

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Evaluation of the Implementation of
Grade Eight Social Studies Syllabus in
Illubabor Zone

The Case of Metu Town and Metu woreda

By
Amare Ademe Alaba



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**A Thesis Submitted to the
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June 2006



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SCHOOL OF GRADUATE STUDIES
DEPARTEMTN OF CURRICULU AND INSTRUCTION

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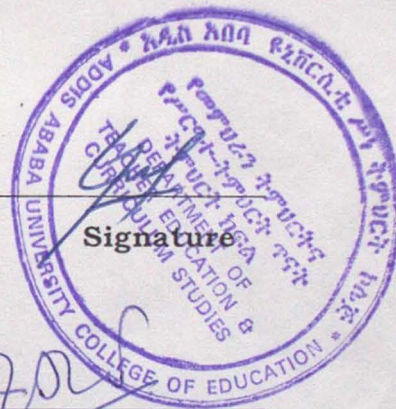
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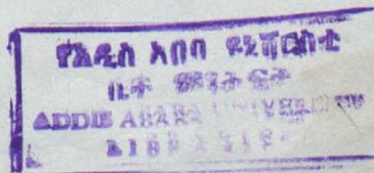


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ABSTRACT

Curriculum implementation is said to be effective if it is implemented as suggested in the syllabus. On this line Derebssa (2004:240) suggested that curriculum can not achieve its objectives unless it is taught (implemented) in the way it is intended to be. In view of this, the aim of this study is to evaluate the discrepancies between the curriculum anticipation and realities and to identify the factors that hinder effective implementation of grade eight social studies syllabus in upper primary schools of Metu town and Metu woreda using the descriptive survey method.

To this effect, all upper primary schools (seven in number) were incorporated in the study. Main sources of data were all grade eight social studies teachers and all school officials (principals, vice principals and social studies department heads) of the concerned schools and students focus groups in each school. The major data collection tools were questionnaire, observation and focus groups discussion.

The findings of the study revealed that the teaching learning environments are not conducive as it should be, though teachers' attitude is more of positive, they lack interest to the teaching profession and most teachers exhibited weak classroom performance so that they could not apply the instructional guidelines as suggested in the syllabus. This implies that there are great discrepancies between the curriculum anticipation and realities.

Therefore, the curriculum implementation process in the study area was not effective. According to the study major factors that hinder the effectiveness of the implementation of grade eight social studies curriculum were large class size, shortage of student textbook, teacher's work load, inadequacy of the period allotted to cover the syllabus and teacher's lack of interest to the profession.

Based on the findings of the study different recommendations are suggested in order to improve the implementation of the syllabus under study and minimize the discrepancies between curriculum anticipation and realities in the study area.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study.

Education in general and formal education in particular is the most important means of transforming knowledge to the new generation. Thus, it should provide the young generation with the tools that enables them to be effective and productive members of their society.

The formal education needs a curriculum to be developed. Once the curriculum development is over, it should be implemented. According to Saylor, et al (1981), if there is no instruction (implementation) there will be any reason for developing a curriculum. Also Derebssa (2004:240) suggest that the curriculum could not achieve its objective unless it was implemented (taught) in the way it was intended to be.

Different scholars have viewed curriculum implementation, which is a critical phase in the cycle of planning and teaching a curriculum, differently. For some, implementation means getting educators (teachers) to shift from the current program to the new program. It is a modification that can be met with great resistance (Leslie Bishop cited in Derebssa 2004). But others assume implementation as a step in the curriculum planning process. Still others believe curriculum implementation to be a separate component in the curriculum action cycle. For them it is a step which involves extensive action by many parties and in which attempts are made to change individual's actions, knowledge and attitudes. (Marew, 2000:12).

Even though there are divergent views on the definition of curriculum implementation, it can be generalized as a process of putting the developed curriculum in to effect. (Derebssa 2004:240).



In the process of implementation, effectiveness and quality of an educational program are determined by the interaction among: 1-the nature and appropriateness of the program, 2-how it is used by teachers and students, and 3- under what conditions it is used. Therefore, the continuous improvement of an educational program is undertaken not only at the formative and tryout stages, but also during and after the large-scale implementation stage.

It is clear that careful planning and development are very important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classroom. It involves the actual teaching of the material and interaction with students (Reinhart and Beach 1997:21). Thus, the success of the developed curriculum is highly determined by the degree to which it is workable while implemented.

Today, teachers have entered a period of professional competence. As professionals they are expected to know the nature and requirements of the teaching profession. For a teacher to become a professional, it is all-important that he/she must have a well-defined educational training for teaching. Regarding this Azeb (1984:37) mentioned that education, as an applied science is one of the requirements for a professional teacher. Needless to say, unless one is qualified in the applied science of education, he cannot be a qualified teacher or professional educator. According to Sharma, (1990:499), teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basic skills, understanding, desirable attitude and adequate personal adjustment to pupils. Thus, it is possible to say effectiveness of teaching (implementing the curriculum) is a function of practical teaching activities and skills that the teacher displays in particular classroom.

Therefore, the teacher to be effective needs to possess personality traits that are effective in meeting students' need, in diagnosing learning difficulties, and in remedying emotional difficulties of students (Azeb, 1984:57).

It is a fact that teaching is an activity that requires continuous improvement through a systematic assessment of the actual teacher performances. On this line McKean (1971) as cited in Elias (1996) mentioned that the process of evaluating teachers' activities, as they are perceived in the actual classroom is essential to promote better and effective teaching. It means that the teacher needs to obtain evidences which allow judgments to be made regarding whether or not his /her classes are achieving the desired purposes. Teachers also need to have a data by which they may appraise the teaching methods and techniques that they used to interact with their pupils.

The above stated fact implies that, the worth and ability of the teacher are the most important elements in the process of curriculum implementation. According to Love grove, N.S. (1961:9) the worth and ability of the teacher involve the personal-professional qualities, which includes academic qualification, his/her relationships with children, class atmosphere and management, planning and preparation. In addition to these, teachers' success will depend largely up on the way she/he regard the profession of teaching, due to the fact that good teaching means hard work.

Among the school curricula, which were developed and implemented in the upper primary schools of Ethiopia, are grade eight social studies syllabuses. On the basis of the New Education and Training Policy of the country (1994) the syllabus incorporates geography, history and civics as an integrated subject.

Thus, the purpose of this study is to evaluate the extent to which grade eight social studies curriculum is implemented as suggested in the syllabus in the

study area. The study area (Ilubabor in general and Mettu woreda in particular) has been chosen on the basis of two reasons:

- 1-In the study area such study was not conducted recently on the upper primary schools.
- 2-The researcher knows the region well and has an access to the data about the topic under study.

1.2 Statement of the Problem

It is obvious that the developed curriculum must be implemented in the way it is intended in the syllabus in order to achieve its objectives. At the same time, it is difficult to judge that always the implemented curriculum is successful or effective, because it could be affected by various factors. On this regard various studies such as MOE (1984), MOE (1986), ICDR (2002) and Derebssa (2004) suggests that the teacher related factors and inadequacy of resources are among the major factors that will affect effective implementation of any curriculum. Therefore, in order to minimize these and other influencing factors, it is important to study and identify the major ones.

Similarly, the teaching materials prepared on the bases of the New Education and Training policy of 1994 demands students to be active participants in the teaching-learning process. Also beside their important qualification for the level, it demands the teachers to provide various opportunities to their students that enable them to master the objectives and attain the goals of the syllabus. But most of the schools have been criticized for their classroom interaction as highly dominated by the traditional method of teaching in which the teacher is the most important actor in the classroom.

Also, since the focuses of the formative and summative evaluations are not on the differences between curriculum realities and curriculum plans, in order to compare the two (realities with anticipation) it is very important to conduct the

curriculum implementation evaluation to enhance continuous improvement of the standard of education.

Thus, it is on the above mentioned rationale that this descriptive survey study was designed to evaluate the implementation of grade eight social studies syllabus in the upper primary schools of Illubabor zone, Metu district and Metu town.

1.2.1 Objectives of the Study

As indicated above the main objective of this study is to evaluate the discrepancies between the curriculum realities and the anticipation related to the classroom interaction. Thus, the study will specifically attempt:

1. To identify and indicate the major factors that hinder effective implementation of the syllabus in the study area.
 - To examine whether or not the teaching-learning environment is conducive for the implementation of grade eight curriculum as suggested in the syllabus.
 - To assess the attitude of teachers' to the specification of the syllabus and their interest to the profession.
2. To assess, whether the student-teacher classroom interaction (methods, materials and evaluation) match with the specification of the syllabus, or not.

1.2.2 Basic Research Questions

To accomplish the objectives mentioned above the study focus to answer the following basic research questions.

1. What are the major factors that hinder the implementation of grade eight social studies curriculum as suggested in the syllabus, in the study area?
 - How conducive is the teaching-learning environment for effective implementation of the syllabus?

- Do grade eight social studies teachers in the study area have positive attitude towards the design and specifications of the syllabus?
Specifically towards:

- Objectives
- Topics and contents
- Proposed methods, teaching materials and activities

2. Do teachers apply the instructional guidelines as suggested in the syllabus effectively in the classroom?

- To what extent do teachers use instructional methods, techniques, materials and activities suggested in the syllabus?
- How are students involved and encouraged to master the objectives of the syllabus?
- How are students assessed and evaluated?

1.3 Significance of the Study

The effectiveness of the developed curriculum could be clearly understood after implementation. As indicated earlier, the implementation of the curriculum can be influenced by various factors. The factors are also different from place to place. This implies that in order to achieve the objectives of a given curriculum effectively, it is important and necessary to identify the problems, which affect the implementation process and act on them in order to minimize or avoid if possible. Regarding this Pratt, D (1980) and Payne, D (1974) underlines the importance of evaluating curriculum implementation to enhance the educational standard.

Although there are various studies concerning the effective implementation of the curriculum, this study is different from others in the following aspects:

1. Unlike others it is an in-depth study on two woredas to enable the woreda education office to act on and solve the problem in order to enhance the educational standards in the study area.

2. Also it focuses on the upper primary schools, especially grade eight, which is the upper end of primary education in Ethiopia.

Generally this study is concerned with evaluating the implementation of grade eight social studies syllabus. Thus, it is hoped that the findings of this study will help the following instances:

1. It will help curriculum planners in identifying the instructional strategies and methods that are functioning well from those that need to be improved.
2. It will provide information for the concerned teachers, school principals, school community members and the woreda education office to improve the actual teaching-learning experience in the study area.
3. Moreover, the study can help others as additional source of reference whenever the need for further evaluation of curriculum implementation arises.

1.4 Delimitation of the Study

This study was limited to the upper primary government schools in Illubabor zone of mettu woreda and mettu town. Thus, the findings reflect only the case of implementation of grade eight social studies syllabus in the schools under study.

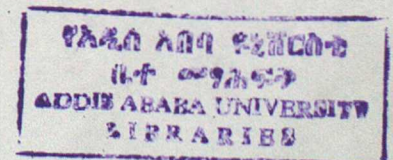
Though there are many variables to be considered in the study of the implementation of grade eight social studies syllabus, this study was limited to the following variables:

1. Teachers' attitude towards the specifications of the syllabus and their interest to the teaching profession.
2. The school condition, and
3. The extent to which the student-teacher classroom interaction match with the specifications of the syllabus.

1.5 Operational Definitions of Key Terms Used.

According to this study:

- **Social-study syllabus** refers to grade 8 social studies curriculum designed after the 1994 educational and training policy.
- **Upper primary schools** are those government schools which covers the second cycle four grades (5-8)
- **Instructional performance** means the capability of teachers in using the suggested instructional strategies to transform the content of the syllabus.
- **Syllabus implementation** means the process of putting the design and specifications of the syllabus into the actual teaching-learning environment.
- **Effective implementation** means the actual use of the requirement of the syllabus by implementers so that it is congruent to the intended or planned use.
- **Evaluation of the Implementation Process** refers to the implementation evaluation which is the evaluation of curriculum realities such as actual instructional activities against anticipated instructional actions.
- **Curriculum Anticipation** is a planned curriculum referring to content, instructional actions and learning experiences.
- **Curriculum Realities** refers to the implemented contents, instructional actions and learning experiences.
- **SPCs'** refers to the school pedagogical centers
- **FGD** refers to focus group discussion.



1.6 Organization of the Study

This study was organized under five chapters. The first chapter deals with the introductory part, which includes the background, statement of the problem, objectives, research questions, significance, delimitation, definition of terms and organization of the study itself. It is followed by chapter two which deals with the review of the related literature. And chapter three, which focuses on the methods and procedures of the study, follows this. Chapter four is about data presentation and analysis. The last chapter, chapter five, incorporates the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Education and Its Role in Preparation of Citizens

Although different scholars defined the term education differently on the basis of their own philosophy of life, all agreed in that it is one of the processes by which a society can preserve, enrich and transmit its accumulated knowledge, skills and values in order to foster the well-being of the members of that society. Therefore, the essence of education process, according to Yalokwu, p.o. in Amare et al (eds), (2002:109) is to ensure the survival and development of man kind in the face of challenges and changes that are continually presented by forces of nature and man himself. On this line Teklehaimanot H/s, in Amare et al (eds) (2002:1) suggests by saying that education is a long term activity with an irreducible multiplicity of objectives, and is also a bridge between the past and the future. Thus, the central objective of education is the preparation of citizens.

It is a fact that education is the cornerstone of development. Therefore, the provision of education is the means by which any country can achieve optimum development. Since it is the base for formal education pyramid, primary education is the most crucial educational level due to the fact that it provides a fundamental base for all further schooling and training. Thus, its universal availability is central to the human resource capacity of any country. Generally good primary education is a rock base necessity for development. Also productivity, poverty alleviation, environmental protection, family health and planning, good governance, community participation etc, could trace their origin of success to the quality and extended system of primary education (World Bank, 1990).

Scholars suggest that, the curriculum of education in general and primary education in particular should be based on the shared and universal values of the members of the society. So that besides the basic instructional contents offered, the school becomes the center of socialization where citizens are prepared for life in the society (Baker, 1996, as cited in Amare 2002).

Though, as mentioned in Educational and Training policy document of the country, primary education in Ethiopia is the affair of the regional state, in order to bring about the responsible citizen, in addition to the local values, the values that need to be exercised at the country level (Ethiopian value) and the humanity values (Global level) need also to be instilled in the primary education of Ethiopia.

According to Teklehaimanot H/S, in Amare, et al(eds) (2002:4), the shared values of humanity are essential not only for the future citizenship of the world but also for the present co-existence of nations. Therefore, the shared values of living together whose aspects would be the attitude on environment, peace, welfare, equality, tolerance, cooperation and other global ideals need to be imparted among the children of this planet for the survival of man kind. Therefore, primary education should enable the Ethiopian citizens to live in a harmony together as Ethiopians and also should help them to be fit members of humanity in the 21st century.

Generally it is the true nature of education that it is based on the culture and it changes the culture, so that the contemporary society with out losing its present identities prepares the future citizens through education.

2.2 Curriculum Implementation Evaluation

2.2.1 The Concept of Curriculum Implementation

Curriculum is a plan for an educational program that is prepared for some intended purposes. It is developed to be used in the formal education program with the view to bring about a behavioral change in the learners, which is the main objective of education in general and schooling in particular. Thus, in order to achieve its objectives the planned curriculum must be implemented. On this line Saylor, et al (1981) suggested that if there is no instruction (implementation) there would be no reason for developing a curriculum. In the same way Derebssa (2004:240) forwarded that the curriculum can not achieve its objective unless it is implemented (taught) in the way it is intended to be implemented.

Although the concept of curriculum implementation has been expressed in different ways by different educators all the definitions lead to related meanings. To mention some, Lewy, A. (1977:22) assume implementation as the open use of program through out an entire school system. Fullan and Pomfret (1977:336) define implementation as the actual use of an innovation. For Schubert (1986) curriculum implementation is a system of engineering that takes design specifications through various channels to the teacher and classroom. Stern (1992) also defines curriculum implementation as the translation of curriculum in to classroom reality. Carl, E. A. (1995), assumes curriculum implementation as the application phase of core syllabi. Still others define curriculum implementation as a stem which involves extensive action by many parties in which attempts are made to change individual's actions, knowledge and attitude. (Marew, 2000:12).

As mentioned above, all the definitions given have a common agreement that, curriculum implementation is a stage at which an innovation is changed in to practice in a classroom. We can sum up the meaning of curriculum

implementation by what Leigh wood (1991:446) suggested. He defines curriculum implementation as follows:

"It is a process of behavioral change in the directions suggested by an innovation, occurring in stages, over time."

In short it is a process of putting the developed curriculum in to effect.

2.2.2. The Difference between the Terms "Curriculum Evaluation" and "Curriculum Implementation Evaluation"

In order to handle the research under study in a proper way, it is important to clearly differentiate between the two terms, i.e., "Curriculum evaluation" and "curriculum implementation evaluation" which seem to create confusion some times in educational researches related to evaluation.

Although there is no consensus on the meaning of evaluation, Michael Screven, as cited in Ornstein and Hankins (1998:326), has made a clear-cut distinction between curriculum evaluation and curriculum implementation evaluation. Accordingly, "Curriculum evaluation" refers to the study of the curriculum plan separately such study is also know as "Intrinsic evaluation". Its focus is the inherent characteristics of curricula rather than their effect. Generally it is agreed on that in the process of curriculum evaluation the curricular aspects to be studied are those of the adequacy of the objectives and contents as well as consistency between them; the accuracy, coverage and .significance of contents (Marew Zewde, 2000:52; Shiundu and Omulando, 1992). In short its focus is on evaluating the adequacy and significance of curriculum anticipations.

On the other hand, the focus of 'curriculum implementation evaluation' is on examining the extent to which the planned curriculum is put in to action as intended in the plan (Shiundu and Omulando, 1992:198-200; Ornstein and Hankins, 1998:325-327). Similarly Carl, E.A. (1994:191) gave its clear definition as follows:

"By implementation evaluation is meant evaluation of the extent to which curriculum anticipation become a reality."

This implies that, curriculum implementation evaluation is a comparison of curriculum realities (implemented contents, instructional actions and learning experiences) against the curriculum anticipations (planned contents, instructional actions and learning experiences). Here, the two concepts are distinct and also interrelated. They are distinct because, as indicated before, curriculum evaluation is concerned with the internal structure of the plan, where as implementation evaluation is concerned with the extent of the practicality of the plan as intended. Again they are interrelated because the result obtained through each of them can be used to modify or facilitate both of them.

According to Leigh wood (1991:445) after the development of new curriculum, 'implementation evaluation' could be conducted for two purposes:

1st to collect information to explain the innovation's success and/or failures, in order to determine whether the innovation was fairly tried and did not work or whether it might work but not adequately tried. In short it is primarily a research and development function before the new curriculum is actually distributed to all schools for implementation, i.e. it takes place only in selected trial schools.

2nd to collect information whether or not the designed curriculum is being implemented as planned, or whether or not the prescribed goals and objectives

are attained, after the new curriculum is actually distributed and practiced in all schools.

In both case the information gathered during evaluation enables the curriculum workers to check their programs in line with the stated gals (Marew, 2000)

It is clear that the focus of this research is on the second purpose of curriculum implementation evaluation, because its objective is that whether or not the designed curriculum is being implemented as planned.

2.2.3. Aspects of Curriculum Implementation Evaluation

Since 1900s educators have proposed different alternative approaches (aspects) to be used as focal points to evaluate the implementation of a curriculum. Accordingly, some tend to focus their evaluation only on the outcomes of the implementation, others tend on the process of implementation, and still others tend to focus on the context of implementation. They all depend on the perspectives they adhere to. It is clear that the aspects of a curriculum to be evaluated are many. To mention some, needs, aims, objectives, efficiency, logistics, instruction, organizational change etc, which could be beyond the capacity of the evaluator to gather all available data on all aspects of the program (Pratt, D. 1980:417).

Based on their focus of aspect in curriculum implementation evaluation, to day, evaluations can be generally grouped in to two contrasting categories (Lang, R. R, 1974). Among these the 1st incorporates those who emphasize on the measurement of learning outcomes in terms of learner's abilities, skills and attitudes as the only indicators of curriculum implementation, and they are grouped as "behavioral objective model". The second group includes those who emphasize on both the process and product aspects of the program, and are

broadly termed as "process model" of evaluation (Simon, 1980, as cited in Robert and Mary, J. 1983).

Although many authors like Bloom, B. S. (1956), Wheeler, D. K. (1967) and Popham, W. J. and Baker E. L. (1970), to name a few, have contributed to the refinement of the objective model, Tyler is credited much for conceptualizing and popularizing the model. Tyler, the creator of the model, further explained on what the implementation evaluation should focus as follows:

"The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior pattern of the student, and then evaluation is the process of determining the degree to which these changes in behavior are actually taking place." (Tyler, R. W. 1949:105-106).

add later

According to Tyler, the focal point to evaluate the implementation of a curriculum should be the actual learners out comes against the educational objectives.

But various educators strongly criticized the objective model approach to evaluate the implementation a curriculum (Eisner, 1979, and Stenhouse, 1975, as cited in Robert and Mary 1983:176, Stufflbeam, 1973:23, and Stake, R. E. 1967). According to their argument the model is weak due to the fact that it ignores the situation and the environment in which the curriculum is implemented, because the evaluation of outcomes with out the knowledge of the process does not provide information about what produce the observed out comes, so that the result can not provide a direction for action. On this line



Kell , as cited in Madaus,G. F. and Thomas, K. (1996:130-131), suggests that the process of education, particularly what happens in the classroom, is regarded not only as being more important than out comes but also as being the only thing that matters. As to him the evaluation of curriculum implementation must reveal what is really going on inside the classroom. Also it has to answer whether or not the unique combination of materials, activities, administrative arrangements and role determined tasks seem to lead towards the achievement of the objectives. On this regard also Dressel, P. L. (1976:6) explain that while evaluating the curriculum implementation, information should be gathered regarding educational programs including the environment in which implementation proceeds. This includes physical facilities and human resources as well as the curricular matters such as methods and instructional services like educational media and instructional materials, and student achievement.

Generally Tyler's objective model is criticized due to the fact that evaluation exercises in it are too narrowly conceived failing to address the multitude of other interrelated factors in the school including learners activities in the classroom.

Later on the criticisms on objective model give rise for the number of other models which are broadly termed as "process model". Educators who oppose the objective model, though grouped under process model, have differences in emphasis, so that they have their own evaluation models.

Of the models, the one, which is developed by Provus, M. (1971) is known as the "discrepancy evaluation model". This model is used for various purposes such as determining program standard or program performance, comparing performance with standards, or determining whether a discrepancy exists between performance and standards. The other model developed by Screven is known as "goal-free or judgmental model" (Popham, W.J.1993:28). The model

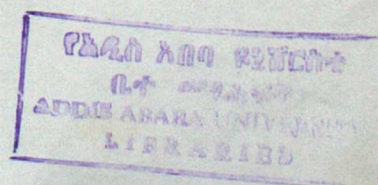
focuses on the activities going on in the instructional settings and the outcomes of a program.

Also ~~stufflebeam~~ in 1971 developed an evaluation model that involves four aspects such as context, Input, process and product, known as "CIPP evaluation model" (Popham, W.J. 1993:31, Madaus and Thomas 1996:128, and Saylor, Alexander and Lewis 1981:331).

The other evaluation model proposed by Stake is known as "Stake's Congruence-contingence evaluation Model" (Ornstein and Hunkins, 1993:321-333). This model focuses on three variables, i.e. antecedents, transactions and outcomes (input, process and product). According to Stake's evaluation model, the evaluation of antecedents focuses on the appraisal of the whole context in terms of the students, teachers and socio political situations in which more emphasis is given to the teacher's understanding, beliefs and ability to comprehend and be in readiness for implementing the curriculum. Also transaction evaluation focuses on finding out what is actually going on in the classroom. Then the outcome is the reflection of the antecedent and transaction processes.

In sum, we have seen two contrasting models of implementation evaluation. But it is obvious that as the process of curriculum implementation requires contact with many schools, teachers, students and the society as a whole, a number of factors could influence its success. As a result, many educators advised evaluation researchers to adapt the mid way and be systematic in the selection of variables as focal points for a research under study.

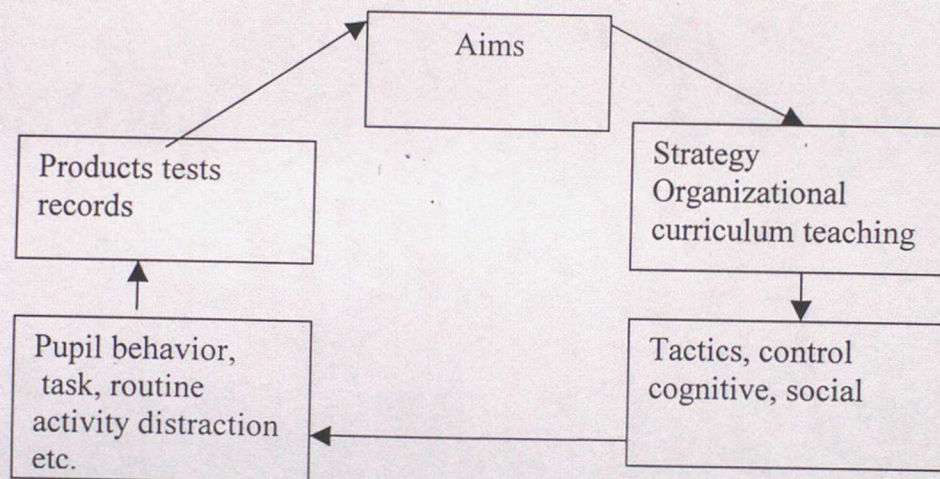
Therefore, this study adopted stake's congruence contingency evaluation model by modifying to suit the objective of the study. It focuses only on two of the three variables of stake's model i.e. antecedents and transactions. The researcher is not interested in evaluating the outcomes mainly because this



variable is not only affected by the effectiveness of implementation. On this line Dadds, M. and Lofthouse, B (1990:17) clearly under lined by saying that:

“... Researchers interested in teachers' effectiveness have sought to define good and bad teaching mainly in terms of test results and to ignore pupil activity in the classroom.”

According to them a complete evaluation should concern itself with five elements in the teaching process of which one is pupils behavior (time on task, routine activity, distraction etc) which is not the objective of this research and even beyond the capacity of the researcher.



**Fig 1. A description of the teaching process
Adapted from Dadds and Lofthouse (1990:18)**

It is also obvious that, except under special conditions, test results could be affected by chance and cheating as well as learners' emotions.

2.3 Factors Hindering Effective Curriculum Implementation

2.3.1. Factors Related to Teachers

2.3.1.1 Teachers' Interest to the profession and Subject Matter Knowledge

Some may ask question like, who becomes a Teacher. To answer such question it is essential to search varieties of reasons why people become a teacher. Because it is obvious that a complex series of events are involved in the decision to spend one's working life as a teacher. No one will choose a life's career on the spur of the moment. Some agreed that many people choose teaching as a spring board, to gain knowledge of a field that they will never leave but will continue to reshape. According to Nelson, M.R (1998:12), there are various reasons why people become a teacher. He explained some of them as follows:

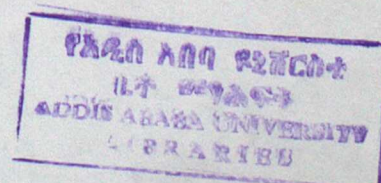
1. Sometimes a young people will use teaching to escape being social. He/she may be shy and may feel more comfortable speaking and interacting with children than with adults. The notion of escape has entered into many people's decision to become teachers.
2. Many people enter teaching because their relatives have been teachers or because they are among the first in their families to graduate from college.
3. Still others become teacher because they like the steady security of teaching. That means a teacher's hours in the classroom are fixed, preparation can be done flexibly at a time and place of one's choosing, more or less the job is secure, and summer vacations are long. Beside all these, working with children has many intrinsic rewards; each day some thing may happen that indicates to teachers that they have done their job well and are appreciated.

4. Still for others teaching is considered to noble, esteemed profession. Such people enter teaching not for the money that they will get. Also they do not enter teaching to achieve long-range teaching goals. For them teaching is basically a "front-loading" profession-professional rewards such as tenure come early in one's career.

As indicated above, since the reason why they become a teacher varies from person to person, it is easy for researchers to differentiate between the novice and expert teachers. Most researchers believe that beside their obvious difference in experience, novice and expert teachers differ in their point of view. For example while the ^{experienced} expert teacher has a developed philosophy of education and the subject matter that is taught, the novice does not.

The classroom where the teacher and students work in partnership, being united in the teaching learning process is the place where effective teaching occurs. As Sizer, cited in Zumda, A. and Tomaino, M. (2001), mentioned it, such a classroom is said to be "competent classroom" and a thoughtful place. For a teacher to have such a classroom, should like the pupils as a whole and be able to create good relation with them. On this line Hight, G (1977:24-25) suggests that unless the teacher likes groups of young people, she/he will not teach them well. He strongly stressed on it by saying that: "if one do not actually like youngsters she/he must give up teaching". In a similar way Lovegrove (1961:12) advised teachers to have deep interest and commitment to the profession in order to be successful in their work as follows:

"Your success as a teacher will depend largely up on the way you regard your work. If it is a troublesome and wearisome task, if you feel you are not moved by the spirit of service, and if you feel forced to teach merely in order to live, you would be well advised to seek other less exhausting employment, for good teaching means hard work, continual study and a sense of vocation."



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John to + ...

The idea of the importance of liking pupils on the side of the teacher in order to teach them well is also supported by Aggarwal, J. C. (1996:24). According to him a good teacher always loves kids, affectionate and sympathetic to her/his pupils so that the teaching learning process becomes effective.

It is clear that the teacher is the one who is directly responsible and plays major role in the process of curriculum implementation. Thus, one of the major qualities that the teacher needs to possess, to implement the curriculum plan effectively is a sound knowledge of the subject she/he teaches. According to Tucker, S. and Drucker, P. (1988:44-46), a sound knowledge of the subject matter entails a conceptual mastery of the subject, strong analytical skills involved, the ability to communicate well and all other things educators put in the category of higher order thinking. By saying so, they clearly underlined that a teacher must know the facts, concepts, basic ideas and generalizations between her/his subject and that of others so as to recognize the organizational principles involved.

According to Callahan, J and Leonard, H. Clark (1988) teaching is helping students to learn. It is not merely telling something or not explaining something. Of course, when you are helping students to learn, you may engage in telling, explaining or demonstrating, but one does these only as a means of helping students to learn. In the final analysis one's success as a teacher will be determined by how well the students have learned. Thus, in order to be professionally competent, the teacher is expected to be knowledgeable in her/his subject and trained in the methods and techniques of teaching the subject. For this matter King and Brownell (1966:156-164) state that the teacher must be qualified in the special knowledge (subject area) and art of furthering the encounter of the neophyte (methods and techniques). They added that a well prepared teacher emerged from a well devised program of education courses and experiences, and always acquaints her/him self with

new knowledge through reading, also looks with understanding eyes up on the learner and the task.

These all implies that as professionals teachers are expected to know the nature and requirements of the teaching profession. For a teacher, to become a professional, it is important that she/he must have a well defined professional training for teaching. On this line Azeb (1984:37) suggested that unless one is qualified in the applied science of education, she/he can not be a qualified teacher or professional educator. Needless to say, the ability to teach like the ability to do any serious thing, is usually an acquired expertise derived from a correct knowledge of what and how is to be done in teaching, because most master teachers are made not born.

Combs, (1972) suggest that, in the first place what makes a teacher effective in teaching is the question of whether she/he has essential training in the skills and practices of teaching. Even though there are some attributes of teaching that involve personal talents, they never take shape and develop without particular training program.

In addition to training, there are various factors that hinder effectiveness of teaching. Among other things, the effectiveness of teaching depends up on the relationship between what the teacher acquired from training background and his actual performance in classroom teaching (Aspy, 1972:21). Also Sharma, R.A. (1990) suggests that teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basic skills, understanding, desirable attitude and adequate personal adjustment to students. Thus it is possible to say that the effectiveness of teaching is a function of practical teaching activities and skills that the teacher displays in particular classroom. Regarding effectiveness of teaching Azeb (1984) summarizes that, to be effective the teacher needs to posses personality traits that are effective in meeting students needs, in diagnosing learning difficulties

and in remedying emotional difficulties of students. Therefore, it is possible to improve the effectiveness of teaching through continuous and systematic assessment of the actual teacher performances. According to McKean, a (1971:143) the process of evaluating teacher's activity in the actual classroom is very important in order to promote better and effective teaching. This makes clear that the teacher needs to get information about her/his classroom activities for the sake of gradual improvement of teaching.

2.3.1.2. Teachers' Instructional Planning and Implementation

Instructional planning plays a major role for the curriculum to be implemented effectively. The process of planning incorporates objectives, instructional contents, teaching methods, student activities and teaching materials (aids) to be used. It is simply a 'blue print, similar to craftsman, which guides the teacher on how to implement the curriculum effectively. Planning for instruction is guide for the action of the teacher in the teaching learning process. It is the entire teaching process in projection. Also planning is a continuous process which occurs before, during and after the learning situation in the classroom. In relation to this idea Johnson,K. (1983:14) suggests that:

"Individual teachers continue the process of instructional planning up to and through out the execution stage".

Hence, instructional planning provides teachers with the opportunity to think carefully about how best to help the learners achieve educational goals. For the teachers, in order to be able to secure systematic act of teaching in the classroom, planning is one of the modern principles of teaching they should

carefully consider about. This is mainly due to the fact that proper teaching and learning can not occur in unplanned and haphazard activities. Generally planning is a fundamental basis for making instructional decisions pertinent to the contents to be taught, important ideas to be emphasized, methods and techniques to be employed and the outcomes of learning to be assessed. Thus, to be effective in the implementation process the teacher is expected to have a skill in making such instructional decisions through planning. In connection with this idea Robert, R. et al (1983:108) suggests that:

"The ability to plan or to make decisions that will shape the course of instruction is central to the fulfillment of the professional role of the teacher."

In most cases the primary school teacher is expected to prepare two types of plans. The first is the plan of the course for that specific academic year, called annual plan or long-range, and the second is the detail description of an instruction for each period, called daily/periodical lesson plan. During preparation, in both cases, all available text books in the area, supplementary reading materials, curriculum syllabus and guide, students' entry behaviors and classroom conditions are to be surveyed.

In the annual plan general contents, concepts, attitudes and skills to be taught are listed along with general objectives, learning experiences and strategies (Hoover, K. H. 1973:30). That means the annual plan is primarily a schedule of many unit plans in which the major areas of study are indicated. It is a brief outline which indicates major goals and schedules of the units to provide a balanced and complete program so that events which require special materials or arrangements could be anticipated in advance. It has a considerable help in pacing the teacher so that she/ he ends the school year having taught all of the materials she/ he expected to cover.

The periodical lesson plan, on the other hand, is a chart of periodical instruction which involves specific objectives, teacher and student activities (methods and techniques), teaching materials (aids), assessment strategies and time blocks (Hoover, K. H. 1973:39). Periodical lesson plans should be realistic and must be prepared in the assumptions that a substitute teacher can use them, nevertheless they differ from brief outlines to detailed descriptions (Grant, K. 1982:143). It is a plan which enables the teacher to consider seriously what to do with the students in the classroom ahead of time. Generally periodical lesson plan is very important because it reminds the teacher what to do, how to do it and for how long, being as a reference.

In short, teaching with out instructional plans affect the effective implementation of the curriculum because as mentioned before, teachers' sporadic actions in the classroom would be fruitless since proper teaching-learning process can not occur in unplanned and haphazard activities.

2.3.1.3. Teachers' Teaching Methods and Techniques

Other factors that influence effective implementation of the curriculum are the application of methods, activities, teaching materials and assessment strategies in the teaching learning process by the teacher as intended in the syllabus. On this line Derebssa, (2004:240) suggest that the curriculum can not achieve its aims unless it is taught in the way it is intended to be implemented. As a result of this, educators view curriculum implementation as a critical phase in the cycle of planning and teaching a curriculum. Here our focus is not the effectiveness of the curriculum (trial stage), but the effectiveness of its implementation in order to achieve the aimed goal which could occur in the long-run at different levels.

As defined by Gage, N. L. (1976:5), teaching methods are recurrent instructional process applicable to various subject matters and usable by more than one teacher. According to Azeb D. (1984:19-20) methods of teaching are the different approaches the teacher uses. They are patterns of acts that serve to attain certain outcomes, and are tactics used by the teacher to control instructional setting and to present the learning task. Generally methods are the media of executing the planned learning experiences and judging the outcomes of the teaching – learning process.

The methods of teaching range from the traditional lecture to the present innovative ones like computer assisted instruction, the project study method, laboratory demonstration, simulation, role play, inquiry, dialogue, discussion, field trip method etc which are commonly known as "learner-centered" or "student-centered" approach in teaching.

In spite of the presence of these varied method of teaching, the choice and use of one or more of them by the teacher depends on certain variables. To mention some, the objectives of the lesson, the contents, the particular knowledge, skill or attitude to be developed, the size and nature of the group to be taught (students). Here selecting and using the methods effectively demands the skill and ability of the teacher.

If the purpose is to show a skill or how something is done, demonstration is may be preferable. Also if the aim is encouraging students' problem solving ability, the teacher may use discussion. And still independent study method could be used when the purpose is helping the student to learn as a result of his/her own effort (Farrant, J. S.1981:170).

It is obvious that there is no one best method of teaching that serves all purposes in all situations. Thus, a skill full teacher, as noted by Farrant, J. S. (1981), structures her/his teaching by using a teaching method that is built on a foundation of knowledge already possessed by her/his pupils, that

encourages them to learn by doing and that ensures the attainment of the outcomes of teaching and learning more effectively. Also it is clear that all methods of teaching have their own merits and demerits. For instance, lecturing is appropriate than other methods to present large body of information to large number of students. Nevertheless, since it is one-way communication (flow of information), it promotes passivity among learners. However, its weakness can be minimized through the use of appropriate instructional techniques. On this line Azeb, (1984:68-69) critically notes that varieties of techniques should be applied in order to make effective lecturing. As to her, to direct the attention of learners, objectives and contents of the lecture should be clearly presented, there should be pausing before important concepts and names, writing the outline of the lecture on the chalk board, using audio-visual materials, and eye contact etc are some of the techniques to be implemented if lecturing is a must. Also other educators underlined on the fact that, in order to facilitate learning and make instruction effective, the teacher should be always alert enough to use varieties of techniques in teaching (Perrot, E. 1985 28-29, Wallin, M. et al (1986:421).

Among instructional techniques, the most important one that characterizes every methods of teaching is questioning. Like other instructional materials, questions are important tools of the teaching and learning process. In line with this Bellack, et.al. (1966), reported that: "probably, in any effective instruction, no technique of teaching is more widely used than questioning."

Beside their ample role in facilitating instruction, the style of phrasing questions is a crucial factor that should be considered when applied. According to Taba, H. (1967:273) teacher's manner of asking questions is by far the most influential single teaching act. In order to make questioning effective, questions should be clear, understood, well organized and defined, reasonable, relevant and demanding for responses with in the reach of the learners (Davis, I. K. (1981:166). Also, while asking question, the teacher should pause (give long wait time) to give chance for the learner to think about and give better

response. When enough time is given (possibly one to two minutes), the speech base is more shared by the class and a pattern of conversation participating all students will come to the move and therefore, satisfaction and motivation will occur among the group and this can help as a basic model to increase students power of inquiry (Marry, et al 1977). Thus, it is the responsibility of teachers, irrespective of their qualification and skill to ask well organized and thought provoking questions at almost all levels of teaching and learning sequence.

Although teaching methods and learning activities could be cited in teacher's guide and the syllabus, since they may not fit the local situations, teachers are required to organize a wide range of learning activities for students so that they could practice the required skills, knowledge and attitudes which implies effective implementation of the curriculum. In short to bring about effective implementation the teacher should be able to apply all methods and techniques of modern teaching in accordance to their importance in relation to the objectives and contents.

In case of Ethiopia, as mentioned in the Education and training policy of 1994, the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers. The policy further explained that curriculum implementation is supposed to involve student-centered methodologies in its course delivery style. This idea is clearly stated in the policy as follows:

"Unlike the old educational system, which was teacher-centered and solely conducted by the chalk and talk mode of delivery, the present system is student-centered interaction and encouragement of student inquisitiveness." (TGE, 1994)

It is obvious that as a result of this policy new curriculum has been developed and implemented since 1995. Here the question is that, is really the "new" curriculum was and is implemented in the classroom in accordance with the

statement of the policy?, ~~Is there attitudinal change among~~ experienced teachers?, have they developed the skill to practice the new approach? And are these teachers ready to familiarize with their new role? that means facilitator, not teacher. Thus putting other factors aside, with out planting such changes in the mind of teachers, it is difficult to think about the effectiveness of our curriculum implementation) The new, approach in teaching is very essential to bring about effective learning because unlike the teacher-centered approach, in the learner-centered classroom, students are actively involved in the learning process. Here their prior knowledge and experience is an integral part of the process. Moreover, in such a classroom theory and practice are integrated, and students are assessed not only on their knowledge but also on their understanding of the subject matter. They work in pairs and in small groups, collaborating, sharing their own and benefiting from each other's individual styles, strategies and skills. Hence, the learner-centered classroom appears much more dynamic with its emphasis on interaction and participation. The above argument dictate that the skill of teaching relies heavily on knowing who, what and how to teach, which necessitate the teacher to develop her/his knowledge about theories of learning, learners brain orientation, individual learning style, and other more factors that could affect learning, in order to be effective in their teaching (implementation).

In line with the importance and effectiveness of the learner-centered method in the teaching-learning process Sherm, as cited in Nowicki, J.J and Meehan, K.F. (1997:189), suggest the following:

"I think putting every one together, regardless of their level, is good because, I mean, you're always helping each other. I learn a lot by helping to teach other people and being taught by other people." Sherm

On the other hand, to be effective, the new teaching approach demands the teacher to be accountable and responsible for what goes on in a classroom.

Student-centered and activity based classrooms are not an excuse for abdicating responsibility for what happens in these classrooms. A student-centered environment places many demands on teachers' time within a class period.

Sufficient planning must be made to address the activities, the presentation of the material, the acquisition of material, and the final assessment. In this type of classroom, teachers use the curriculum in ways that encourage students to develop a sense of creativity and ownership. Teachers become educational leaders when they have the freedom that comes with accepting professional responsibility_ the freedom to teach. (Nowick, J.J. and Meehan, K.F. 1997:193).

2.3.2 Factors Related to Schools

2.3.2.1 Availability of Educational Resources

It is difficult to think the effective implementations of a curriculum in the absence of resources. In respect of their type, resources are very essential in the teaching learning process due to the fact that they help the teacher to facilitate the planning of instruction and the choice and organization of the methods and learning activities. In this case resources could be financial, material or human.

Here it is to say that beside the teacher's interest, attitude, skill and commitment to wards planning and practicing the suggested teaching methods, materials and activities, lack of classroom facilities, and teaching materials (aids), laboratories, libraries etc has an impact on the effectiveness of curriculum implementation.

It is obvious that aesthetically satisfying environment promotes learning. The colour of the wall, ceiling and chalk board have a great effect on learners.

Furniture squeaks, scrap, lumps; and door slams in the corridor damage the quite tone required for instruction. Insufficient amount of light, inadequacy of chairs and tables for students, and lack of space in the classroom hamper the instructional process. Also a room that is too hot makes the learners sleepy. Farther more it is possible to say that the larger the number of students and insufficient facilities in the classroom, the more difficult it is to use appropriate methods, techniques and assessment strategies and the less the effectiveness of curriculum implementation is (Larsen, T. 1971:1399; Davies, I. K. 1981:108).

As has been mentioned earlier, activities like demonstrations, group or individual tasks, resource visitors, excursions and field trips, reading assignments and a host of others can best be carried out when resources are adequately available in the school and its surroundings. Also effective implementation, demands the availability and use of instructional media and materials, which could give life for learning, by the implementer.

Though real objects are livelier, in their absence models can be produced and used (Kochhar, S. K. 1985:144). On this line Panchel, (1984) suggests that teaching materials (aids) are very important because they help to reduce monotony of verbal learning and summarize the content of the curriculum with minimum words and lines. All these need to be carefully identified, selected, and organized by the teacher ahead of time. However, the extents to which these materials are adequately available determine their wise use in instruction, and limit the degree to which the curriculum plan could be implemented (Ohles, J. 1970:183).

To sum up the success of curriculum implementation requires effective inputs like instructional materials and facilities such as equipments, curricular and audiovisual materials, classroom furniture (Dale, E. 1969; Lock, et al 1991). Many educators correlate the availability and use of these instructional

facilities with positive student gains and effective curriculum implementation and vice-versa. Among others the availability and use of text books enhance student learning and achievement. Also the shortage and lack of using syllabus and teacher's guide hamper effective implementation.

2.3.2.2 The Role of principal and school supervisor

In order to bring about effective curriculum implementation in the school, principals should change their role from managerial to the instructional aspect. They have to give more attention for effective curriculum implementation than administration. On this line, Hall, as cited in Fullan and Pomfret (1977), argued that the degree of curriculum implementation varies from school to school due to the action and concerns of the principals. Curriculum implementation is more effective where the principals frequently visit classrooms and lend their support.

According to Nowicki, J. J. and Meehan, K. F. (1997:193), school administrators or principals are primary components of the teaching learning process. As to them the principal is the single most important person with in the school. He/she is the person who is responsible for establishing the environment, the attitude; the support and the encouragement with in that building. Principals need to be true partners in encouraging and fostering the process of rethinking the structures of the school. For the teachers and students to do what they do best, principals need to provide the environment in which connecting activities such as thematic interdisciplinary education a reality. Also principals need to take an activist role that enables teachers and students to take classrooms open and creative place in all schools.

Also school supervisors could play vital role in supporting and helping teachers to be effective in the process of implementation. Various scholars argued that supervisors like principals can:

- Provide teachers with a clear picture of their new role with the innovation.
- Provide teachers with the necessary training experiences to develop their capabilities for coping with difficulties of implementing the innovation.
- Support and guide teachers using their training and experiences etc.

This being so, literature reveals that the technical support provided by the intermediary personnel's including supervisor is found to be unsatisfactory to lead to successful implementation of the curriculum.

2.3.3. Factors Related to the Nature of the Curriculum and Role of Curriculum Workers

The developed curriculum can achieve its objective when implemented. But literatures reveal that many curriculum initiatives have failed because curriculum workers have not realized the importance of the process of implementation. Since the success of the curriculum is highly determined by the degree to which it is workable in the practice, more is expected from curriculum workers to facilitate the process of implementation and support the implementers in solving the problems they encounter. On this line Pratt, D. (1980: 426) has said that:

“Curriculum change is a political process, a question of who gets what, when and how. Perhaps because of its political nature, the question of implementation has often been ignored by curriculum writers and left to the administrative and management specialists...”

The effective implementation of a curriculum can be examined in terms of its difficulty, skill required, extent of change in belief among agents, teaching strategies and use of materials. According to Fullan (1991), more than any variable, the clarity and complexity level of the curriculum affects the effectiveness of its implementation. As to him the curriculum that lacks

explicitness and that is poorly designed and that fails to specify the intents clearly to the users seems to be a barrier by itself for effective implementation.

It is obvious that any curriculum that requires teachers to change methods of operation and modes of thought faces difficulties even without the varieties of other barriers to change. The complexity of educational politics and wide spread uncertainty in educational institutions regarding roles and responsibilities does nothing to simplify the process. Therefore, in order to bring about effective implementation of the curriculum, change must be made in the behaviors of all affected parties. That means teachers, school principals, supervisors, etc, must be clear about the purpose, the nature, the real and potential benefits of the innovation. On this line Derebessa, (2004:240), underlined that for effective implementation of the curriculum, careful planning and development are very essential, but they count for nothing unless teachers are aware of the product and develop the skills to implement the curriculum in their classroom.

Similarly, Ornstein and Hunkins, (1998:242), mentioned that the successful implementation of the curriculum results from careful planning, which in turn focus on people, program and organization. Thus, effective implementation of the curriculum requires time, personal interaction and contacts, in-service training and other forms of people based support. This implies that, beside others, there must be a continuous two-way communication between the planners and implementers that will help them to solve problems they may encounter in the implementation process, which again may help to improve the curriculum. To sum up, one hindering factor to the effective implementation of the curriculum is the ignorance of curriculum developers to the implementation process.

2.4. Teaching Social Studies in Elementary Schools

The role of social studies in elementary education in general is to aid the child to understand the concepts that describe and explain human society and to develop the insight and skills required by democratic citizenship. The focus of the subject in elementary school on the systematic widening of the child's knowledge and understanding of the world beyond his /her own small peer society [Stendler,C.B.1958] .

According to Nelson, M. R. (1998) and Khan, M. A. (2005), specifically learning social studies in elementary level will enable the child to:

1. Acquire and apply information, concepts and understandings of basic social functions of human beings.
2. Appreciate democratic values and develop loyalty to the society way of life.
3. Develop and practice important social values such as responsibility, concern for others, open mindedness and cooperation.
4. Appreciate and respect the dignity and personality of all individuals, regardless of differences in race, color, class or cultural background.
5. Develop skills and competence in group reactions and activities through learning to abide by majority decisions, showing respect for differences of opinion, and exhibiting high regard for the right of minorities.
6. Develop the ability to think critically creatively ,i.e., to consult only dependable sources of information, to locate, evaluate, select, organize and present information effectively and to base action on sound conclusions.

Therefore, in order to effect these purposes, social studies draw up on various social science fields. The primary sources of concepts and generalizations in social studies are Anthropology, Economics, Ethics, Geography, History, Political science, Social psychology and Sociology.

To bring about effective result in the life of the child the teaching of social

studies should apply active teaching strategies. For this matter scholars advised social studies teachers to base the learning process on scientific attitude, so that the pupils find out as much as they can from field observation and materials. Here the role of the teacher should be guiding the learner, not providing information through lecture. This can be practiced according to Nash, M. (1992), by using inquiry, problem solving and case based learning. Inquiry approach as mentioned by Tegene B. and Demeke, G. (2001), is not a single method, but it incorporates the application of many other methods and techniques which encourage active participation of the learner in the teaching learning process. On this line Nelson, M.R.(1998), also suggest that, it is necessary for a teacher to vary her/his styles of teaching in order to capture various student preferences and also to train students to be more interested in learning in other manners. Similarly Myers, C. B. and Myers, L. K. (1995), underlined that to create effective learning the teacher should plan a variety of interesting activities for each class period.

To sum up as discussed before, curriculum implementation could be effective not only through the effort of the teacher. Though the key is the teacher, it needs the collaborative effort of all school community members and other concerned governmental bodies like woreda, zone and regional education offices and experts. Effective Curriculum implementation teaching aids, necessary classroom furniture and continuous supervision and support for the teacher from school officials. Thus, it is where all these are adequately available that the teacher become responsible for effectiveness of an implementation still to be effective the teacher demands to have positive attitude towards the specifications of the curriculum, interest and devotion to the profession, as well as sound knowledge of the subject matter, the necessary methods and techniques of the teaching learning process and assessment strategies which could be displayed through teacher's classroom performance. Therefore, to bring about continuous improvement In the teaching-learning process, Curriculum implementation evaluation become very essential.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Method

As mentioned earlier, the main objective of this study is to evaluate the implementation of grade eight social studies syllabus in schools under study focusing on the discrepancies between the curriculum realities and the anticipation related to the classroom interaction. The method employed was descriptive survey method on the assumption that it is more appropriate to gather variety of data related to the study. To answer the question of validity, which is the major challenge to the researcher, in this study, multiple methods and sources of data, called triangulation, are used.

3.2 Subjects and Sampling Procedures

This study assumes to include all upper primary school (5-8) in Illubabor Zone of Oromia Regional State. But as mentioned earlier under the significance of the study, based on purposive sampling method it was attempted to conduct an in depth study only on two woredas in the zone, i.e., Metu Town and Metu District. Purposive sampling was also supported by Bobbie, (1973) and Robson, (1993). According to Robson the principle of selection in purposive sampling is the researcher's judgment as to typicality or interest (pp: 141).

According to the information obtained from the two woreda education offices, there are eight upper primary schools of which one is only up to 7th. Thus, the schools included in this study are 1- Abune Petors, 2- kidus Gebrael, 3-Bubu, (1-3 of them are in mettu town), 4 Nopha, 5- Bilo karo, 6-Burusa and 7-Becho (4-7 are under Metu woreda). In these seven upper primary schools 1502 male and 1025 female totally 2527 students were enrolled in grade eight in the year 2005/ 2006. Also there are eighteen social studies teachers in these schools who are currently teaching grade eight social studies syllabus.

Generally three groups of people were used as the subject of this study. The first consists of all grade eight social studies teachers which were eighteen in number. The second group comprised of three school officials (principal, vice principal and social studies department head) from each school under study which were totally twenty-one. But, since one of them was not interested to return the question paper they become twenty. The third group of the study comprised of students' focus groups. Totally seven focus groups (one in each school) were formed. Each focus group consists of six students and the totals of forty-two students were participated in the discussion. Members of each group were selected on the basis of their first semester performance, i.e., top, medium and low achievers. Each performance group was represented by two students. They were selected with the help of school principals based on purposive sampling method.

3.3 Instruments and Procedures of Data Collection

To obtain adequate information for this study three kinds of data collection instruments i.e., questionnaire, observation and focus group discussion, were employed.

3.3.1 Questionnaire

Two sets of questionnaire were used to obtain information from teachers and school officials. To collect data the Afan Oromo version of the questionnaire was used. Afan Oromo language was used due to the fact that it is the medium of instruction in primary schools (1-8) of Oromia. A graduate in Afan Oromo language did the translation of the questionnaire from English to Afan Oromo; who is on teaching the language today in Fiche Secondary School. Also it was commented by one of the experts in Oromia Education Bureau.

A. Questionnaire for teachers:

It has four parts. The first part incorporates questions in the form of attitude scale to get information about teachers' agreement or disagreement with the design and specification of the syllabus using Likert scale. These questions were prepared using grade eight social studies syllabus, teacher's guide and student's text as a reference. The second part of teacher's questionnaire was used to collect data about the interest of teacher's to the teaching profession and the existence or absence of favorable environmental conditions in the school for effective implementation of the curriculum as intended in the syllabus. These questions were prepared based on ideas gathered from the instructional materials and the review of the related literature. The items in the third part were prepared to get information on the extent of applying the methods, materials and assessment strategies by the teachers themselves as suggested in the syllabus. These questions were presented in the form of rating scale as well as ranking for the purpose of triangulation. The last (fourth) part was prepared to collect information about the major factors that hinder effective implementation of the syllabus in the study area. For this purpose a set of possible factors were randomly listed and teachers were asked to rank them in ascending order based on the strongness of their influence. That means, the one ranked 1st should have strong negative influence on the implementation of the curriculum than others, and so on.

B. Questionnaire for school officials

It focuses on asking the favorability of the teaching-learning environment for teachers and learners in order to effectively implement the curriculum in the way suggested in the syllabus and about teacher's classroom performance in applying the methods and strategies of teaching as suggested in the syllabus. All draft questionnaire of teachers and schools officials first translated to Afan Oromo and then to check its usability it was administered to four grade eight social studies teachers and two school officials (principal and department head)



in one upper primary school selected for the pilot testing near to Addis Ababa (Burayu primary school).

The questionnaire was tested for clarity of questions, direction and for the information that it can draw from teachers and school officials based on the objectives of the study. Thus, during the field trial three questions from the attitude part were returned without response from teachers. And during the discussion with respondents of the pilot test, they suggested that since the questions are almost similar with others previously answered questions they prefer to jump them. Therefore, based on their feedback, certain items which were found redundant and too general were deleted and refined respectively for the final use. But concerning the questionnaire of school official no problem was found. Thus, it was after this try out that the questionnaire was administered to the actual respondents directly by the investigator. (See Appendix D and F)

3.3.2 Observation

Since observational data gives a first hand account of the situation under study, it is a key instrument of data collection in the implementation studies (Gersten and Carnine, 1982:68). Thus, the observation checklist developed for this study has two parts. The first part is designed for classroom observation and the second is for checking the availability of teaching materials.

A. Classroom Observation Checklist

It incorporates the observation rating form regarding some instructional considerations and classroom presentation variables. It was designed to analyze the extent to which teachers use various teaching methods, teaching materials and assessment techniques in providing opportunities to their students during the instructional process. The checklist was adopted from Yolo, E. (1977:201) with considerable modification to suit the purpose of this study.

The idea used in the checklist and rating form arose from carefully studying grade eight social studies syllabus, teacher's guide and the text book. The classroom observation checklist was first given to one of the curriculum experts in Oromia Education Bureau for comments. Hence it was found appropriate for the study and used by the researcher during classroom observation.

For Classroom observation, from eighteen social studies teachers in the schools understudy, only ten teachers volunteered to be observed. Thus, each of them were observed three times in their actual teaching-learning process, so that thirty (30) grade eight social studies periods were observed to gather data for this study.

B. Teaching Materials' Checklist

The second observation checklist was designed to check the availability of teaching materials and teaching aids in the school store, library and pedagogical centers. The checklist contains the necessary teaching materials and teaching aids suggested in grade eight social studies syllabus. It was also commented for its inclusiveness of all the necessary teaching materials by social studies teachers in the pilot school.

Besides, teachers' use of the available teaching materials (aids) was checked from the documents of school pedagogical centers. Since the SPCs' documents does not show how often the teacher used each teaching aid (that means once he/she borrowed the material for a week or above, no one knows whether he/she used it repeatedly or not), the investigator was forced to apply words like "used" and "not used" instead of "frequently"; "rarely" and "not at all" (see Appendix I).



3.3.3 Focus Group Discussion

Focus group discussion is an important discussion in which small number of people talks about the topics of special importance to a particular research issue under the guidance of a moderator. It helps to get an in-depth data. In this study it was designed to obtain a relatively reliable data from students who are the main actors in the implementation process.

According to Derebssa (1999:182), the size of the group is argued that six people may be best for maximum interaction among participants. In View of this the researcher planned to have one independent focus group which incorporate six participants in each school understudy. As discussed before, Participant students were selected on the basis of their first semester performance, i.e., top, medium and low achievers; with the help of school officials using purposive sampling method.

For students' FGD seven semi-structured questions were prepared on advance. It was attempted first to probe the question and wait for volunteer to answer it and then others add on it or oppose.

Also the students' FGD was tested to check its ability to serve the purpose it is prepared for or not. During the try out students were asked to talk about their learning's by use of probing questions. For those probing questions which they exhibited misunderstanding, some modifications were made and those which seems unnecessary were deleted. Based on the feedback from the pilot test the previously prepared ten questions were minimized to seven and finally used for actual discussion.

In the seven schools the total of 42 students were participated in the focus group discussion. During the discussion students were observed talking freely on the issues raised by showing a serious concern. Here the investigator used taking a note of the discussion and later summarized the main ideas on the basis of their similarity.

3.4 Method of Data Analysis

The raw data collected through questionnaire, observation and focus group discussion was tabulated and categorized under similarity of responses. Quantitative data was analyzed using the statistical method/ percentage, and qualitative data was analyzed through narration and judgments based on the researcher's view, belief and idea about the data gathered. The guidelines for data analysis were the previously formulated research questions.

Thus, the first basic question that focuses on the existence of good learning environment was analyzed using the data collected through questionnaire, observation and focus group discussion. The second basic question, which asks about teacher's attitude towards the specification of the syllabus, was analyzed on the basis of data collected through teacher's questionnaire using percentage. The 3rd basic question which focuses on the extent of teacher's use of various teaching methods, materials and evaluation techniques was analyzed on the basis of data collected through questionnaire, observation and students' FGD using percentage and narration. The last basic question, which asks the major hindering factors for curriculum implementation was analyzed based on the data collected through teacher's questionnaire using mean rank, which is the result of the mean value. It was calculated by adding all the ranks that each respondent gave to the factor and dividing the result to the number of respondents. Based on the mean value, the mean rank was assigned to each factor, where the lowest mean value has the first rank and the highest mean value got the last rank.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents and interprets the data collected through different tools and sources. In presenting and interpreting the data both quantitative and qualitative methods are employed. Generally in order to give answer for each of the basic research questions of the study, the chapter is organized under four major themes as follows:

4.1 Actual Condition of the Teaching Learning Environment

It is obvious that the teaching-learning process will achieve its objective effectively if the learning environment is in a supportive condition for the implementation process. Thus, in order to assess its conduciveness, under this topic the classroom condition, availability of curriculum materials, availability of teaching aids, assessment of teacher's load, classroom size and periods allotted to cover the curriculum and school support to the implementation of the curriculum will be presented and discussed.

4.1.1. Classroom Condition

The availability of the required teaching materials in the classroom play the major role to implement the curriculum as suggested in the syllabus. Among others the adequacy of desks and tables for students is very essential.

Table 1. Classroom Conditions as Responded by Teachers.

Variables	Teacher respondents =18						Total
	Extent of availability of required materials						
	Adequate		Inadequate		Not exist		
	Numbe r	%	Numbe r	%	Numbe r	%	
Tables and chair for teachers	-	-	6	33	12	67	18
Student's desk and table	6	33	12	67	-	-	18
Chalk board	13	72.2	5	27.8	-	-	18
Notice board	2	11	10	56	6	33	18
Clean ness	12	66.7	6	33.3	-	-	18
Light (classroom brightness)	13	72.2	5	27.8	-	-	18

Table one above shows the classroom conditions in the schools under study in terms of the availability of the most required classroom furniture for effective implementation of the curriculum such as tables and chairs for teachers and students, chalk boards, notice boards, duster and classroom neat ness as respond by teachers

As can be seen from table one, from the total respondents, 67 percent of teachers affirmed that there is no seat and table totally for teachers, while 33 percent of them responded as inadequate. The researcher also approved the reality during classroom observation. In most observed classes it was seen by the researcher while the teacher asks student's permission, who were sitting at the front, in order to put his plan and note book on their table. Table for teachers were observed in few classrooms of three schools, which implies inadequacy where it exists. When we came to the availability of desks and tables for students again 67 percent of the respondents suggested that it is

inadequate. This is mainly due to large number of pupil in each section as responded by teachers and eye witnessed by the researcher. The table above also indicates the problem of chalkboard, which is the most important teaching material in the classroom. 28.7 percent of teacher respondents have confirmed the inadequacy of the chalkboard. Small size chalkboards were seen in some sections where classroom observation was taken place. While 56 percent of the respondents rated their classrooms as having inadequate notice boards, 33 percent of them rated its non-existence in the classroom. Concerning the neatness of their classrooms only 67 percent of them responded as adequate, but the rest 33 percent confirmed as inadequate.

When we summarize the data on table one, it seems that classrooms in the schools understudy lacks the most necessary furniture like teachers and students table and desks and notice boards etc. Here it should be clear that the problem of classrooms condition observed in table 1 above is not unique only to the schools understudy. It is common in most schools in Ethiopia. According to MOE (1986:45) most of elementary schools in Ethiopia has ill equipped classrooms.

4.1.2. Availability of Curriculum Materials

The major curriculum materials that are vital for the implementation of any curriculum includes the syllabus, teacher's guide and student's textbook. Thus, curriculum implementation could be effective, where these materials are adequately available.



Table2. Availability of Social Studies Curriculum Materials for Grade Eight, as Responded by Teachers.

Items	Respondents =18							
	Alternatives							
	Yes		No		Missed		Total	
	Coun t	%	Co unt	%	Coun t	%	Coun t	%
Is there grade eight social studies syllabus in your school?	11	61.1	7	38.9	-	-	18	100
Do you have teacher's guide at your hand?	10	55.66	8	44.4	-	-	18	100
Is there shortage of grade eight social studies textbooks in your school?	16	88.9	2	11.1	-	-	18	100
Text -student Ratio	1:2 = 2 (12.5%)			1:5 = 3 (18.8%)			1:6 and above =11 (68.7%)	
	1:3= -							
	1:4= -							

Table 2 indicate the availability of the major curricular materials such as syllabus, teachers guide and student text. As can be observed from the table, 61 percent of the respondent teachers confirmed the availability of the syllabi in their school, but 38.9 percent of them reported that there are no grade eight social studies syllabi in their schools. This implies that there are teachers in some schools who do not know the overall objective and goal of the curriculum they are teaching. Similarly, when 55.6 percent of the teachers agreed on the availability of teachers' guide on their hand, about 44.4 percent of them were reported that they don't have any guide with them. In addition to this, also there is a shortage of student text in almost all the schools as responded by 88.9 percent of teachers. The majority of teacher respondents, 87.5percent,

confirmed that the text-student ratio is more than one to five. The researcher was also eye-witnessed the problem during classrooms observation.

Generally, it is obvious that the lack of syllabi and teachers guide in addition to the shortage of student's text can greatly affect the effective implementation of the curriculum as intended in the syllabus. Thus, it is impossible to expect effective implementation of the curriculum in schools where teachers do not have the syllabus and teacher's guide at their hand and students' suffer from the shortage of textbook.

4.1.3. Availability of Teaching Materials in Schools

The teaching-learning activity could be effective and achieve its goal if it is supported by the appropriate teaching materials. It is obvious that one can understand and keep in mind 20 percent of what he/she hears and 30 percent of what he/she sees. But he/she can understand and keep in mind 50 percent of what he/she see and hear at the same time (Watenberg, D.2004). This is why educators strongly advise teachers to use the necessary teaching materials in their teaching-learning activity.



Table3. Availability of Teaching Materials for Grade Eight Social Studies Curriculum in Schools as Observed in SPC's and Stores.

No	Items	Adequate		Not adequate		Not available		Total	
		Count	%	Count	%	Count	%	Count	%
1	Grade 8 social-studies syllabus	-	-	4	57.1	3	42.9	7	100
2	Grade 8 social-studies guide	-	-	4	57.1	3	42.9	7	100
3	Grade 8 social-studies text book	-	-	7	100	-	-	7	100
4	Drawing paper	2	28.6	1	14.3	4	57.1	7	100
5	Graph paper	2	28.6	-	-	5	71.4	7	100
6	Different Ink	1	14.3	1	14.3	5	71.4	7	100
7	World physical map	2	28.6	5	71.4	-	-	7	100
8	Physical map of Ethiopia	1	14.3	6	85.7	-	-	7	100
9	Political map of the world	2	28.6	5	71.4	-	-	7	100
10	Political map of Europe	-	-	-	-	7	100	7	100
11	Political map of Africa	3	42.9	4	57.1	-	-	7	100
12	Political map of Ethiopia	2	28.6	5	71.4	-	-	7	100
13	Globe	2	28.6	5	71.4	-	-	7	100
14	Pantograph	-	-	2	28.6	5	71.4	7	100
15	Slide projector	-	-	-	-	7	100	7	100
16	Films	-	-	-	-	7	100	7	100
17	Rock sample	-	-	1	14.3	6	85.7	7	100
18	World weather map	-	-	2	28.6	5	71.4	7	100
19	Other weather maps	-	-	-	-	7	100	7	100
20	Population distribution maps	-	-	-	-	7	100	7	100
21	Pictures	1	14.3	3	42.9	3	42.9	7	100
22	Photographs	-	-	2	28.6	5	71.4	7	100
23	Diagrams	-	-	2	28.6	5	71.4	7	100
24	Parts of the earth	-	-	4	57.1	3	42.9	7	100
25	Different graphs	1	14.3	2	28.6	4	57.1	7	100
26	Charts	-	-	3	42.9	4	57.1	7	100
27	Recklams	-	-	1	14.3	6	85.7	7	100
28	Radio	2	28.6	5	71.4	-	-	7	100
29	Posters	-	-	1	14.3	6	85.7	7	100
30	News papers	-	-	3	42.9	4	57.1	7	100
31	Time chart	-	-	3	42.9	4	57.1	7	100
32	Crotons	-	-	1	14.3	6	85.7	7	100
33	Magazines	-	-	1	14.3	6	85.7	7	100
34	Models	-	-	2	28.6	5	71.4	7	100
35	Flags	-	-	4	57.1	3	42.9	7	100
36	Physical map of Africa	-	-	4	57.1	3	42.9	7	100
37	Pictures about the effect of internal forces	-	-	2	28.6	5	71.4	7	100
38	Different sketches	-	-	1	14.3	6	85.7	7	100

Table4. Availability of Teaching Materials for Grade Eight Social Studies Syllabus as Observed in SPC's

No	Items	Availability				Total	
		Available		Not Available			
		Coun t	%	Count	%	Count	%
1	World physical map	7	100	-	-	7	100
2	Physical map of Ethiopia	7	100	-	-	7	100
3	Political map of the world	7	100	-	-	1	100
4	Political map of Europe	-	-	7	100	7	100
5	Political map of Africa	7	100	-	-	7	100
6	Political map of Ethiopia	7	100	-	-	7	100
7	Globe	7	100	-	-	7	100
8	Pantograph	2	28.6	5	71.4	7	100
9	Slide projector	-	-	7	100	7	100
10	Films	-	-	7	100	7	100
11	Rock sample	1	14.3	6	85.7	7	100
12	World weather map	2	28.6	5	71.4	7	100
13	Other weather maps	-	-	7	100	7	100
14	Population distribution maps	-	-	7	100	7	100
15	Pictures	4	57.1	3	42.9	7	100
16	Photographs	2	28.6	5	71.4	7	100
17	Diagrams	2	28.6	5	71.4	7	100
18	Parts of the earth	4	57.1	3	42.9	7	100
19	Different graphs	3	42.9	4	57.1	7	100
20	Charts	3	42.9	4	57.1	7	100
21	Recklams	1	14.3	6	85.7	7	100
22	Radio	7	100	-	-	7	100
23	Posters	1	14.3	6	85.7	7	100
24	News papers	3	42.9	4	57.1	7	100
25	Time chart	3	42.9	4	57.1	7	100
26	Crotons	1	14.3	6	85.7	7	100
27	Magazines	1	14.3	6	85.7	7	100
28	Model	2	28.6	5	71.4	7	100
29	Physical map of Africa	4	57.1	3	42.9	7	100
30	Pictures about the effect of internal forces	2	28.6	5	71.4	7	100
31	Flags	4	57.1	3	42.9	7	100
32	Different sketches	1	14.3	6	85.7	7	100

Table 4 above shows us the extent to which the school pedagogical centers' (SPC'S) have teaching materials suggested in grade eight social studies syllabus which are very essential for effective implementation of the curriculum.

As can be seen from table 4, though they are not adequate (See table 3), physical and political maps of the World, Africa and Ethiopia, Globe and Radio are available (100%) in all schools under study. Contrary to this the political map of Europe, slide projector, films, other weather maps, and population distribution maps are completely not available (100%) in all schools. Similarly rock samples (85.7%), world weather maps (71.4%), pantograph (71.4%), photographs (71.4%), diagrams (71.4%), posters (85.7%), cartoons (85.7%), magazines (87.5%) and different sketches (85.7%) were not available almost in all schools. Generally as we can observe it, from 32 most important types of teaching aids almost 22 (68.75%) of them are not available in all schools. Also, those which are available are not adequate. Therefore, the data above revealed that the effectiveness of the implementation of grade eight social studies curriculum was hindered by lack of the necessary teaching materials suggested in the syllabus.

4.1.4 Assessment of Teachers' Teaching Load, Class Size and Period Allotted to Cover the Course.

The teaching-learning activity will not effectively be implemented as suggested in the syllabus if the teacher is forced to teach continuously for five or six periods each day, if the number of students in each section is large (more than 50) and if the period allotted to cover the course in a year is not adequate.

Table5. Teachers' Teaching Load, Number of Students in Each Section and Period Allotted to Cover the Course.

Items and alternatives	Number respondents	of %
Teacher's load per week		
a) Less than 10 periods	-	-
b) 10-15 "	2	11.1
c) 16-20 "	2	11.1
d) 21-25 "	7	38.9
e) Above 25 periods	7	38.9
Missed	-	-
Total	18	100
Does your teaching load affect the effectiveness of your activities?		
a) Yes	7	38.9
b) No	11	61.1
Missed	-	-
Total	18	100
The current average number of students in each section.		
a) About 40	-	-
b) " 50	-	-
c) " 60	5	27.8
d) " 70	2	11.1
e) " 80	8	44.4
f) " 90 and above	3	16.7
Missed	-	-
Total	18	100
Does the existing number of students in each section negatively affect your teaching?		
a) Yes	17	94.4
b) No	1	5.6
Missed	-	-
Total	18	100
How do you rate the period allotted to cover the course within a year.		
a) More than adequate	-	-
b) Adequate	4	22.2
c) Inadequate	14	77.8
Missed	-	-
Total	18	100

As indicated in table 5 above, of the total respondents more than 38.9 percent of them have the average teaching load of 21 to 25 periods per week, which is nearly a maximum. The other 38.9 percent of respondents have the average teaching load of more than 25 periods. Totally teachers who have a teaching load of above 21 periods per week become 77.8 percent. Only 22.2 percent of teachers have the weekly load of between 10 to 20 periods. To the contrary, the majority of the respondents (61.1%) reported that their teaching load does not cause a burden on them. According to their response the load causes a burden only on those whose weekly load is above 24 periods per week (38.9%).

Also as can be observed from table 5, 77.8 percent of the respondents affirmed that the period allotted to cover the portion of grade eight social studies syllabus is not adequate. They suggested that since the text is large in size and full of information, it is not only difficult but also impossible to cover it within a year by teaching three periods per week of which one is radio program.

On the other hand when we see the current average number of grade eight students, majority of respondents (61%) confirmed that on average more than 80 students were found in each section. According to the exact data taken from schools (see appendix B) there are more than 100 students in one section. Thus, for the question rose about the influence of large class size on the effective implementation of the curriculum under study, about 94.4 percent of the respondents revealed that the problem is serious. On this line they have reported that the large number of students in each section makes them unable to implement the curriculum as suggested in the syllabus. According to their written response, it is difficult to identify the problem of individual students, forming groups, encouraging students participation in the learning process, checking and correcting assignments, applying a system of continuous assessment and in general to practice learner-center approach.

Generally according to the data discussed above, large class size, high teaching load and the less period allotted to cover the course can be seen as a serious problem that need to be changed in order to make the learning environment

conducive for effective implementation of the curriculum. This implies that, in the schools under study, grade eight social studies syllabus was not implemented effectively as intended to be.

4.1.5. Support from the School

In schools, since principals have closeness to the classroom situation and opportunity to change work place conditions, they are the most powerful forces of help or hindrances for effective implementation of the curriculum. Thus, on the basis of their effectiveness in providing the required teaching materials and visiting classrooms often to lend their support for teachers, the degree of implementation of the curriculum varies from school to school.

Table6. School Support of the Required Teaching Materials

Variables	Teacher respondents =18						School officials =20					
	Adequate		Inadequate		Not at all		Adequate		Inadequate		Not at all	
	No	%	No	%	No	%	No	%	No	%	No	%
Papers for planning	15	83.3	3	16.6	-	-	20	100	-	-	-	-
Lesson plan format	13	72.2	5	27.7	-	-	20	100	-	-	-	-
Exercise book for notes	9	50	8	44.4	1	5.5	14	70	6	30	-	-
Pen and pencils	9	50	9	50	-	-	6	30	14	70	-	-
Drawing papers for classroom teaching.	5	27.7	6	33.3	7	38.8	7	35	13	65	-	-
Various color Ink for teaching drawing.	4	22.2	7	38.8	7	38.8	4	20	16	80	-	-
Paper for test and quiz.	9	50	9	50	-	-	14	70	6	30	-	-
Formats for continuous assessment.	15	83.3	3	16.6	-	-	16	80	4	20	-	-
Duster	2	11.1	4	22.2	12	66.6	2	10	4	20	14	70
Chalk	18	100	-	-	-	-	20	100	-	-	-	-

The table represents the response of both teachers and school officials. When we see table 6 above, most teacher respondents agreed on the adequacy of papers for planning (83.3%) and lesson plan format (72.2%). In the same way also they confirmed that there is adequacy of formats for continuous assessment (83.3%), and chalk (100%). On the other hand 44.4 percent of them reported that the exercise books they were provided by the schools are inadequate and 5.5 percent of them reported the complete absence of an exercise book for preparation of notes. According to their response also there is a problem in providing pens and pencils (50%) and papers for tests and quiz (50%). Of all the respondents the majority of them (72.1%) confirmed the inadequacy (33.3%) and non-existence (38.8%) of drawing papers and various color inks for teaching drawing. Similarly 66.7 percent of the teacher respondents reported that their schools do not completely provided them with duster, while 22.2 percent of them reported its inadequacy.

Concerning the support of required teaching materials by the schools to teachers, the response of the school officials (principals, vice-principals and department heads) as can be seen on table 6 above, is almost similar with that of the teachers' responses.

Most of the officials confirmed on the adequacy of papers for planning (100%), lesson plan format (100%), format for continuous assessment (80%) and chalk (100%). In a similar way to that of teacher respondents, also they agreed on the in adequacy of drawing papers (65%), pen and pencils (70%), various color ink (80%), and complete absence of duster (70%). But concerning exercise books for note and paper for tests and quiz the majority of officials agreed on its adequacy by 70 percent in both cases. This implies that, even if the percent is less, 30 percent, there is a problem on providing teachers with the necessary exercise books and papers in some schools under study.

Table7. Extent of Support that Teachers Provided by the Schools Officials

No	Items	Alternatives	Respondent Teachers =18	
			Count	%
1	How often does your department head/director supervise your classroom?	a) Once in a month	1	5.6
		b) Twice in a semester	4	22.2
		c) Once in a semesters	9	50.0
		d) Not at all	4	22.2
		Missed	-	-
		Total	18	100
2	The rate of support provided by school principals for effective implementation of the syllabus.	a) High	9	50
		b) Medium	5	27.8
		c) Low	2	11.1
		d) Not at all	2	11.1
		Missed	-	-
		Total	18	100
3	Is there a culture of discussion and sharing experiences about the problems and solution of teaching?	a) Yes	14	77.8
		b) No	4	22.2
		Missed	-	-
		Total	18	100
4	Get orientation/ training about learner-centered teaching approach.	Yes	11	61.1
		No	7	38.9
		Missed	-	-
		Total	18	100
5	If your answer for question four is 'no', do you need extra training?	Yes	7	100
		No	-	-
		Missed	-	-
		Total	7	100

Table8. Support for Teachers as Responded by School Officials.

No	Questions	Alternatives	Respondents = 20	
			Count	% Valid
1	Were you oriented to the implementation of learner-centered approach?	a) Yes	18	90
		b) No	2	10
		Missed	-	-
		Total	20	100
2	If your answer for question one is 'yes' how often do you orient teachers with the new idea you are familiar with?	a) Always	3	16.7
		b) Sometimes	15	83.3
		c) Not at all	-	-
		Missed	-	-
		Total	18	100
3	How often do you visit social studies teachers in their classrooms in 1 st semester of 1998 E.C.	a) Only once	14	70
		b) Two times	6	30
		c) Three times	-	-
		d) Not at all	-	-
		Missed	-	-
		Total	20	100
4	How do you rate your school support to the effective implementation of grade eight social studies syllabus?	a) High	3	15
		b) Medium	12	60
		c) Low	5	25
		d) Not at all	-	-
		Missed	-	-
		Total	20	100

Similarly tables 7 and 8 above indicates the support provided by school officials in the form of classroom observation, orienting teacher's with new ideas and the culture of discussion and experience sharing among teachers for effective implementation of the curriculum understudy as respond by teachers and school officials respectively. Concerning the supervision activities by school officials 50 percent of teacher respondents confirmed that they were visited only once in a semester and 22.2 percent of the total teacher respondents revealed that they were not visited at all. Also 70 percent of school officials agreed that they supervised grade eight social studies teachers while teaching in the classroom only once in the semester (See table 8). On the other hand, as can be observed from table 8 above, from 90 percent of the school officials who

were introduced about the implementation process of learner centered approach only 16.7 percent of them were tried to help their school teachers frequently by sharing the idea of the new method of teaching. Concerning this as can be seen form table 7; about 38.9percent of teachers were reported that they are not familiar with the new approach, and at the same time they need orientation about it.

According to table 7 above, though the way of support was not clearly identified, 50 percent of the total teacher respondents agreed that they have got high support from their school principals. But the response from school officials for the same question was the opposite. Only 15% of them reported that their school support to the effective implementation of grade eight social studies syllabus was high and 60 percent of them reported as if it was medium. The response of 77.8 percent of the total teacher respondents revealed that there is a good culture of sharing experience and discussion on the problems of teaching among teachers.

To sum up, from the data presented above one can easily understand the existence of the shortage of the required teaching materials and lack of supervision in order to facilitate the implementation of the curriculum and support teachers to be effective in the teaching-learning process. Therefore, the existence of such problems could likely influence the implementation of grade eight social studies syllabus negatively.

Generally, the data collected and presented to answer the first basic question of this study revealed that the teaching learning environment in the study area was not conducive for effective implementation of grade eight social studies syllabus as intended to be.

4.2. The Attitude of Teacher's Towards the Specification of Grade Eight Social Studies Syllabus and Their Interest To the Profession of Teaching.

4.2.1. Teachers' Attitude

As indicated in chapter one, identifying the attitude of teacher's towards the specification of the syllabus was among the major basic questions of this study. It is important because of the fact that the positive or negative attitude of the teacher towards the curriculum will have its own influence on the effective implementation of the curriculum as intended in the syllabus. The data about teachers' attitude was collected through teachers' questionnaire and presented in table nine below.

Table9. Teacher's Attitude towards the Specification of Grade Eight Social Studies Syllabus.

N	o	Specifications		Strong	Agree	Undeci	Disagr	Strong	Missed	Total
				ly		ded	ee	ly		
1		Aims and objectives written in grade eight social studies syllabus are acceptable.	Coun	5	4	3	2	1	-	-
			t	2	10	3	3	-	-	18
			%	11.11	55.55	16.66	16.66	-	-	100
2		The syllabus and teacher's guide are helpful for teachers in planning and implementation process.	Coun	12	2	2	2	-	-	18
			t							
			%	66.66	11.11	11.11	11.11	-	-	100
3		Concepts and contents in the teaching materials are not complex but very clear for teachers and students.	Coun	-	16	-	2	-	-	18
			t							
			%	-	88.88	-	11.11	-	-	100
4		Teaching methods and techniques suggested in the teaching materials are clear and can be applied.	Coun	-	10	4	4	-	-	18
			t							
			%	-	55.55	22.22	22.22	-	-	100
5		The integration of the three subjects in one text book is acceptable and important.	Coun	-	-	-	8	10	-	18
			t							
			%	-	-	-	44.4	55.6		100

6	Contents are well organized in the materials so that it is convenient for teaching.	Coun t	1	10	4	3	-	-	18
		%	5.55	55.55	22.22	16.66	-	-	100
7	Methods and techniques of teaching suggested in the materials encourage more of teacher's explanation and guided discussion.	Coun t	8	2	6	1	1	-	18
		%	44.44	11.11	33.33	5.55	5.55	-	100
8	Activities suggested in the materials can help student's learning by doing.	Coun t	2	3	2	11	-	-	18
		%	11.1	16.66	11.1	61.1	-	-	100
9	The materials are helpful and clear to promote effective teaching on the basis of learner centered approach.	Coun t	1	3	-	10	4	-	18
		%	5.55	16.66	-	55.55	22.22	-	100
10	Assessment techniques suggested in the materials are clear acceptable and can be applied	Coun t	-	2	2	14	-	-	18
		%	-	11.11	11.11	77.77	-	-	100

As can be seen from table 9 above, the response of teachers revealed that they agree with the acceptability of the aims and objectives written in grade eight social studies syllabus (66.7%). The majority of them (77.8%) also show their agreement on the importance of the syllabus, teacher's guide and student text in the process of learning and teaching. Almost all of them (88.9%) were agreed that the contents and concepts in the teaching materials are very clear for both teachers and students. According to 61.1 percent of the respondents contents in the text are well organized and convenient for application. Though it was not practically realized in the classroom (see table 12), similarly 55.5 percent of teacher respondents were agreed on the clearness and applicability of the teaching methods and techniques suggested in the syllabus. On this line (about teaching methods) one weak point identified by the researcher and also supported by 55.5percent of teacher respondents was that, most of the methods and techniques of teaching suggested in the curriculum materials gives priority to explanation than learner-centered approach (see Appendix C). This is to mean that, though variety of methods are suggested in the teacher's guide, it encourages teachers to use explanation. For example, it says:

"The teacher can explain this topic based on the teaching aids, or he/she can present this topic using drama, or the topic can be presented through demonstration ...etc."

Here since the first choice suggested to the teacher is explanation, the teacher need not apply other alternative methods.

On the other hand, 100 percent of teacher respondents disagree about the integration of the three subjects (geography, history and civics) in one text book. Similarly as mentioned above, since it encourages more of teacher's explanation, 77.8 percent of teacher respondents agreed on the helpfulness of the teaching materials to promote effective teaching on the basis of learner-centered approach. Also majority of them (77.8%) disagree on the applicability of the suggested assessment methods and techniques. Generally teachers' attitude measurement revealed that they show positive attitude to 60 percent of the specification and negative attitude towards 40 percent of the specifications of the syllabus. From this, one can understand that grade eight social studies teaching material needs some improvements in order to be implemented effectively.

4.2.2. Teacher's Interest to the Teaching Profession

Since teaching is helping students to learn, to be effective first of all it demands teachers to have interest to the profession. In addition to the philosophical and theoretical understanding of the instructional strategies and ways to support students' learning, good teaching demands the teacher's enthusiasm and commitment to implement the curriculum effectively as suggested in the syllabus.

Table 10. Interest of Teachers' to the Teaching Profession

No	Questions and alternatives	Number of Respondent Teachers= 18	%
1	Reason to become a teacher		
	A) Having deep interest to the teaching profession.	2	11.11
	B) Lack of alternative job	14	77.77
	C) Another reason.	2	11.11
	Missed	-	-
	Total	18	100 %
2	Are you happy now in the teaching profession?		
	A) Yes	2	11.11
	B) No	16	88.88
	Missed	-	-
	Total	18	100 %

The table above revealed that more than 77 percent of social studies teachers in the study area entered the profession without interest due to lack of alternative work for their survival. At the same time more than 88 percent of them are not happy in their profession today due to various reasons.

Due to the fact that teaching is a tiresome and not income generating activity in developing countries like Ethiopia, in order to be effective it demands teachers to be interested in it. Teachers' lack of interest, in the teaching profession in the study area, will have its own negative influence on the effectiveness of the implementation of grade eight social studies curriculum as intended in the syllabus. Thus, one can't expect effective implementation of the curriculum from those who are not interested and unhappy in their profession. The reality was also reflected in the ranking order of the major hindering factors of curriculum implementation. Here lack of interest to the profession is one of the five major hindering factors (See table 21). To sum up the data collected and presented to answer the second basic question of the study



revealed that teachers did not accept 40 percent of the specification of the syllabus and also they lack interest to the teaching profession.

4.3 The Extent of Curriculum Implementation Suggested in the Syllabus

Curriculum implementation is said to be effective if it is implemented in a way it is intended to be. Thus, in order to evaluate the effectiveness of the implementation of grade eight social studies curriculum in the study area, under this topic we are going to see the extent of teacher's use of curricular materials, methods and techniques of teaching, teaching aids and assessment strategies as well as teacher's actual classroom performance based on the data collected through teachers' and school officials questionnaire, student's focus group discussion and observation check lists.

4.3.1. Teachers' Use of Curricular Materials

It is obvious that syllabus and teacher's guide are valuable documents that serve as a reference material for educational objectives, contents, determination of instructional materials, the teaching learning strategy and means of evaluation. Thus, one can use them in the absence of student's textbook. Similarly where teacher's guide and student text are available, the absence of the syllabus may not seriously affect the implementation process due to the fact that both of them are the outcomes of the syllabus. But since teacher's guide, as its name implies, is the material that directs the teacher, and student text is the source of information, it is difficult to think effective implementation of the curriculum, where the guide and text are not in use.

Table 11. Teachers' Response about their Use of Curriculum Materials

Question	Alternative	Respondents valid =17	
		Count	%
Which teaching material do you use in the teaching learning process?	A. Syllabus only	-	-
	B. Teacher's guide only	-	-
	C. Student's text only	11	64.7
	D. A and B	-	-
	E. B and C	6	35.3
	F. All	-	-
	Total valid	17	100%
	Missed	1	-
	Total	18	100

The table above indicates that, majority of teachers (64.7%) use only students text in their teaching-learning process. Only 35.3 percent of teachers were used both text and teacher's guide for their teaching. The table shows that no teacher uses the syllabus in the teaching process.

As we have seen the availability of the curricular materials previously in table 3, the syllabus and teacher's guide are available according to 57.1% of teacher respondents in both cases. According to their response only student's textbooks are not available as needed (100%). Since it is available and also teachers know its importance, the reason why they are not using the syllabus and teacher's guide may have direct relation with their interest to the profession. On the other hand data from students' focus group discussion and classroom observation revealed that not only the syllabus and teacher's guide, also student-texts were not in use by teachers in the classroom as a reference. They were observed while using their short notes to support explanation. Thus, the absence of using curriculum materials has great negative influence on the implementation process.

4.3.2. Teacher's Use of Suggested Teaching Methods and Strategies

In order to bring about the desired learning objectives and achieve the goal of education, it is very important to employ various methods and techniques of the teaching-learning process. Generally, to be effective it is necessary to use the methods and techniques of teaching which give more emphasis to the needs of students and which encourage learners' participation.

Table12. Extent of Teacher's Use of Teaching Methods (Rating Scale)

No	Suggested Methods and Strategies	Teacher Respondents = 18									
		Extent of use									
		Frequently		Rarely		Not at all		Invalid missed		Valid Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	Explanation/Lecture	12	66.7	6	33.3	-	-	-	-	18	100
2	Oral question and answer (guided discussion)	10	55.6	8	44.4	-	-	-	-	18	100
3	Group discussion	5	27.8	13	72.2	-	-	-	-	18	100
4	Demonstration	-	-	14	82.4	3	17.6	1	-	17	100
5	Debate	-	-	5	29.4	12	70.6	1	-	17	100
6	Guest Teacher	-	-	3	16.7	15	83.3	-	-	18	100
7	Visiting/Observation	-	-	4	23.5	13	76.5	1	-	17	100
8	Written reports	1	5.6	3	16.7	14	77.8	-	-	18	100
9	Drama	-	-	3	16.7	15	83.3	-	-	18	100
10	Role play	-	-	2	11.1	16	88.9	-	-	18	100
11	Project work	1	5.6	7	38.9	10	55.6	-	-	18	100
12	Case study research	-	-	2	11.1	16	88.9	-	-	18	100
13	Field trip	-	-	-	-	18	100	-	-	18	100
14	Writing short note on the black board.	16	88.9	2	11.1	-	-	-	-	18	100

Table13. Extent of Teacher's Use of Teaching Methods (Ranking)

No	Suggested methods	Number of respondents	Mean Value	Mean Rank
1	Explanation/ Lecture	18	1.5	1
2	Oral question and answer.	18	3.7	3
3	Group discussion	17	4.0	4
4	Demonstration	18	5.0	5
5	Debate	16	9.66	10
6	Guest teacher	18	11.1	13
7	Visiting/ Observation	18	9.12	8
8	Written reports	17	8.5	7
9	Drama	18	10.7	12
10	Role play	13	9.62	9
11	Project work	15	7.2	6
12	Case study research	18	11.5	14
13	Field Trip	18	9.70	11
14	Writing on the black board.	18	3.5	2

Table 12 and 13 above depicts the extent of teachers' use of the suggested teaching methods as responded by teachers themselves in both rating scale and ranking system for the purpose of triangulation.

As can be seen from table 12, the most frequently used teaching methods and strategies by grade eight social studies teachers in the study area are 1st writing short note on the black board (88.9%), 2nd explanation/ Lecture (66.7%), 3rd oral questions (55.6%), 4th group discussion (27.8%), 5th demonstration and 6th project work etc. The result of the rest indicates that

they are not used at all by teachers. Also when we see table 13, except the change of rank between note writing (2nd) and explanation (1st) the rest are the same with that of table 12.

Table14. School Officials Response about Teacher's Use of Teaching Methods

							Respondents = 20
No	Teaching Methods		Extent of use				
			Frequently	Rarely	Not at all	Missed	Total
1	Explanation/ Lecture	Count	17	3	-	-	20
		%	85	15	-	-	100
2	Oral question and answer	Count	10	10	-	-	20
		%	50	50	-	-	100
3	Group discussion	Count	4	10	6	-	20
		%	20	50	30	-	100
4	Demonstration	Count	-	12	8	-	20
		%	-	60	40	-	100
5	Debate	Count	1	5	14	-	20
		%	5	25	70	-	100
6	Invited guest	Count	-	4	16	-	20
		%	-	20	80	-	100
7	Visiting (observation)	Count	-	5	15	-	20
		%	-	25	75	-	100
8	Written reports	Count	2	5	13	-	20
		%	10	25	65	-	100
9	Drama	Count	-	6	14	-	20
		%	-	30	70	-	100
10	Role -play	Count	-	7	13	-	20
		%	-	35	65	-	100
11	Writing short notes	Count	15	5	-	-	20
		%	75	25	-	-	100
12	Project work	Count	-	8	12	-	20
		%	-	40	60	-	100
13	Case study	Count	-	3	17	-	20
		%	-	15	85	-	100
14	Field Trip	Count	-	6	14	-	20
		%	-	30%	70%	-	100

As can be seen from table 14, the response of school officials concerning the extent of teacher's use of teaching method is almost similar to that of the response of teachers. According to 85% of school official response the method that most frequently used by teachers is explanation/lecture. Next to this also they use writing short note on the black board (75%), oral question (50%). Also the information gained from student's focus group discussion confirmed the same result as that of teachers and officials' response. The summary of students FGD is presented as follows:

- *Always our lesson begins with writing the topic on the black board and then explanation about it. Our teacher also used guided discussion (oral question).*
- *Most of the time our teacher used explanation and rarely questions and answers. We were forming a group at the beginning of the semester and always our teacher has told us to sit with our group members. But there is no group discussion at all. We are told to ask question and compete with other groups during oral question.*
- *Our teacher explains the topic always with note giving. Therefore, we are forced to listen and at the same time copy the note from the black board until our figures were burned.*

Also students in a focus group discussion were asked whether or not their teachers used other methods rarely with the three methods mentioned above. Except one group all others responded "no". But one group from Abunepetros says:

"In addition to the mentioned above our teachers also used guest teacher once in the semester. Also we have a group discussion period. For this we were told the topic in advance to read it individually and prepared on it. In the classroom we are expected to contribute the main idea of the topic and one of our group members will present it to the class."

The investigator also approves this during one of the three period observations. Generally as can be seen from all data gathered from different sources most of the teaching methods suggested in grade eight social studies syllabus, such as drama, role play, debate, visiting the surrounding, project work, case study and field trip were not totally practiced in schools under study. Concerning the reason why teachers were not using the majority of the methods suggested in the syllabus, the data gathered from teacher's questionnaire was presented in table 15 below.

Table15. Teacher's Response on Why They Did Not Use Most of the Methods Suggested in the Syllabus.

No	Unused methods		Teacher's reason					Total valid
			Lack of time	Lack of resource	Lack of skill	Other reason	Missed	
1	Group discussion	Count	9	-	-	2	7	11
		%	81.8	-	-	18.2	-	100
2	Demonstration	Count	-	11	-	4	3	15
		%	-	73.3	-	26.7	-	100
3	Debate	Count	12	-	-	3	3	15
		%	80	-	-	20	-	100
4	Guest teacher	Count	7	9	-	-	2	16
		%	43.8	56.2	-	-	-	100
5	Visiting	Count	13	-	-	2	3	15
		%	86.7	-	-	13.3	-	100
6	Written report	Count	13	-	-	2	3	15
		%	86.7	-	-	13.3	-	100
7	Drama	Count	16	-	-	-	2	16
		%	100	-	-	-	-	100
8	Role-play	Count	16	-	-	-	2	16
		%	100	-	-	-	-	100
9	Project work	Count	10	5	-	-	3	15
		%	66.7	33.3	-	-	-	100
10	Case study	Count	10	5	-	2	1	17
		%	58.8	29.4	-	11.8	-	100
11	Field trip	Count	9	6	-	-	3	15
		%	60	40	-	-	-	100

Table 15 depicts that out of 11 unused methods listed, 6 of them were not implemented due to lack of time. And the rest 5 methods were not implemented both due to lack of time and lack of resource. Lack of time has direct relation with the period allotted to cover the course with in a year (3 periods per week).

Since teachers were evaluated with regard to course coverage, they have to go in accordance with the annual plan. Thus, they don't have time to evaluate the effectiveness of the implementation of the curriculum. At the same time, though there is no response that indicates lack of skill, as can be seen on table 7, 38.9 percent of teacher respondents have no skill that enables them to implement the learner-centered teaching approach. Thus, it could be one of the reasons that affect its implementation next to time and resource. Here to be competent, a teacher must know not only how to teach but also why one approach (method) is likely to be more effective than the other for a given topic. Thus, professional teachers were expected to be creative artists who utilize the best media for the accomplishment of their goal.

Similarly for effective implementation of some methods, such as field trip, invited guest and demonstration, preplanning of budget and resource is very important. For this school officials should take the responsibility in facilitating the necessary conditions. They have to support teachers in program arrangement and budget allotment. But the rest needs nothing except exhaustive and continuous preparation of teachers.

To sum up, as can be observed from the data presented, concerning the extent of teacher's use of variety of teaching methods suggested in the syllabus, out of 14 very essential methods, only 3 (21.4%) of them were frequently in use in the schools under study except one school, Abune peteros, where four (28.6%) methods were in use. But the rest 11 (78.6%) and 10(71.4%) were not implemented almost all in all in the schools under study. When we see the unimplemented methods from the point of view of their importance in the teaching-learning process of social studies, it can be concluded that, in the study area grade eight social studies syllabus was not implemented as intended to be.

4.3.3. Teachers' Actual Use of the Suggested Teaching Materials

The model of an object or its picture talks more about a given thing, than oral explanation in the absence of the original. Educators argued that teaching aids gives life for the teaching learning process. Similarly methods of teaching, which are assumed to give opportunities for student's participation, can be effective if and only if they are supported by the use of appropriate teaching aids.

When we see the availability of teaching aids in schools as mentioned before, from 32 very important teaching aids only 11 (34.4%) are found in most of the schools. The rest 21 (65.6%) were not found in most of the schools. Thus, it is obvious that the absence of necessary teaching aids, especially which can not be produced by teachers from the local materials, seriously affect the implementation process, due to the fact that in the absence of teaching aids, the teaching learning process will be more of lecturing.

On the other hand, the study also focuses on the teacher's use of the available teaching aids suggested in the syllabus. The data about teacher's use of the available teaching aids was collected through assessment of schools' pedagogical center documents, classroom observation and student's focus group discussion.

Table 16. Teacher's Use of the Available Teaching Materials (aids) in Most of the Schools as Checked from SPC's Documents

No	Teaching aids available in most schools	Teacher's use					
		Used		Not used		Total	
		Count	%	Count	%	Count	%
1	Political map of the world	4	66.7	2	33.3	6	100
2	Political map of Africa	3	75	1	25	4	100
3	Physical map of Ethiopia	3	60	2	40	5	100
4	Political map of Ethiopia	7	100	-	-	7	100
5	Globe	6	100	-	-	6	100
6	Radio	2	28.6	5	71.4	7	100
7	Picture of parts of earth	5	100	-	-	5	100
8	Diagrams	3	60	2	40	5	100
9	Graphs	2	28.6	5	71.4	7	100
10	Flags	4	100	-	-	4	100
11	Pictures	3	75	1	25	4	100

N.B: Since the SPC's documents does not show how often the teacher used each teaching aid (that means once he/she borrowed for a week or two, no one knows whether he/she used it repeatedly or not), the researcher was forced to apply words like "used" and "not used" instead of "frequently", "rarely" and "not at all".

As can be observed from table 16 above, which shows teacher's use of the available teaching materials (aids), in most of schools under study (57%) out of eleven most available teaching materials, eight (72.7%) of them were effectively used by teachers. Among the three unused teaching aids, radio is one. There is one period radio broadcast per week for grade eight social studies curriculum. But knowingly or unknowingly it was not implemented in five of the seven schools.

The data from the student focus group discussion also revealed the use of available teaching aids by teachers except one group. The response of student FGD was presented as follows:

"Our teacher teaches us using teaching aids when necessary"

"There is no time when our teacher came without the necessary teaching material"

But the response of one group is different from the above. The members of this group responded as follows:

"The only thing that our teacher used to teach us is his note, even most of the time he doesn't use the text book"

Though it was not exaggerated as the response of the majority of students' focus group discussion above, classroom observation checklist also revealed that in 16 (53.3%) sessions teachers were observed while using the relevant teaching aids in the classroom. Unfortunately, the teacher of the group who responded opposite to the majority groups was not observed due to his lack of interest to be observed.

4.3.4. Teachers' Assessment Strategies

The new teaching approach that we call learner-centered method of teaching encourages learners' active participation in the teaching-learning process. Similarly it encourages continuous assessment strategy which incorporates various activities that enable student's learning by doing. Thus, the teacher is expected to employ various assessment strategies in order to evaluate how much students' learn. Since the aim is to check students learning, the teacher should not focus only on one assessment strategy, because the one, who cannot explain the operation of something, may be able to show practically. Data about teacher's use of assessment techniques was collected through teacher's questionnaire and students' focus group discussion.

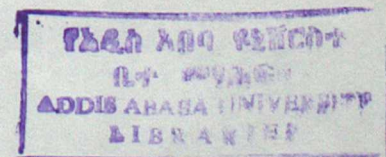


Table17. Teacher's Response on the Extent of Their Use of Evaluation Techniques.

No	Types of Evaluation		Extent of use				
			Frequently	Rarely	Not at all	Missed	Total
1	Class work	Count	-	18	-	-	18
		%	-	100	-	-	100
2	Home work	Count	-	13	5	-	18
		%	-	72.2	27.8	-	100
3	Group work/project	Count	1	12	5	-	18
		%	5.6	66.7	27.8	-	100
4	Written reports	Count	-	8	10	-	18
		%	-	44.4	55.6	-	100
5	Test	Count	13	5	-	-	18
		%	72.2	27.8	-	-	100
6	Examination	Count	-	18	-	-	18
		%	-	100	-	-	100

Table18. Extent of Checking Students Learning Performance As Responded by Teachers

No	Type of evaluation		Extent of implementation				
			Frequently	Rarely	Not at all	Missed	Total
1	Correcting class work.	Count	-	14	4	-	18
		%	-	77.8	22.2	-	100
2	Correcting home work	Count	-	6	12	-	18
		%	-	33.3	66.7	-	100
3	Correcting group project.	Count	-	10	8	-	18
		%	-	55.6	44.4	-	100
4	Correcting written reports	Count	-	7	11	-	18
		%	-	38.9	61.1	-	100

Table 17 above incorporates the assessment strategies suggested in grade eight social studies syllabus and the response of teacher's on the extent of their use of each strategy. According to the table the most unimplemented strategy was written report (55.6%), and the most frequently used strategy was test (72.2%). The rest are used rarely.

Table 18 on the other hands shows the extent of correcting what student's were doing. The table indicates that there is no frequent checking of student's learning performance. Most of the home works (66.7%) and written reports (61.1%) given as an assignment were not checked at all.

4.3.5. Teacher's Actual Classroom Performance

Teaching is more than methodology. Philosophical and theoretical understanding of teaching and learning empower teachers to use thoughtful instructional strategies that support students' learning. A teacher's practice cannot be evaluated separately from her/his professional ideas and understandings' because all aspects of teaching are interdependent. Thus to be competent, a teacher must know not only how to teach but also why one approach is more effective than the other for a given purpose or situation. Data about teacher's actual classroom performance was collected through classroom observation.

**Table19. Teachers' Classroom Performance Observation Result
(Rating Scale)**

No	Instructional Consideration	Extent of implementation						Total session observed
		Frequently		Rarely		Not at all		
		Count	%	Count	%	Count	%	
1	Teacher's attempt to use 'different instructional methods.	-	-	10	33.3	20	66.7	30
2	The teacher encourages students' participation in the learning process.	3	10	5	16.7	22	73.3	30
3	The teacher guides students during group work/discussion.	2	6.7	4	13.3	24	80	30
4	The teacher encourages students to give answer for questions raised by others.	6	20	14	46.7	10	33.3	30
5	Writing main points and concepts on the black board.	20	66.7	10	33.3	-	-	30
6	Encouraging students to ask questions.	3	10	6	20	21	70	30
7	The teacher ask question to check students' understanding for the specific lesson.	4	13.3	8	26.7	18	60	30
8	The teacher relates the lesson. with students' real-life situation.	2	6.7	9	30	19	63.3	30

**Table20. Teacher's Classroom Performance Observation
Result (Checklist)**

No	Lesson presentation Variables	Implemented				Total session observed
		Yes		NO		
		Count	%	Count	%	
1	Beginning the lesson with writing the lesson topic on the black board.	24	80	6	20	30
2	Introducing the objectives of the lesson.	4	13.3	26	86.7	30
3	Give summary of the previous lesson to connect with the new one.	18	60	12	40	30
4	The teacher uses appropriate teaching material (aids) suggested in the syllabus.	16	53.3	14	46.7	30
5	Teaching process is according to the lesson plan.	4	13.3	26	86.7	30
6	The teacher divided the class in to groups and encourages them to work together.	6	20	24	80	30
7	The teacher uses text book in the classes and also encourage students to do so.	10	33.3	20	66.7	30
8	The teacher gives equal attention for all corners while asking and encouraging them to answer questions.	11	36.7	19	63.3	30
9	The teacher gives assignments at the end of the lesson as suggested in the syllabus.	4	13.3	26	86.7	30
10	The teacher correct and approve students' previous assignments.	3	10	27	90	30
11	Ending the lesson by summarizing the main points.	7	23.3	23	76.7	30
12	Teacher's misunderstanding of some content elements of the subject matter.	3	10	27	90	30

The classroom observation rating (table 19) above depicts the major instructional guidelines that should be appropriately implemented by teachers for effective implementation of grade eight social studies syllabus in order to achieve its objectives. One of the guidelines (instructional considerations) demands the teacher to use different instructional methods in the process of lesson presentation. But as can be observed from the table in 66.7 percent of the classroom sessions observed, no attempt was made to use variety of methods suggested in the syllabus except explanation and note giving. Only in 33.3% of the classroom session's teachers were observed to use oral question and answer rarely. Though teachers were expected to divide students in to groups and encourage their participation in the lesson through discussion 73.3% of classroom observation does not realize it. Only in 3 sessions (10%) teachers were frequently observed while encouraging students to ask questions from the topic they are learning which is not clear to them. But this activity does not observed in 21 (70%) of the observed sessions. The same is true in asking students for checking their understanding of the specific lesson. Here in 18 (60%) observed session teachers were observed while finishing the lesson of the day or jumping to the next topic without checking student's understanding.

Classroom observation checklist (table 20) depicts some of the major lesson presentation guidelines. As seen from the table only in 4 (13.3%) sessions teachers were observed while telling students the objective of the topic or what is expected of them after the lesson of the topic. But this was not realized in 26 (86.7%) sessions of classroom observation.

Contrary to this in 24 (80%) sessions of classroom observation teachers begin the lesson of the day by writing the topic on the black board. Also in 18 (60%) sessions they began the new topic by summarizing the previous one in order to remind students about the past and create connection with the new lesson. As observed from classroom observation checklist above, in 16 (53.3%) sessions,

teachers were observed while teaching with the appropriate teaching materials suggested in the syllabus. But in 14(46.7) sessions they fail to do so. Similarly in 23 (76.7%) sessions teachers were unable to summarize main ideas of the lesson. As mentioned previously, since the periods allotted to cover the portion are inadequate teachers were forced to rush in to contents to transmit large information within short time. Due to this majority of them lack time to summarize the main concepts of the lesson at the end of the period. Similarly as indicated in table 19 above, majority of teachers (in 60% of observed classes) do not have time to check students' understanding of the lesson of a given period.

As can be observed from table 20, formation of group and encouraging students' participation in group work, which is the major duty of the new education and training policy of the country, was not implemented in the majority (80%) of the classroom sessions observed. Also most of the teachers were observed while using their own exercise (short note) than teachers' guide and textbook (66.7%).

To sum up as can be seen from the data, in our schools classroom interaction was highly dominated by the lecture method, which does not give any room for students' participation. On the other hand, the syllabus that is supposed to be implemented demands direct participation of student in the teaching learning process through utilization of the suggested teaching methods and instructional guidelines. But what is actually happening, as we have seen it in the classroom, was far from what is intended to be. Therefore, the data collected to answer the 3rd basic question of this study through various instruments and from different sources indicate that grade eight social studies curriculum was not effectively implemented in the study area due to the failure of teachers to apply the instructional methods, techniques, activities and assessment strategies as suggested in the syllabus.

4.4. Factors Hindering Effective Implementation of Grade Eight Social Studies Curriculum

Various factors may affect effective implementation of any curriculum. Data about the factors that hinder effective implementation of grade eight social studies syllabus in the study area were collected through teacher's questionnaire.

Table 21. Hindering Factors for Effective Implementation of Grade Eight Social Studies Curriculum.

No	List of possible hindering factors.	Teacher Respondents = 18			
		Number of respondents	Total sum of their rank	Mean value	Mean rank
1	Teacher's lack of interest towards the profession.	16	105.6	6.6	5
2	Teacher's lack of interest towards teaching social studies.	16	169.6	10.6	13
3	Teachers' lack of awareness on how to implement the methods, techniques and activities suggested in social studies syllabus.	16	131.2	8.2	9
4	Lack of syllabus and teacher's guide in school.	16	121.6	7.6	7
5	Shortage of student textbook in school.	16	56.0	3.5	2
6	Large number of students in each section.	16	43.2	2.7	1
7	Inadequacy of the periods allotted to cover the curriculum in a year.	16	73.6	4.6	4
8	Lack of important teaching aids and materials.	16	123.2	7.7	8
9	Lack of additional reference books.	16	115.2	7.2	6
10	Work load on the teacher.	16	68.8	4.3	3
11	Lack of supervision and support from the school.	16	155.2	9.7	12
12	Irrelevance of some contents of the syllabus with the maturity levels of students.	16	147.2	9.2	10
13	Lack of the teacher to prepare what to be done in the classroom ahead of time.	16	152.0	9.5	11

The table above indicates the rank order of factors that hinder effective implementation of grade eight social studies curriculum in the study area as responded by subject teachers. As can be seen from the table, the five most influencing factors includes large class size, shortage of student text book in schools, work load of the teacher which is the result of shortage of social studies teachers in schools, inadequacy of the periods allotted to cover the syllabus and teacher's lack of interest to the profession.

Concerning the impact of large class size on the effective implementation of grade eight social studies syllabus the response of teachers in the open-ended questionnaire was summarized as follows:

Due to large number of students in each section in the schools under study, it is difficult for the teacher to correct and give feedback of the assignments, to form groups and make students to sit together and discuss in the classroom in order to implement learner- centered approach and to identify and help individual students according to their problems etc.

The same is true to the shortage of textbook in schools. As indicated in classroom observation checklist, (table 20) in 66.7% of sessions observed, students were sitting without textbook and the teacher is used to explain based on the short note written on the black board from his exercise. In such cases even, it is difficult to give assignment individually or in-group, in order to practice students learning by doing. Also teacher's workload has its own impact on the effectiveness of their implementation activities. On this line the finding of Eshetu Asfaw (2001:93) from teacher's focus group discussion explain its impact as follows:

" ... We are extremely exhausted. We work for six consecutive periods each day. We may teach properly probably for the first three periods, and

then we become tired. Do you think that we teach in the remaining three periods as we did in the first three periods? It is impossible."

On the other hand, teacher's lack of interest towards teaching social studies syllabus, less support from the school and lack of teacher's preparation ahead of time are among the factors that could have least influence on the effective implementation of grade eight social studies curriculum in the study area.

To sum up, the data presented in the table above and its discussion indicate us that, there are various factors that influence the implementation of grade eight social studies curriculum in schools under study which could be answer for the 4th research question of this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

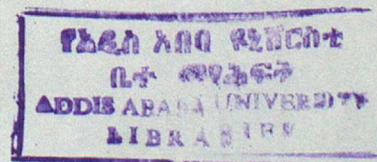
5.1. Summary

The purpose of this study was to evaluate the implementation of grade eight social studies syllabus in government upper primary schools of Metu town and Metu woreda in Illubabor Zone of Oromia Regional State. To this end, the study attempts to answer the following basic research questions:

1. What are the major factors that hinder the implementation of grade eight social studies curriculum as suggested in the syllabus, in the study area?
 - How conducive is the teaching-learning environment for effective implementation of the syllabus?
 - Do grade eight social studies teachers in the study area have positive attitude towards the design and specifications of the syllabus?
Specifically towards:
 - Objectives
 - Topics and contents
 - Proposed methods, teaching materials and activities
2. Do teachers apply the instructional guidelines as suggested in the syllabus effectively in the classroom?
 - To what extent do teachers use instructional methods, techniques, materials and activities suggested in the syllabus?
 - How are students involved and encouraged to master the objectives of the syllabus?
 - How are students assessed and evaluated?

To this effect, descriptive survey method was employed in the study to gather authentic information from all upper primary schools (7 in number) in the two woredas. Generally all grade eight social studies teachers (18 in number), all school officials (20 in number) and seven student focus groups (totally 42 students) were used as major sources of data. Data was collected through teachers and school officials' questionnaire, classroom and pedagogical centers observation and focus group discussion. Finally the analysis of the data has revealed the following findings:

1. There are no tables and chairs for teachers at all and also students' desk, table and notice board are inadequate.
2. From curriculum materials, student textbooks are not adequately available. The average text-students ratio is 1:5 and above.
3. Among 32 very important teaching materials suggested in grade eight social studies syllabus only 11 (34.4%) of them were available and 21 (65.6%) of them were not available in most schools understudy.
4. Most of grade eight social studies teachers were over loaded. That means 77.8% of teachers load is above 21 periods per week, of which 38.9% were forced to teach above 25 periods per week.
5. School support for effective implementation of the syllabus was weak. School officials were not helping teachers, as it should be.
6. The attitude of teacher's towards the specification of the syllabus is 60 percent positive and 40% negative.



7. The reason that indicates why they become a teacher revealed their disinterestedness towards the profession.
8. According to the data from teacher's questionnaire [✓]64.7% of the respondent teachers confirmed that they were using textbooks in the teaching-learning process. Their response revealed that, though they were available, teacher's guide and the syllabus were not in use. But classroom observation checklist and students focus group discussion revealed that teacher's were not using the student text in the classroom as a source.
9. From 14 methods and techniques [✓]of teaching suggested in grade eight social studies syllabus, only three (21.4%) of them were frequently used by teachers. The reason obtained was lack of time and resources. They suggest that the period allotted to cover the course is not adequate.
10. Similarly from 32 very essential teaching materials (aids) suggested in the syllabus, only 11 (34.4%) were found in most of the schools understudy. But concerning the use, of the available teaching materials, out of 11 most available once, 8 (72.7%) were effectively used by grade eight social studies teachers.
11. Social studies teachers implement most of the assessment techniques [✗]suggested in the syllabus rarely. The same is true to the process of correcting the given assignments. Among the techniques "written reports" was the one, which is not implemented at all, and "test" is the most frequently used one.
12. Concerning the actual classroom performance of grade eight social studies teachers in schools understudy, according to the rating scale, from eight instructional considerations only one (12.5%) is frequently implemented, the rest seven (87.5%) were not implemented in 20 sessions (66.7%). Also according to the checklist, from twelve-lesson presentation

variables, ten (83.3%) of them were not implemented almost in all observed sessions; only two (16.7%) of them were implemented almost in all sessions.

13. ✓ The data collected concerning the hindering factors revealed that, out of thirteen randomly suggested hindering factors; the five most influencing factors according to their order were large class size, shortage of textbooks, teacher's work load, in adequacy of allotted period and teacher's lack of interest to the profession.

5.2. Conclusion

From the data collected and analyzed to evaluate the implementation of grade eight social studies syllabus in the schools under study it can be concluded that:

1. There is inadequacy of the necessary furniture, curricular materials, especially student textbook and important teaching materials (aid).
2. There is a problem of large class size and most teachers are over loaded.
3. Teachers' attitude towards the specifications of the syllabus is more of negative and similarly they lack interest to the profession.
4. Teachers' actual classroom performance to implement the syllabus was weak. Also the period allotted to cover the course is not adequate.

Generally the study revealed that the implementation of grade eight social studies syllabus in the study area was not as intended to be. The major factors that hinder the implementation as suggested in the syllabus were large class size, shortage of student textbook, high work-load of the teacher, inadequacy of the period allotted to cover the course and teachers' lack of interest to the profession, respectively.

5.3. Recommendation

The following recommendations are suggested in order to minimize the influence of hindrances and to enable teachers to implement the curriculum understudy as intended to be.

1. The study revealed that the actual condition of the teaching-learning environment was not conducive for effective implementation of grade eight social studies syllabus in the study area in terms of lack of necessary classroom furniture, large class size, high teacher's teaching load, low support from school officials and lack of necessary teaching materials (teaching aids). Thus to reduce the problem school administration together with the two woreda education offices have to device different mechanism that enables them to generate income in order to fulfill classroom furniture and the necessary teaching materials as well as to construct additional classrooms. Also enough teachers should be employed and existing teachers should be encouraged to stay in the profession in order to minimize the load of individual teachers. Also school officials should give due attention to the effectiveness of curriculum implementation than administration.
2. In order to avoid the shortage of curriculum materials, specially text books, of grade eight social studies, Oromia education bureau, Illubabor zone education office and the woreda education office should give due attention for adequacy and proportional distribution of text books.
3. Among the various teaching materials and strategies suggested in the syllabus, most of grade eight social studies teachers in the study area frequently used the lecture method which does not encourage students' participation and learning. Also they exhibited weak classroom performance. Thus, in order to enable teachers to implement all teaching methods suggested where necessary and to develop good classroom performance the following recommendations were suggested:

- 3.1. Since 38.9 percent of teachers were not familiar with the learner-centered approach, and most of them exhibited weak classroom performance, school principals together with the woreda education office should coordinate training and experience sharing in the form of workshops to orient all teachers with new educational changes frequently.
- 3.2. Since some methods, like field trip, demonstration and drama needs budget, all the concerned bodies in the school should seek ways of creating income to subsidize the required budget.
- 3.3. School officials should support teachers in finding and inviting the guest teachers. Generally to implement the curriculum effectively at school level, principals should be able to change their role from managerial to instructional aspects.
4. Without effective usage of the curricular materials, teachers' implementation of the curriculum cannot be effective and achieve its objectives. Thus, teachers should recognize this and be-able to use the textbook in the classroom and also encourage students to read it carefully in order to learn the subject in depth.
5. In order to avoid teachers' lack of interest to their profession the regional and federal governments should give due attention for the implementation of the teacher's carrier -structure on the basis of result-oriented evaluation that focuses on the actual work of the teacher.
6. Though teachers' attitude towards 60% of the specification of the syllabus was positive, their negative attitude towards 40% of the specification of grade eight social studies syllabus indicates the need for some improvements. Thus, curricular designers at regional level were advised to study the problem deeply in order to improve the syllabus.

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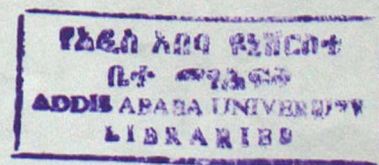
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Appendix A

Personal profile of Respondents

Items	Choices	Teachers			School officials		
		M	F	Total	M	F	Total
Qualification	Diploma	14	1	15	10	-	10
	12+TTI	1	-	1	3	-	3
	10+1	-	-	-	-	-	-
	10+2	-	-	-	2	-	2
	10+3	-	-	-	-	-	-
	12+1	2	-	2	4	1	5
	Total	17	1	18	19	1	20
	%	94.4	5.6	100	95	5	100
Total years of service	1-5	7	-	7	-	-	-
	6-10	-	-	-	2	1	3
	11-15	-	-	-	-	-	-
	16-20	-	-	-	7	-	7
	21-25	4	-	4	6	-	6
	Above 25	6	1	7	4	-	4
	Total	17	1	18	19	1	20
	%	94.4	5.6	100	95	5	100
Teaching load	Less than 10	-	-	-	-	-	-
	10-15	1	-	1	-	-	-
	16-20	2	-	2	-	-	-
	21-25	6	1	7	-	-	-
	26-30	8	-	8	-	-	-
	Total	17	1	16	-	-	-
	%	94.4	5.6	100	-	-	-

N.B: Three officials of seven schools (a total of 21) were given the questionnaire to fill. But since one of them does not return the filled questionnaire they become only twenty (20).

Appendix B

Number of Grade 8 Students and Number of Sections.

No	School name	Woreda	Number of Students			Sections	
			M	F	Total	Number of sections	Average number of students in each section
1	Abune Petros	Metu Town	358	307	665	10	66
2	Kidus Gebrael	" "	469	321	790	10	79
3	Bubu	" "	62	74	136	2	68
4	Nopha	Metu Woreda	162	106	268	3	89
5	Bilo Karo	" "	71	30	101	1	101
6	Burusa	" "	231	113	344	4	86
7	Becho	" "	149	74	223	3	74
	Total Sum		1502	1025	2527	33	76.6

Appendix - C



What are main components of syllabi?

Second cycle social studies syllabus



Subject Contents

Grade 5

- Natural conditions of Africa
- African population and environment
- African people and cultures
- African economy
- State systems and democracy
- Organization of African unity
- Great thoughts

Grade 6

- Space and earth
- World peoples
- Cultures and languages
- Global great thoughts
- World great civilization
- World Heritages
- State systems and democracy
- Major international economic relations

Grade 7

- Basic social studies (geography, history and civic education)
- Map
- Man and environment
- Human history
- Citizenship, what is civic education?

Grade 8

- Map education
- Natural and social environment
- Modern history
- Citizenship

Appendix - C

Techniques of Teaching	
-	Lecture
-	Question – Answer
-	Demonstration
-	Discussion (Group and Individual)
-	Field Trip
-	Drama
-	Exemplary approach (teaching by inviting guests)
-	Debate
-	Inquiry
-	Oral and written reports
-	Map reading and making
-	Experience Service approach (out door tasks like surveying, volunteer works, etc)
-	Peer teaching

Teaching Materials	
-	News papers, Magazines, Radio ...
-	Pamphlets, flyers, posters, post cards
-	Pictures, diagrams
-	Charts, Graphs
-	Films (photo and video), slide pictures
-	Political maps (of Ethiopia, Africa and the world)
-	Models, symbols, samples ... etc

Techniques of evaluation	
-	Oral questions
-	Home – take assignments
-	Group works
-	Continuous observation
-	Tests (Quizzes)
-	Written reports
-	Mid – semester exam
-	Final exam

Appendix D

Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of TESC

Questionnaire for Teachers

The aim of this questionnaire is to collect relevant information about the implementation of grade 8 social studies syllabus for the purpose of research only. Therefore, you are requested to give your genuine information. Your cooperation is highly valuable to complete the study. Thank you in advance. No need of writing your name.

Preliminary Information

Direction: Please mark with a tick ((/)) to indicate your response on the space provided and write your response when necessary.

1. School Name _____
Woreda _____ zone _____
2. Sex, male _____ Female _____
3. Age _____ years
4. Qualification, Diploma _____ 12+1 _____ 10+2 _____
12+TTI _____ 10+1 _____
5. Total service in teaching profession _____ years.
6. Grade (s) you are teaching now _____
7. For how long have you taught social studies in upper primary schools (5-8)?
_____ Years

Part I.

Direction:- Show your opinion with respect to each statement about the specifications of the teaching materials of grade 8 social studies, using a tick “✓” mark under only one of the five alternatives.

5. Strongly agree

2. Disagree

4. Agree

1. Strongly disagree

3. Undecided

No	Statements	5	4	3	2	1
1	Aims and objectives written in grade eight social studies syllabus are acceptable ✓					
2	The syllabus and teacher's guide are helpful for teachers in planning and implementation processes. ✓					
3	Concepts and contents in the teaching materials (Syllabus, guide and text) are not complex, but very clear for the teacher and students. ✓					
4	The teaching methods and techniques suggested in the teaching materials are clear and can be applied ✗					
5	Integration of three subjects in one text is acceptable.					
6	Contents are well organized in the materials so that it is convenient for teaching.					
7	Methods and techniques of teaching suggested in the materials encourage more of teacher's explanation and guided discussion. ✓					
8	The activities suggested in the materials can help students' learning by doing					
9	The materials are helpful and clear to promote effective teaching on the basis of learner-centered approach.					
10	Assessment techniques suggested in the materials are clear, accepted and can be applied.					

Part II

2.1 Direction: Indicate your response for the following questions by circling the letter of your choice and by writing on the space provided.

1. Why do you become a teacher?
A) Having deep interest to the teaching profession
B) Due to lack of an alternative job
C) If any other please Specify
2. Are you happy now in the teaching profession?
A) Yes B) No
3. If your answer for question No 2 is "No" Please specify the reason? _____

4. Have you got a chance to be oriented with upper primary school (5-8) social-studies syllabus?
A) Yes B) No
5. Do you have any orientation or training on how to implement student-centered teaching methods?
A) Yes B) No
6. If your answer for question 5 is "No", do you think that you need some training/orientation about the student-centered method?
A) Yes B) No
7. If your answer for question No 6 is "No" please mention why?

8. Is there grade 8 social studies syllabbi in your school?
A) Yes B) No
9. Do you have teacher's guide in your hand?
A) Yes B) No
10. Which teaching material do you use in the teaching learning process?
A) Syllabus B) Teachers guide C) Student text D) B and C, E) all
11. Is there a shortage of grade 8 social studies text book in your school?
A) Yes B) No.

12. If your answer for question No 11 is 'yes' what is the text-student ratio?
A) 1:2 B) 1:3 C) 1:4 D) 1:5 E) More than 1:5
13. Is there pedagogical center in your school?
A) Yes B) No
14. If your answer for question 13 is 'yes', how do you rate the availability of teaching materials (aids) for grade 8 social studies in the pedagogical center?
A) More than adequate B) adequate C) inadequate
15. Is there library or reading room in your school?
A) Yes B) No
16. If your answer for question 15 is 'yes', are there reference books which are relevant to social studies?
A) Yes B) No
17. How many periods do you teach in a week?
A) Less than 10 B) 10-15 C) 16-20 D) 21-25 E) above 25
18. Does your teaching load affect the effectiveness of your teaching-learning activities?
A) Yes B) No
19. Currently what is the average number of students in each section where you teach?
A) About 40 B) 50 C) 60 D) 70 E) 80 F) 90 and above.
20. Do you think that the existing number of students in each section has any negative impact on your teaching effectiveness?
A) Yes B) No
21. If your answer for question 20 is 'yes', please mention how your teaching is affected? _____

22. How do you rate your effectiveness in preparing and practicing the annual and daily periodical lesson plan? /
A) Very high B) high C) Medium D) Low
23. How do you rate the period allotted to cover the course with in the academic year?
A) More than adequate B) adequate C) inadequate

24. Is there a culture of discussion and sharing experiences on the problem and the solution of teaching social studies with the department members in your school?

A) Yes

B) No

25. If your answer for question 24 is "B", what do you think is the reason?

A) Teachers have no interest to share ideas.

B) It is the role of department heads (lack of coordinator)

C) There is no time for discussion

D) If any other please specify _____

26. How often do your department head and/or director supervise your classroom?

A) Once in a month

C) once in a semester

B) Twice in a semester

D) not at all

27. Do you think that supervision helps you improve your effectiveness in teaching?

A) Yes

B) No

28. If your answer for question 27 is 'No' please specify why it is not helpful?

29. How do you rate the support the school principal provides you to alleviate the problems you encountered to implement the syllabus effectively?

A) High

B) Medium

C) Low

D) Not at all

30. Please mention all other problems you encountered while implementing the syllabus and the major support you need from the school to be effective in your teaching

2.2 Direction: Show your opinion on the extent the school provides you with the following required teaching materials by putting a tick (✓) mark under one of the given alternatives.

No	Required materials	Alternative		
		Adequate	Inadequate	Not at all
1	Papers for planning			
2	Lesson plan format			
3	Exercise book for notes			
4	Pen and Pencils			
5	Drawing paper for teaching			
6	Various color ink for teaching drawing			
7	Papers for test and quiz			
8	Formats for recording continuous mark results.			
9	Duster			
10	Chalk			

2.3 Direction: Indicate your response about internal facilities of classrooms in which you teach by putting a tick (✓) mark under one of the alternatives given.

No	Classroom Facilities	Alternatives		
		Adequate	Inadequate	Not at all
1	Students' desk and table			
2	Table and chair for teachers			
3	Chalk board			
4	Notice board			
5	Light			
6	Cleanness			

Part III

3.1 Direction: The following are teaching methods and techniques suggested in grade eight social studies syllabus to be implemented by the teacher. Therefore, indicate the extent you use them in the teaching-learning process by putting a tick (✓) mark under one of the alternatives given.

No	Suggested methods and Techniques	Alternatives			
		More frequently	Frequently	Rarely	Not at all
1	Explanation/lecture				
2	Oral question and answer				
3	Group discussion				
4	Demonstration				
5	Debate				
6	Guest-teacher				
7	Visiting				
8	Written reports				
9	Drama				
10	Role-play				
11	Writing short notes on the black boards				
12	Project work (Individual or group)				
13	Case-study Research				
14	Field Trip				

3.2. Direction: The methods and techniques suggested in question 3.1 are written below.

Thus, rank them according to the extent you use them. That means give the 1st rank for the method you use more frequently than others and give the 14th rank for that you use rarely or not at all.

No	Suggested methods and Techniques	Rank
1.	Explanation/lecture	
2	Oral Question and Answer/guided discussion	
3	Group discussion	
4	Demonstration	
5	Debate	
6	Guest-teacher/speaker	
7	Visiting	
8	Written Reports	
9	Drama	
10	Role-play	
11	Writing short-notes on the black board	
12	Project work/Individual or group/	
13	Case-study research	
14	Field-Trip	

3.3 Direction: In question 3.1 for the methods and techniques you have responded by saying "rarely" and "not at all" indicate the reason by putting a tick (/) mark under one of the given alternatives or by writing the reason itself under the column that says "if any other specify"

No	Suggested methods and Techniques	Reasons for not using the methods			
		Lack of time	Lack of resource	Lack of skill	If any other specify
1	Explanation/Lecture				
2	Oral Question and answer/guided discussion				
3	Group Discussion				
4	Demonstration				
5	Debate				
6	Guest-speaker				
7	Visiting				
8	Written Reports				
9	Drama				
10	Role-play				
11	Writing short note on the black board				
12	Project work in group or individual				
13	Case-study Research				
14	Field Trip				

3.4 Direction: - The following are teaching materials suggested in grade 8 social studies syllabus. Thus, indicate the extent you use them in the teaching learning process by putting a tick (/) mark on one of the alternatives given.

No	Teaching materials (aids)	Extent of use			
		More Frequently	Frequently	Rarely	Not at all
1	Different physical maps				
2	Different political maps				
3	Globe				
4	Slides				
5	Films				
6	Models				
7	Sample Rocks				
8	Flags				
9	Recklams				
10	Pantograph				
11	Charts				
12	Diagrams				
13	Graphs				
14	Pictures				
15	Photographs				
16	Posters				
17	Cartoons				
18	News Papers				
19	Magazines				
20	Radio-Teaching				

3.5 Direction: - In question 3.4 for the items you have responded by saying "Rarely" and "not at all", please indicate your reason by putting a tick (✓) mark and by writing under the column that says "if any other specify".

No	Teaching materials	Reasons				
		Lack of time	Lack of skill	Not Available	Not frequently Important	If any other specify
1	Different physical maps					
2	Different political maps					
3	Globe					
4	Slides					
5	Films					
6	Models					
7	Sample Rocks					
8	Flags					
9	Racklams					
10	Pantograph					
11	Charts					
12	Diagrams					
13	Graphs					
14	Pictures					
15	Photographs					
16	Posters					
17	Cartoons					
18	News papers					
19	Magazines					
20	Radio Teaching					

3.6. Direction: The following are the methods and techniques of assessment/evaluation suggested in grade 8 social studies syllabus. Please indicate your response on the extent you use them in the process of teaching by putting a tick (/) mark under one of the given alternatives.

No	Type of evaluation	Alternatives				Reason
		More Frequently	Frequently	Rarely	Not at all	If any
1	Class work					
2	Class work check up					
3	Home work					
4	Home work checkup					
5	Group work/project					
6	Group work check up					
7	Written reports (Individual or group)					
8	Written report checkup					
9	Tests/quiz					
10	Exam					

Part IV

Direction: The following are some of possible hindering factors of the effectiveness of teaching. Read them and based on your opinion rank them according to their level of influence on the effective implementation of grade 8 social studies syllabus. Write their rank on space provided in front of each statement. N.B: The factor that has the strongest influence than others will be ranked 1st and the one with least influence will be ranked last.

No	Possible Hindering factors of curriculum Implementation	Rank
1	Teacher's lack of interest towards the profession	
2	Teacher's lack of interest towards teaching social studies syllabus	
3	Teacher's lack of awareness on how to implement the methods, techniques and activities suggested in the syllabus	
4	Lack of syllabus and teacher's guide in the school	
5	Shortage of student text book in the school	
6	Large Number of students in each section	
7	Inadequacy of the period allotted to cover the portion	
8	Lack of important teaching aids and materials	
9	Lack of additional reference books	
10	The work load on the teacher	
11	Lack of supervision and support from the school	
12	Irrelevance of some contents of the syllabus with the maturity level of students (beyond their level)	
13	Lack of the teacher to prepare what to be done in the classroom ahead of time.	

Appendix E

Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of T.E.C.S.

[Questionnaire for Principals, V/Principals and Dept. Heads.]

The purpose of this questionnaire is to collect information about the implementation of grade 8 social studies syllabus. The information is used only for MA thesis. Therefore, your assistance and genuine response are highly valuable for the success of the study. Thank you in advance for your cooperation. No need of writing your name.

Preliminary Information

1. Name of school _____
Woreda _____ Zone _____
2. Age _____ years, sex _____
3. Qualification _____
4. Total Experience _____ years
Experience as a teacher _____ years
Experience as Department Head _____ Years
Experience as Unit Leader _____ years
Experience as a Director _____ years
5. Your current position _____
6. Do you have training in educational administration?
A) Yes B) No

Part I.

Direction: - Please respond to the questions below by circling the letter of your choice and by writing on the space provided when necessary.

1. Is there grade 8 social studies syllabus in your school?
A) Yes B) No
2. Is there grade 8 social-studies teacher's guide in your school?
A) Yes B) No
3. Is there shortage of grade 8 social studies text book in your school?
A) Yes B) No
4. What is grade 8 social studies text book ratio per student in your school?
A) 1:1 B) 1:2 C) 1:3 D) 1:4 E) if any others specify _____

5. Is there a pedagogical center in your school?
A) Yes B) No.
6. If your answer for question 5 is "yes" how do you rate the structure of the center?
A) Fully equipped B) partially equipped C) weak
7. Is there a budget for the pedagogical center?
A) Yes B) No
8. If your answer for question 7 is "yes" how do you rate the budget allotted for the pedagogical center?
A) Adequate B) Inadequate
9. In the pedagogical center how is the availability of teaching materials for grade 8 social studies implementation?
A) Excess B) adequate C) inadequate D) not at all
10. Does your school have a library/reading room?
A) Yes B) No
11. If your answer for question 10 is "yes" what is the availability rate of social-studies reference materials in the library/reading room?
A) Excess B) adequate C) inadequate D) not at all.
12. Were you introduced to the implementation of student centered method of teaching through workshops/seminars?

A) Yes

B) No

13. If your answer to question 12 is 'yes', how often did you orient teachers with the new ideas you are familiar with?

A) Always B) some times c) not at all.

14. How often have you visited the social-studies teachers in their classroom in the first semester of 1998 E.C?

A) Only once B) two times C) three times

D) Not at all E) if any other specify _____

15. During your visit have you observed any instructional problem of the teacher?

A) Yes

B) No

16. How do you rate the social studies teacher's ability to prepare and implement the annual and daily /periodical lesson plan?

A) Very high B) high C) Medium D) weak

17. How often do you meet with social studies department members in order to discuss in issues and problems of the implementation of social studies curriculum?

A) Once in a month B) once in a semester C) twice in a semester

D) Not at all E) if any specify _____

18. How do you rate the support of the school to the effective implementation of grade 8 social studies syllabus?

A) High

B) Medium C) low

D) not at all.

Part II

Direction: The following are teaching methods and techniques suggested in grade 8 social studies syllabus. You as educational supervisor indicate their level of use by teachers' by putting a tick (✓) mark under one of the given alternatives in front of each method.

No	Suggested Methods and Techniques	Alternatives			
		More frequently	Frequently	Rarely	Not at all
1	Explanation/lecture				
2	Oral Question and Answer				
3	Group discussion				
4	Demonstration				
5	Debate				
6	Guest speaker				
7	Visiting				
8	Written Reports				
9	Drama				
10	Role-play				
11	Writing short notes on the blackboard				
12	Project work (individual or in-group)				
13	Case study Research				
14	Field Trip				

Part III

Direction: Please indicate the degree to which the school provides the required materials for social studies teachers by putting a tick (✓) mark under one of the given alternatives in-front of each material in the box.

No	Required materials	Alternatives		
		Adequate	Inadequate	Not at all
1	Papers for planning			
2	Lesson plan forms			
3	Exercise books for notes			
4	Pens and pencils			
5	Drawing paper for teaching			
6	Variety color ink for teaching drawing			
7	Papers for test and quiz			
8	Formats for recording continuous mark results			
9	Duster			
10	Chalk			

Appendix F

Addis Ababa University

School of Graduate Studies

Facility of Education

Department of TECS

Semi- structured questions for discussion with students (Focus Group Discussion)

1. Is there shortage of grade 8 social studies text book in your school? What do you think is the text-student ratio?
2. What are the most commonly used methods and strategies (techniques) by your social studies teacher (s) in the teaching learning process?
3. Does your social studies teacher (s) use relevant teaching aids where it is necessary?
4. Do social studies teachers encourage students to ask questions?
5. Does the teacher give assignments in group or individually on important issues?
6. Does the teacher always check, correct and give mark for assignments on time?
7. Does the teacher support low achievers? If so, in what way?

Appendix G

Class Room Observation

Name the School _____

Secret Name of the teacher _____

Zone _____ Wereda _____

Grade and Section _____

Date of observation _____

Period _____ Time, from _____ to _____

Lesson Topic _____

A. Rating Form

No	Instructional Considerations	Frequency		
		Frequently	Rarely	Not at all
1	How often the teacher attempts to use different instructional methods and techniques in lesson presentation			
2	How often the teacher encourage students to participate in discussion			
3	How often the teacher try to guide students during group work/discussion			
4	How often the teacher try to guide students during group work/discussion			
5	How often the teacher write important ideas and concepts on the blackboard?			
6	How often the teacher encourages students to ask question which is not clear to them?			
7	How often the teacher ask questions to check students' understanding?			
8	How often the teacher relates the lesson to students real-life situation			

Class Room Observation

B. Check list

No	Lesson Presentation variables	Yes	No
1	Did the teacher write the lesson topic on the blackboard before starting presentation?		
2	Did the teacher introduce the objective of the topic?		
3	Did the teacher attempt to use different instructional methods suggested in the syllabus to encourage student participation?		
4	Did the teacher try to connect the lesson with the previous one/did the teacher summarize the previous lesson before starting the new one?		
5	Did the teacher use appropriate teaching material (aid) suggested in the syllabus?		
6	Did the teacher give equal attention for all corners in the classroom?		
7	Did the teacher guided by the lesson plan and teacher's guide?		
8	Did the teacher summarize important concepts of the lesson?		
9	Did the teacher continuously correct and approve students' work?		
10	Did the teacher evaluate students' understanding for that specific lesson?		
11	Did the teacher encourage students to ask unclear ideas and concepts?		
12	Did the teacher give students reading assignments individually or in group?		
13	Was there any misunderstanding of some content element by the teacher		
14	Did the teacher divide the class in to groups and encourage students to work in groups?		
15	Did the teacher use for her/ him and also encourage students to use text book in the classroom?		
16	Did the teacher available to provide immediate help to students during group work in the class?		

Appendix H

Observation Checklist For Availability of teaching materials in the school

No	Item	Available		
		Adequate	Not adequate	Not Available
1	Grade 8 social-studies syllabus			
2	Grade 8 social-studies teachers' guide			
3	Grade 8 social-studies text book			
4	Drawing paper			
5	Graph paper			
6	Different Ink			
7	World physical map			
8	Physical map of Ethiopia			
9	Political map of the world			
10	Political map of Europe			
11	Political map of Africa			
12	Political map of Ethiopia			
13	Globe			
14	Pantograph			
15	Slide projector			
16	Films			
17	Rock sample			
18	World weather map			
19	Other weather maps			
20	Population distribution maps			
21	Pictures			
22	Photographs			
23	Diagrams			
24	Parts of the earth			
25	Different graphs			
26	Charts			
27	Reclams			
28	Radio			
29	Posters -			
30	News papers -			
31	Time chart			
32	Cartoons			
33	Magazines			
34	Model			
35	Physical map of Africa			
36	Pictures about the effect of internal forces			
37	Flags			
38	Different sketches			