

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION**

**Perception of Teachers and Students Towards Civic and Ethical  
Education and its Practice in Selected Preparatory Schools of  
South West Shoa Zone**

**By**

**Dawit Lemma**

**Department of Teacher Education and Curriculum studies**



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A Thesis Submitted to the Department of Curriculum and Instruction in  
Partial Fulfillment of the Requirement for a Degree of Master of Arts in  
Curriculum

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College of Education  
Addis Ababa University**

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ETHICAL EDUCATION AND ITS PRACTICE IN SELECTED PREPARATORY  
SCHOOLS OF SOUTH WEST SHOA ZONE

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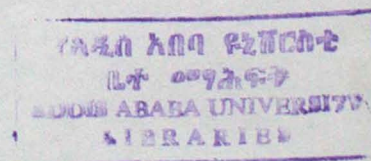
## Table of contents

| Contents   | Page |
|--|------|
| Acknowledgement .....  | i    |
| Table of Contents .....  | ii   |
| List of tables .....   | iii  |
| Abstract .....   | iV   |
| <b>CHAPTER ONE</b> .....   | 1    |
| <b>1. INTRODUCTION</b> .....   | 1    |
| 1.1 Background of the Study .....  | 1    |
| 1.2 Statement of the Problems .....  | 2    |
| 1.3. Purpose of the Study .....  | 6    |
| 1.4. Significance of the Study .....   | 6    |
| 1.5. Delimitation of the Study .....   | 7    |
| 1.6. Limitation of the Study .....   | 8    |
| 1.7. Organization of the Study .....   | 8    |
| 1.8. Operational Definition of Key Terms.....  | 8    |
| <b>CHAPTE TWO</b> .....  | 10   |
| <b>REVIEW OF THE RELATED LITERATURE</b> .....  | 10   |
| 2.1. The Rationale of Civic Education .....  | 10   |
| 2.1.1 The Concept of Citizenship .....   | 14   |
| 2.1.2. The Role of Civic Education in Modern Democracy.....  | 18   |
| 2.1.2.1 Civic Knowledge .....  | 20   |
| 2.1.2.2 Civic skills .....   | 20   |
| 2.1.2.3 Civic Attitudes or Dispositions .....  | 22   |
| 2.2. The Pattern of Current Youth's (Adolescent) Civic & Political<br>Engagement: Experiences of Some Countries..... | 22   |
| 2.2.1. Potential Problems Hampering Youth's Participation .....  | 25   |
| 2.2.1.1 School-Related Factors .....   | 25   |
| 2.2.1.2 Non School Factors .....   | 34   |
| 2.3. Important Practice for Good Civic Education.....  | 37   |

|  |           |
|--|-----------|
| 2.3.1. Creating Enabling School and Classroom Climate.....   | 38        |
| 2.3.1.1. Building Democratic School Administration.....  | 38        |
| 2.3.1.2 Employing Participatory Instruction Methods.....   | 39        |
| 2.3.1.3 Engaging Students in Co-Curricular Activities .....  | 41        |
| 2.3.1.4 Participating Students in Community Service<br>Learning.....   | 42        |
| 2.3.1.5 Participating Different Institutions in Civic<br>Education of the School .....                       | 47        |
| 2.4 Civic Education in Ethiopia .....  | 50        |
| <b>CHAPTER THREE.....</b>  | <b>53</b> |
| 3.1 RESEARCH DESIGN AND METHODOLOGY.....   | 53        |
| 3.1.1 Data Gathering Instruments.....  | 54        |
| 3.1.2 Methods of Data Analysis .....   | 56        |
| <b>CHAPTER FOUR.....</b>   | <b>57</b> |
| <b>PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....</b>  | <b>57</b> |
| 4.1 Characteristics of Sample Population.....  | 57        |
| 4.2 Teachers and Students Perceptions of Good Citizenship.....   | 58        |
| 4.3 School Practices of Good Citizenship .....   | 63        |
| 4.4 Factors Affecting Effective Provision of Civic and Ethical Educatin<br>and Citizenship Development ..... | 71        |
| 4.5 Actual Practicesz Teachers Believed Involved in Their Teaching ..  | 77        |
| 4.6 Social and Political Participation .....   | 83        |
| <b>CHAPTER FIVE .....</b>  | <b>88</b> |
| <b>SUMMARY, CONCLUSION, AND RECOMMENDATION .....</b>   | <b>88</b> |
| 5.1. Summary .....   | 88        |
| 5.2. Conclusion .....  | 89        |
| 5.3. Recommendation.....   | 90        |
| Appendix .....   | 92        |
| Bibliography ✓   |           |

## List of Tables

|  |    |
|--|----|
| Table 1: Teachers and students selected from four secondary schools ...  | 54 |
| Table 2: Background information of Teachers Involved in the study .....  | 57 |
| Table 3: Teachers' Perceptions of the Characteristics that Constitute<br>Good Citizenship .....  | 59 |
| Table 4: Rank Order by Mean Scores for Each Item of Teachers<br>Responses on Qualities of Good Citizenship .....   | 60 |
| Table 5: Students' Perception of Good Citizenship .....  | 62 |
| Table 6: Rank Order by Mean Scores for Each Item of Students<br>Responses on Qualities of Good Citizenship .....   | 62 |
| Table 7: Practices Teachers Believe Most Valuable for Students Civic<br>Development .....  | 65 |
| Table 8: Rank Order by Mean Scores and Percentage of Combined<br>Frequencies of "SA" and "A" .....   | 66 |
| Table 9: Teachers Perceptions of Factors Affecting the Provision of Civic<br>and Ethical Education and Youths' Citizenship Development ..                  | 72 |
| Table 10: Rank Order on Factors Negatively Influencing the Provision<br>of Civic and Ethical Education and Citizenship Development<br>by Mean Scores ..... | 73 |
| Table 11: Practices of Teachers Included in Their Teaching .....   | 77 |
| Table 12: School Practices Teachers Believe Most Important for<br>Citizenship Development and the Actual Practices<br>Included in their Teaching .....     | 82 |
| Table 13: Students Social and Political Participation .....  | 84 |



## Abstract

The main purpose of this study was to investigate the perceptions of teachers and students about good citizenship, the role of Civic and Ethical Education and school practices in provision of Civic and Ethical Education in four high schools of South West Shoa Zone.

To accomplish this purpose the study employed quantitative and qualitative survey research methods. With this respect, teachers in the field of social science, school principals, department heads, students and documents were used as source of data in the study.

The data gathering instruments included questionnaire and interviews. Few documents were also contacted. Data obtained through questionnaire were quantitatively described and interpreted in the light of available literature while information obtained through interview; opinion and observation were qualitatively described to support quantitative data.

Results of the study indicated that teachers and students perceive good citizenship from social point of views. knowledge of ones own government structure and the functions of its institutions, and political participation are behaviors perceived by teachers and students as less important characteristics that characterize good citizenship. Moreover, it was found out that though teachers admitted that activities in the classrooms and out of school practices help to prepare students for citizenship role in their actual practice, the traditional teaching approaches used in schools didn't allow students many of the practices needed to develop good citizenship. Furthermore, lack of attention for co-curricular activities, lack of coordinating learning activities through project, weak relationship between school and different stakeholders found to be factors negatively influencing the provision of improved Civic and Ethical Education and students' civic competence.

## CHAPTER ONE

### 1. INTRODUCTION

#### *1.1 Background of the Study*

To perpetuate itself, the society is always worried about the well being and future of its young generation. The continuity of any society partly depends upon the education of its young people. That is why the society invests on education. To put differently, from investment on education the society anticipate some kind of turnover in the form of behavioral adjustment of the young generation to the requirements of the society. This means, education is always expected to bring about behavioral changes by enabling young people acquire necessary knowledge, skills, and develop positive attitudes and characters with acceptable moral standards.

In relation to this, Branson (1998) argues that society has an interest in the ways the young people are prepared for citizenship and how they learn to take part in civic life. This interest, according to him, might be better described as growing concern of democratic society.

According to Tocqueville as cited by Branson (1998), people must acquire the knowledge, learn the skill, and develop dispositions or trait of private and public the character that underpin a constitutional democracy. To put differently, citizens' participation in democratic society requires critical reflection, understanding and acceptance of the rights and responsibilities that go with the membership. This is mainly due to the fact that citizens who have the requisite knowledge, skill and dispositions can better sustain democracy than uneducated citizens.

To this end, civic education is becoming a prime concern in democratic societies. This, according to many scholars promotes in the young people the understanding of the ideals of democracy and sound commitment to the values and principles of democracy. Concerning this Butts (as quoted in Burstyn, 1996:) said:

*The goal of civic education... is to deal with all students in such a way as to motivate them and enable them to play their part as informed, responsible, committed, and effective members of a modern democratic system. This should include the three basic aspects: political knowledge, political value, and the skills of political participation.*

This implies that the goal of civic education is not only political socialization, but also developing in young people the moral values and character that are accepted by a society it serves. Moral, according to Brain Wake Man (1984) has something to do with the ways an individual behaves towards others. It is concerned with questions of 'ought' and 'should' of duty, and about principles, which regulates the private lives of individuals. Judgments about right and wrong, about the nature of virtues or the good life, and how best to practice it, are the ethical or moral concern.

However, the goals of civic education can be realized only if teachers who have the right perception of good citizenship effectively implement the curriculum. Therefore, how civic education takes place in schools is the concern of this study. Important factors that hamper or facilitate effective civic education is also the main focus of this study.

### **1.2 Statement of the Problems**

Civic education in democratic society is aimed at producing informed, effective, and responsible citizens by equipping them with civic knowledge, civic skills and civic dispositions so that they can effectively participate in the political, social and economic affairs of their society (Branson, 1988). According to Branson (1998), the goals of civic education in democratic society are concentrated around three essential components: Civic knowledge, civic skills and civic dispositions. Similarly, Marry (2003) stated the goals of civic educations as:

- Providing citizens with the knowledge and intellectual skills that are required to monitor and influence government rules, decisions and actions that significantly affect individual rights and the good of society.

- Developing among citizens the participatory skills required to monitor and influence the formulation, implementation and enforcement of public policy as well as participation in voluntary organizations or efforts to solve community problems.
- Promoting among citizens civic dispositions (the traits of private and public character) essential to the maintenance and improvement of constitutional democracy and commitments for fundamental democratic values and principles required for competent and responsible citizens.

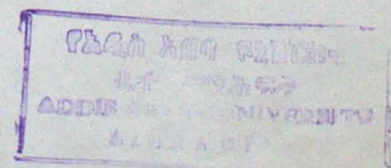
From the above explanation, it clear that civic education helps young people to acquire basic knowledge, skills, and appropriate civic attitudes and dispositions that enable them play citizenship roles in the community in their later adult life.

However, these goals can be achieved only when schools are competent in implementing the designed curriculum as it is. This is to say that no matter how curriculum is beautiful and its goals are attractive. What matters isn't only the design of the curriculum but also effectively implementation of the curriculum in the schools.

On the other hand, regardless of the concerns for the realization of the above goals of civic education, the reverse is happening in some parts of the world. Fro instance, based on opinion and attitudinal survey studies made recently, Donald Warren in Burstyn (1996) showed that American students have troubles in their civic values and in their interest in political participation.

He said:

*High school and college students seem to be more committed to personal goals and materials rewards than to social concerns. They demonstrated limited understanding of democratic values and admit to feel unconstrained by the canons governing democratic processes. On the other hand, they are responsive to political slogans and real or imagined threats to national honor (Burstyn, 1996 P;128)*



Reviewing the 1990 study of fifty years public opinion data in the country, Berman (1997:3) reported that the generation of that time "knows less, careless,..., vote less and is less critical of its leaders and institutions than young people in the past". Moreover, Berman reviewed the National Assessment of Education Progress (NAEP) conducted on evaluation of civic achievement among thirteen and seventeen years old students in 1975-76, 1981-82 and 1987-88. He noted that none of the NAEP studies reported positive results of students' civic competence.

✓ According to Bricker (as cited by Warren), civic education that intends to prepare students for their roles in democratic society cannot be assigned to the exclusive province of specialized teachers or one separate school subject. Rather, student's understanding and appreciation of democratic values and processes are strongly influenced by the teaching method, classroom procedures students' encounter in all their courses, and other socio-political factors.

To make a safe passage into the heart of the study, civic education was introduced in Ethiopian school curriculum during emperor Hailesilassie I. Its objectives were to make students accept the glory of the emperor, his unlimited and Divine power. The focus was to inculcate students with the belief that the king was given by God and his Kingship was hereditary.

This means, civic education was aimed at preparing docile and obedient citizens who don't question everything coming from the top classes. That is why Alamirew (2005) considered the main concern of that time as producing people devoid of challenging attitudes and questioning mentality.

According to the Alamirew, the country's Philosophy during the military regime was to create ideal communist society. To achieve this, political education was given for students. Its aim was the inculcation of socialist ideology, supported by the ruling political party into the minds of the young people.

✗ In both former governments of Ethiopia, the objective of civic education was to prepare young people to accept what was given from the top. Citizens

had no rights to criticize and reject or even to reflect on the policies of those governments. As the result, citizens were alienated from participation. Under any circumstance, the Alienated citizens do not feel responsible in the implementation of public policies; they do not develop sense of ownerships.,

X According to MOE (2002), serious ethical problems that have been aggravated these days in people are mainly due to the improper cultivation of citizens during their schooling. Moreover, educational institutions have not been able to produce young people who can recognize their country's problems, their own citizenship responsibilities and desirable code of conduct.

Thus, in order to overcome such problems, the importance of teaching young people about vital social values, form of government, its functions, about constitution, national policies; human and democratic rights, and citizenship future roles and responsibilities cannot be debated on.

Accordingly, new curriculum materials of civic and ethical education was recently developed and dispatched to high schools of Ethiopia to be implemented. This curriculum was developed on the basis of the new constitutional democracy of Ethiopia established in 1995.

This study, therefore, intends to investigate the perceptions of teachers and students towards good citizenship and role of civic and ethical education. Practices of civic and ethical and factors that influence its provision are also the concern of this study.

To this end, the following research questions are set.

- ❖ How do teachers and students perceive good citizenship and the role of civic and ethical education?
- ❖ What do teachers believe the most important practices for effective civic and ethical; education?
- ❖ What factors influence citizenship development and the provision of civic and ethical education in schools?

- ❖ How students are involved in some social and political activities to develop their civic competence?
- ❖ What factors negatively affect students' involvement in socio-political activities?

### **1.3. Purpose of the Study**

The purpose of this study is to:

- ❖ Assess perceptions of teachers and students towards good citizenship and role of civic and ethical education in preparing young people for their future adult roles.
- ❖ Identify factors hindering citizenship development and the provision of civic and ethical education.
- ❖ Indicate some approaches in which civic and ethical education can be effectively communicated in school.
- ❖ Indicate the importance of involving parents, well-fare organizations, local government and community leaders in discussion about the civic education of the young people in school.

### **1.4. Significance of the Study**

This study will focus on the perceptions teachers and students have in relation to good citizenship and their practices, and the problems hindering the provision of civic and ethical education in schools. Therefore, it hoped that the study would have the following significances.

- ❖ It can help schools and teachers to plan and organize activities in which students participate in school and in their community.
- ❖ It may help to improve the provision of civic and ethical education.
- ❖ It can be used as a resource material to design training programs for teachers, parents and community members for harmonious work to wards the development of young people's civic competence.

### **1.5. Delimitation of the Study**

There are ten high schools in Southwest Shoa Zone. Had the researcher student been not in short of time and financial resources, the result from survey of these schools would have made more complete. Because of these constraints, the study is purposely confined to grade eleven and twelve of four high schools in Southwest Shoa Zone.

The study focused on students of the aforementioned grades hoping that academically as well as age wise these students are relatively more matured and can have better understanding about civic roles and good citizen hip. In addition to this, the writer believes that these students are in the stage where they at least start taking some civic responsibilities in the local communities.

The writer delimited the study to survey of perceptions of teachers and students towards good citizenship, the role of civic education and the schools' practices in provision of civic education. This has been done for two important reasons. In the first place, the concept of citizenship itself is controversial. Teachers' understanding of this basic concept is a necessity in civic education and ethical education. Secondly, as civic and ethical education in its present shape is a newly introduced subject in Ethiopian secondary school curriculum, the perceptions teachers and students have can affect the practices of civic and ethical education in schools. Since ones perception generally affects the practices or actions, the study was made to revolve around perception of teachers and students, and practices of civic and ethical education in the aforementioned secondary schools. As noted by Davis et. al, 1999, finding out what teachers think or believe provides a reasonable starting point for addressing some issues/problems related to citizenship education.

Based on these facts, therefore, from the very beginning the writer is convinced to assess perceptions of the practitioner (teachers and students) and along with this the practices in schools in teaching Civic and Ethical Education.

### **1.6. Limitation of the Study**

The novelty of the topic both in theory and application to many schoolteachers, and lack of experience and sufficient documents regarding the origin and development of civic education in Ethiopia were the major problems encountered by the writer to complete the study within the intended time.

### **1.7. Organization of the Study**

This study is organized into five chapters. The first chapter deals with the background of the study in which problems related to civic and ethical education were raised. This paved way for the basic questions raised in the same chapter. In addition to this, included in chapter one are significance of the study, delimitation and limitation of the study, organization of the study and definition of terms used. Chapter two consists of the review of the related literature. Chapter three is devoted to the research design and methodology. Procedures for sampling, the techniques for selection of sample population, data gathering instruments and methods of data analysis are described in detail in this chapter.

In chapter four, using the methods indicated in chapter three data was interpreted and analyzed to give appropriate answers for the basic questions raised in chapter one. In doing so attempt was also made to refer to those studies cited in the literature part.

Finally, in chapter five, the findings were summarized and conclusions are given. Recommendations that may help to solve the problems were also forwarded based on the findings and conclusions.

### **1.8. Operational Definition of Key Terms**

**Perception:** Understanding or be aware of something or situation.

✓ **Civics:** refers to citizens or of citizens. It studies the rights and responsibilities of citizens.

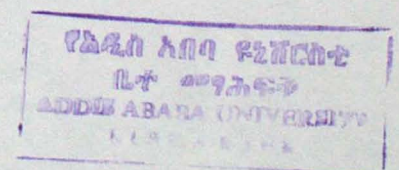
**Ethics:** is a branch of philosophy that deals with human actions from the moral point of view, as a right or wrong, good or bad; the value or rule of the conduct held by group or individuals.

**Citizenship:** denotes to the status of being a member of a state, one who owes allegiance to the government and is entitled to its protection and to political and economic rights.

**Good Citizenship:** refers to citizens, who are well informed, equipped with necessary knowledge, skills for active and responsible participation in the public and who have disposition or character and attitudes of democratic behavior.

**Civic Societies;** are voluntary organization that are established for human rights and other social activities other than profit making ones (Almiraw, 2005).

**Civic Competence:** refers to an understanding of government functions, and the acquisition of behavior that allow citizens to participate in government and permit individuals to meet, discuss, and collaborate to promote their interest.



## CHAPTE TWO

### REVIEW OF THE RELATED LITERATURE

#### ***2.1. The Rationale of Civic Education***

There is always a constant change in the social, cultural and economic system of a society, which can be due to instability in the political environment, fast growing of science and technologies, wars and economic chaos etc. These in turn engender changes in government structure in the form of economic system and new political orders.

However, the vitality of changes in new political order is determined by citizen's competence, especially by the competence of young people not only to adjust themselves to new circumstances, but to create new values and harmonize it with past traditions in shaping the future for the well-being of all humanity. Hence, youth need to collaborate with elders in forging the future for both sustenance and development of a society.

According to Mortimer et al, (2002), a revitalization of concern for young people's civic development can be roughly traced back to the end of the cold war. The resulting political uncertainty gave rise to search for new political order, democratic government and market economy. The writer says: - "democracy and capitalism are not easily converted into government or citizens' commitment. At minimum, new generation must learn what democratic citizenship entails and figure out how to satisfy their needs within the demands of a capitalist system" (P: 121).

In addition to the new democratic systems of government, the notion of globalization which is being facilitated by the development of information communication technologies (ICT) is spreading its influences to all parts of the world. While these developments provide new opportunities, simultaneously they are disrupting cultural traditions.

behaviors can be acquired only through education, especially through civic education. In connection to this concert, F. Kelle (in Burstyn, 1996:65) said:

*To remain faithful to the principles and practices of self-government and to the advancement of citizens' ability to realize them, attitudes and skills related to participatory citizenship must be expressly taught, in concept ( curriculum) and process ( the pedagogy and practice) , on every level of democratic education.*

In the same vein, James M. Giarelli and EllenGiarelli stated that "Mastery of political knowledge will require curricular treatment of the historically defined political community, the evolving constitutional heritage, and the character of governing offices and persons. At the heart of all three aspects are consensually held civic values" (Burstyn, 1966, P:17). Foster in Davies etal (1999) also maintain that "aspect of formal education are certainly relevant to political identity, expertise and participation. Formal politics or civic education does make difference ..."

Democracy as a form of government system is a new political order widely spreading across the nations of the world. The National council for the social studies (NCSS, 1997) state that "Preserving and expanding the democratic government in liberty is a challenge from each succeeding generation". Democratic values and principles in self- government system are too complex. It requires citizens to have knowledge and skills to effectively participate in their government. The knowledge and skills are acquired by youth through civic education.

In addition to this, Warren argues that political socialization through political knowledge and skills is not the only the goal of civic education. Civic education should also develop youth's moral qualities, moral judgment and moral action (Burstyn, 1996). "A focus on knowledge and skills alone is insufficient for the task of civic education. Civic education must also foster civic character in citizens" (Madison in NCSS, 1997). It is also stated in an encyclopedia of educational Research(1941,1950) that citizenship education emphasizes not only the political connotation of citizenship "Rights and duties" of

good citizens in democratic society but concerned with the moral, ethical , social, and economic aspect of life.

With regard to moral question quoted by Berman (1997) a message written for a teacher can best explain the problem due to lack of moral and social responsibilities in citizens.

Dear Teacher:

*I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers. Infants killed by trained nurses. Women and babies shot and burned by high school and collage graduates.*

*So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns  
--- " (P: 11)*

Civic education should help student develop moral behavior, social responsibility, the concern for and about others by widening their social relationships and social interaction in the school and in their community. Social responsibility "is personal investment in the well- being of others and the planet" (Berman, 1990). Moreover, the threat of a nuclear holocaust in the world today also entails moral question, "The 80 year old women who was raped by a 14 year old lad might have strong feeling about the moral education of the young" (Brain Wake, 1984:26). In the same manner a polish philosopher cited in Robert Fine and Shirin Rai (1997) writes that "we need return to civilization in which ethics plays a role of the regulator of common life. It is a factor of accommodation of individual, and social interest" According to this the philosopher, morality ethics and civic virtues always had a prominent place in the debates on the re-emergence of civil society. This imply that young generation need to develop desirable code of conduct, societal values, and learn respect, care and concern for all humanity by developing mutual relationships with peers, school community and with the larger society. Relationships with others and with the whole human society need to be framed by ethical consideration of justice and care, which are important aspect of moral elements. Thus, civic education must help the young develop the necessary code of behavior and characters.

### 2.1.1 The Concept of Citizenship

Citizenship is the concept that has often been contesting. "It is contested at every level from its very meaning to its political application, with implication for the kind of society which we aspire" (Lister, 1997, P:3). It has been contesting concept for various reasons. As Lister pointed out some of the reasons are:-

- The idea of citizenship does not have a positive connotation for all groups. For instance, in UK and now more widely in Europe there are those who have been restricted to citizenship because of immigrant laws. Lister has demonstrated this using example of Muslim women's appeal to their Guardian by writing letter. She said that:-

*Some Muslim women wrote their sense of anger as group of British citizens either born in or brought to Britain as a small children, yet denied the right to be joined by their husbands because of the rule. Their letter ended "At present we must choose between our husband and our country. The pressures on us are forcing us out of our country of citizenship and into exile." Their letter was a plea to be allowed to belong as full and equal citizens. (P: 4)*

Lister contend that most of social struggles in the 20<sup>th</sup> century were the central derive for citizenship including women. The struggles were to extend, defined or to give substance to political, civic and social rights of citizenship. In those struggles, Lister maintained that women played a central role, not just for the vote, but for social citizenship rights.

An aspect of social struggles also include Black peoples in societies such as the United States and most recently South Africa in which women have also played a great role for full and equal citizenship. Moreover, the other social movement in which women actively participated has been the question of citizenship of the disabled people in the UK. "To be disabled in Great Britain is to be denied the fundamental rights of citizenship to such an extent that most disabled people denied their basic human rights ....." (Lister,1997,P:5).

- Another reason for the political and intellectual controversy on the concept of citizenship is:-

- It incorporates different elements from two major traditions: participatory republican and liberal- social rights traditions.
- The ancient concept of citizenship.
- The new questions being raised about the appropriateness of the concept that now days tied to the threat of ecological disaster (global citizenship).

In order to have a clear picture it would be advisable to deal with definition of citizenship given by some scholars. Lister prefers discussing it starting from the definition provided by British sociologist. T.H Marshall (1950): Citizenship is a status bestowed on those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed.

The key elements in the definition according to Lister, are membership of a community, the rights and obligations which that membership entails, and equality.

“What is involved is not simply a set of legal rules governing the relation between individuals and the state in which they live but also a set of social relationships between individuals and the state, and between individual citizens” (Lister, 1997, P:14). So, how the rights and obligations are understood in the main stream debates among scholars? Should a state play a broader role only in guaranteeing and protecting individual's rights? or should interfere in developing citizens confidence to play their parts ?

With regard to liberals' notion of citizenship, by citing Walzer (1984) and center for civic education (1994), Wade (1997) said that:

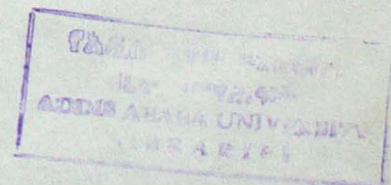
*At the center of the liberals view stands the individual. The goal in life is the peaceful enjoyment of private independence. Thinkers such as John Locke argued that the primary purpose of government is the protection of individual rights ... citizens will participate in politics to the extent necessary to ensure their private interests. (P:6-7).*

In other words, liberals emphasize individual's rights irrespective of their obligation as a member of a community, and government has to protect those rights of individual's freedom. Individuals participate only when their interests are threaten. For liberals one's citizenship right cannot be questioned if they wish not to be active in politics (E.F. Isin and Patrica Wood, 1999). A good citizen is who accepts a standard rules and live his own life apart from a sense of involvement in groups or community affairs to which individual citizens belong.

In the republican participatory approach, the focus shift to the attitudes and actions that constitute the identity of a citizen in active rather than being passive owners of rights. Citizenship as obligation has its root in the more ancient civic republican tradition as civic duty and the expression of the citizen's full potential as political being represent the essence of citizenship as articulated by Aristotle (Lister, 1997).

This ancient concept, though fundamental to the concept of citizenship, because it emphasizes more on individual's obligations without considering their rights, it has been one of the reasons for controversies over citizenship concept.

However, the modern democrats have called upon aspects of the classical republican traditions such as the concern for common good, public virtue and the primary of civic life combine with participatory tradition (democratic tradition) recognizing both rights and obligations and figure out good citizens. "In a democratic community, members are seen as equal partners who mutually contend and reciprocally persuade each other in the process of public

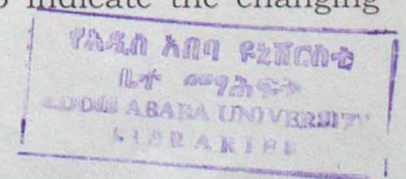


discussion, decision, and action" (Battiston, 1985), in. Wade, 1997:9). In the modern participatory republican, according to Battistoni (1985), the process of mutual dialogue and collective actions develops individual character so that private interest are transformed into public issue in such a way that the private and public interests are balanced. In other words, in democratic societies the rights and obligations of citizens go hand in hand.

Individuals ensure their private interest and rights of freedom as they cooperatively act in collective common goal. Hence, a citizen has personal rights and social responsibilities. This social responsibilities ranges from concern for his follow mates, his community, and his nation societies to global societies. There are certain value systems that bind all human kind. For instance Fundamental Human Rights, nuclear threat, care and respect to and for others are behaviors which any individual human being need to develop through out the world.

Therefore, democratic citizenship includes global responsibility. Especially as information communication technologies growing fast, as already being experienced, the world would seem getting to be small village; which implies that one's responsibilities tend to go beyond the boundaries of his nation. In short, characteristics of democratic citizenship that fostered by help of civic education enables one to develop a sense of concern not only for his own nation's people common good but also for global, which gives him a characteristic of global citizenship.

Davies et al (1999) identified five key perspectives regarding the characteristics of citizenship concepts: identity, civic citizenship, political citizenship, social citizenship, and civic virtues. There are also other perspectives like Feminist citizenship, global citizenship, etc. Here, the purpose is not to exhaust all perspectives. Instead, to show how citizenship concept is complex and shifting idea depending on time, culture and philosophy. Thus, Fout's (1997) suggestion would seem more relevant to indicate the changing characteristic of citizenship concept. He said:



*Citizenship is dependent upon contemporary and social considerations relating to geography and culture ..., is rooted in fundamental philosophical differences, and is determined at least in part by historical circumstances (Davies et al, 1999, p:4).*

Here, can be said that the concept of citizenship has been contesting for it has been given different interpretation depending on a historical circumstances and the philosophy a given country pursuit in different place and time. Generally, however, citizenship as stated by E.F Isin and P.K. Wood (1999) is right of deliberate with others and participate in determining the fate of the polity to which one belongs.

### **2.1.2. The Role of Civic Education in Modern Democracy**

Forms of democracy exercised in different times and places require citizens of certain qualities that fit to the contemporary political systems. For instance, in liberal view the "good citizen" "is one who has adopted certain rules and standards of public behavior that are useful in providing for the orderly accommodation of private wishes in the public realm." (Battistoni, 1985, in C. Wade, 1997,P:6). The focus in liberal democratic view is the interests and freedom of individuals'. Government should protect those individual's rights. Individuals participate in politics of government only when they feel that it ensures their private interests. (Battostini,1985)

Education from liberal's perspective, help to facilitate individual co existence as distinct person rather than giving students the knowledge, skill and values to participate actively in public life. Thus, civic education should consist of the 3Rs and certain rules and standards of public behavior. "Civic education involving practical democratic experience in the school or community would generally viewed as undesirable or unnecessary from the liberal perspective" (Wade, 1997: 7).

However, Peter W. Cookson etal (2002) state that the creation of citizenship requires an ideological apparatus that changes the particularistic qualities of liberalism, such as self-interest and individualistic acquisitive

actions. It involves the creation of obligatory demands and a social sense of interdependence, a recognition of political responsibilities. Democratic citizens in participatory democracy (or modern democracy) are those who have public virtues and concern for the primacy of public life, and who participate in political decision making in government at various levels. In participatory democracy, it is believed that society has a common bond and mutual interest in which both collective and individual rights are fulfilled "A democratic community sees its members as equal partners who mutually contend and reciprocally persuade each other in the process of public deliberation, decision, and action" Battistoni, 1985, in Wade (1997). Participatory republican has been relabeled by some scholars as "strong democracy" (Benjamin Barber, 1984) .

Barber (1984) argued that:

*The hallmark of strong democracy include activity, commitment, obligation, service, common deliberation, common decision, and common work. Strong democracy is self- government by citizens, not just representative government in the name of citizens. In strong democratic politic, participation is a way of defining the self ---, (Wade, 1997, P: 9).*

According to Barber (1984), then, the good citizen in strong democracy is one who participate directly in the democratic process, both locally and nationally, and transformed through the process. For citizens, to effectively participate in collective decision and action in democratic processes, he/she requires knowledge, skills and attitudes which are gained through education.

Therefore, civic education plays a role of equipping young citizens with intellectual understanding, skills for participation, civic dispositions (altitudes) and direct participation in school and communities (Wade, 1997). As cited by Berman (1997), Anderson(1990) state that:

*Civic education helps prepare students to participate intelligently in public affairs by giving them the understanding they need to make sense of civic issues. By studying the intricate structure of government and politics, students can learn how to contribute to national, state and local decision making. More Broadly, civic education helps students appreciate the principles such as individual liberty,*

*justice, tolerance, equality, and responsibility that are central to democracy.(P:6)*

Thus, it is possible to understand that the qualities citizens are required to develop depends upon the philosophy pursued in different place and time. In modern democracy (participatory democracy) citizens are expected to involve in the process of decision making at different levels; participate in self governance as a member of political community. Participation, in this sense, would be meaningful when individuals equip themselves with critical thinking, knowledge, skill of participation and attitudes (willingness). These are the qualities of good citizenship civic education promotes.

( In preparing young people to be effective, informed and responsible citizens, good civic education help students, acquire civic knowledge, civic skills and civic dispositions, which Branson (1998) calls essential components. These components are discussed as follows.

#### **2.1.2.1 Civic Knowledge**

Civic knowledge involves the understanding of civic life, foundations of governments, political system, institutions, and the values and principles of constitutional democracy. Moreover, students learn the roles citizens are expected to play in democratic society. They also recognize that citizens as members of a society have not only personal, political and economic rights, but obligations, that go with that membership. However, many educators assert that knowledge alone is not sufficient in efforts to develop active citizens. A second component of civic education, civic skills, is very essential.

#### **2.1.2.2 Civic Skills**

Civic skills are needed to participate effectively in public life. Battistoni (1985) in Wade (1997) recommended those skills as "communication and rhetorical skills, critical thinking; verbal reasoning; skills in persuasion, bargaining, and compromise; and the ability to recognize common interests" (P:12) Branson (1998) also contend that:

*If citizens are to exercise their rights and discharge their responsibilities as members of self-government communities, they not only need to acquire a body of knowledge ..., but also need to acquire relevant intellectual and participatory skills.... To be able to think critically about political issue, for example, one must have an understanding of the issue, its history, its contemporary relevance, as well as command of a set of intellectual tools or considerations useful in dealing with such an issue.(P:6).*

Citing the National Standards for civics and Government and the civics Framework (1998), Branson identifies skills as identifying and describing, or explaining and analyzing, and evaluating, taking and defending positions on public issues are considered as civic skills.

A good civic education, according to Branson, enables students to identify the meaning or significance of tangible things such as the flag, national monuments, and civic and political events. It also enables one to give meaning or significance for intangibles, such as ideas or concepts including patriotism, majority and minority rights, civil society, and constitutionalism.

In addition to the acquisition of knowledge and intellectual skills Branson believes education for citizenship in a democratic society must focus on skills that are required for informed, effective and responsible participation in the political process and in civil society. Those skills include interacting, monitoring, and influencing.

The acquisition of civic knowledge and civic skills can not still be helpful in practice if appropriate attitudes or dispositions are not developed in citizens. Hence, civic education should also help students develop attitudes, personal and public characters that matter the willingness of citizens to act in the public sphere. Thus, the third component of civic education is the development of civic attitude. Civic attitudes taught in schools should affirm both individual rights and the common good. One of the goal of civic education should be to reduce ethnocentrism ..." (Wade, 1997).

### **2.1.2.3 Civic Attitudes or Dispositions**

Civic dispositions, as pointed out by Branson(1998) refer to the traits of private and public character necessary to the maintenance of constitutional democracy. Traits of private character include moral responsibility, self- discipline and respect for the worth and human dignity of every individual. And traits of public character involve qualities such as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are important for the success of democracy. Prate (1988) has discussed civic dispositions with similar context.

Pratte (1988) on his part described the development of civic dispositions, quoted in Wade (1997) as:

*willingness to act, in behalf of the public good while being attentive to and considerate of the feelings, needs and attitudes of others. Civic virtue has an internal landscape reflected in the obligation or duty to be fair to others to show kindness and act, and above all to render agreeable service to community" (P: 12).*

In other words, civic dispositions as Alexis de Toquville Calls it in (Madison NCSS 1997) are "those habit of the heart and mind of individuals conducive to the healthy function of democratic system." Madison maintained that" civic education is not complete until students posses a set of appropriate civic dispositions." These traits of private and public character develop in the course of time depending on the contributions of home, communities and schools. But schools must play the vital roles in developing them in students.

## **2.2. The Pattern of Current Youth's (Adolescent) Civic & Political Engagement: Experiences of Some Countries**

Many studies on youth's civic knowledge, attitudes and civic competence have shown that these days young people do not have necessary knowledge of government, they have no interest to participate in social and political affairs of their community. Their civic competence is very low, in many places across the world.

To cite few example, when generally examined, Mortimer, etal, (2002) say that "level of interest and involvement in the formal political system, a pattern of apathy and disengagement among youth across much of the world is noted" (P:126). As pointed out by Fowler(1990) and hart Research(1989), "Today's students show little grasp of responsibilities that accompany the freedoms of citizenship and they find politics and government remote from their lives and concern" Berman(1997) Summarized this as:

*At a time when our nation and out planet are faced with serious social, political, and ecological problems that demand both thoughtful collective decision making and persisted collective actions, we are faced with a new generation of citizens less informed and less inclined to participate (P:5).*

According to Mcledon (1966), however, fundamentally citizenship is the means of denoting the legal status of an individual and hence signifies membership in political society. It implies that reciprocal obligation of allegiance owed by the individual and of protection assumed by the government. In other words, the rights of a citizen always goes with the responsibilities to take part in government and its institutions, and in social activities by being informed for his/her effectiveness. Foster quoted in Davies, et.al. (1999) said that:

*The wide spread of judgment that levels of voter turnout, other political and civic participation and commitment to democratic values is too low or too fragile either in population in general or in younger birth cohort in particular has turned the attention of government, educators, philosophers, and others to the project of improving political/civic education in schools and in other institutions (P.5).*

Moreover, Donald Warren who reviewed from opinion and attitude survey, argues that high schools and college students seems to be more committed to personal goals and material rewards than to social concern. They demonstrated limited understanding of democratic values and admit to feel unconstrained by canons governing democratic processes. On the other hand, they are responsive to political Slogan and threat national honors (Burstyn, 1997:128).

That is, youth are reluctant to participate in the formal political order but show tendency to participate in antigovernment movements which is common in all part of the world.

In the same vein, experiences of some countries are taken for more clarification of young people's reluctance toward political participation. According to Mortimer et al (2002), the studies across nations show that:

- Only 15% of Russian youth report that they are interested in political issues, and 50% see no opportunity to make an impact in their communities through political process.
- 60% of Japanese youth express little or no interest in Japanese politics, and less than half would want to do any thing for Japan, (Stevenson& Zusho,2002)
- Most youth surveyed in the Philippines report that, although they care about issues such as social justice they are not doing much about it, (Santamaria, 2002).
- A similar disinterest in the formal political system has been noted in other countries such as Great Britain and Germany, (Edelstein, 2001). These data concur with decline in voting by youth cohort in United States.

As stated by the writers although there are limited data on young people's involvement in full spectrum of political and civic activities across the world, the general picture that emerges is one of apathy toward formal politics, but interest in a range of non-mainstream forms of civic and political engagement by youth. For instance, recent movement that reported in the media according to Mortimer, include:

- The Chinese students' pro democratic protests at Tianamen.
- Peruvian students' protest against the Fujimori nullification of elections.
- South Africa youth's persistent pressure against the apartheid up holding government.
- Palestinian youth's intifada challenge of the Israel military.
- Iranian youth's antimodernist call for a return to Moslem fundamentalism.
- In the civil rights movement in the American South, youth served on the front- line through sit- in and protest rallies(P:126)

Experiences of these countries that have just been discussed show that there is lack of participation in traditional politics. However, there are of examples of social movements as above led by youth in diverse parts of the world and they have been directed at progressive reforms as well as conservative counter-reform (Lipset, 1969). Moreover, (Takehashi & Takeuchi, 1993) in (Mortimer, etal, 2002) said, " seemingly apathetic youth can suddenly become mobilized when they see their interests at stake. " Like wise, Sigel and Hokin (1981) who studied the attitude and interest of high school students state that "The students indicate that they would enter the political arena only when their individual interests were threatened" (in Bermem 1997:176). That is, when their futures is at risk that youth are apt to become participant and leaders in social movements aimed at reform.

Research studies have also shown that youth are much more self-centered, exhibit individualistic and materialistic behaviors than care for and about others and less concern for the common good. This may lead us to the questions: why young people lack interests and be reluctant to participate in civic and political affairs of their society? How youth's civic competencies develop? And who should be involved in preparing informed, effective and responsible citizens?

### **2.2.1. Potential Problems Hampering Youth's Participation**

The causes of youth's disinterest to participate in the social and political life of their communities could be many factors depending on the especial circumstance of different areas and societies. However, the major problems can be drawn as discussed in different literature. For instance, Berman (1997) Davies, etal (1999), Wade (1997), Lickona etal (1992) and Mortimer etal (2002) grouped the sources of the problems into: School related factors and Non school factors.

#### **2.2.1.1 School-Related Factors**

As attempted to point out above, many studies have shown that now a days youth are not only lacking interest but they have no desired level of knowledge and skill to participate in social and political affair of their society. This is largely

because of students school experiences such as rigid hierarchical school administration, inappropriate teaching method, and perceptions of teachers and students of good citizenship and their political attitudes.

***i. Rigid School Structure:***

Educators have indicated that civic education in school is much more than what goes on in classroom. It is influenced by the whole school environment. For instance, Barber(1984) argues that "school can not teach democracy when they are not democratic themselves." Similarly, Dewey as quoted by Wade (1997) said that:

*Any educational regimen consisting authorities at the upper end handing down to receivers at the lower end what they must accept "was an education "fit to subvert, pervert, and destroy the foundation of democratic society". (P:5)*

Put differently, the rigid top- down hierarchical administration doesn't allow members of the school to participate in the decision making about various activities. So students have no opportunity to exercise their rights and responsibilities and to learn to reflect their opinion.

Augier (1994) said that "To children , the sight of too complicated hierarchy, which they do not necessarily understand, can be traumatic and can mislead them and condition their subsequent behavior once and for all" (P:77). As cited in. Wade (1997) purpel (1989) also argued that the school structured in a rigid hierarchy is a powerful force for social, intellectual and personal oppression. Because causes for oppression are rooted in history in the deeply held values of hierarchical power.

Here, it must be noted that a hierarchy has its own importance and it is necessary to facilitate activities and for management but the ways of doing things, the rules and regulations must be accepted by all school members in such a way that it allow cooperative decisions and actions. In relation to this, Torney- purta and his colleagues (2005:) said:

*Students develop participatory skills in social and political life when they are educated in positive school climate that provide supportive environment that merits mutual and*

*positive interaction among all its members. Positive school environment allows group openness, collaboration, cooperative atmosphere which are consistent with schools citizenship mission and goals (P:6).*

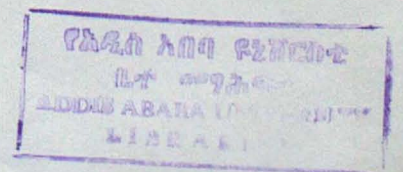
In other words, the formation of a positive school climate for civic involvement, the authors argue, requires the shared recognition and commitment of the school community members. The school climate, its administration, needs to be open and nurturing to foster a sense of responsibility and efficacy among students and staff. Hence, bridges must be built between teachers, students, and administration in which they can interact, make collective decisions and implementation so that students develop participatory skills, confidence and sense of responsibility.

### **ii. Failure in Selecting and Employing Appropriate Pedagogic Strategies**

One of the major problems for lack of interests and skills in young people to exercise citizenship roles in participating in their schools and community's social and political affairs is the way students are trained in the school. The types of teaching methods selected and employed have a considerable impact in preparing student for participatory citizens. The traditional authoritarian approach has still remained to be a serious barrier in the cultivation of active, informed and effective citizens.

Kelle in Burstyn (1996,P:62) commented that "what I see today as anti-democratic educational practices are authoritarian pedagogy, objectified (positivistic) epistemology and methodology embedded in education on all level". As opposed to Dewey's earlier progressive movement in education, the predominant practice of educating today is lecturing or teacher- telling or what Deborah Britzman in Burstyn (1996) calls the pedagogy of "imposition".

In the traditional approach, (pedagogy of imposition), education is seen as "something done by one party to another (by teacher to students), by ascribed producer of knowledge to ascribed consumer of knowledge"(zeus yiamouyiannis- in Burrstyn(1996). This type of education which is merely



carried out by the teacher would leave students ill- prepared to be active, reproducers rather than making them producers.

In relation to this teacher- centered methods of teaching Paulo Freire (1972) states that:

*A careful analysis of the teacher- student relationship at any level inside or outside the school reveals its fundamentally narrating character. This relationship involves a narrating subject (teacher) and patient, listening objects (students)... leads the students to memorize mechanically the narrated content. Worse still, it turns them into containers to be filled by the teacher (P: 45).*

Freire (1972) continued to argue that the banking concept of education in which students are seen as depositories and teachers are depositors, it tends to dehumanize learners. Because it fails to invite students involvement to explore things through inquiry, action and reflection. Students can be a source of knowledge through various exposure to various learning activities. But the banking approach ignores the role students play and the process of teaching and learning, their opinion, learning experience and interest which are an important aspect of education.

In relation to instructional method Eman, quoted in Berman (1997) also said "it is not who teachers, nor what is taught as much as how the teaching is carried out which makes an impact on students political orientation." Moreover, Kelle argued and in same way that unless students are given opportunities within their classroom and school to live democratically and actively participate in their learning, they will not become active, participatory citizens in the wider society in future. (Burstyn, 1997)

kelle, emphatically comments that: "Active democratic citizenship is a focus today in name only. On all levels of education, the gap between rhetoric and reality mocks democracy and becomes a lived tragedy to those who were led to believe in the sovereignty of the people, freedom, and equal opportunity , but have no skills or means to achieve them" (Burstyn,1996,P:72).

Generally the approaches of teaching observed from various studies reviewed by Berman (1997) were authoritarian, teacher dominated, individualistic learning and competitive environment that discourage cooperative learning in which students develop nurturing and caring behavior and established supportive relationships within and between groups.

### ***iii. Perceptions of Teachers and Students of Good Citizenship and Their Political Attitudes***

Some research studies have been made on teachers' perceptions of what constitute good citizen. For instance, a research undertaken by Ian Davies et al. (1999) in England revealed that for teachers good citizens, in general, are identified as individuals who consistently do the right thing according to a formal list of values and behavior.

Similarly, Berman (1997) from his review of research outcomes concluded that in addition to the problems of civic text books and methods of teaching, the concept teachers and students have of good citizenship is limited. He said:

*"The problem may be at even a deeper level than teaching methods and texts. The very conception of good citizenship that the teachers and students hold and that is used to frame instruction is limited. It focuses attention primarily on being good persons rather than promoting the common good." (P: 174).*

This indicates that citizenship was equated with good person- being honest, trust worthy, or a good friend. Their notion of a good citizen according to Berman, rarely had a social and political dimension.

Furthermore, studies of Deyneson and Gross (1991) in Davis (1999) and in Berman(1997) show the same out come as above. Deyneson and Gross concluded that students of high school "ranked participation in community and in school affairs, and knowledge of government in what is not important category." to be a good citizen. They also found that students and teachers generally reported a non participatory and non governmental definition of good citizenship.

However, literatures defined good citizenship in the following manner. For example, Donald Warren in Burstyn (1996) states that:

Good citizens by long standing agreement with in the public discourse on American political responsibilities are informed participants. They seek evidence, analyze issues, devote time to civic duties, and demonstrate willingness to defer self and immediate interest to achieve common and long term welfare. They are familiar with basic concepts, endorse democratic ideas, and consent to be governed according to ratified document.

"good citizenship ... consisted of being aware of community problems and being committed to their resolution, believing in the quality of individuals and manifesting a concern for the constitutional rights of all citizens, being open- minded and possessing the decision making skills requisite for effective participation (Schugand Hartoonian, in Cynthia L.Warger and Marleen C.Pugach (1996, P:124).

Barber(1984) in C.Wade (1997,P:9) says :"

*"In strong democratic politics, participation is a way of defining the self... thus, the good citizen in a strong democracy participate directly in the democratic process, both locally and nationally and transformed in the process of doing so."*

Moreover, M.S.Branson (1998) and staff members of social order (1954) share the idea that ideals of democracy are most completely realized when every members of the political community shares in its governance. Members of the political community are its citizens, hence, citizenship in a democracy is membership in the body politic Membership implies participation, but not participation for participation's sake. Citizens participation in a democratic society must be based on informed, critical reflection, and on the understanding and acceptance of the rights and responsibilities that go with that membership (P:3).

In addition to concern for the welfare of others, tolerance, strong moral and ethical manner, what one can understand from the above definition of

good citizenship is participation in the political process and in community with necessary knowledge and skills are central qualities of good citizenship in participatory democratic system.

In addition to the problem of understanding of good citizenship, the unwillingness of educators (teachers) to encourage students to discuss and engage them in civic activities particularly in political issues due to their attitude towards politics is another hindering factor for youth's lack of interests, knowledge and skills. However, according to Berman (1997), teaching civic responsibilities (social responsibilities) means engaging students directly in controversy and politics. "Controversy and politics are two areas that administrators and teachers are reticent (Reluctant) to tackle for fear of attack or criticism." (P: 8).

In relation to teachers' political attitudes, writers like Carson, Goldhammer and Pellegrin, 1967; Hart research, 1989; Wasburn, 1986; Zeigler, 1967) argue that:

*Although many teachers and administrators would support this kind of engagement, few have any incentive... to take the risk of exposing themselves to the criticism that this practices might incur. Infact, educators tend to shy away from political engagement themselves feeling that this kind of activity is not appropriate (Berman 1997, P: 182).*

Franklin Patterson in Mcledon (1996) also said "teachers are often timid and respectable men who dislike to sully (or to put) their hands in dirty politics" Kind of perception hinder teachers to resist the external influence and help their students participate in politics and controversial discussion in which they exercise group interaction, reflection, and evaluations of diverse opinions.

Thus, in conditions where administrators and teachers tend to avoid themselves from political world, they can not encourage their students to exercise participatory skills in the school. Hence, students are likely to fail to develop interest and confidence and skills as well to take part in controversial and political matters.

However, teachers' fear of indoctrination of the interests of particular political groups would seem irrelevant as long as they teach what is perceptibly useful and right in democratic society, as far as they are convinced that the idea of education is to produce a citizen with a personality and a mind and judgment of his own without being biased by the interests of one or the other group. According to Patterson, teachers must still indoctrinate and engage their student in political discussions and activities not in favor or against to one or the other political group, but in support of democratic system that make the rule of both parties. Carson, Goldhamer et al in Beman (1997) said that:

*Direct engagement in controversy and politics does not need to mean indoctrination; educators must approach controversy and politics that are balanced, through educative, and engaging, without being propagandistic (P: 182).*

Moreover, educators suggest that in order to bring about changes in society, it is necessary to hold risks; citizens should be courageous to work towards the well being of their society. Teachers should know that changes involves trial, risk, and failure until we learn what works and feel confident in taking the next step.

Student's perception and political attitudes are also another factor for their failure to exercise participation in political issues. Their understanding of participation limited to voting. The National Assessment of Education of American in 1990 about civic achievement showed that what young understand by participation is limited to voting. "Voting certainly is an important means of exerting influence in participation; but it is not the only means. Citizens also need to learn to use such means as petition, speaking, joining ad-hoc advocacy groups, and forming coalition or political parties" (Branson, 1998, P: 8).

Youth also perceive that the government structure and its institutions are too complex for them to understand and participate. This is true according to H. Michael Hartoonion, who said:

*There are many trends in contemporary society that make the civic education of youth problematic and undoubtedly contribute to a growing sense of civic apathy. One such trend is an increasing culture fragmentation resulting from new*

*emphasis on diversity. The complexity of contemporary government and issues that must be concerned with undoubtedly create in many youth a sense that government is some how beyond their grasp (In Samuel Totten etal, 1997, P: 152).*

Hortoonian advised that civic education need to be able to develop skills, and sense of efficacy in dealing with complex public issues.

In other words, in societies in which democracy (constitutional democracy) is the ruling principle, citizens are required to participate in decision making about their own affairs, to influence state's policy and its implementation at different levels. This participation entails knowledge, critical thinking and reflection, skills and willing attitude towards the common good of the society. This requirements basically develop through schooling. Thus, teachers need to have a firm conviction in that democratic ideals can be realized through the participation of its citizens in social, political and economic activities of the society.

Therefore, instead of favoring one or the other political parties, teachers need to devote in teaching their students the democratic values and principles equally important for all groups. Hence students need to be encouraged to be involved in social and political tasks that are age-relevant starting from classroom, school, to wider society in their later life. For their participation the knowledge and skills required must be taught in civic education and practically exercised in school co-curricular activities and through community service-learning programs.

Moreover, teachers need to be convinced that dialogue and debate on controversial issues are pedagogical methods for the development of skills required in political participation. They also need to know how to manage conflicts in balanced way. Conflict must be considered as creative rather than distractive.

## 2.2.1.2 Non School Factors

### ***i. Economic Factors (Wide Spread Of Individualism)***

In an effort to be economically independent, youth concentrate on personal success, emphasize oneself- rights and freedoms. For instance, Augier (1994) states that:

*In societies with increasing population, rare are those who have the luxury of a general, humanist education...; it is essential , for a students to learn a trade become skilled, competitive, productive ... do every thing possible to escape the threat of unemployment "Thus, we see consumerism replacing humanism (P:82).*

The growth of individualistic behavior like selfishness' may also emanate from lack of appropriate behavior or character (ethical value) that bind society. Alexi de Toqueville (1969) perceived that "the growth of individualistic behavior would turn citizens away from a vigorous civic life in the public sphere toward individual concern for wealth and happiness in the private sphere ( Wade, 1997).

In 1981 in America, survey was undertaken on youth aged 9-12 by the national organization to prevent shoplifting. According to Lickona (1992); all youth involved in shoplifting believed that they did nothing wrong. "We have a right to the material things in life" was their answer. This shows a steady growing of materialism. Another study was also undertaken by Arthur Levine at the same time on students ' objectives of their college and University education. According to Levine, the objective of going to collage for students was to be very well of financially, and satisfying private interest materially. But material mindedness would likely lead to privatism, a detachment from community and commitment. "Privatism makes a virtue of selfishness." On the basis of his study of college and University across the country, Levine concluded that:

*Most of today's collage students have a "Titanic Mentality" They think society is headed forward for disaster, but they want to go first class. Their goal is to make money, have status, and live well, not to better their world as they find it. (Lickona etal, 1992,P:1).*

Levine discussed the same issue in Berman (1997, P: 3) from his interview of college students about their vision of their country. He said "students expressed strong optimism about their own personal future but were pessimistic about the future of their country and the world." Purple (1989) in Wade (1997) also noted that "social or cultural demands and limited economic resources have detracted us from a commitment to the value underlying our common heritages: love, justice, equality and community. Put differently, Young people tend to exhibit little or no concern for common good, value, and do not feel concern for the rights of others. Self- interest, private satisfactions are the dominant principles on the parts of the young either due to moral problem or economic factors. Hence, Monroe (1911) argued that the task of educators is to instill into the young the spirit of obligation to the state and to society, the idea of social duty.

#### ***ii School External Environment***

Civic education aimed at preparing young people who have the desired knowledge, skills and attitudes. But this aim can be realized not only when schools climate creates enabling learning conditions, but also when the external environment invites for participatory, Collaborative efforts in which students are involved in community services. School external environment includes local government offices, the community and non-government, organizations.

*If citizenship is a goal of education , then the practices of citizenship beyond the limited arena of the classroom and school must be a basic element in that education as well" (Hoehn, 1983, in Berman (1997:P,152).*

However, in most cases school external environment is not inviting and help the purposes of civic education. In relation to the problem of school external environment Berman (1997) commented that:

*The environment that we educate students to enter does not reflect the kind of caring, ethical, participatory community that the research advocate for schools Although our society values these qualities in its rhetoric , the actual environment students growing in and enter fully up on graduation is often competitive , individualistic , and hierarchical. The values justice and care are often compromised by greed and power., (P: 185).*

In other words, what government requires school to teach in civic education and what is being done in reality at different level of government structures are inconsistent. Thus, inevitably, this external school environment inhibits students social and political participation in community.

### **iii. Influence of Media**

Although media play a considerable roles in the social and political socialization of the young, it has also many limitations. Mander in Lickona etal (1992) argues, for instance, "television is the invention of modern technology, the most active in the creation of images while reducing its watchers to a relative state of passivity " (P:240). H.Michael Hartoonian etal have also commented that television is a medium that has unlimited potential to inform and educate youth and become an agency for them that encourage passivity and the belief that there exist quick and easy solution to all our national problems. (Samuel Totten etal,1997).

That is, the ready made information obtained through modern media (television in this case), have made the young people to think that their society's problems can be easily addressed , and thus hampered them from making effective participation in social, economical and political activity of their communities.

On the other hand, according to Augier (1994), the audiovisual media have now taken over, and their information is incredible. Information through news in most cases are untrue and taken out of context. The manipulation of news, disinformation are as harmful to democracy in the countries where the media are manifold, as the control of news by a single party where this pluralism does not exit

Augier also argues that news papers and the audiovisual media- supposed to be independent but actually controlled by dominant groups like by financier, a pressure or interest group. Information, then, are no more reliable than those which transmit the thoughts of a dictators of party. Augier is trying to demonstrate this by example. He indicated that the way in which

many of the Western media reported the Gulf War was extremely a distorted.

He says:

*Newspapers and television commented abundantly on the accidental death of half a dozen soldiers of the allied forces; virtually nobody spoke about the 100.000- odd Iraqi civilians killed by the bombing. This was another illustration of how the value of human life veiled according to whether one has on the "good" or "bad" side at a particular moment in history (P:91).*

Augier criticized the media for its distorted information, and for creating misunderstanding in the public in general, and in youth in specific who are very sensitive to news. "The truth is that no organ of the press, no radio station and no television channel can be truly independent, since their survival depends directly either on the political authorities or on national or international finance." Thus, according to the writer, one of the primary steps in education for democracy will be to train students as well as the adults to question what they read, hear and see, to ask themselves what is credible and what is not, to form a personal view, and to discuss it with others.

Mortimer et al (2002) also insisted that in west for more than fifty years, youth have comprised a targeted commercial market for advertisers. "Magazines, television, movies, videos and like treat youth as if it were apolitical and had only material, frivolous interests." They also believe that when the media- newspapers and television, become centralized, they become to "fail to play as constructive a role as they might in helping to integrate the youth population into the on going political life of nations ... Nevertheless, given the importance of including youth in the civitas, it would seem reasonable to expect the media to do their share in enticing youth in to the public sphere" (P:137).

### **2.3. Important Practice for Good Civic Education**

In order to produce good citizens for democratic society young people need to be brought up in democratic school climate and learn democratically and develop social life. Students learn the values and principles of democracy

from the whole environment of the school such as participatory school administration, classroom, peer interaction, home and from community.

### **2.3.1. Creating Enabling School and Classroom Climate**

School climate which contributes to citizenship education involves cooperative, collaborative, participatory and nurturant school administration, curricular treatment in which students acquire knowledge and develop skills of participation, and attitudes required in democratic society.

#### **2.3.1.1. Building Democratic School Administration**

Democratic administrations have less regard for hierarchical structure, legal forms and processes. Instead based on cooperative team work, participate its members in decision making processes. School leaders, teachers, staff and students work together through curriculum activities and projects to integrated civic learning in school. The school administration which facilitate such an interaction is an important practice for the development of citizenship (Barber et al, 2005).

In relation to the school structure and its administration, as quoted by Berman (1997) Ehman (1980) from many studies he reviewed concluded that:

*... the manifest curriculum (direct instruction involving courses and text in civics, government, and other social studies) is not as important as latent curriculum in influencing political attitudes. This latent curriculum includes how classes are taught ... The entire school governance climate which is another aspect of the latent curriculum is another consistent correlate of student political attitudes (P: 155).*

In other words, school governance need to be open and nurturant, where personal relationships are valued and caring for others. The classroom and school are democratic communities where students are able to participate in decision making about matters that affect their daily school life.

Teachers and students are able to express divergent opinion in an enabling and free atmosphere, and there students get an opportunity to

develop skills of presenting their idea, listen to others view, understand the basic social and moral values on which democracy is found. The skills developed in this kind of atmosphere help students for their future citizenship roles in society. That is why,

John F. Ohles in Mclendon (1966) said, "We cannot speak of a democratic school society under an autocratic administration." It means, it is difficult to prepare the kind of citizens we aspire in a non- participatory school governance. Ohles maintained to say "The success of instruction for adult living in a modern democracy has a great deal to do with human relationships as structured by school administration." (P: 10) Hence, open, cooperative and participatory school climate contribute in the preparation of active, informed and responsible citizens.

### **2.3.1.2 Employing Participatory Instruction Methods**

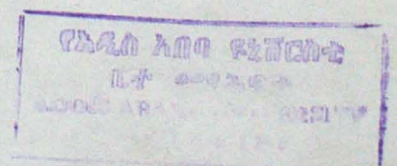
The classroom climate, how students are taught, the instructional methods employed, are perhaps the most decisive factors in preparing participatory citizens. In relation to this, Gibson (1965:30) noted that:

*To help students gain the understandings, skills, attitudes and values necessary for citizenship in democracy ... More direct approaches are needed. Students must learn through direct experiences, with their teachers and peers. (p. 301)*

This implies that in order to develop students knowledge and skills, and attitudes required in democratic society, they need to learn in situation that directly involve them as active participants.

David Bricker in Burstyn (1996) also argued that students can be effectively prepared for democratic society when they are taught using pedagogies that encourage them to practice, He said:

*Students can be more effectively prepared for their roles as citizens in a democratic society when pedagogies and classroom organization encourage them to practice such social virtues as friendliness, cooperation, and generosity. They learn to be the critical thinkers that democratic society needs by honing their intellectual skills through the give and take of classroom discussion and inquiry method.(P:128).*



According to Berman (1997), Dewey advocated that engaging students in meaningful cooperative activity is a primary vehicle for learning. "The assignment of project and problems to groups of pupils for cooperative solution and the socialized recitation where by a class as whole develops a sense of collective responsibility" Students need to live in democracy in school and in classroom in order to be effective citizens. "Democratic values and practices need to be embedded in the course of study, the methods of teaching, and student life in the school, in the school administration" (Educational policy commission 1940, of America) in Berman (1997). The commissions said:

*Every teacher, in every field- not only the teachers of social studies should have a well- grounded understanding of 'democratic society' and experience with democratic classroom practices. Furthermore, every teacher should be expected to keep reasonably well- informed regarding the major contemporary problems and issues of public life (Berman 1997,P:114).*

Donald Warren- in Burstyn (1996) has indicated in similar manner that how understanding of democratic values and attitudes of students, impacted by instructional approaches. He said, "understanding and appreciation of democratic values and process are strongly influenced by the teaching methods and classroom procedures students encounter in all their courses, and they become interested in political participation as a result of pedagogical strategies that solicit inquiry and invite them to analyze content." (P: 129). The methods of teaching that is student- centered, need to be employed across all subjects which help students develop experiences of participatory skills in the social and political arenas for their later adult life.

### 2.3.1.3 Engaging Students in Co-Curricular Activities

In addition to the formal curriculum, good civic education is attentive to the informal curriculum. One of the informal curriculum in which students participate is an extra or co- curricular activities that a school provides.

According to Branson (1998), research has constantly revealed that co- curricular activities have a positive effects on students civic personalities. Branson argues that "Students who participate in co- curricular activities are more motivated to learn, more self confident, and exhibit greater leadership qualities." She goes on to say" "a major new survey has found that ... school engagement is a critical protective factor against a variety of risky behaviors, influenced in good measure by perceived caring from teachers and high expectations for student performance." In other words, in addition to the knowledge they gain through planning, implementing and evaluating activities, students who are actively participated in co- curricular activities are better protected from undesirable behaviors as they are closely guided by their teachers who expect good performance from them. Hence, co- curriculum activities help student develop good character as well.

Frank Winslow Johnson, as cited by D. Warren, says:

*... the proper preparation of youth thus utilized all manner of clubs, activities, and athletic events, in addition to the academic curriculum, each carefully planned and supervised by teachers.... Without the guidance of teachers, it could be highly artificial and potential boring to students. (Burstyn, 1996, P: 130).*

Put differently, the preparation of young people for citizenship role include all students interaction in the clubs and co-curricular activities in which students are involved in collective planning and action. Hence co-curricular activities provide chances for students to learn decision making, group work in which each member learns the role he/she has to play, and sense of common good. But these student activities must be guided and followed by teachers.

In addition to co-curricular activities, scholars also emphasized the role of students council in the development of citizenship qualities. For instance, Johnson indicated that student council provides them practical lessons in citizenship. EarleRugg also believes that students learn citizenship through their council "by behaving as citizens in their own school society." EarleRugg contends that: "Student participation in such activities was a successful and worthy feature of schooling, an intrinsic good. It also serve to maintain discipline, complemented academic goals, promoted school spirit, fostered cooperation among faculty and students, and among the latter inspired respect for law and order" (in Burstyn,1996, P:30)

Co-curricular activities run by students helps them develop a sense of team work, which guided by the rules students established to govern their activities and there by learn respect for law and order they have set. "Democratic concepts such as inequality, injustice and an obligation to the broader community are elements that link real community issues to co-curricular activities in the school." (Gary Homana, C. Henry Barber & Judith Torney -purta, 2005,8).

Thus, participation in co-curricular activities in general reinforces the acquisition of civic, social and moral values.

#### **2.3.1.4 Participating Students in Community Service Learning**

Although it is recognized that knowledge is essential to good citizenship, theories and principles of learning suggest that knowledge alone is an insufficient basis. "Cognitive theorists beginning with Aristotle and Rousseau, and continuing from piaget and Dewey, and other continued to argue that direct experience and reflection are essential to effective learning" (Wade,1997,P:26) because real learning and intellectual development occur as individuals interact with his environment through direct exposure. Moreover, direct involvement in certain activities, like community service- learning activities, help students develop skills of solving community's problems, and there by develop a sense of responsibility , confidence and satisfaction for helping their own people setting. In community service, (citizens through their

government have to provide almost everything from fire protection to serving old age pensioners (Robert Rienow (1952)

Community service learning, in the National and community service Trust Act of 1993 cited by Mary B. Stanley in Burstyn (1996), is defined as:

*" a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meet the needs of a community and is coordinated with an elementary, secondary or institution of higher education - foster civic responsibilities ... and , includes structured time for students and participants to reflect on the service experiences."*

That is, through community- service learning programs young people are guided to society in which they can better understand problems, and develops a sense of responsibility and skills in an effort to solve the problems identified.

Jarolimek etal (1997) pointed out that community service activities can be social or political in nature and can be short- term activities "such as when students learn a fire at a nearby house and collect canned goods and clothing for the family or long-term such as the adoption of a creek (spring water)" in the school or village. Regarding community service contribution in the developments of students' Knowledge and skills, Jarolimek and his colleague suggest that:

*The real test of social studies program comes in the out- of - school lives of children. If the school has provided them new insights, improved skills, and increased civic- mindedness, such learning should be apparent in their out- of school behavior now as a students and later as adults. One way to help bridge citizenship learning school with citizenship experiences in the community and the world is through community-service activities (P:71).*

In other words the knowledge and skills theoretically learnt in classroom would be clear, skills improved and civic altitudes developed when students are engaged in different activities in the out of school in community. When students engaged in such activities they also engaged in planning, implementing and reflecting the situation they have been involved in. By engaging students in various activities in schools and community, teachers help them to develop civic competencies for their future roles.

## A. The Role of Community Service Learning in Civic Education

Community service- learning integrates school- based service projects with academic skills and contents and provides opportunities for structured reflection on the service experiences. It addresses a diversity of environmental and social, issues. For instance, students in their social studies can carry out tasks like compiling and publishing their community's history by gathering data from senior citizens, cross-age tutoring, environmental cleaning, helping the needs of homeless or hungry (Wadge,1997).

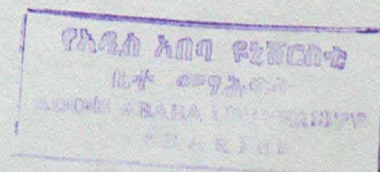
According to Berber (1992) in Wade (1997), service is central to the civic curriculum in which students can realize the obligations to be fulfilled and required from democratic citizenship. Service to the community (school or local) help students to be aware that citizens enjoy their rights of freedoms if and only if they can accomplish their responsibilities on behalf of public interest, through which their self- interests are also met.

Community service- learning is helpful in bringing the essential components of civic education; intellectual understanding participation skills and civic dispositions, Branson (1998) and Wade (1997) maintained that:

*Through working alongside others to address common concerns and problems. ... Participation skills and civic attitudes become more than topics for class discussion. Students learn skills in collaboration and communication by practicing them in their service work (P:15).*

Community service- learning provides a means for self development as well as the development of civic attitudes such as concern, care for others, tolerance, respect, fairness, and integrity. Community- service learning is one form of direct and active participation in school and community. Hence, it is clear that students service has the potential to be an effective means for civic education in democratic society (Wade, 1997).

Some example of community services in which students are expected to participate according to Wakeman (1984) include serving handicapped people in shopping, gardening, mending house, or read them library books.



Some group may go to hospitals to assist mentally- ill people in the swimming pool, taking them for a walk etc. The greatest value, according to Wakeman are the experiences, responsibility and practical learning of the pupils. He said:

*Community service deals with real people, living situations which are important and matter deeply to the pupils. Community service teaches the young to care about the need of others, ... Community service has the great benefit of keeping our personal, social and moral education practical, concerned with real life, and student - centered. (P: 14)*

That is to say one of an important aspect of community service learning is that students can have opportunities to understand the real problems of the society and the need of collective effort in solving them.

## **B. The Outcomes of Service Learning for Students, Schools, and Communities**

Service learning has numerous benefits for students, schools, and communities when they work in harmony. As program leaders are aware of the potential outcomes for each party, they can design more effective and focused programs, and develop evaluation plan. (Wade,1997).

### **I. Students**

According to Conrad, in Wade (1997) students outcomes are generally presented in three major areas: Social development, Psychological development, and academic learning/ intellectual development. Educators, believe that community service learning may positively influence development of students' academic skills, problem- solving skills, critical thinking, ethical development, civic responsibility , political efficacy , tolerance and acceptance of diversity, and career goals and knowledge service- learning is also used to minimize disciplinary problems, and improve enthusiasm for school.

### **II. School**

The potential positive out- comes of community service- learning extend beyond student effects to the teacher- students relationship, teachers'

relationships, and the atmosphere of the whole school. As students are empowered to take on new leadership roles, a consequent shift is created in the teachers' role. Teacher-student relationship changes as well when students recognize that they are partners in learning, and not passive recipients of factual knowledge.(Mc pehrson,1984) .

When teachers collaborate on community- service learning projects, they come together to engage in meaningful work that reinforces shared values and goals. If many teachers in the school are involved in the community -service learning activities, the atmosphere in the school can change to become more open, positive, and empowering for students.

Recent studies have found that service- learning changes the quality of relationships and the learning environment for students, and in so doing, enhance the atmosphere of the school as a whole (Brill, 1994,Shumer ,1994).

The other outcome for schools is the relationship formed with the community. School- community partnership formed in service- learning programs can be very beneficial for the school. Communities provide good resources for student learning. Community members may be more willing to come to the school to help with educational and social service efforts when links have been established through community service learning programs.

### ***III. Communities***

Communities benefit in many ways from students contributions through service- learning. First, individuals in need receive direct aid. Children increase their reading skills as they are tutored by older students. The environment is cleaned, trees are planted, river water quality is tested.

In the long term, in community service learning, students come to feel themselves as community- minded citizens and communities come to see youth as one of valuable resources. As students mature, they expand on their school-based activities to include voting, running for office, serving on

agency boards, and other meaningful involvement in the social and political life of the community.

Branson (1998) maintained that community service can be an important part of civic education. "Community service should be integrated into both the formal and informal school curriculum "(P:11). Students can get opportunity to understand the institutions or agency with which they will be engaged and its larger social and political context. They collaborate with voluntary association in serving their community. Hence, schools or civic teachers need to establish strong relationship with these voluntary associations. "Those associations of what has come to be known as civil society create networks of communication among people with common position and interest helping to sustain the moral order of political parties, and participation." (Branson 1998).

Community service learning which normally starts in school, in student government, school- related activities extended to the larger community as the school program are integrated with the programs of voluntary association to serve the community outside of the school in the social and political arenas.

### **2.3.1.5 Participating Different Institutions in Civic Education of the School**

Although schools bear a special and historical responsibility for the development of civic competence and civic responsibility of the young people, family, religious institutions, the media and the voluntary associations exert important influence in developing young citizens' knowledge and skills, and shape their civic character and commitments, in general and their collaboration with schools in particular through the entire educational process (Branson,1998).

#### ***I. Family***

The family is the basic cell, the moral authority, which has the power both to prolong its own tradition and to provide children with the means of discovering others- i.e, giving them access to elements of comparison and hence

forming their critical judgment and opening them up to the world. (Augeir,1994,52).

According to Mortimer et al (2002) traditionally, it was held that political socialization begins in the family as parents provide an environment in which political interpretation are given to daily events. "The civic involvement of youth in the future depends, in part , on how much families (Parents, siblings, extended relatives) are involved in igniting and passing on a spirit and praxis of participation " (P:124-130).

However, there could be many problems on the part of the family in teaching children facts and realities as parents want their child learn an old values. Augier (1994) said:

*The obstacles are many: the family being introverted, may pass on obsolete value system, clinging firmly to the past so as to hold on at all costs to that from which it developed. Or indeed the disjoint and broken family may neglect its children, perhaps simply because the parent, both forced to work,... (P:52).*

In order to solve such a problems that arise from the family, it is very important for family to work jointly with school for effective civil education of the young. For effective civic education according to the Ethiopian (MOE,2002), teachers, students and their parents should carry out periodical discussions on the importance of civic education, parents and teachers should encourage students to participate in civic associations.

## **II. Religious Institutions**

Regardless of spiritual aspects of religions, the teaching at every religious gathering contributes to the moral and character development of the young people. For instance, Hennessy in Ryan and Lickona (1992) contends that:

*Most of the moral education currently in place employ as their basis for human development various perspectives that flow from philosophical and non- religious humanistic education. Thus, the application of the concept of justice, civic education, reciprocal understanding of the rights of others, logical reasoning etc, play important part in major moral education programs. All those approach can and do offer considerable*

*insights to the young people who participate in the programs.  
(P. 220).*

Respect for each individual's rights is a frequent theme, in moral education discussion, at religious gatherings, which is an important aspect of civic education that aimed at producing democratic citizenship.

Thus, schools can work in collaboration with religious institution in shaping youth's character and promote their moral knowledge and actions that widely accepted by society.

### **III. Encouraging the Contribution of Media**

One of the greatest changes affecting the world roughly since the second world war argued Augier (1994) was the development of means of communication. Television, radio, telephone, fax, satellite links, computer etc, are all technological tools that are now fundamentally transforming our access to knowledge (access to information).

Electric media are valuable educational auxiliaries, educational programs are broadcast by radio and television enabling those who live in the most remote areas.

Knowledge also reaches home through these media. So, it is easy to recognize that media are an outstanding instruments for education and progress which encourage the development of intelligence and culture, and hence that of democratic attitudes. Media contribute in informing the young people the relevance of their participation in their community, and knowledge and skills required for their involvement. Mortimer et al (2002) said:

*Information communication technologies provides information across nations so that event that might have been hidden or taken months to report become public almost instantaneously. The media help to shape political views by framing topics, raising issues, ---. As frequent consumers of media, youth are influenced directly by these messages (P. 137).*

Although there are many drawbacks in the youth socialization role of media, Moretimer and his colleagues suggested that conventional media such as

television, newspapers, magazines, and radio be encouraged to promote those civic virtues and values that most needed.

#### **IV. Relating Civic Education With Programs of Voluntary Associations (Organizations)**

Encouraging students to participate in voluntary association by establishing strong relationships helps them develop sense of responsibility, care and concern for their community as they experience collective planning and action. Moretimer etal (2002) indicate that in India, the Shri Balgan-gadhar Tilak founded the youth Indian league as the first political organization for youth. They said that:

*These organizations should be encouraged to continue their operations given their familiarity with local needs. They have a history of giving youth meaningful experiences that have long-lasting political impact --- Crime, teenage pregnancy, and other indicators of youth problems vary according to the presence or absence of such organization (Sampson etal, 1997). Thus, an effort should be made to infuse "school programs" with these norm-bearing institutions that give youth meaningful experiences with civic life (P. 142).*

In other words participating students in voluntary organization helps students exercise in the local government in which they acquire political and civic life skills,. Moreover, participation in these organizations solves youth-related problems like crime, teenage pregnancy and other misbehaviors of the young.

#### **2.4. Civic Education in Ethiopia**

Civic education has been existed in different places, countries, and times, with different objectives. The aim of civic education varied depending on the historical circumstances and philosophy pursued and the kind of society aspired to have in different times and places. For instance, R.C Lodge (1950) Said, "If you are educating for citizenship everything depends on the kind of community of which your citizens are to be members" (P.6).

Similarly, in Ethiopia, civic education was part of school curriculum starting from the rule of emperor Hailelessile I, Durgue and the present

government. But with different names and objectives that suit the philosophy and the political system of the governments.

In the time of Hailesilassie I, the objective of civic education was to indoctrinate in the mind of the young that kingship was a gift of God, the unlimited power to rule others and that was hereditary. It was to make citizens to accept everything from above. Hence, civic education was to prepare docile and obedient citizens who had no right to question against. During the Dergue, the purpose was to create communist society. It was the political education that was given in the schools to inculcate in the young mind socialist principles and ideology that was only accepted by the party in power.

In both former governments of Ethiopia the objectives of civic education was to prepare people to accept what the ruling parties were interested in, not the interest of the governed mass.

However with the emergence of the new political order, democracy, in the country which entails full participation of citizens in self-government, it is believed that the young people need to be prepared with the necessary knowledge, skill and attitudes for effective, informed and responsible citizens in the process of creating democratic society.

Hence, recently, civic and ethical education has been introduced to high schools curriculum since 1999. It was designed based on the new constitutional democracy to teach the young about vital social values, form of government and institutions and its functions, about constitutions, national policies, human and democratic rights, and citizenship future roles and responsibilities (MOE,2002), (civic and ethical Education (2003) grade 9-12-textbooks )

The goals of civic and ethical education of Ethiopia as in other democratic countries include:

- Providing citizens with the knowledge and intellectual skills which are required to monitor and influence government rules, decision and actions that significant and affect individual rights and the goal of society.
- Developing among citizens the participatory skills to monitor and influence the formulation, implementation and enforcement of public

policy as well as participation in voluntary organization or effort to solve community problems.

- Promoting among citizens civic dispositions (traits of private and public character) essential to the maintenance and improvement of constitutional democratic and commitment for fundamental democratic values and principles required for competent and responsible citizens.

## CHAPTER THREE

### 3.1 RESEARCH DESIGN AND METHODOLOGY

This study was planned to investigate teachers' and students' perceptions of good citizenship and the role of civic and ethical education. Investigating the actual practices of Civic and Ethical Education and the factors influencing the development of students' civic competence and the teaching of Civic and Ethical Education is also the concern of this study.

Hence, the study employed a descriptive survey method to gather information concerning the beliefs and practice of teachers and students in citizenship development, and to draw general conclusion based on the facts obtained from different sources.

#### **Population and Sampling Procedures**

Since the present study was confined to the investigation of Secondary school teachers' and students' perception of citizenship and civic roles, and school practices related to Civic and Ethical Education in Southwest Shoa Zone, the population of this study is both teachers and students of four secondary schools. *target group*

Currently there are ten secondary schools in Southwest Shoa Zone. Using purposive sampling technique four schools (Dejach Geresu Duki, Hibret Fire, Sebeta and Lemen Secondary schools) were selected. This was done due to the fact that these purposely-selected schools, in addition to the lower secondary grades, have also senior secondary grades (grade 11 and 12). These schools account for 40% of secondary schools in the zone.

In the study to be undertaken under the constraints mentioned elsewhere, it is practically difficult to include all students in the sample for the study. As the result, using random sampling technique, 200 (15%) grade eleven and 80 (15%) grade twelve students were selected from a total of 1330 and 537 students, respectively. Altogether, 280 grade 11 and grade twelve students were

included in this study. Students were selected randomly from grade eleven and twelve using proportional random sampling technique.

With regard to teachers, the size is manageable and as the result, all (30) teachers who are currently in the social science stream are purposely included in the study. In addition to these, four school principals and four department heads of Social Science Stream were also included for additional information. The following table summarizes sample population of the study selected on the basis of the aforementioned techniques.

**Table1. Teachers and students selected from four secondary schools**

| No. | School included in the study | Number of Social Science teacher | Teachers who filled out questionnaire |
|-----|------------------------------|----------------------------------|---------------------------------------|
| 1   | Dejach Geresu Duki (Weliso)  | 13                               | 13                                    |
| 2   | Hibret Fire (Tulu Bollo)     | 5                                | 5                                     |
| 3   | Sebeta (Alemgena)            | 10                               | 10                                    |
| 4   | Lemen (kersa)                | 2                                | 2                                     |
|     | Total                        | 30                               | 30                                    |

### **3.1.1. Data Gathering Instruments**

The instruments used to gather the required information include questionnaire, interview and observation.

#### **A. Questionnaire**

Questionnaire is the most important tools in gathering data from large sample. It is also preferable because the relative ease for respondents to fill out it within short time (Koul, 1984).

Hence, questionnaire is prepared to obtain data from both teachers and students, as they are relatively large in number. The questionnaire for teachers has four parts. The first part of the questionnaire is concerned with the qualities of good citizenship. The second and the third parts are concerned with teachers' believe about helpful practices for students' citizenship development, and factors that negatively influence students' citizenship development and

Civic and Ethical education in schools, respectively. The fourth part asks teachers to what some activities related to citizenship development are included in their actual teaching-learning processes. Questionnaire for students has two parts. The first part was concerned with qualities of good citizenship while the second part asks students' participation in socio-political activities.

As part of the student research, the researcher first, submitted the instrument to the advisor for comments. Then the draft questionnaires were tried out in small-scale study that was undertaken in two secondary schools. The number of teachers and students involved in the pilot study were 15 and 30, respectively. After having administered the questionnaire, the researcher asked some participants to comment on the appropriateness of the questions, and to point out repetitions, vague or ambiguous ideas. Based on the advisor's comment and participants suggestion, certain corrections were made on one part of students' questionnaire, and some three items of teachers' questionnaire also corrected.

The reliability of the instrument was tested using Pearson's coefficient of correlation. The correlational reliability for teachers and students were computed as 0.94 and 0.90, respectively. Thus, the instrument was considered as valuable to collect data for the main study.

#### → **B. Interview**

To secure additional information, unstructured interview questions were prepared for principals, department heads and Civics and Ethical Education teachers. This instrument mainly consisted of questions about the role of civic and ethical education in producing good citizenship and factors hindering its provision. Some questions were also asked on how teachers involve students in socio-political activities in their community. In addition to this, students' participations in discussion, dialogue and debates, co-curricular activities and student's council, and in discussions conducted with different stakeholders about civic and Ethical education were the concern of the interview questions.

### ➤ **C. Observation and Document Analysis**

Observations were also used to gather data concerning the teaching approaches employed. Beside this, documents related to the planning and implementation of co-curricular program and student's council, projects designed for community service, and reports submitted on activities performed were contacted.

#### **3.1.2 Methods of Data Analysis**

Methods of data analysis were selected and utilized depending on the research methodology employed and the type of data collecting instrument. The data collected through questionnaire were tallied and tabulated. The interpretation was made with the help of percentage and means scores. Moreover, responses collected from interview questions, and information gathered through observations were narrated to support the analysis.



## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the research is concerned with the presentation, analysis and interpretation of the data collected from the sample population using different data gathering instruments.

#### 4.1 Characteristics of Sample Population

Table 2: Background information of Teachers Involved in the study

| No    | Items             | Teachers |       |
|-------|-------------------|----------|-------|
|       |                   | No       | %     |
| 1     | Sex               |          |       |
|       | a. Male           | 27       | 90    |
|       | b. Female         | 3        | 10    |
|       | Total             | 30       | 100   |
| 2     | Age               |          |       |
|       | a. 20-30          | 10       | 33.33 |
|       | b. 31-40          | 11       | 36.67 |
|       | c. 41-50          | 7        | 23.33 |
|       | d. 51-60          | 2        | 6.66  |
| Total | 30                | 100      |       |
| 3     | Qualification     |          |       |
|       | a. Diploma        | 13       | 43.33 |
|       | b. Degree (BA)    | 17       | 56.67 |
| Total | 30                | 100      |       |
| 4     | Experience        |          |       |
|       | a. 1-5 years      | 6        | 20.00 |
|       | b. 6-10 years     | 5        | 16.67 |
|       | c. 11-15 years    | 2        | 6.67  |
|       | d. 16-20 years    | 4        | 13.33 |
|       | e. Above 20 years | 13       | 43.33 |
| Total | 30                | 100      |       |

The above table indicates that out of the teachers of social science streams in the four schools, 90% are male teachers. Female teachers account only for 10% of the teachers teaching social studies. Age wise, 70% of teachers included in the study are in age range of 20-40, while those over 40 accounts only for 30% of the sample population. In terms of qualification, 43.33% of the teachers have

diploma while the rest (56.67%) have first degree. This implies that though the New Education and Training Policy requires everyone to have first degree to teach in secondary schools, substantial number of teachers in the four schools under discussion are still diploma holders. Beside these, the above table also indicates that of the teachers of teaching Social Science in the four schools, 56.66% have a teaching experience of 16 years and above. About 6.67% teachers served for 11-15 years. Those with teaching experience between 1-10 years are 36.67%. This implies that majority teachers may considered as experienced in terms of the number of years they have taught.

#### ***4.2 Teachers and Students Perceptions of Good Citizenship***

It is generally believed that one's own perception of something influences ones own action or behavior. As Worku (1995) put it, there is a direct relationship between personal belief and ones practices. This holds also true in the area of Civic and Ethical Education. Finding out what teachers think provides a reasonable starting point to address a range of issues related to citizenship education. In other words, studying teachers and students perceptions helps to understand its implication for the actual practices that take place in the provision of civic education and to identify factors that have a negative impact on youth citizenship development.

To know how teachers and students perceive good citizenship, respondents were asked to indicate the extent to which they agree or disagree to list of items on five point scale (5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree).

**Table 3: Teachers' Perceptions of the Characteristics that Constitute Good Citizenship**

| No. | Items  | Responses |      |    |      |   |     |    |      |   |      | mean |
|-----|--|-----------|------|----|------|---|-----|----|------|---|------|------|
|     |  | 5         |      | 4  |      | 3 |     | 2  |      | 1 |      |      |
|     |  | f         | %    | f  | %    | f | %   | f  | %    | f | %    |      |
| 1   | Participation in Political Activities                                  | 3         | 10   | 9  | 30   | - | -   | 12 | 40   | 6 | 20   | 2.70 |
| 2   | Participation in Social Affairs  | 16        | 53.3 | 12 | 40   | 1 | 3.3 | 1  | 3.3  | - | -    | 4.43 |
| 3   | Concern for the Well-Being of Others                                   | 24        | 80   | 5  | 16.7 | 1 | 3.3 | 1  | -    | - | -    | 4.90 |
| 4   | Acceptance of Authority  | 18        | 60   | 9  | 30   | - | -   | 3  | 10   | - | -    | 4.40 |
| 5   | Strong Morale and Good Ethical Behavior                                | 22        | 73.3 | 7  | 23.3 | - | -   | 1  | 3.3  | - | -    | 4.66 |
| 6   | Ability to Question Ideas  | 10        | 33.3 | 17 | 56.7 | - | -   | 3  | 10   | - | -    | 4.13 |
| 7   | Knowledge of Government Structure and the Function of Its Institutions | 7         | 23.3 | 11 | 36.7 | - | -   | 9  | 30   | 3 | 10   | 3.33 |
| 8   | Patriotism   | 18        | 60   | 10 | 33.3 | 1 | 3.3 | 1  | 3.3  | - | -    | 4.50 |
| 9   | Knowledge of World Community and Global Responsibilities               | 6         | 20   | 10 | 33.3 | - | -   | 10 | 33.3 | 4 | 13.3 | 3.13 |
| 10  | Make Wise Decision   | 10        | 33.3 | 10 | 33.3 | - | -   | 10 | 33.3 | - | -    | 3.60 |
| 11  | Tolerance of Diversity   | 22        | 73.3 | 7  | 23.3 | - | -   | 1  | 3.3  | - | -    | 4.66 |
| 12  | Knowledge of Current Events  | 12        | 40   | 13 | 43.3 | 3 | 10  | 2  | 6.7  | - | -    | 4.17 |
| 13  | Acceptance of Assigned Responsibility                                  | 12        | 40   | 15 | 50   | - | -   | 2  | 6.7  | 1 | 3.3  | 4.17 |

**Table 4: Rank Order by Mean Scores for Each Item of Teachers Responses on Qualities of Good Citizenship.**

| No. | Items   | Mean | Combined Responses on 'SA' and 'A' |      |
|-----|---|------|------------------------------------|------|
|     |   |      | f                                  | %    |
| 1   | Concern for the well-being of others                                  | 4.90 | 29                                 | 96.6 |
| 2   | Strong morale and accepted ethical behavior                           | 4.66 | 29                                 | 96.6 |
| 3   | Tolerance of diversity  | 4.66 | 29                                 | 96.6 |
| 4   | Patriotism  | 4.50 | 28                                 | 93.3 |
| 5   | Participation in social affairs                                       | 4.43 | 28                                 | 93.3 |
| 6   | Acceptance of authority   | 4.40 | 27                                 | 90.0 |
| 7   | Acceptance of assigned responsibility                                 | 4.17 | 27                                 | 90   |
| 8   | Knowledge of current events   | 4.17 | 25                                 | 83.3 |
| 9   | Ability to question ideas   | 4.13 | 27                                 | 90.0 |
| 10  | make wise decision  | 3.60 | 20                                 | 66.7 |
| 11  | Knowledge of government structure and the function of its institution | 3.33 | 18                                 | 60.0 |
| 12  | Knowledge of world community and global responsibilities              | 3.13 | 16                                 | 53.3 |
| 13  | Participation in political activities                                 | 2.80 | 12                                 | 40.0 |

Table 3 shows the teachers' responses regarding what constitute qualities of a good citizenship. This is shown by frequencies and percentages on alternatives given for each item. The mean scores for each item were also indicated in the same table.

In table 4, the rank order of the mean scores and the combined frequencies of responses on "strongly agree" and "agree" are indicated. Percentages of the frequencies were also shown on the same table. This helps the researcher to identify the most important qualities of a good citizenship as perceived by teacher. The mean score of 3.00 or above is interpreted as an overall positive perception of the characteristics, while the score less than 3.00 is an indicative of negative perception of characteristics of good citizenship.

Hence, as indicated in table 4, 96.6% of the respondents believe that social concern such as concern for the well-being of others; strong morale and ethical behavior, and tolerance for differences are the most important characteristics of good citizenship than others. This is attested by their mean scores calculated as 4.90, 4.66 and 4.66, respectively. This indicates that

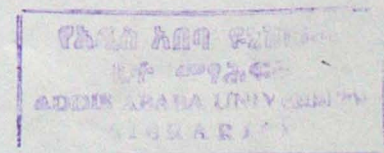
teachers perceive the above characteristics as the most important qualities of good citizenship. Next to the above characteristics; patriotism, participation in community affairs and acceptance of authority were also perceived as qualities of good citizenship by 93.3% of the respondent. The mean scores computed for patriotism, participation in community affairs and acceptance of authority are 4.50, 4.43 and 4.40, respectively.

On the other hand, 60% and 53.3% of the teachers included in the study think that knowledge of ones own governmental structure and function of its institutions and knowledge of world community and global responsibilities as the least qualities of good citizenship. The mean scores calculated for these items were 3.33 and 3.13, respectively. However, only 40% of the respondents considered political participation as one of the qualities of good citizenship. The mean score computed for this item is 2.80, which is below average. Hence, from these data, one can generally understand that teachers seem to have a positive view and perception about many of the characteristics that constitute good citizenship.

However, the teachers perceived participation in ones own community's political activities as less important quality of good citizen. It was the lowest ranked of all the characteristics assumed to be the qualities traits of good citizen. That is, about 18 (60%) teachers included in this study negatively perceived political participation.

Though political participation and social activities are inseparable in real world situation, teachers perceived social activities as good quality of citizens as opposed to political participation.

Here, though participation in political activities helps citizens to question about their fundamental rights and discharge their responsibilities for the welfare of their community's life, teachers view seem not encouraging this participation.



**Table 5: Students' Perception of Good Citizenship**

| No. | Items  | Respondents |      |     |      |    |      |    |      |    |      | Mean |
|-----|--|-------------|------|-----|------|----|------|----|------|----|------|------|
|     |  | 5           |      | 4   |      | 3  |      | 2  |      | 1  |      |      |
|     |  | f           | %    | f   | %    | f  | %    | f  | %    | f  | %    |      |
| 1   | Participation in political activities                              | 112         | 40   | 65  | 23.2 | -  | -    | 65 | 23.2 | 38 | 13.6 | 3.53 |
| 2   | Participation in social affairs                                    | 126         | 45   | 73  | 26.1 | 13 | 4.6  | 49 | 17.5 | 19 | 6.8  | 3.85 |
| 3   | concern for the well-being of others                               | 177         | 63.2 | 95  | 33.9 | 8  | 2.9  | -  | -    | -  | -    | 4.56 |
| 4   | Acceptance of authority  | 200         | 71.4 | 42  | 15   | 2  | 0.7  | 14 | 5    | 22 | 7.9  | 4.37 |
| 5   | Strong morale and good ethical behavior                            | 199         | 71.1 | 61  | 21.9 | 9  | 3.2  | 9  | 3.2  | 2  | 0.7  | 4.59 |
| 6   | Ability to question ideas  | 180         | 64.3 | 69  | 24.6 | 5  | 1.8  | 20 | 7.1  | 6  | 2.1  | 4.41 |
| 7   | Knowledge of government structure and function of its institutions | 111         | 39.6 | 9   | 32.9 | 14 | 5    | 41 | 14.6 | 22 | 7.9  | 3.81 |
| 8   | Patriotism   | 116         | 41.4 | 96  | 34.2 | 31 | 11.1 | 31 | 11.1 | 6  | 2.1  | 4.01 |
| 9   | Knowledge of world community and global responsibilities           | 180         | 64.3 | 76  | 27.1 | 9  | 3.2  | 13 | 4.6  | 2  | 0.7  | 4.50 |
| 10  | Make wise decision   | 117         | 41.8 | 110 | 39.3 | 17 | 6.1  | 27 |      | 9  | 3.2  | 4.06 |
| 11  | tolerance of diversity   | 185         | 66.1 | 65  | 23.2 | 2  | 0.7  | 17 | 6.1  | 11 | 3.9  | 4.49 |
| 12  | Knowledge of current events  | 157         | 56.1 | 97  | 32.9 | 9  | 3.2  | 17 | 6.1  | -  | -    | 4.47 |
| 13  | Acceptance of assigned responsibility                              | 174         | 43.2 | 73  | 26.1 | 15 | 5.4  | 11 | 3.9  | 10 | 3.6  | 4.47 |

**Table 6: Rank Order by Mean Scores for Each Item of Students Responses on Qualities of Good Citizenship.**

| No | Items   | Mean | Combined responses on 'SA' and 'A' |       |
|----|---|------|------------------------------------|-------|
|    |   |      | f                                  | %     |
| 1  | Concern for others  | 4.60 | 272                                | 97.1  |
| 2  | Strong morale and accepted ethical behavior                         | 4.59 | 260                                | 92.9  |
| 3  | Knowledge of world community and global responsibility              | 4.50 | 256                                | 91.4  |
| 4  | Tolerance   | 4.49 | 250                                | 89.3  |
| 5  | Knowledge of current events   | 4.47 | 254                                | 90.7  |
| 6  | Ability to question ideas   | 4.41 | 249                                | 88.9  |
| 7  | Acceptance of authority   | 4.37 | 244                                | 87.1  |
| 8  | Acceptance of assigned responsibility                               | 4.37 | 244                                | 87.1  |
| 9  | Making wise decision  | 4.06 | 227                                | 81.07 |
| 10 | patriotism  | 4.01 | 212                                | 75.7  |
| 11 | Participation in social activities                                  | 3.85 | 199                                | 71.07 |
| 12 | knowledge of government structure and the function of its institute | 3.81 | 203                                | 72.5  |
| 13 | Participation in political activities                               | 3.53 | 177                                | 63.2  |

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Students were also asked to show their perceptions of good citizenship from experience they have gained from family, community, school, etc.

As can be seen from table 6, concern for others, strong morale, , knowledge of world community and responsibilities, and tolerance of diversity were perceived by 97.1%, 92.9%, and 91.4% of student respondents as the most important qualities of good citizenship, respectively. The mean scores for these behaviors were rated to be 4.60, 4.59, 4.50 and 4.49, respectively.

However, students perceived the participation in social affairs, knowledge of government structure and political involvement as the least important qualities of good citizens. The mean scores calculated for these were 3.85, 3.81 and 3.51, respectively. Like teacher respondents, students considered citizens' political involvement as the least quality of good citizen.

This shows that although students considered that social participation, knowledge of government structure, and political participation as characteristics of good citizenship, they are not in a position to understand the importance of citizens' roles in the political system. Where students consider political participation as the least important quality of citizens, it might be difficult to expect them to take part in the exercise of ones own fundamental rights and fulfilling their responsibility in the community.

In short, it can be safely said that both teachers and students have good understanding regarding many of the qualities of good citizenship. However, it seems that they have low perception about political participation as a decisive behavior needed to be developed by citizens.

### **4.3 School Practices of Good Citizenship**

It is well known that the type of learning experiences and the amount of students' exposure to learning activities determine the development of a required behavior. The aim of citizenship education in democratic society is to produce a participatory citizenship. As noted by Augier (1994), the level and

how students take part in the learning activities have an impact on their participatory behavior in the larger society later in their adult life.

With regard to school practices, Berman (1997) suggested that to revitalize public participation among young people, it is important to have a careful look at the processes by which young people develop a sense of social responsibility and the educational practices that support this development.

Here, the assumption is that teachers use those educational practices in the actual activities that improve the provision of Civic and Ethical Education in the process of producing active, responsible and informed students for their future adult life.

Thus, teachers were asked to express their belief of school practices that enhance the development of students' participation skill, understanding and civic attitudes. Alternatives were given on 5-point scale ranging from strong agreement to strong disagreement for the 12 items.

**Table 7: Practices Teachers Believe Most Valuable for Students Civic Development**

| N<br>o. | Items  | Responses |      |    |      |    |      |    |      |   |      | Total | Mean |
|---------|--|-----------|------|----|------|----|------|----|------|---|------|-------|------|
|         |  | 5         |      | 4  |      | 3  |      | 2  |      | 1 |      |       |      |
|         |  | f         | %    | f  | %    | f  | %    | f  | %    | f | %    |       |      |
| 1       | Encouraging and involving students in studying traditional values and history of their society to help them know their identity. | 17        | 56.7 | 12 | 40   | -  | -    | 1  | 3.3  | - | -    | 30    | 4.50 |
| 2       | Organizing cooperative learning activities   | 12        | 40   | 15 | 50   | 2  | 6.7  | 1  | 3.3  | - | -    | 30    | 4.27 |
| 3       | Promoting debate and dialogue on controversial and political issues  | 2         | 6.7  | 9  | 30   | -  | -    | 16 | 53.3 | 3 | 10   | 30    | 2.70 |
| 4       | Encouraging students to participate directly in political activities   | 2         | 6.7  | 8  | 26.7 | -  | -    | 15 | 50   | 5 | 16.7 | 30    | 2.56 |
| 5       | Promoting discussion on global threat and responsibilities   | 9         | 30   | 16 | 53.3 | 2  | 6.7  | 3  | 10   | - | -    | 30    | 4.13 |
| 6       | Involving students in community service activities through school and teacher developed projects                                 | 17        | 56.7 | 9  | 30   | 4  | 13.3 | -  | -    | - | -    | 30    | 4.43 |
| 7       | Involving students and extra-curricular activities and directing the program   | 11        | 36.6 | 17 | 56.7 | -  | -    | 2  | 6.7  | - | -    | 30    | 4.23 |
| 8       | Involving students and decision making process about their class room and in school programs                                     | 15        | 50   | 10 | 33.3 | -  | -    | 5  | 16.7 | - | -    | 30    | 4.16 |
| 9       | Organizing cross-curricular themes for problems solving activities   | 9         | 30   | 17 | 56.7 | -  | -    | 4  | 13.3 | - | -    | 30    | 4.03 |
| 10      | Inviting political leaders, community elders parents etc, to discuss on the civic education on the student                       | 9         | 30   | 1  | 3.33 | 20 | 66.7 | -  | -    | - | -    | 30    | 2.96 |

**Table 8: Rank Order by Mean Scores and Percentage of Combined Frequencies of "SA" and "A"**

| No. | Items  | Mean | Combined Responses on 'SA' and 'A' |      |
|-----|--|------|------------------------------------|------|
|     |  |      | f                                  | %    |
| 1   | Encouraging students in the study of past traditional values and existing customs, and the history of the society that help them know their identity and develop important values. | 4.50 | 29                                 | 96.6 |
| 2   | Involving student in community services (activities)   | 4.43 | 27                                 | 90   |
| 3   | Organizing cooperative learning in all activities of the class and school- wide programs   | 4.27 | 27                                 | 90   |
| 4   | Involving students in extra-curricular activities and directing the program  | 4.23 | 28                                 | 93.3 |
| 5   | Involving students in decision making process about the classroom learning activities, and school programs   | 4.16 | 25                                 | 83.3 |
| 9   | Promoting discussions on global threats and responsibilities   | 4.13 | 25                                 | 83.3 |
| 7   | Organizing cross-curricular themes to promote problems-solving activities  | 4.03 | 26                                 | 86.6 |
| 8   | Inviting different parties for discussion on civic education of student  | 2.96 | 10                                 | 33.3 |
| 9   | Promoting debate and dialogue on controversial and political issues  | 2.70 | 11                                 | 36.6 |
| 10  | Encouraging students to participate in political activities in their community   | 2.56 | 10                                 | 33.3 |

Table 7 contains frequencies of respondents for list of activities with corresponding percentages and mean scores. On the subsequent table 8, the same items are rank ordered by mean scores. The combined frequencies of responses on "strong agreement" and "agreement", with its percentage are shown.

Accordingly, table 7 shows that 96.6% of teachers expressed their belief that studying traditional values and history of ones own people or country is the most important practice in students' citizenship development. The mean score computed for the item is the highest (4.50), next to activities that promote discussion through questioning and answering and class works and home works.

Thus, knowledge of traditional values and history of ones own people and the existing custom or tradition of a society helps the youths to know themselves, to know who they are, and to which group they are belonging. This finding seems analogous with Augier's (1994) argument which says involving students in activities in which they can study traditional values, cultures and history of their own people enables them not only to place themselves in certain group but also provide opportunities to identify values needed to be developed, and to contribute for the sustenance of those values.

In all cases, the data shows that teachers included in this study have strong belief on the importance of studying traditional values, culture and history in schools. These teachers belief may emanate from the fact that valuable tradition need to be sustained and developed, and need to be learnt and experienced/practiced in school by the youths for their future citizenship roles.

On the other hand, as noted by Wade (1997), when learning activities are organized around teamwork students not only get a better sense of the meaning of group responsibility, reciprocity, interdependence and cooperation, but also they are able to share and compare their experiences and exercise in democratic community.

In connection with this, item 5 asks teachers to indicate their belief about the importance of organizing activities for cooperative learning. Accordingly, 90% of the teachers believe that the practice of organizing cooperative learning activities can significantly contribute to students' civic competence/citizenship development. This shows that teachers in this study have recognized the contribution of organizing cooperative learning activities in an effort to bring about citizenship development.

As far as citizenship development is concerned, when students are involved in various communities' activities, they would get opportunities to gain practical knowledge and develop participation skills as they try to apply them in the actual situation. As the result of this involvement, they would come to feel more as part of their communities. They would also have a better understanding of their community's problem and their own roles in solving them.

Regarding this (participation of students in community activities), table 8 indicated that 90% of teachers perceived community services (activities) as the next most important practices in promoting students' citizenship competencies. The mean score computed for the responses to this item was 4.43, which also shows the relative importance given to community services in citizenship development. This implies that the teachers' perception of practices in community activities can be one important enabling factor in the development of good citizenship. Understanding this practice might also facilitate the provision of Civic and Ethical Education.

On the other hand, encouraging students in schools and in co-curricular activities, provide opportunities for collective planning and collective action that bring students together to address issues related to school life. As indicated in the literature part of this study, co-curricular activities shape students' habit of participation. Students who actively participate in school activities are more likely to be socially active in the larger community.

In relation to this, teachers were asked to show their belief regarding the importance of involving students in co-curricular activities. Accordingly, 93.3%

of the teachers believed that co-curricular activities play a significant role in preparing contributing and responsible citizens. This shows that schools' extra-curricular activities enable students to work in groups so that their relationships can be strengthened.

Thus, school extra-curricular activities perceived by the respondents as contributing element to the development of personalities required for citizenship role of student.

Concerning the practice of students' participation in schools decision-making processes and in the classroom activities, educators believe that it enhances students' participation skills in the social and political affairs. As reviewed in chapter two, there is strong relationship between these two elements.

In this regard, table 8, indicates that involving students in decision-making process of the school activities is another important school practice perceived as important. About 90% of the teachers perceived this practice as important in developing students' social and political competencies. The mean score of the item was calculated to be 4.17. This indicates that teachers have also strong belief that the practice of participating students in decision-making activities is contributive in their development of competence for citizenship.

With regard to the practice of promoting discussion of global threats and responsibilities, and organization of cross-curricular themes, respondents generally viewed all the practices as important activities to be carried out in schools for citizenship development and for the better understanding of civic education. However, practices such as, promoting debates and dialogue on controversial and political issues, and involving students directly in political activities were perceived by 66.6% of the teachers as less important practices in the improvement of civic and ethical education and citizenship development. This can be understood from the mean scores calculated for these items on the above table. The scores are 2.70 and 2.56, respectively. All the mean scores are below the average mean.

From the above data, it is possible to say that teachers seem to have no strong belief on the practice of debate and dialogue on political issues. Similarly, they did not show strong belief regarding encouraging their students to participate in political activities. This might be to minimize or to avoid risks that result from political participation, or it might be due to negative attitude towards politics. The findings of this study seems concomitant with the assertion of Colby and Damon in Berman (1997: 77) who said "What keeps many from more fully participating in morale or political activity is the stereotype of self-sacrifice and pain involved in such activity."

In addition to this, school principals and some teachers were asked in an interview session about teachers' interest in political issues, and their practice of inviting different parties for the discussion on youth civic education. Accordingly, they responded that there are no practices of holding discussion about civic education with different parties. They also indicated that teachers usually tend to avoid political discussions and dialogues on political issues. According to the interviewee, teachers have fear of being criticized and victimized. Citing example, they pointed out that some teachers were prohibited from teaching Civics and others were even imprisoned mainly in connection with students' strikes for suspicion as initiators. The interviewee also noted that as there is no strong relationship through discussions between local political leaders and school community, teachers in the school are often criticized and blamed for the questions raised by students on political issues.

Generally, due to lack of transparency, strong relationships and open discussions between schools community and political leaders, teachers and students have failed to develop interest to participate in political activities of any form. Though practices like participation in an open discussion on contemporary issues, direct engagement with local government, school-wide commitment to political participation on the part of students and faculty are considered as important practices in civic education, what has been discussed can obviously affect students' citizenship development and civic education.

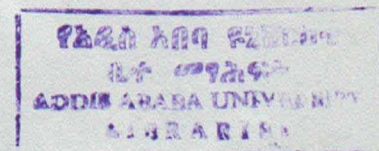
#### **4.4. Factors Affecting Effective Provision of Civic and Ethical Education and Citizenship Development**

The third part of the questionnaires distributed to teachers, were concerned with factors affecting the provision of Civic and Ethical education and those factors threaten youth's citizenship development.

Accordingly, possible factors affecting the provision of Civic and Ethical Education and students' citizenship development were listed and teachers were asked to rate on five-point scale the actual condition in their school. Percentages and mean scores were calculated for each item listed in table 11. Rank order by mean scores with cumulative frequencies on agreement responses (SA+ A) were indicated on table 12 to see factors that are relatively more impacting Civic and Ethical Education and youth's civic competences in general.

**Table 9: Teachers Perceptions of Factors Affecting the Provision of Civic and Ethical Education and Youths' Citizenship Development**

| No | Items   | Responses |      |    |      |   |     |    |      |   |    | Total | Mean |
|----|---|-----------|------|----|------|---|-----|----|------|---|----|-------|------|
|    |   | 5         |      | 4  |      | 3 |     | 2  |      | 1 |    |       |      |
|    |   | f         | %    | f  | %    | f | %   | f  | %    | f | %  |       |      |
| 1  | Some Tv's and film shows are alien to our culture   | -         | -    | 10 | 33.3 | 1 | 3.3 | 16 | 53.3 | 3 | 10 | 30    | 2.60 |
| 2  | Drugs and alcohol addition  | 2         | 6.6  | 5  | 16.7 | - | -   | 14 | 46.7 | 9 | 30 | 30    | 2.23 |
| 3  | Peer pressure   | 3         | 10   | 8  | 26.7 | - | -   | 16 | 53.3 | 3 | 10 | 30    | 2.73 |
| 4  | Unprotected sexual activities   | 4         | 13.3 | 4  | 13.3 | - | -   | 13 | 43.7 | 9 | 30 | 30    | 2.37 |
| 5  | Lack of proper role models in school and out side   | 24        | 80%  | 3  | 10   | - | -   | 3  | 10   | - | -  | 30    | 4.60 |
| 6  | Lack of collaboration between parents community and school  | 15        | 50   | 8  | 26.7 | - | -   | 10 | 23.3 | - | -  | 30    | 4.03 |
| 7  | Excess leisure time out of the school   | 7         | 23.3 | 13 | 43.3 | - | -   | 10 | 33.3 | - | -  | 30    | 3.57 |
| 8  | Lack of civic organizations interested to work on youths citizenship development  | 13        | 43.3 | 12 | 40   | - | -   | 5  | 16.6 | - | -  | 30    | 4.10 |
| 9  | Lack of proper attention to co-curricular activities and student council  | 15        | 50   | 10 | 33.3 | - | -   | 5  | 16.6 | - | -  | 30    | 4.17 |
| 10 | Lack of coincidence between civic and ethical education and the realities of students   | 25        | 90   | 5  | 10   | - | -   | -  | -    | - | -  | 30    | 4.80 |
| 11 | Weakness of coordinating and school community to design activities in which large number of students take part thorough special programs and parent days. | 17        | 56.7 | 10 | 33.3 | - | -   | 3  | 10   | - | -  | 30    | 4.37 |



**Table 10: Rank Order on Factors Negatively Influencing the Provision of Civic and Ethical Education and Citizenship Development by Mean Scores**

| No. | Items   | Mean | Cumulative Frequency Percentage on (SA+A) |      |
|-----|---|------|---|------|
|     |   |      | f   | %    |
| 1   | Mismatch between Civics Education and the realities of students   | 4.80 | 30  | 100  |
| 2   | Lack of proper role models in school and in outside   | 4.60 | 27  | 90   |
| 3   | Weakness of coordinating and organizing activities like debate, mock election, celebrations and other special days in which large number of students can take part. | 4.37 | 27  | 90   |
| 4   | Lack of proper attention to the organization and follow-up of co-curricular activities and student council  | 4.17 | 25  | 83.3 |
| 5   | Lack of civic organization interested to work in coordination with school on youths citizenships development  | 4.10 | 25  | 83.3 |
| 6   | Lack of collaboration between parent, community members, local political leaders and school on students civic education   | 4.03 | 23  | 76.7 |
| 7   | Excess leisure time outside school  | 3.57 | 20  | 66.6 |
| 8   | Peer pressure   | 2.73 | 11  | 36.6 |
| 9   | Influence of TV's and film  | 2.60 | 10  | 26.6 |
| 10  | Unprotected sexual activities   | 2.37 | 8   | 26.6 |
| 11  | Drugs and alcohol addiction   | 2.23 | 7   | 23.3 |

As indicated in table 10, all teacher (100%) expressed that the mismatch between Civic and Ethical Education and realities of the learner outside the school as one of the most serious problems that hinder the provision of civic education and youths' citizenship development.

During an interview session, some teachers were asked about the contribution of Civic and Ethical Education in preparing students for participatory citizens. The teachers replied that the Civic and Ethical education helps students know basic democratic values and principles such as human and democratic rights, rules of law, citizens' rights and responsibilities, tolerance of diversity, justice, societal values, etc.

However, according to the teachers, students seem hesitant to accept, and suspect the practicality of Civic Education. The interviewees noted that students always question the use of learning Civic and Ethical Education when what is learnt is not practical in the daily life of the student. Citing an example, one of the teachers said that 'we teach students about the supremacy of law, but they see when laws are violated. We teach the freedom of expression of ideas, but students are not allowed to express their feeling.' As pointed out by the teachers such large gap between civic learning, and realities may lead students to develop negative attitude towards Civic and Ethical Education'. They also noted that this might be a cause for violence and strikes in schools.

This shows, although teachers believe that Civic and Ethical Education can largely contribute to the development students' civic knowledge, civic skills and dispositions within the framework of democracy, the practices do not allow democratic process written in the documents and taught in the school.

Thus, when there is a large difference between what is being taught and practiced in society, students can develop apathetic attitude towards civic and ethical education, and become reluctant to exercise their rights and responsibilities. This situation inevitably hinders the provision of Civic and Ethical Education and the development of youths' interest to participate in the political and social affairs of their community.

In the same table item no. 3 it is indicated that 27 (90%) of the teachers expressed their belief that lack of proper role model is one of the critical problems in youth's citizenship development in schools and outside.

As attempted to show in the literature part of this study, it impossible to speak of a democratic school community under autocratic administration and undemocratic teachers. That is to say that teacher, administrators and other responsible adults should be good role models in all activities and personal behavior from which students learn a lot and follow the same pattern. As noted earlier, a school curriculum that attempts to teach values such as responsibility and respect is unlikely to be effective in the hands of teachers who are irresponsible in the performance of their professional duties and disrespectful in their dealing with students.

Hence, in order to prepare young people for effective, active and responsible democratic citizens, teachers and administrators need to be exemplary and make their teaching participatory and practical not only in the school but also in the community.

The other problem that affects youths' civic personalities according to the respondents is excess leisure time out of school and lack of leisure centers where youths pass their time doing constructive tasks.

Regarding this, the data in the above table, shows that 26.7% of the teachers believe that there are no places for youth to pass their time in valuable activities outside school. This shows that apart from schools, local government and non governmental organizations are responsible in preparing youth for adult role by creating various opportunities in which the young can take part.

It is also clear that, the more young people participate in the social, economic and political developments, the better they will become effective and contributing citizens to their community after schooling. The presence of different non-governmental organizations working on developmental activities in community can also help the development of youth's civic behavior by involving them to work in their community.

In relation to this the data in table 10 shows that 83.3% of the respondents believe that lack of civic organization that have interest to work in collaboration with school or outside is additional factor affecting youths' citizenship development.

Moreover, the data in the same table shows that about 83.3% of respondents admitted that lack of proper attention to both co-curricular and student council activities affected the development of students' civic behavior.

With regard to peer pressure, TVs and film shows, unprotected sexual activities, and drugs and alcohol addiction, the data in table 10 depicts that teachers perceived such things not as serious problems in their school and communities around them. The mean scores calculated for the items are 2.60, 2.23, 2.73, and 2.37, respectively, showing that all are below average mean score, 3.00.

This implies that in schools under study, TVs and film shows, drugs and alcohol, and unprotected sexual activities considered as less significant in affecting negatively youths' Civic behaviors. This might be due to the fact that almost all schools are found in small towns, and the majority of students are from rural areas. Hence, they are less likely to be exposed to such things like TV and film shows.

In sum, teacher respondents showed the presence of wide gap between what is taught in civics and the realities, lack of school-wide responsibilities in participating students in various activities through special programs, and lack of proper attention in organizing and following up of co-curricular activities and failure of the school in establishing strong relationship for discussions with different parties. These are perceived by teacher respondents as serious problems that would negatively affect the provision of Civic and Ethical Education and students' citizenship development.

## 4.5 Actual Practices Teachers Believed Involved in their Teaching

As perception or belief greatly influence one's practices, it would be relevant to study whether teachers' perceptions are reflected in their actual teaching practices. Hence, data were collected on actual teaching process.

Accordingly, teacher respondents were asked to indicate the extent to which the activities on the list were included in their teaching.

**Table 11: Practices of Teachers Included in Their Teaching**

| No | Items   | Responses |      |    |      |    |      |    |      |   |    | Total | mean |
|----|---|-----------|------|----|------|----|------|----|------|---|----|-------|------|
|    |   | 5         |      | 4  |      | 3  |      | 2  |      | 1 |    |       |      |
|    |   | f         | %    | f  | %    | f  | %    | f  | %    | f | %  |       |      |
| 1  | Organizing Cooperative learning activities  | -         | -    | 7  | 23.3 | 20 | 66.7 | 3  | 10   | - | -  | 30    | 3.13 |
| 2  | Promoting debate and dialogue on controversial and political issues   | -         | -    | -  | -    | 3  | 10   | 9  | 30   | 8 | 60 | 30    | 1.40 |
| 3  | Problem-solving by organizing cross-curricular themes   | 1         | 3.3  | 4  | 13.3 | 13 | 43.3 | 12 | 40   | - | -  | 30    | 2.80 |
| 4  | Community services-learning through school and teacher projects   | -         | -    | -  | -    | 8  | 26.7 | 22 | 73.3 | - | -  | 30    | 2.27 |
| 5  | Promoting student-initiated discussions on local, regional, national and global issues and responsibilities   | 7         | 23.3 | 13 | 43.3 | 5  | 16.7 | 5  | 16.7 | - | -  | 30    | 3.73 |
| 6  | Promoting discussions through question and answer   | 18        | 60   | 11 | 36.7 | 1  | 3.3  | -  | -    | - | -  | 30    | 4.57 |
| 7  | Encouraging students in decision-making about classroom management, learning activities   | -         | -    | 5  | 16.7 | 7  | 23.3 | 18 | 60   | - | -  | 30    | 2.57 |
| 8  | Involving students in clubs, or extra-curricular organization and directing their activities  | -         | -    | 8  | 26.7 | 11 | 36.6 | 11 | 36.7 | - | -  | 30    | 2.90 |
| 9  | Individual class and home works   | 15        | 50   | 9  | 30   | 6  | 20   | -  | -    | - | -  | 30    | 4.30 |
| 10 | Discussion on ethics, traditional values that are important and need to be develop, and those need to be gradually avoided and the new values need to be created. | -         | -    | 10 | 33.3 | 12 | 40   | 8  | 26.7 | - | -  | 30    | 2.93 |

With regard to the contribution of cooperative learning approach, scholars noted that cooperative learning enhance pro-social behavior, personal helping and sharing, mutual respect, concern for peers, and tendencies to cooperate with others outside the learning situations. Moreover, it provides students a chance for directed planning and execution in collaborative projects. This implies that cooperative learning activities need to be carried out consistently if students are to be prepared for participating, effective and responsible citizens.

Regarding this, Table 11 indicates that of all teachers, only 23.3% organized cooperative learning activities often. The other 66.75% employ cooperative learning sometimes when situation arise.

In an attempt to observe the way classes were conducted, it has been found that some teachers provide pair and group activities when they require students to answers question from what has been lectured. These practices usually take place at the end of the class. The larger portion of the time is occupied by teachers' lecture. It was oral questioning and answering which mostly practiced in the classroom.

This implies that teachers usually employ a routine chalk and talk approach of teaching in which they do every activity where the majority of the students remain passive. They employ cooperative learning organization only when they find it necessary. However, every learning activity needs to be carried out by the learners themselves as change of behavior is expected from the students, not from the teachers.

The above table shows that only 3(10%) teachers included debate and dialogue in their teaching activities when need arises, 30% of the teachers did not include debate and dialogue in their teaching, but they feel they should. The majority of the teachers (60%) expressed that debates and dialogue activities do not apply to their teaching. Generally, 90% of the teachers, for whatever reasons, did not employ the teaching approach that involves students' participation in debate and dialogue on controversial and political issues.

From this, one can safely say that teachers seem to avoid debates and dialogue on controversial and political issues as their response has been already shown earlier in table 7.

Responses from interview also revealed that teachers have fear to carry out debate on political issues. Citing example, the interviewee said that in some secondary schools some teachers were victims of criticism in relation with political movement and strikes carried out by students. According to them, teachers have feared, or think of risks that political matters brings. Hence, they seem to avoid debate and dialogue on opposing perspectives as well as political topics.

As cited above, the other reason as to why teachers failed to promote debates and dialogues is their inability to create open and free classroom climate. Their adherence to traditional teaching strategy (lecturing) seems to make them to maintain control of classroom and curriculum. Such type of approach can obviously be used either to avoid controversial topics, or present only limited perspective.

In all cases, though debates and dialogue on political matters help to develop certain skill and competence in students, teachers seem to keep aside the benefits and their naturalness.

On the other hand, it is well understood that theoretical learning without application in real situation of the students cannot equip them with skills, required for competent citizenry. Regarding this, the data in table 11 shows that 73% of teachers failed to include activities which student can work in community in their teaching.

When asked in the interview session the reasons why teachers failed to relate their teaching with practice outside schools (in community), school principals and department heads replied what they considered as potential problems. According to their reply, lack of establishing necessary relationships with stakeholders, lack of experience in designing projects on the part of school and individual teachers and departments are the major problems. Moreover, the interviewee said that absence of experiences to use school as a resource on

the part of local government and community leaders in solving some community's problem, and teachers' concentration on routine classroom teaching instead of exploiting their environment are also the major problems.

From this school situation, one can understand that schools and teacher are not only lacking coordination, interest and courage but also understanding of how students develop participatory skill and prepare for democratic citizenship roles. In these schools, theoretical learning without application in real situation of the students cannot be expected to equip students with skills required for competent citizenry. This is in contrary to Berman's (1997:37) assertion, which says, "we do not learn citizenship didactically but experientially"

With regard to co-curricular activities and students participation, as indicated in table 11, only 26.7% of the teachers often coordinate and encourage students and guide the function of co-curricular programs. The table also shows that 11(36.6%) teachers are sometimes concerned with students' co-curricular activities and 11 (36.6%) of the teachers did not organize co-curricular activities to strengthen their teaching.

In order to see the functions of co-curricular activities and the overall commitment of the school and teachers, documents were contacted to see activities planned, performed and reported.

The documents revealed that most of the clubs had their own monthly plans. But in most of these clubs there was nothing done and reported more than registering members and collecting some amount of money from students to be used at the end of the year for field trips. Each department established study group where members were participating in a disorganized manner. There is no group norm as such. Members were coming to these groups on and off because teachers seem not directing the activities.

The reasons for the weaknesses, according to school principals and department heads, teachers and students are more interested to classroom

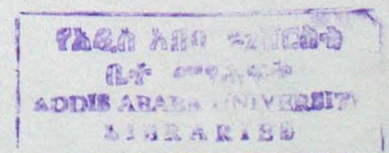
academic teaching and learning activities. Most of the teachers spent their time to finish the chapters, which is also the interest of school administration.

From the interview and document analysis it was understood that co-curricular clubs like HIV/AIDS, Nature club, Anti-drugs club, Sanitation club, and Sport clubs are organized in the schools. These are relatively functioning in all schools. Few awareness creation activities, cleaning school compound, weekly sport games among different grade levels, etc, were carried out by these clubs. In addition to these, it was indicated that student councils in all schools were totally non functional.

From the responses, it was also known that the other problem observed in co-curricular activities is related with the diminishing role of students in planning their own activities. Though students are expected to plan activities of their own clubs and implement, teachers were found doing this for student.

In all cases, one can safely say that necessary attention was not given to co-curricular activities due to lack of strong leadership and follow-up on the part of the school. There seems to be tendency and interest of the school and teachers to focus on classroom teaching than to give attention to activities out of classroom. Participation of students was limited to listening instead of practicing activities themselves.

To make comparison between teachers' perceptions of valuable school practices already discussed and their actual practices, responses from the previous table 8 and 11 were put side by side on table 12 to summarize the whole idea.



**Table12: School Practices Teachers Believe Most Important for Citizenship Development and the Actual Practices Included in their Teaching**

| No | Items   | Practices teacher believe valuable |   | Practices teachers performing in their teachings. |   |      |      |
|----|---|------------------------------------|---|---|---|------|------|
|    |   | Mean                               | Responses on activities teachers perceive or agreed up on as important (SA&A) |   | Responses on activities teachers included <b>consistently</b> + <b>often time</b> |      | Mean |
|    |   |                                    | f   | %   | f   | %    |      |
| 1  | Cooperative learning activities   | 4.27                               | 26  | 86.7  | 7   | 23.3 | 3.1  |
| 2  | Involving students in discussions on local, regional, national and global issues and responsibilities   | 4.13                               | 25  | 83.3  | 20  | 66.7 | 3.73 |
| 3  | Participating students in community services activities through school or teacher developed projects  | 4.43                               | 27  | 90  | 0   | 0    | 2.27 |
| 4  | Participating students in decision-making process about their classroom management, learning activities and school wide programs                          | 4.16                               | 25  | 83.3  | 5   | 16.7 | 2.90 |
| 5  | Involving students extra-curricular activities and directing the overall implementation the programs  | 4.23                               | 28  | 93.3  | 8   | 26.7 | 2.90 |
| 6  | Involving students in the study of ethics, traditional values and history of their society, harmful traditions to be avoided and new values to be created | 4.50                               | 26  | 86.7  | 4   | 13.3 | 2.30 |
| 7  | Promoting discussions through question and answer activities  | 4.73                               | 30  | 100   | 24  | 80   | 4.50 |
| 8  | Individual class and home works   | 4.67                               | 30  | 100   | 29  | 96.7 | 4.30 |
| 9  | Organizing cross-curricular themes in a problem-solving activities  | 4.03                               | 26  | 83.3  | 5   | 16.7 | 2.80 |

Table 12 shows that there is a gap between what teachers believe and what they are practically doing in the schools in provision of Civic and Ethical Education and youths' civic competence. As can be seen from the table, though

teachers believe some practices as the most important in students' citizenship development, they failed to use or employ them in their actual teaching. Lack of courage to discuss and act on political activities, and authoritarian or pedagogy of imposition would seem to be serious problems that negatively affected students' civic development.

#### **4.6. Social and Political Participation**

In order to prepare students for effective participation in the society, they need to exercise the acquired knowledge and skills in the school and in the community they are living. Through various activities deliberately designed to involve learners, it is also possible to improve the provision of Civic and Ethical Education and to realize its objectives.

Hence, to see how students are involved in the social and political activities through their Civic and Ethical Education, they were asked to express the extent of their involvement both in school and community activities. The alternatives given along each item include: ***consistently participated, participated for some times, not participated because I feel it is not the time for me to participate in social political issues, not participated because of lack of guidance and encouragement, and not participate because it is not necessary.***

Each alternative was represented by letter A, B, C, D, and E, and given the value of 5 to 1, respectively. List of social and political activities that the researcher thought relatively simple to be undertaken by student is presented in the following table. The students responded to the statement, by ***indicating the extent of their social and political participation in their school and community activities.***

**Table 13: Students Social and Political Participation**

| No | Items  | Responses |      |     |      |    |      |     |      |     |      | Total | Mean |
|----|--|-----------|------|-----|------|----|------|-----|------|-----|------|-------|------|
|    |  | 5         |      | 4   |      | 3  |      | 2   |      | 1   |      |       |      |
|    | <b>Social activities</b>   | f         | %    | f   | %    | f  | %    | f   | %    | f   | %    |       |      |
| 1  | Helping needy students through fund-raising committee  | 22        | 7.9  | 97  | 34.6 | 45 | 16.0 | 116 | 41.4 | -   | -    | 280   | 3.09 |
| 2  | Working for elderly community members  | 6         | 2.1  | 39  | 13.9 | 54 | 19.3 | 181 | 64.6 | -   | -    | 280   | 2.54 |
| 3  | Clearing school compound, mending your classroom chairs, constructing your classroom building        | 60        | 21.4 | 138 | 49.3 | 17 | 6.61 | 65  | 23.2 | -   | -    | 280   | 3.67 |
| 4  | Teaching peers and community members about HIV/AIDS  | 43        | 15.4 | 73  | 26.1 | 54 | 19.3 | 110 | 39.3 | -   | -    | 280   | 3.18 |
| 5  | Teaching peers and adult basic education   | 13        | 4.6  | 75  | 26.8 | 44 | 15.7 | 146 | 52.1 | 2   | 0.7  | 280   | 2.82 |
| 6  | Planting trees, cleaning and developing new spring water of ponds                                    | 19        | 6.8  | 67  | 23.9 | 11 | 3.9  | 181 | 64.6 | 2   | 0.7  | 280   | 2.71 |
| 7  | <b>political activities</b>  |           |      |     |      |    |      |     |      |     |      |       |      |
|    | Participation in the formulation of classroom and school rules and decision making of school program | 50        | 17.9 | 110 | 39.3 | 13 | 4.6  | 87  | 31.1 | 20  | 7.1  | 280   | 3.30 |
| 8  | discussing and debating on your country's current political issues                                   | 17        | 6.1  | 52  | 18.2 | 15 | 5.4  | 67  | 23.9 | 129 | 46.1 | 280   | 2.15 |
| 9  | Advocating for regional and national election  | *         | *    | 73  | 26.1 | 22 | 7.9  | 52  | 18.6 | 133 | 47.5 | 280   |      |
| 10 | election of regional and national representatives  | *         | *    | 162 | 57.9 | 45 | 16.1 | 19  | 6.8  | 54  | 19.3 | 280   |      |
| 11 | Participating in public meeting  | 13        | 4.6  | 58  | 20.7 | 56 | 20   | 86  | 30.7 | 67  | 23.9 | 280   | 2.51 |
| 12 | Participating in local peace keeping committee   | 17        | 6.1  | 42  | 15.3 | 47 | 16.8 | 95  | 33.9 | 78  | 27.9 | 280   | 2.38 |

Table 13 consists of items that include social and political activities in which students are expected to participate in the school and in the immediate community.

Item number 1 and 2 are concerned with the assistance students can provide for helping needy students and elders who do not have support and cannot perform their daily duties in the community because of age or health problem. According to the data in table, 161, (57.6%) of the students included in the study did not contribute to peers in problems. About 83.9% of them responded that they did not provide any help for elders in their community. Of these, 41.4% and 64.6% were unable to give the necessary support for the peers and community member in problem respectively, because of lack of coordination and encouragement.

From this information, one can understand that the school and teachers might not properly coordinate and encourage learners to participate in caring and helping their fellowship and community members through service programs. This seems to be contrary to Jarson Lucas Bezerra's (in Augier, 1994) ideas that show circumstances in which education for democracy begins with social assistance. This means in contrary to what has been found out in the schools under discussion, citizenship education needs to provide opportunities for students to examine the real problems of others and to discharge the moral and social responsibility in solving those problems.

In other words, when students participate in solving their community's problem, they can have imagination that similar problems can also be experienced somewhere else. This may initiate students to think, research and find out the problems and its solution, and develops in them the required characteristics of good citizens- that is, a sense of concern and responsibility about the well being of others.

Other aspects of social activity in which students are expected to exercise their civic responsibilities include teaching peers and adults in the community about HIV/AIDS and basic non-formal education. Table 13 above shows that only 41.5% and 31.4% of the students participated in teaching their community about HIV/AIDS and basic non-formal education, respectively. The majority of students 58.6% and 67.3% did not help their peers and community members in teaching about HIV/AIDS and basic non-formal education, respectively. Out of



these, according to their responses, 91.4% students were unable to participate in teaching about HIV/AIDS and non-formal basic education because of lack of guidance and coordination from concerned bodies.

In students' written opinion, it is indicated that though some of them may have interest to help peers and adult in community, responsible bodies at various levels including schools have not been able to use their potential in solving some social problems. Students also expressed that the problem of coordination, lack of common objectives between schools and local government and weak leadership in the school are affecting their participation in social affairs, which also hinder students from exercising their responsibilities of caring and helping others.

Regarding participation in political activities students' responses are controversial and lack clarity. Table 13 shows that 57.9% students participated in the election of national and regional representative. The majority of students (90.6%) were failed to participate in the discussions, debates and dialogue on their country's political issues and in the debate for election, because they consider such activities as unnecessary dealings.

On the contrary to this, the above table shows that sizeable number of students (74.6%) failed to participate in public meeting and in the local peace keeping committee because they didn't have organizing body that encourage them to participate. This simply shows that if encouraged and organized, they can participate in political activities in which they have interest to participate.

This might be justified on the basis of three major problems from students' side.

- a) Some students might have developed their own negative attitudes towards politics for various reasons. Consequently they tend to refuse to participate in any political issues.
- b) Some student did not get opportunities to be involved directly or to discuss on political issues as there was no encouragement from the teachers and local administrators.

- c) Lack of understanding in identifying the kind of activities that are political. Some students may think voting as the only political participation.

In order to know the major reasons for lack of interest in politics, students were asked to write their opinion at the end of the questionnaire.

Generally, students think that political participation only in forms of participation in elections. Lastly, they feel that participation in politics is important only when they are able to stand or speak against political party in power.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter contains the summary, conclusion and the recommendation part of the study. The initial part of the chapter summarizes the major points, which are considered to be new findings already assessed in the preceding chapter, and then followed by the conclusion. Finally, some suggestion pertinent to the problems of perception of good citizenship, important school practices in citizenship education, and factors negatively influencing youth's citizenship development and the provision of civic and ethical education are recommended.

#### **5.1. Summary**

- The largest number of the sample teachers and students recognized the idea of good citizenship in terms of social characteristics such as concern for the well-being of others, morale and accepted ethical behavior and tolerance for diversity as more important characteristics than others. They also perceived good citizenship in terms of characteristics which include patriotism, acceptance of authority and assigned responsibility as the next important qualities of a good citizen. Though teachers generally agreed that knowledge of government structure and world community and global responsibility are important qualities of a citizen, they consider it less significant.
- The data implies that both teachers and students perceive political participation as the behavior that has no importance or less important in characterizing good citizenship.
- Learning activities like encouraging and involving students in the studies of traditional values and history of their society, cooperative learning, community service, learning students participation in co-curricular activities, students participation in decision-making process, problem-solving activities by integrating topics from different field were perceived as valuable school practices in citizenship development and for better Civic and

Ethical Education. However, they tend to deemphasize the pedagogical value of debate and/or dialogue on controversial and political issues and direct participation in political activities.

- Regarding actual practices, the data shows that though teachers believe those participatory learning activities as valuable school practices, they have not included them consistently in their teaching.
- According to the data, factors such as the wide gap between civic education in schools and the realities outside, lack of experience and initiatives on the part of teachers in designing (organizing) learning activities for out of classroom and school practices, absence of strong relationships between schools and local governors (political leaders, community elders, parents) and absence of open discussions are the major problems perceived by teachers as hindering factors in the citizenship development.
- With regard to students' social and political engagement, the data show that social participation is relatively better than participation in the political activities. However, according to the information obtained, most of the social activities students are expected to take part in their school and in the community were hindered by lack of coordination.
- The information obtained from students' written opinion show that they lack confidence in political activities. Moreover, some of the students expressed that there is no clear understanding as to how and in what kind of political activities they are expected to take part. The data also showed that lack of encouragement, guidance and coordination greatly hindered youths' citizenship development.

## **5.2. Conclusion**

On the basis of the analysis and the findings, conclusions are made as follows.

- Teachers and students perceive good citizen as someone who exhibit social concern; concern for the welfare of others, preparedness to help others, tolerance to others' opinion, sentiment and general outlook, disposition

towards moral behavior and willingness to participate in community's social affairs.

- Lack of attention for co-curricular programs is one of the major obstacles to improved Civic and Ethical Education and students' citizenship experiences.
- Teachers and students lack confidence to participate in political issues because they think that there is a large gap between the theoretical knowledge and the realities on the ground.
- The knowledge of government structure and its institutions as less important by teachers.
- Actual teaching practices dominated by the traditional authoritarian approach negatively influenced the development of good citizenship.
- Lack of experience in designing projects for learning activities in community was also another major problem for the provision of effective Civic and Ethical Education and students' civic competence.

### **5.3. Recommendation**

The process of preparing young citizens for participation in adult life in democratic process is a matter of creating participatory school structure and employing teaching strategies out of which learners can be benefited through the direct exposure. Therefore:

- ❖ Teachers and schools need to hold the vision of creating participatory communities and then exercise first in their classroom and schools.
- ❖ It is advisable that teachers and students be regarded as citizens and members of the school community who can contribute to the effective school management and the teaching learning process. Hence, school leadership need to establish warm relationship among teachers, teachers and students and with the whole school community by opening its door to involve them in decision-making, promoting team action and shared responsibilities.
- ❖ It is recommendable that teachers be able to carefully identify and select teaching strategies, and organize learning activities that democratize their classroom by creating nurturing learning environment.

- ❖ It is advisable to involve students in discussion, debates and dialogue on contemporary issues that are considered as the promising practices in civic education and in the development of students' civic competence. Hence, teachers need to employ this practice for good qualities of Civic Education and citizenship development.
- ❖ School leadership should make relentless efforts to establish close relationships with local political leaders and community members, and design programs to discuss on civic education of the students. Such measure may create common understanding regarding the political dimension of civic education, and can avoid misunderstanding about the interest of teachers and students as they can have opportunities to express their opinion.
- ❖ It is important to give necessary attention and follow-up co-curricular activities and student council as they can contribute to the development of students' social and political behavior, critical thinking, reflection, common interest or common goals, etc necessary for democratic citizenship.
- ❖ lastly, outside classroom and out of school practices need to be strengthened through community project activities and collaborative community services with other civic organization; which enhance the provision of improved civic and ethical education and the development of students' civic competence.

## Appendix A

### ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAM DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM

#### STUDIES

1. Questionnaire to be filled out by teachers ✓

#### A. Introduction

These questions are prepared to gather teacher's opinions about the contribution of civic and ethical education in preparing young people for their future citizenship rules and to under take survey study. The opinions you provide are very important to forward constructive suggestions in the improvement of teaching material and the provision of civic ethical education.

It is not necessary to write you name on question paper

Thank you, for your co-operation.

- Indicate your response by writing 'X' in one of the box provided

#### B. Basic Information

- Sex-Male  Female
- Age -20-30  31-40  41-50  54-60
- Qualification - certificate Diploma Degree Masters
- Year of service in teaching-1-5 6-10 11-15  
16-20  above 21
- Your major subject \_\_\_\_\_
- Subject your are teaching \_\_\_\_\_

#### C .Notice

Each question is fallowed by of phrase required your response the alternatives of responses are indicated in short hand as follws

- Strong agree \_\_\_\_\_ SA
- Agree \_\_\_\_\_ A
- Disagree \_\_\_\_\_ D

- Strongly disagree \_\_\_\_\_ SD
- Undecided \_\_\_\_\_ U

Indicate your responses by writing 'X' in one of the boxes provided

**Question I : The following express characteristic of good citizen**

|    |   | SA | A | U | D | SD |
|----|---|----|---|---|---|----|
| 1  | Participation in political activities                                 |    |   |   |   |    |
| 2  | Participation in social affairs                                       |    |   |   |   |    |
| 3  | Concern for the well-being of others                                  |    |   |   |   |    |
| 4  | Acceptance of authority   |    |   |   |   |    |
| 5  | Strong morale and good ethical behavior                               |    |   |   |   |    |
| 6  | Ability to question ideas   |    |   |   |   |    |
| 7  | Knowledge of government structure and the function of its institution |    |   |   |   |    |
| 8  | Patriotism  |    |   |   |   |    |
| 9  | Knowledge of world community and global responsibilities              |    |   |   |   |    |
| 10 | Make wise decision  |    |   |   |   |    |
| 11 | Tolerance of diversity  |    |   |   |   |    |
| 12 | Knowledge of current events   |    |   |   |   |    |
| 13 | Acceptance of assigned responsibility                                 |    |   |   |   |    |

**Question II: I believe that the following activities would be helpful in developing students' citizenship .**

|    |  | SA | A | U | D | SD |
|----|--|----|---|---|---|----|
| 1  | Encouraging and involving students in studying of traditional values and history of their society and to know their identity |    |   |   |   |    |
| 2  | Organizing cooperative learning activities   |    |   |   |   |    |
| 3  | Promotion debate and dialogue on controversial and political issues  |    |   |   |   |    |
| 4  | Encouraging students to participate directly in political activities   |    |   |   |   |    |
| 5  | Promoting discussion on global threats and responsibilities  |    |   |   |   |    |
| 6  | Participation students in community service activities through school and teacher developed projects                         |    |   |   |   |    |
| 7  | Participating students and extra- curricular activities and directing the program  |    |   |   |   |    |
| 8  | Participating students and decision making process about their class room and in school programs                             |    |   |   |   |    |
| 9  | Organizing cross-curricular themes for problems solving activities   |    |   |   |   |    |
| 10 | Individual class and home works  |    |   |   |   |    |
| 11 | Promoting discussion through questioning and answering activities  |    |   |   |   |    |
| 12 | Involving political leaders, community elders parents etc, to discuss on the civic educational the student                   |    |   |   |   |    |

**Question III. I believe the following are threats to students' citizenship development and hinder the provision of civic and ethical education.**

| No | Item   | SA | A | U | D | SD |
|----|--|----|---|---|---|----|
| 1  | Some Tv's and film shows are alien to our couture  |    |   |   |   |    |
| 2  | Drugs and alcohol addition   |    |   |   |   |    |
| 3  | Peer pressure  |    |   |   |   |    |
| 4  | Unprotected sex full activities  |    |   |   |   |    |
| 5  | Lack of proper role models in school and outside   |    |   |   |   |    |
| 6  | Lack of collaboration between parents community and school   |    |   |   |   |    |
| 7  | Excess leisure time out of the school  |    |   |   |   |    |
| 8  | Lack of proper attention to co-curricular activities and student council   |    |   |   |   |    |
| 9  | Lack of proper attention to co-curricular activities and student council   |    |   |   |   |    |
| 10 | Lack of coincidence between civic and ethical education and the realities of students  |    |   |   |   |    |
| 11 | Weakness of coordinating teachers and school community to design activities in which large number of students take part thorough special programs and parent days. |    |   |   |   |    |

Please write if there are any other problems

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Please write what you believe solutions for these problems

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Please indicate the extent to which the following are included or are not included in your teaching

A= consistently included in my teaching

B= Often times included (as the situation arises)

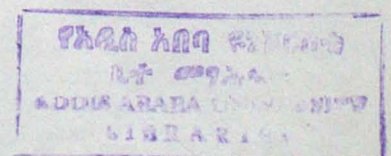
C= Some times included (as the situation arises)

D= Not included in my teaching, but feel it should be

E= Does not apply to my classroom teaching

**Question IV : Indicate the extent to which the following activities included or not included in your teaching.**

| No |  | A | B | C | D | E |
|----|--|---|---|---|---|---|
| 1  | Organizing Cooperative learning activities   |   |   |   |   |   |
| 2  | Promoting debate and dialogue on controversial and political issues  |   |   |   |   |   |
| 3  | Problem-solving by organizing cross-curricular themes  |   |   |   |   |   |
| 4  | Community services-learning through school and teacher projects  |   |   |   |   |   |
| 5  | Promoting student-initiated discussions on local, regional, national and global issues and responsibilities                |   |   |   |   |   |
| 6  | Promoting discussions through question and answer  |   |   |   |   |   |
| 7  | Encouraging students in decision-making about classroom management, leading activities                                     |   |   |   |   |   |
| 8  | Involving students in clubs, or extra-curricular organization and directing their activities                               |   |   |   |   |   |
| 9  | Individual class and home works  |   |   |   |   |   |
| 10 | Discussion on ethics, traditional values that are important and need to be develop, and those need to be gradually avoided |   |   |   |   |   |



Appendix B

አዲስ አበባ ዩኒቨርሲቲ የሁለተኛ ድግሪ ፕሮግራም

ካሪኩለም ድጋግ-ትምንት

ለተማሪዎች የተዘጋጀ የፅሁፍ መጠይቅ

ሀ. መግቢያ

ይህ የፅሁፍ መጠይቅ የተዘጋጀው የወደፊት ብቁ ዜጎችን ከማፍራት አኳያ በትምህርት ቤት የሚሰጠው የሥነ-ዜጋ ትምህርት ያለውን ድርሻ በተመለከተ ከተማሪዎች አስተያየት ለማሰባሰብና ጥናት ለማካሄድ ነው። ተማሪው የሚሰጠው አስተያየት ሥርዓት ትህርቱን ለማሻሻል ለሚቀርበው ሀሳብ ከፍተኛ ጠቀሜታ አለው።

ጥናቱ ከማንኛውም የፓላቲካ የሃይማኖት የቡድን ወይም የግል አመለካከት ተጽዕኖ ነፃ ነው። ስለዚህ ትብብር እንድታደርጉልን በማክበር እንጠይቃለን። በመጠይቅ ወረቀቱ ላይ ስም መጻፍ አስፈልጎልን።

ይህን የግሉፍ መጠይቅ ለመሙላት ለምታጠፉ ጊዜና ጉልበት በቅድሚያ ምስና እናቀርባለን።

ለ. መሰረታዊ መረጃ መልስ/ሀ/ሽን/ በተሰጠው ሳጥን ውስጥ 'x' በመጻፍ አመልክት።

- የታ ወንድ ሴት
- ክፍል 11ኛ 12ኛ

ሐ. ማስታወሻ

በእያንዳንዱ ጥያቄ ግርጌ የምትመልሱት ዝርዝር የመጠይቅ ዐረፍተ ነገሮች አሉ። በእያንዳንድ ዐረፍተ ነገር ፊት ለፊት አምስት ሣጥኖች አሉ። ከአምስቱ በአንድ ላይ ብቻ የ'x' ምልክት በመጻፍ መልስ/ሺ የአምስቱ አማራጮች እንደሚከተለው ይነበብ በጣም እስማማለሁ በእ

- የሰማማለሁ እ
- መወሰነ አይቻልም መአ
- አልሰማም አል
- በጣም አልሰማማም በአል





ማዕራፂ ሥራዎች ውስጥ ምንም ካልተሳተፍክ ወይም ተሳትፎ በጣም ጥቂት ከሆነ ምክንያቱን ግልጽ

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ፖለቲካ ሥራዎች ውስጥ ምንም ካልተሳተፍክ ወይም ተሳትፎ በጣም አነስተኛ ከሆነ ምክንያቱን ግለፅ

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## Appendix C

### ለስነ- ዜጋ ትምህርት መምህራን የተዘጋጀ ቃለ-መጠይቅ

1. ጥሩ ዜጋን ከማፍራት አኳያ በትምህርት ቤት ውስጥ የሚሰጠው የሥነ-ዜጋ ትምህርት የሚጫወተው ሚና ምን ያህል ነው ?
2. ተማሪዎች አስፈላጊውን የዜግነት ዕውቀትና ክህሎት አዳብረው ወደፊት በህብረተሰባቸው ውስጥ ኃላፊነታቸውን እንዲወጡ ለማድረግ የትምህርት አሰጣጥ ዘዴው ምን መሆን አለበት ?
3. አንድ ዜጋ ማህበራዊ ተሳትፎና ፖለቲካዊ ተሳትፎ ምንድናቸው ?
4. ተማሪዎች በማህበረሰባቸው ማህበራዊ እና ፖለቲካዊ ስራዎች ውስጥ ምን ያህል እየተሳተፉ ይገኛሉ ? ካልተሳተፉ ለምን ?
5. የሥነ ዜጋ ትምህርትን በጥሩ ሁኔታ ለመስጠት እንቅፋት የሚሆኑ ችግር አሉ ? ምንድናቸው ? ችግሮቹን እንዴት ማስወገድ ይቻላል::
6. የሥነ-ዜጋን ትምህርት ተጨባጭ ለማድረግ የትምህርት ቤት አስተዳደር የተማሪዎች መማክርት የተለያዩ ክለባት ያላቸው ድርሻ ምን ያህል ነው ?
7. ቤተሰብ፣ የትምህርት ቤት ቦርድ እና ተማሪዎች ጥሩ ዜጋ ሆነው እንዲያድጉ የሚያበረክቱት አስተዋጾ አለ? እንዴት እየተሳተፉ ይገኛሉ ?

## ለዳሪክተሮችና ለዲፓርትሜንት የተዘጋጀ የቃል መጠይቅ

1. ትምህርት ቤት የዜግነት ትምህርት ለማጠናከር ተማሪዎችን በምን ዓይነት ፕሮግራሞች ውስጥ እያሳተፈ ይገኛል ? የክርክር የየውይይቶች መድረክነት ተዘጋጅተው ተማሪዎች በውቀት ፖለቲካዊ ሁኔታዎች ላይ እንዲከራከሩ ይመቻቻል።
2. መምህራን በሶሻል ሳይንስ ትምህርት አሰጣጥ ሂደት የተማሪዎችን ፖለቲካዊና ማህበራዊ ተሳትፎአቸውን ለማጠናከር ያላቸው ተነሳሽነት ምን ያህል ነው ።
3. ተማሪዎች የዜግነት ኃላፊነታቸውን እንዲለማመዱ ትምህርት ቤት የራሱን ዕቅድ ከወረዳ ወይም ቀበሌ እንዲሁም በጎ አድራጊ ድርጅቶች ጋት አቀናጅቶ ተማሪዎች ህብረተሰቡ ውስጥ ገብተው እንዲያገለግሉ የሠራቸው ስራዎች ምንድናቸው ?
4. የተለያዩ ክለሶች በትምህርት ቤት ውስጥ እንዴት እየተንቀሳቀሱ ይገኛሉ ? ካልተንቀሳቀሱ ለምን ?
5. የተማሪ መማክርት እንቅስቃሴው አጥጋቢ ነው? ካልተንቀሳቀሱ ችግሩ ምንድነው ?
6. ት/ቤትና መምህራን የዜግነት ትምህርትን ለማጠናከር ከአካባቢ አስተዳዳሪዎች፣ ከህብረተሰቡ ተወካዮችና ከቤተሰብ ጋር ያወይይት ፕሮግራም አለው ? ከሌለው ለምን ?

## **Interview question prepared for school principals and department heads of social science**

1. How your school design programs for students such as discussions on contemporary Political issues, debates on various, topic, community service etc?
2. How do you see the initiative of teachers' in the social science stream to strength student's socio-political participation.
3. How does your school coordinates its programs inline with (Wereda District), Kebele and organization to help student to exercise their responsibilities in community?
4. Are co-curricular programs functioning properly? If not, why?
5. Is students council functioning effectives in your school? If not, why?
6. Does your school designed programs & promoted discussions on civic education with parents, community leaders and local administrators? If not, why?

## **Interview questions prepared for civic and Ethical Education teachers**

1. How do you feel the contribution of civic and Ethical education in preparing student for good citizenship?
2. What teaching approaches do you think should be employed for the development of students' civic knowledge and participatory skills for their future adult roles?
3. What are the social and political activities do you think a citizen is expected to participate?
4. How teachers and the school help encourage students to participate in the socio-political activities of the society?
5. What are the major hindering factors in the provision of effective civic and Ethical education?
6. Do you think School administration, co-circular activities and student council contributive for civic and Ethical education? Are students involved in these activities?
7. How school, parents and community leaders collaborating in preparing students for citizenship roles.

## Appendix D

### Check list

#### I. While the teaching-learning takes place

Yes No

- Is there pair and group work?
- Is group work emphasized?
- Is there a time for students to ask question and reflect their opinion?
- Do students participate in answering and asking question?
- Is the content presented through teachers lecturing or through student discussion?
- Is teacher lecturing dominating the teaching learning process?

#### II Document analysis

a) Clubs/co-curricular programs in the school?

- Is there co-curricular programs in the school?
- Are members requesters in each co-curricular
- Is there plan for activities that preformed in the year in each co-curricular organization?
- Is regular meeting program in the plane of each co-curricular
- Are there reports on activities performed in each co-curricular organization?

b) Student council

- Is the student council functioning?
- Is there regular meeting/discussion program?
- Is there Weekly/monthly plan prepared?
- Are there activities preformed and reported?

c) Community related learning activities

- Is there projects designed for community service learning?
- Are there activities performed in the community and reported?

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