oromiya Education Bureau, Curriculum Development and Research Department, where text books are developed, evaluated and revised ;
- NOE for it involved in conducting two assessments on primary schools of the country and sent its findings to the regions

- Primary School supervisors of six zonal Education Departments of Oromiya Regional State, who supervise primary Schools and collect information on curriculum issues.

These Organizations and groups were selected as data sources due to the contributions of each of the groups in such a way that:

- ICDR conducted researches on merits and de-merits of textbooks, conducted need assessments for improving syllabi and called conference on the findings and then improved the syllabi.
- Oromiya Education Bureau Curriculum Development and Research Department head and experts were made to discuss on the findings of ICDR and participated on improving syllabi, translate their syllabi into Afan Oromo, developed textbooks, evaluated the developed textbooks, get other evaluation results and improve the textbooks;
- NOE Conducted assessment on qualities of primary Schools curriculum and sent the findings to all Regional Education Bureaus of the country; and
- Teachers as practitioners have been using the textbooks and asked to evaluate them and report the results to the immediate bodies.

3.3. Sample population and Sampling Technique.

The target population for the study were all curriculum development department head and experts of Oromiya Education Bureau (they are 10 in number), Curriculum development experts of Institute for Curriculum Development and Research (8 groups of 3 persons in each group) and 16 Education Departments of Oromiya zones.

For the study purpose,

- a) Ten of OEB Curriculum Development Department head and experts were taken as respondents.

All of them were expected to give answers to the questionnaires and structured interview questions. But out of the ten persons three were new to the positions (they were without experience), and they were not willing to give responses. As the result, the number of respondents of OEB Curriculum Development and Research Department was reduced to seven. All seven of them gave answers to questionnaires and interview questions.

- b. From ICDR, 4 experts were interviewed, while
- c. From NOE, research section head was interviewed
- d. Six Oromiya Zones were selected as samples at random and
- e. Focused group discussions were conducted with Dedo primary School in Jimma Zone and Gore 04 primary School in Illubabor Zone.

3.4. Instruments of Data Collection.

Four types of data collection instruments were employed in the study. They were questionnaire (both open ended and close ended), structured interview, and focused group discussion. The questionnaire was prepared to be completed by OEB and zonal Education Department experts.

The structured interview has five parts. They were interview questions for OEB Curriculum Development and Research Department head, the department experts, ICDR experts, NOE experts and Zonal Education Departments' Primary schools' supervisors. These were prepared separately for each group of experts mentioned above. The differences were based on each

group's job description so that each of them can contribute most in answering the research questions.

3.5. Procedures of Data Collection and Analysis

The first draft questionnaire and interview questions were prepared and commented by my advisor and colleagues and were improved based on the comments. OEB Curriculum Development and Research Department head and six experts of the Department completed and responded to both the questionnaire and structured interview items. The questionnaire was common for all respondents of OEB and Zonal Education Departments, but the interview items were different based on the relevance of each groups job description (for example, ICDR experts one kind, OEB curriculum department head another kind, etc.)

The first collected data was from OEB (both questionnaire and interview). After getting all necessary responses from OEB, then the interview was conducted with four experts from ICDR selected by availability (since most of them were on work trip to collect data from all regions of the country). The third groups interviewed were the expert of National Organization for Examinations.

The interview done with NOE experts began by research section head and then the collection of data continued with Zonal Educational Departments.

Out of the sixteen long existed Oromiyaa Zones, six were selected randomly; Arsi, Bale, East Hararge, East Wollega, Illubabor and West Shoa were included, and then Zonal primary Schools'

Supervisors of the six zones gave responses to the questionnaires. Along with the supervisors, teachers of Dedo primary school in Jimma Zone and Gore 04 Primary School in Illubabor Zone made involved in focused group discussion to know whether or not they involved in evaluating textbooks and gave their reports to the next body. It was done for teachers are the ones who use them daily and are expected to evaluate the materials.

3.6. Data Analysis Method

The answers for the questionnaire were tallied and their percentages were calculated and interpreted. The responses of the open ended questions and those of interview items were categorized and used as supplements of the analysis and interpretation of data. They were used to triangulate the data secured from various sources.

CHAPTER IV

4. Presentation, Analysis and Interpretation of the Data.

4.1. Presentation and Analysis of the Data

Overview- These questions (both open ended and close ended) were Prepared in such a way that their answers can reveal if the problems in the older textbooks which were findings of previous curriculum evaluations are improved or not in the revised ones. These findings obtained from the answers of the questionnaires, interview items, document analysis and focused group discussion are given below.

1. Steps from one Concept to The Next in the revised textbooks

Largeness of steps from one Concept to the next was one of the problems of the older textbooks investigated by textbook evaluators.

The table below shows the level of the solution of the problem in the revised textbook.

Issues	Responses		
	Narrow enough	Very Large	I don't Know
The steps from one concept to the next in the revised textbooks were	7	6	0
	53.8%	46.1%	

Table 1

From table 1 above, 7 respondents (53.8%) answered that the steps from one concept to the next are narrow enough, while 6 (46.1%) responded that the steps are still very large in the revised text books. Here the recommendation of previous research that “the steps from one concept to the next have to be reduced “got answer in the revised textbooks.

2. Proportion of students that can master skills in the textbooks

Issues	Responses		
	Less than 50%	More than 50%	more than 75%
What percent of students in the grades can master skills given in the textbooks?	3	3	5
	23%	23%	38.5%

Table 2

From table 2 given above, 3 people (23%) answered that less than 50% mastered skills given in the textbooks, 3 people (23.1%) answered that more than 50% mastered skills given in the textbooks, 5 people 38.5 answered that more than 75% mastered skills given in the textbooks and still 2 people (15.4%) didn't give response. If we combine the two responses with more than 50% and 75% together, we get 8(61.5%) answered that 50% or more of the students in the grades can master skill given in the textbooks. In this regard, the findings of previous researches that skills in the previous textbooks are difficult to be mastered by the students is improved in the revised textbooks.

3. Integration of textbooks with teachers' guides

Issues	Responses		
	Highly	Loosely	Not at all
What is the level of integration of textbooks with teachers' guides?	9	3	1
	70%	23.1%	7.7%

Table 3

As it can be seen from table 3 above, the responses for the question were:

- a. 8 persons [61.5%] answered that the revised textbooks are highly integrated with their respective teachers' guide, while
- b. 3 persons [23.1%) answered that the revised textbooks are loosely integrated with their guides , and
- c. 1 Person (7.7%) didn't give response.

The answers for this question showed that the revised textbooks are highly integrated with their respective teachers' guides. From this, we can conclude that the previously detected problem in the previous textbooks (that the textbooks were not integrated with teachers' guides) is minimized in the revised textbooks.

4. Harmony level of textbooks with the syllabi

Issues	Responses		
	yes	No	Didn't give response
Are the textbooks in harmony with the syllabi?	10	1	1
	76.9%	7.7%	7.7%

Table 4

As it can be seen from table 4 above:

- a. 10 people (76.9%) answered that the textbooks are in harmony with their respective syllabi.
- b. 1 person (7.7%) answered that textbooks are not in harmony with their respective syllabi, while.
- c. 1 Person (7.7%) didn't give response.

The responses for the interview items and the result of document analysis also revealed that textbooks are in harmony with their respective syllabi. This showed that the problem of lack of harmony of textbooks with their respective syllabi in the older textbooks is solved in the revised ones.

5. Improvement of difficulty levels of contents in the revised textbooks

Issues	Responses		
	Yes	No	I don't know
Are difficulty levels of contents of textbooks improved during textbooks' revisions?	8	3	2
	61.5%	23.1%	15.4%

Table 5

As it is shown on table 5 above:

- a. 8 people (61.5%) answered that the difficulty levels of contents of the revised textbooks are reduced,
- b. while 3 people (23%) answered that the difficulty level of contents of the revised textbooks were not reduced, and
- c. 2 people (15.4%) answered that they do not know.

The textbook observed, mathematics textbook of grade four also the contents are written in more suitable language.

From the responses given above, we can conclude that the revised textbooks are improved by reducing its contents, and largeness of contents were the problems of older textbooks recommended to be improved by previous researchers such as ICDR and NOE.

6. Improvement made on the revised textbooks

Issues	Responses		
	Yes	No	Changed but not improved
Are the revised textbooks improved with respect to presentation of their contents?	11	1	1
	84.6%	7.7%	7.7%

Table 6

As it is shown on table 6 above, the responses for this question were:

- a, 11 people (84.6%) answered that the revised textbooks are improved.
- b, 1 person (7.7%) answered, no and
- c, 1 person (7.7%) answered that there were changes, but those changes were not improvements.

From the responses given above, 84.6% of the respondents agreed that the presentations of the contents of the revised textbooks were improved by becoming from simple to complex or from known to unknown. This shows that draw backs of the older textbooks found by previous textbook evaluators are improved in the revised textbooks.

7. Development of questions, exercises and examples

Issues	Responses		
	Not changed	Well improved	Even worsened
Are the development of questions, exercises and examples in the textbooks improved by becoming from simple to complex during textbook revisions?	10	2	1
	76.9%	15.4%	7.7%

Table 7

As it can be seen on table 7 above:

- a. 10 persons (76.9%) responded that they are well improved
- b. 2 persons (15.4%) responded that they were not improved and
- c. 1 person (7.7%) didn't give response.

From the responses given above, the vast majority of the respondents (76.9%) agreed that developments of questions, exercises and examples in the revised textbooks are from simple to complex.

The result of focused group discussions with primary school teachers of both Dedo Primary School in Jimma Zone, and Gore 04 Primary School in Illubabor Zone also showed that the developments of questions, exercises and examples are from simple to complex.

This shows that one of the crucial problems investigated in the older textbooks by researchers is solved in the revised ones.

8. Omissions in the revised textbooks

Issues	Responses		
	Yes, there are many	Not significantly available	I don't know
Are there significant number of omissions in the revised textbooks?	6	3	4
	46.2%	23.1%	30.8%

Table 8

As it is given on table 8 above:

- a) 6 persons (46.2 %) answered that omissions in the revised textbooks are not significant.
- b) 3 persons (23.1%) answered that they didn't see omissions, while
- c) 4 persons (30.8%) answered that there are significantly many omissions in the revised textbooks.

The responses for this question is categorized in to three, and each of them are not significantly far from each-other by the number of responses. But, responses in (a) and responses in (b) omissions are not significant and I didn't see the omissions respectively can be combined (since I didn't see omissions means can be interpreted as there is no omission). The, the number of respondents denying existence of significant number of omissions will be 9 (70%).

Based on this fact, we can conclude that the revised textbooks are without significant number of omissions.

This is against the existence of significant number of omissions in the older textbooks as reported by previous researchers of ICDR on the older textbooks.

9. The sequence of the contents of each particular subject

Issues	Responses		
	Yes	No	I don't know
Are the contents within a particular subject in the revised textbooks well sequenced ?	8	3	2
	61.5%	23.1%	15.4%

Table 9

As it is given on table 9 above:

- a) 8 persons (61.5%) answered, yes
- b) 3 persons (23%) answered, no
- c) 2 persons (15.4%) answered, I don't know.

From the responses given to the question, we can conclude that the respondents agreed on well sequenced ness of the contents of each particular subject (by 61.5%) in the revised textbooks.

In the previous evaluations of the older textbooks, it was reported that contents of particular subjects were not well sequenced (not from simple to complex, known to unknown, general to particularly or particular to general). This shows that OEB solved the problems of sequencing of contents of each subject in the older textbooks founded by researchers during the revisions of them.

!0. Languages used in presentations of contents of textbooks

Issues	Responses		
	Yes	No	I don't know
Are the languages used in presentation of contents of the revised textbooks appropriate ?	12	1	0
	92.3%	7.7%	0%

Table 10

Table 10 from above shows that:

- a) 12 persons (92.3%) answered- yes
- b) 1 person (7.7%) answered - no

This shows that the vast majority of respondents agreed that the languages used in the revised textbooks are appropriate.

In previous researches conducted by ICDR, NOE and graduate students, it was found that the languages used in the previous textbooks were in appropriate with very long sentences and grammar errors. Answers of interview items from OEB and Primary Schools supervisors of Oromiya Zonal Education Departments also supported this concept.

This improvements implies that the problem of in-appropriateness of languages used in presentation of contents in the older text books were solved in the revised ones.

11. Integration of subjects of the same grade

Issues	Responses		
	Yes	No	Didn't give response
Are different subjects of the same grade in the revised textbooks integrated?	10	2	1
	83.3%	15.4%	7.7%

Table 11

As it can be seen from table 11 above, the responses for this question were:

- a) 8 persons (61.5%) answered that subjects of the same grade are integrated.
- b) 2 persons (15.4%) answered that subjects of the same grade are integrated in the case of some subjects only and
- c) 1 person (7.7%) didn't give response.

From these responses, 61.5% of the respondents agreed that different subjects of the same grade are integrated in the revised textbooks, while 15.4% and 7.7% answered that the integration is true only for some subjects and remained with out giving response respectively. These responses show that draw backs of older textbooks which were reported by previous researchers that different subjects of the same grade were not integrated are improved in the revised textbooks. The responses of interview answers also supported this information.

12. Suitability of lengths of sentences in the revised textbooks

Issues	Responses		
	Suitable	More lengthy	I don't know
Are lengths of sentences in the revised textbooks suitable?	9	3	1
	69.2%	23%	7.7%

Table 12

As it can be seen from table 12 above:

- a) 9 persons (69.2%) answered that lengths of sentences in the revised textbooks are suitable,
- b) 3 persons (23%) answered that the sentences in the revised textbooks are more lengthy than necessary and
- c) 1 person(7.7%) answered that he doesn't know.

From the above summary of data, most respondents (69.2%) agreed that lengths of sentences in the revised textbooks are suitable. This shows that the revised textbooks became free of unsuitability of the lengths of sentences which were the problems investigated by textbook evaluators in the older textbooks.

13. The follow ups made by ICDR or NOE

Issues	Responses		
	Yes	No	I don't know
Is there any group or organization that makes follow ups if the textbooks developed are as intended in the syllabi?	9	1	2
	69.2%	7.7%	15.4%

Table 13

The answers given to this question on table 13 above were:

- a) 9 persons (69.2%) responded that there is not any organized body or individual that is assigned to make the follow-ups.
- b) 1 person (7.7%) answered, yes
- c) 2 persons (15.4%) responded, I don't know.

It is clear from the above summery that no body is assigned at ICDR or at NOE to make follow ups if the developed textbooks at OEB was developed as intended in the syllabi. The responses to interview items of ICDR and NOE experts also revealed that there is any organized body or individual that is responsible to make follow ups. Its existence was the recommendation of previous researchers on textbooks of Oromiya Regional state. Its absence affects the implementation of the evaluation results in improving textbooks.

14. The level of gender balance in the revised textbooks

Issues	Responses		
	Gender is balanced	Gender favors male	Gender favors female
What is the level of gender balance in the revised textbooks?	9	4	0
	69.2%	30.8%	0%

Table 14

As it can be seen on table 14 above the responses for the question were:

- a) 9 People (69.2%) answered that gender is not balanced in the revised textbooks and it favors males and
- b) 4 persons (30.8%) answered that gender is balanced in the revised text books.

From this, most of the respondents (69.2%) accepted that gender balance is not maintained in the textbooks. It was reported as a problem of previous textbooks by textbook evaluators. This shows OEB didn't use the recommendation of the researchers that says "gender balance have to be maintained in primary Schools' textbooks".

15. Appropriateness and adequacy of illustrations in the revised text books.

No	Conditions to be fulfilled	Yes		No	
		In Num.	In %	In No.	In %
1	Are the illustrations with captions?	12	92.3%	1	7.7%
2	Are the illustrations related to the contents?	12	92.3%	1	7.7%
3	Are the illustrations clear to understand?	12	92.3%	1	7.7%
4	Are the illustrations labeled?	12	92.3%	1	7.7%
5	Total	48	92.3%	4	7.7%

Table 15

As can be seen from table 15 above, 12 people (92.3%) supported that illustrations in the revised textbook are adequate, related to the contents, clear to understand and well labeled while 1 person(7.7%) opposed it. In adequacy of illustrations was reported to be problems in the older textbooks by previous evaluators of the curriculum. Its adequacy in the revised textbooks shows that Oromiya Education Bureau had utilized textbook evaluation results to improve textbooks.

16. Availabilities of Important contents in the revised textbooks.

No		Yes		No	
		In No.	In %	In No.	In %
A	Is there introduction in the textbook?	8	61.5	5	38.5
B	Are there summaries at the ends of each chapter?	7	53.8	6	46.2
C	Is there glossary at the end of	7	53.8	6	46.2
d	Are there references for each textbook?	1	7.07	12	7.7

Table 16

From the response on table 16 above:

- a. 8 persons (61.5%) responded that the revised textbooks have introductions.
- b. 7 persons (53.8%) responded that they have summaries.
- c. 7 persons (53.8%) responded that they have glossaries.
- d. 1 person (7.7%) responded that they have references.

This shows that the revised textbooks have introductions, summaries, glossaries at the ends of the textbooks; but they do not have references. These availabilities and absence of references are also observed by the researcher during document analysis. Interview answers also shared this idea. The absence of reference materials is assumed to reduce the qualities of the revised textbooks.

17. Prescience of appropriate Persons during improvements of textbooks.

No	Presence of professionals	Yes		No	
		In No.	In%	In No.	In%
A	Prescience of subject specialists.	9	69.2	4	30.8
B	Prescience of pedagogical science graduate	7	53.8	6	46.2
C	Prescience of Psychology graduate	2	15.4	11	84.6
D	Prescience of illustration worker	8	61	5	39
E	Prescience of language graduate	9	69.2	4	30.8
F	Prescience of subject teachers for each subject & grade	11	84.6	2	15.4
	Total	46	59	32	31

Table 17

From the summary on table 17 given above, most respondents (58.7%) supported that there were qualified experts in different important fields in each group of textbook revisors. Except the existence of psychology graduates which is supported by 2 respondents (15.4%), all others are supported by 64.6% average.

Then we can say that there are qualified experts in each group of textbook revision. The presence of these expert enhanced each group to utilize curriculum evaluation results to improve primary Schools textbooks in Oromiya Regional state.

4.2. Analysis of Qualitative Data

The qualitative study was carried out at Institute for Curriculum Development and Research, National Organization for Examinations, Oromiya Education Bureau, Education Departments of Ormiya Zones and at two primary schools, Dedopriary school in Jimma Zone and Gore 04 in Illubabor Zone. The responses collected were grouped and analyzed separately.

4.2.1 Interview Answers of ICDR experts.

According to the interview answers of experts of ICDR , syllabi were improved by using the following procedure.

First need assessments for improving the curriculum were conducted by collecting data from Schools. Then Syllabi were prepared by subject specialists of each subject. The National Academic Council(NAC) comments on the prepared syllabi , and then the syllabi were improved based on the comments. These improved syllabi were presented on a conference of curriculum experts and subject specialists of the Ministry of Education and all Regional Education Bureaus of the country as well as School teachers of each subject participating on the conference. This conference also evaluates the developed syllabi, and the syllabi were again improved based on the evaluation, and sent to each Regional Education Bureau. It is from these syllabi that textbooks of each region were developed at their Regional Educational Bureaux(REB).

The prepared text-books may or may not be prepared in the way they were intended in the syllabi. The ICDR doesn't have any mechanism to

make follow-ups if the textbooks were developed as intended in the syllabi or not.

The research section of ICDR also conducted formative as well as summative evaluations on primary School curriculum of Ethiopia. The findings and recommendations were presented to conferences of experts from ICDR, MOE and Education Bureaus of all the regions of Ethiopia. All the conference members commented on it and it was improved based on the comments. The improved research results were also used during the revisions of syllabi. After all these processes, the finalized research result is printed in bulletin and sent to each Regional Education Bureau. But no group or individual is assigned to follow up if the research results were used or not used during the revisions of text-books by Regions Education Bureaus.

What is clear here is that formative as well as summative curriculum evaluation results of ICDR reached the Education Bureaus of all Regions of Ethiopia including OEB. But, since ICDR didn't establish responsible bodies to make follow ups of the utilizations of the research results to develop or to revise the text-books the way their research findings showed, and the text-books were prepared in different languages of nations and nationalities, it is not possible for them to know if the text-books prepared were as intended by ICDR or not.

Since the syllabi were improved by using curriculum evaluation results of ICDR, and text-books of Oromiya Regional State primary Schools' text-books were developed and improved by the syllabi, we can conclude that Oromiya Education Bureau used curriculum evaluation results of ICDR to improve primary Schools' text books.

4.2.2. Interview Answers of NOE Experts.

It was planned to interview two of the four research section experts of NOE. When I interviewed the research section head, I discovered that the research of NOE didn't study drawbacks and strengths of text-books of primary Schools separately, but the entire curriculum was studied and this doesn't identify the strength and weakness of textbooks specifically. As the result, I interviewed only one expert (the research section head) and got the information given bellow.

From the information, NOE conducted national assessments on primary Schools of the Country twice. The second national assessment was conducted by the year 2004. They were assessed on all factors influencing quality of education in general and contributions of qualities of text-books were not specifically studied. So the findings and recommendations were also general. Hence it is not convenient to use these findings and improve text-books directly, but they could give clues on general weaknesses and strengths and can help to some extent. But NOE also didn't establish a body that follows up if the research results were used to improve the curriculum. Simply the results were printed in bulletin and sent to all Education Bureaus of Ethiopia and this is also true for OEB. OEB also didn't use the assessment findings of NOE since all of them answered they did not use.

4.2.3 Interview Answers of OEB Curriculum Development and Research Department Head.

When we summarize the interview answers of department head, OEB was getting bulletins of researches from both ICDR and NOE, but not from any of the universities. By using the research findings and improved syllabi based on the findings of ICDR , OEB developed strategy for developing and revising textbooks as given below.

- a. They get revised syllabi from ICDR.
- b. They conduct field studies and consulted students, teachers and parents on draw-backs of text-books in sample schools (they conducted need assessments)
- c. They analyze the contents considered to be with draw-backs and reported by any of the consulted peoples or groups.
- d. They collect comments of teachers or individuals by letter, telephone or face to face discussions.
- e. All the above information were brought together and summarized by each subject panel-head for each subject.

Based on this collected information, the already organized group improved text-books.

From the above answers, we can conclude that OEB used curriculum evaluation results by getting syllabi which are improved by using need assessments and researches of ICDR.

4.2.4. Interview Answers of Zonal Education

Departments primary Schools' supervisors.

Six Zonal Education Department primary Schools' Supervisors responded to interview questions. All of them answered that they had no role in improving text-books. Two respondents (Out of 6) answered that they collected opinions on text-books from schools and sent to their immediate bodies. All of them also responded that they didn't participate in making follow ups to know if their comments are used or not used in improving textbooks.

From the summarized interview answers given above, we can conclude that OEB didn't use the research findings of zonal Education Department Primary Schools' Supervisors on draw-backs of the older textbooks.

4.2.5. Interview Answers of Curriculum Development

Department Experts of OEB.

The 6 curriculum development experts' (one panel head for each subject) responses to the structured interview items is summarized as:

- a. All of the six members participated on developing syllabi at the ICDR.
- b. Text-book developers and revisers are selected from schools (subject teachers) and from Teachers' Colleges (Professionals like psychologists and pedagogies and subject specialists) . Experienced book-writers from OEB and anywhere else were also invited by announcements and participated on developing and revising text-books.

- c. Text-books were evaluated annually or biannually and the results were kept in OEB Curriculum Department and Research Department and then used to improve text-books during their revisions.
- d. They got curriculum evaluations findings and recommendations to improve the draw-backs of textbooks from ICDR and from NOE. Evaluation results which they got from NOE were very general on the whole curriculum, and couldn't reveal draw-backs specific to text-books; hence, it could not be used to improve text-books. But evaluation results of ICDR were used to improve syllabi as well as directly used by OEB to improve textbooks.
- e. None of the research results of higher Educational institution sent to OEB, and hence, none of them are utilized by OEB to improve students' text-books.

From the above answers of OEB Curriculum Development Department head and experts, it can be concluded that Oromiya Education Bureau utilized curriculum evaluation results of ICDR and its own, but didn't use research results of higher education institutions' graduate studies' and researchers' evaluation results.

4.2.6. Analysis of Focused Group Discussions

Focused group discussions with teachers of both Dedo and Gore 04 primary schools revealed that OEB used curriculum evaluation results and improved most of primary school textbooks, but grade four environmental science and grade four mathematics textbooks were not improved significantly.

CHAPTER V

5. Summary, Conclusions and Recommendations.

5.1. Summary

The study was conducted to find out the level of utilization of curriculum evaluation results to improve primary schools textbooks in Oromiya Regional state. Literature reviewed showed that the older text books had many drawbacks and gave recommendations on how to improve them.

To know how much of these findings and recommendations were used to improve primary schools' text books in Oromiya Regional State, the researcher selected indirect ways of measuring the level of implementation of the research results for improving the text books.

One of the methods that was assumed to measure this implementation was measuring the level of improvements made on the draw-backs in the revised textbooks, which were identified as weaknesses in the older textbooks by different researchers. To this end, the researcher reviewed available and accessible literature and documents, used questionnaires, interview items, document analysis and focused group discussion as instruments to collect data. The analysis and interpretation of the data collected showed the status of the practice. Thus, on the basis of the findings conclusions were made.

The conclusions reached were all based on comparing the drawbacks found in the older text books with their level of improvement in the revised ones. Hence, based on the analysis and interpretations made, the following findings were reached.

- The steps from one concept to the next in the revised textbooks are reduced.
- The proportions of students in the grades who can master the skills given in the revised textbooks are very large.
- The level of integration of textbooks with teachers' guides is high.
- The revised textbooks are in harmony with their respective syllabi.
- Contents of the revised textbooks are reduced when compared with the older textbooks.
- The revised textbooks are improved with respect to presentations of their contents by becoming from simple to complex or from known to unknown.
- The development of questions, exercises and examples in the revised text books were improved by starting from simple and proceeding to the complex.
- There is not significant number of omissions in the revised textbooks.
- Contents of each particular subject in the revised textbooks are well sequenced.
- The languages used in presentation of contents of the revised text books are appropriate.
- Different subjects of the same grade in the revised text books are well integrated.
- The lengths of sentences in the revised textbooks are found to be suitable for each given age.

- No responsible body is assigned from ICDR or NOE to make follow ups if the textbooks developed by the regions were developed as intended in the syllabi.
- Gender balance is not maintained and it still favors the male in the revised textbooks .
- Illustrations in the textbooks are with captions. They are related to the respective contents, clear to understand and they are well labeled.
- The revised text books have introductions, summaries at the ends of chapters and glossary at the ends of each textbooks in most cases, but all of them are with out references.
- Appropriate persons such as specialist of each subject, pedagogical science graduates, language graduates (Afan Oromo), illustration worker and subject teachers for each subject and grade were all present in each text book revision group. Out of appropriate professionals for textbook revision, the groups lacked psychologists only.
- ICDR conducts its own curriculum evaluations (formative as well as summative) and need assessments to improve syllabi, and these improved syllabi are sent to the regions. Oromiya Education Bureau used the results during the revisions of its primary Schools' text books.
- Oromiya Education Bureau Curriculum Development and Research Department head and its experts also accepted that they used the developed syllabi as well as the research findings of ICDR to improve textbooks of their primary Schools.
- Interview of NOE research section head revealed that two national assessments on Ethiopian primary School curriculum were conducted and the findings were sent to each region of the

country. The assessments were on general curriculum and didn't reveal the draw backs or strengths of text books specifically. Thus, it was difficult to use them for improving textbooks.

- NOE also doesn't have any mechanism to make follow ups to know if its research findings are being utilized or not by Education Bureaus of the regions. OEB curriculum Development and Research Department also revealed that they didn't use the results of NOE curriculum evaluation results in improving textbooks.
- In their interviews, OEB Curriculum Development and Research head and experts explained that they used their own formative as well as summative curriculum evaluation results and need assessments to improve primary School textbooks. They also used curriculum evaluation results of ICDR, comments from teachers, students, parents and educational experts. They didn't have mechanism of getting research findings from the Universities researchers or any other researching organizations.
- The interview responses of Oromiya Zonal Education Departments' primary School supervisors revealed that they didn't participate in textbooks revisions. They didn't send their own comments or comments they got from Schools. In general, they didn't contribute to improve primary School text books during their revisions.
- The teachers used to evaluate the textbooks and send their reports to their immediate bodies (Woreda Education Office), but they don't have any information ,whether or not they were used in revising textbooks.

5.2. Conclusions

As it is given in the summary of the study, indirect measurement is considered to conclude that curriculum evaluation results were utilized or not utilized to improve primary School text books in Oromiya Regional State. It is not possible also to conclude that the findings are fully utilized or not utilized at all. The quantity utilized also can not be explained in number or percent from its very nature. Therefore, the conclusion are made based on the findings using degree of the utilization (as low, medium or high). From the findings and recommendations of textbook evaluation results and by analyzing the findings, the following conclusions are reached.

1. Oromiya Education Bureau utilized textbooks evaluation results of ICDR and its own to improve primary School textbooks at high level.
2. OEB didn't utilize curriculum evaluation results of higher education intuitions' graduate students and/ or other researchers' findings.
3. Textbook evaluation findings and comments of Zone Education Departments primary Schools supervisors were not used to improve textbooks.
4. Teachers' evaluation results are considered in the revisions of textbooks as it is reported by the OEB Curriculum Development experts.

5.3. Recommendations

Though Oromiya Education Bureau utilized curriculum evaluation results of ICDR and its own evaluation results to improve primary Schools' textbooks, still there are many works left to be performed by OEB and research conducting organizations or individuals.

Since research works are very costly, their findings have to be utilized and must contribute to the development of the country in general and that of the region in particular as much as possible. Thus, based on the findings of the study and the conclusions made, the following recommendations are forwarded.

1. Oromiya Education Bureau has to establish a body that makes contacts with universities, research intuitions and individuals who conduct research on education of the region and select relevant researches to OEB and takes them for utilization.
2. OEB must utilize selected research findings of graduate students and other researchers on curriculum for improving textbooks.
3. Each of the agencies of the Ministry of Education like ICDR and NOE, which organize and/or conduct researches have to organize a body that follows up the implementations of their research findings.
4. Teachers' evaluation results have to be considered in the revision of textbooks more than what has been done since teachers are the most important implementers of textbooks.
5. Psychologists have to be made members of each textbook revising group to produce better quality textbooks.

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Appendix A

Addis Ababa University College Of Education Department of curriculum and Teachers Professional Development Studies

Questionnaire to be completed by respondents

The purpose of the questionnaire is to gather data pertinent to the evaluation process of the level of utilization of curriculum evaluation results to improve primary school textbooks in Oromiya Regional State. The result of the study will be used only for academic purpose. Thus, you are kindly requested to show your cooperation by giving relevant and reliable information for the questions. Thank you in advance for your co-operation.

Bio data

Sex _____ Age _____ education background _____

Total years of service _____

Instructions

Choose the answer/answers and circle the letter/letters for multiple choice questions, or give brief answers where needed.

- 1) The steps from one concept to the next in the textbooks of primary education are:-
A) narrow enough B) very large C) I don't know
- 2) What percent of the students in the grades can master skills given in the textbooks?
A) less than 50% B) more than 50% C) more than 75%

- 3) What is the level of integration of textbooks with teachers' guides?
A) Highly B) Loosely C) Not at all
- 4) Are the textbooks in harmony with the syllabi?
Yes No
- 5) Are difficulty levels of contents of textbooks improved during textbooks revisions? If your answer is "Yes" which difficulties are improved? Your answer can be more than one:
A) Language difficulties B) Content difficulties
C) Sequencing problems
- 6) Are textbooks improved with respect to presentations of their contents by becoming from simple to complex or from known to unknown?
A) Yes B) No C) Changed but not improved
- 7) Are the development of questions, exercises and examples in the textbooks improved by be coming from simple to complex during the revisions of the books?
A) not changed B) well improved C) even worsened
- 8) Are there significant number of omissions in the revised textbooks?
A) Yes, there are many B) Not significantly available
C) I don't know
- 9) Are the contents within a particular subject well sequenced?
Yes No
- 10) Are the languages used in presentations of contents of the revised textbooks appropriate to the ages of students?
Yes No

11) Are different subjects of the same grade well integrated?

Yes

No

12) Are lengths of sentences in the revised text books suitable for their respective grade levels?

A) Suitable

B) More lengthy

C) I don't know

13) Is there any group or organization at ICD, NOE or OEB that makes follow-ups if the textbooks developed are as intended in the syllabi?

Yes

No

14) What is the level of gender balance?

A) balanced

B) favors males

C) favors females

15) Are illustrations in the text books adequate and appropriate? (are they related with the lessons they are meant for?)

- Are illustrations with captions? Yes No

- Are the illustrations related to the lessons? Yes No

- Are the illustrations clear to understand? Yes No

- Are the illustrations labeled? Yes No

16) Are there

a) Introductions Yes No

b) Summaries at the end of each chapter Yes No

c) Glossary Yes No

d) References for each textbooks Yes No

17) Indicate by making a tick “ ✓ ” in the box for Yes and in the revised textbooks? “x” for no answers in each textbooks revision workers Group.

a. Presence of subject specialist in each subject revising group

Yes No

b. Presence of pedagogical science graduate in each subject revising group

Yes No

c. Presence of psychology graduate Yes No

d. Presence of illustration worker Yes No

e. Presence of language graduate (preferably with Afan Oromo knowledge) Yes No

f. Presence of language graduate (preferably with Afan Oromo Knowledge) Yes No

g. Presence of subject teacher for the respective subject and grade

Yes No

Appendix B

Addis Ababa University
College of Education
Department of Curriculum and Teachers Development Studies

Interview Items for Regional Curriculum and Research department head of OEB

The purpose of the interview is to know the level of utilization of curriculum evaluation results to improve primary school text-books in Oromiya Regional State during textbooks revisions. The result of the study is basically used for academic requirement. Thus, you are kindly requested to give your response genuinely and frankly for the interview questions. Thank you in advance for your co-operation

General information

Name _____ Sex _____ Age _____
Qualification _____ Service year _____
Work place _____
Position _____

Interview questions

- 1 Do you get findings and recommendations of summative as well as formative evaluation results on curriculum from ICDR and NOE?
- 2 Do you get research results being conducted in the higher institutions by graduate students or other individual researchers concerning curriculum books? If so how do you get and how do you use them in textbook revision?
- 3 What is your strategy in using the findings and recommendations of different text book evaluators in using them to improve text- book qualities during the revisions of text- books?
- 4 Is there textbook revision policy at the regional BUREAU level?
- 5 Is there a clear guideline for textbook revision?
- 6 How did you select textbook revisers and editors?

Appendix C

Addis Ababa University
College of Education

Department of Curriculum and Teachers Development Studies

Interview Items for Regional Curriculum Development experts of OEB

The purpose of the interview is to know the level of utilization of curriculum evaluation results to improve primary school text-books in Oromiya Regional State during textbooks revisions. The result of the study is basically used for academic requirement. Thus, you are kindly requested to give your response genuinely and frankly for the interview questions. Thank you in advance for your co-operation

General information

Name _____ Sex _____ Age _____

Qualification _____ Service year _____

Work place _____

Position _____

Interview questions

- 1 Have you participated in developing the syllabi drafted by ICDR?
- 2 After adapting the syllabi to the local conditions, you prepared student text-books and teachers guides from the syllabi.
 - A, How did you select the book writers?
 - . what were heir educational level?
 - . Had they any experiences on text book writing?
 - B, Do you evaluate the books after implementing? At what interval of time?
 - C, Do you get evaluation findings and reccomendations on the school books from:
 - . ICDR?
 - . NOE?
 - . zone education experts?
 - . teachers and students?
 - . parents and any other community members?
 - . researchers of higher institutions?
 - D, where are these findings and recommendations kept?
 - E, How many experts are assigned to revise?

Appendix D

Addis Ababa University
College of Education
Department of Curriculum and Teachers Development Studies

Interview Items for ICDR experts

The purpose of the interview is to know the level of utilization of curriculum evaluation results to improve primary school text-books in Oromiya Regional State during textbooks revisions. The result of the study is basically used for academic requirement. Thus, you are kindly requested to give your response genuinely and frankly for the interview questions. Thank you in advance for your co-operation

General information

Name _____ Sex _____ Age _____

Qualification _____ Service year _____

Work place _____

Position _____

- 1 Based on the present Education and Training policy of Ethiopia, the drafts of syllabi are prepared by your organization. How do you evaluate the syllabi drafted?
- 2 Does your organization make follow ups if the students text-books and teachers guides prepared from the syllabi are prepared as intended?
- 3 Your organization conducts formative as well as summative evaluations on primary school curriculum in general. How do you make follow ups if school textbooks are prepared as intended?
- 4 Does your organization send the findings from curriculum (school textbooks) evaluation results and then recommendations to Education Bureaus of the regions?
- 5 Does your organization have a body that makes a follow up on the implementation of your recommendations during the revisions of school textbooks by Education Bureaus? Or how do you conduct follow ups?

Appendix E

Addis Ababa University
College of Education
Department of Curriculum and Teachers Development Studies

Interview Items for National Organization for Examinations (NOE) Experts

The purpose of the interview is to know the level of utilization of curriculum evaluation results to improve primary school text-books in Oromiya Regional State during textbooks revisions. The result of the study is basically used for academic requirement. Thus, you are kindly requested to give your response genuinely and frankly for the interview questions. Thank you in advance for your co-operation

General information

Name _____ Sex _____ Age _____
Qualification _____ Service year _____
Work place _____
Position _____

Interview questions

- 1 You conduct summative evaluation on primary education of the country in two levels (first level primary and second level primary)
 - A, Do you try to identify the contributions of school textbooks along with the syllabi and teachers guides in determining the quality of education?
 - B, Does your organization send findings and recommendations to the education bureau for implementation? if so how ?
- 2 Does your organization make follow ups to know if your recommendations are used or not used to improve the curriculum in general and school books in particular by the region Education bureaux?

Appendix F

Addis Ababa University
College of Education

Department of Curriculum and Teachers Development Studies

Interview Items for Zone Education Department supervision Experts

The purpose of the interview is to know the level of utilization of curriculum evaluation results to improve primary school text-books in Oromiya Regional State during textbooks revisions. The result of the study is basically used for academic requirement. Thus, you are kindly requested to give your response genuinely and frankly for the interview questions. Thank you in advance for your co-operation

General information

Name _____ Sex _____ Age _____
Qualification _____ Service year _____
Work place _____
Position _____

Interview questions

- 1 What is the role of zone education department on improving school books?
- 2 Do you collect feed-backs on the books from students, teachers and community during supervision to schools? If so, how do you organize them? Then do you send them to OEB or you present them by yourself?
- 3 Do you participate on school books revisions?
- 4 Do you make follow ups for the implementations of the suggestions during the revisions of school books?
- 5 Are school books being improved by the feed-backs you gave to OEB during revisions of books?

DECLARATION

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

Name: Mosisa Kenei

Signature _____



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

Date of submission: 15 July 2007

Confirmed by _____

Hemma Setegn



Date _____

July 15, 2007