

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**AN EVALUATION OF TEACHER'S CLASSROOM
PERFORMANCES IN IMPLEMENTING THE
NEW SOCIAL STUDIES SYLLABUS
IN THE SECOND CYCLE OF
PRIMARY EDUCATION:
THE CASE OF
SOUTH GONDAR**

**BY
KINDALEM KEBEDE**

MAY 1998

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THE CASE OF
SOUTH GONDAR**

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**BY
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APPROVED BY EXAMINING BOARD

Marew Zewdie
CHAIRMAN, DEPARTMENT GRADUATE
COMMITTEE

[Signature]
SIGNATURE

Marew Zewdie
ADVISOR

[Signature]
SIGNATURE

Thomas D. [Signature]
EXAMINER, EXTERNAL

4 June 98
SIGNATURE

Andros Abebe
EXAMINER, INTERNAL

[Signature]
SIGNATURE

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ABBREVIATIONS

DEO -	District Educational Office
EMPDA -	Educational Materials Production and Distribution Agency
ERGSE -	Evaluative Research of the General Education System in Ethiopia
ICDR -	Institute of Curriculum Development and Research
IER -	Institute of Educational Research
PHRD -	Policy and Human Resource Development
SPC -	School Pedagogical Centers
TTI -	Teacher Training Institutions
ZAED -	Zonal Administrative Educational Department

ABSTRACT

The purpose of this study was to make an evaluation of teachers' classroom performances in implementing the new social studies syllabus of grades 5 and 6 in South Gondar. Attempts were also made to identify some factors that influence teachers classroom performances.

Data regarding teachers' classroom performances were obtained from the 16 sample schools that were selected using multi-stage cluster sampling technique. Within these schools all social studies teachers of grades 5 and 6 (32 in number), 16 school directors, and 16 school pedagogical center coordinators were taken as sources of information. Questionnaires, observation rating scales and interview schedules were the instruments of data collection. The data gathered through these instruments were analyzed using percentage, mean score, chi-square, correlations and simple regression.

The findings indicated that a large proportion that is 47.66% and 17.19% of the social studies teachers were found to be "low" and "very low" respectively in view of the general teaching characteristics. On the other hand, a relatively high level of teachers' classroom performance was found out in the skills of classroom management, in which 37.5% of the teachers were rated as "high" and 13.28% of them as "very high". The results of the study also show the wide gap between the actual teaching of social studies and the techniques of teaching suggested by the syllabus. Although the dominantly suggested teaching techniques of social studies syllabus are inquiry, group discussion and written reports, their implementation is very minimal in that the observed teachers appear to use the lecture method only.

A moderately positive relation ($r=0.46$) was found out between teachers attitude toward the syllabus and their classroom performance. The regression result made clear that the attitude of teachers toward the prescriptions of social studies syllabus accounted 21.4% of the variation in their classroom performance. Significant difference was also obtained between more experienced and less experienced teachers in classroom performance. The findings further indicated that some factors such as overcrowded classrooms, absence of teachers' participation in workshops and seminars, delay in the delivery of textbooks and other teaching-materials, inadequacy of periods allotted, inadequacy of teaching aids and curriculum materials appear to have contribution to the ineffectiveness of teachers in the implementation process of social studies syllabus.

Based on these findings and the conclusions drawn, related recommendations regarding the improvement of teacher training and the provision of the necessary instructional materials were forwarded.

CHAPTER ONE

INTRODUCTION

In this first part those basic aspects which could give essential information on the general nature of the study are presented. To this end, the general background of the study, some highlights pertaining to what the problem is about, its purposes, importance, boundaries and limitations are covered.

1.1 Background of the Study

Although a lot of change have been made in the field of education, the question of quality has still remained to be a hot issue of discussion in many countries. Today in many nations including Ethiopia, the question of excellence in education is a frequently heard public demand. One way of meeting such a demand is through continuous evaluation of curriculum implementation.

Curriculum implementation is the point at which the goals and designs of an innovation are realized in the classroom through the process of instruction. For curriculum implementation to be effective the different variables that constitute the educational system must be controlled. Among these the attitude and ability of teachers, the presence or absence of instructional materials and personnel support in school appear to be the major factors which either enhance or repress the success of curriculum implementation (Erkyehun, Behutiy, and Wagner, 1991:1; Fullan and Pomfret, 1977:336; Levine 1992:34).

What this implies is that, all these are areas of concern which should be closely investigated if a maximal attainment of educational objectives is the case in point. If these factors are not considered, curriculum implementation is highly unlikely to be effective as desired and intended. Scholars in the field including Amare (1996:99), Creemers (1992:60), Kochhar (1981:20) say that among the aforementioned factors, teachers are by far the most important ones that affect the quality of curriculum implementation. Teachers are the main actors of the

professionals to bring changes in students' behavior. The teacher, more than any other professionals is the one who translates the intentions framed in the curriculum plan into actions through a variety of activities. Therefore, the success of a curriculum plan depends on how effectively it is implemented by the teacher in the classroom. Thus, the performance of a teacher is the prime factor in the attainment of educational objectives (Brown, Oke and Brown, 1982:12; Pratt, 1980:438).

However, it is worthy to note that, implementing a curriculum is a difficult task that requires special skills essential to all teachers. In relation to this, a lot of research on the knowledge and skills unique to the teaching profession had been carried out in the past. Among these, Azeb (1986:4-5), Brown and his associates (1982:7-8), Cooper (1986:3-6), Erkyehun and Colleagues (1991:6) and others have all documented that the characteristics of successful teacher can be clustered into two major headings. These are: Personal characteristics (helpfulness, patience, emotional stability, fairness and impartiality, enthusiasm, creativeness and resourcefulness) and professional characteristics (mastery of the subject to be taught, and understanding of the basic principles of children's growth, good knowledge of philosophy of education, knowledge of methods and techniques of teaching, positive attitude toward the work and the pupils etc.).

Similarities are also evident from the studies of Moore (1992:12) and Parrott (1993:94). They generalized from the world perspective that, for successful curriculum implementation teachers are expected to be instructional experts, classroom managers and educational psychologists. To carry out these roles effectively, many teaching skills must be mastered. These teaching skills fall into three distinct categories which are pre-instructional skills (planning), instructional skills (implementation) and post instructional skills (evaluation of students' progress).

However, for purposes of this study, the main concern is examining the instructional (implementation) skills of teachers. The specific teaching skills that

support the implementation function of the teacher include: ability to stimulate interest in learning experience, attention to pupils' responses, frequent use of illustrative materials, effective methods of appraising pupils work, knowledge of the subject matter, conversational manner in teaching, frequent use of pupils experience, skill in asking questions, classroom management and evaluation of students' learning (Azeb, 1986:12; Cooper, 1986:8-14).

These and other similar pieces of evidence indicate that, in reality the task of the teacher is complex and demanding one, requiring a wide range of skills and personal qualities as well as extensive knowledge. This of course can not be thought of without giving teachers adequate training in the subject they teach and equipping them with appropriate teaching methodology. Development of this expertise often requires specially designed pre-service and in-service training such as conducting study groups, workshops, work conferences, user manuals and other in-service courses. Particularly, if a new curriculum is to be successfully implemented, then, teachers need to be able to visualize the purpose of the programmes the roles teachers will play in using the programme, the kind of interaction intended and the types of individuals who are to result from the interaction of the new curriculum (Fullan, 1992: 40-43; Lewy, 1977:134; Ornstein and Hunkins, 1988:245).

On the basis of the above points, it can be underlined that training brings an effect on teacher's behavior such as increased academic and professional knowledge, increased teaching abilities, modification of attitudes toward children, and teaching of the subject.

However, as many writers strongly argue, no matter how the teacher is knowledgeable about the subject matter and be willing to implement the new curriculum, sometimes the contribution of teachers can be limited by external factors. For instance, success or failure may come as a result of any number of combinations of factors in the social and physical environment, in which the teacher works. In general, then, the absence or presence of instructional materials

the kind of leadership within the school and the level of support and feedback given to the teacher and the type of pupils he/she encounters are only a few of the factors that may influence his/her efficiency as a teacher (Creemers, 1992: 64-65; Lewy, 1977:158; Southworth and Lofthouse, 1990:68).

Hence, any one who is going to make the judgement has to take into account both the academic and professional competence of teachers as well as the suitability of the conditions that influence the teacher's work efficiency. In this context, it is worthwhile to note that, these multitude of factors which could influence the implementation functions of teachers can be identified through the evaluation of curriculum implementation. Numerous studies carried out by such people as Cronbach (1974:124), Eisner (1981:47), Fullan (1992:47), Ornstein and Hunkins (1988:263), Payne (1974:1) and Webster (1981:48) have all attached great value to the need for the evaluation of curriculum implementation to the improvement of instruction.

Although the available literature and research findings clearly show the need for continuous evaluation of curriculum implementation for the improvement of teaching and learning, the research basis for the evaluation of effective implementation of the curriculum has not been strong in Ethiopia to date. Quite recently, few studies are undertaken regarding the evaluation of curriculum implementation in our country.

Thus, to improve the quality of instruction in Ethiopia, major evaluating and research work such as Evaluation Research of the General Education System in Ethiopia (ERGESE) was carried out. After a nation wide survey, the above mentioned study came up with some major findings which indicate some weaknesses of teachers' performances in teaching method and teaching aid utilization. The projects summary underlines that teachers' characteristics and the surrounding environment are the most significant factors which seek attention that influence the quality of curriculum implementation (MOE 1986:31-34). However, this was of a general nature and did not study specific school subjects in depth.

Similarly, in different administrative zones, Bizunesh (1983:56-57), Getachew (1994:119-123), Hailu (1991:132-135) in their master theses have all indicated that inadequacy of instructional materials and teachers' knowledge and teaching skills seriously hampered curriculum implementation. In brief reference to this issue, Erkyehun and his colleagues (1991:85-86) have also indentified the weaknesses of teachers classroom performances particularly in participating students in classroom discussion and teaching aid utilization.

Thus, the recommendations of all the aforementioned studies which emphasize the need for further research on teaching methodology and desired classroom teaching competencies is the main concern of this study. This study, hence seeks to provide evidence regarding the evaluation of the teaching performance of social studies teachers in the second cycle of primary education through critical analysis of the results of various studies in the field.

1.2 Statement of the Problem

To make educational experience more responsive to the changing needs of our society, an official educational policy was issued in 1994. Following the introduction of the New Education and Training Policy, Ministry of Education has embarked on programme of curriculum reform for the primary education covering from grade 1 to grade 8. To this end, an expert team was assembled and set to work developing curriculum materials which reflected current thinking interms of both subject matter and pedagogy. In addition to this, all the preparatory activities which include, the preparation of guidelines, orienting or training experts to be engaged on the task of preparing it and the teacher who will be using the curriculum, preparation of evaluation instruments etc. have been completed (Policy and Human Resource Development project office, 1996:52).

It is an established fact that, the introduction of the new curriculum is expected to be accomplished step-by-step. To this effect, the resulting materials were tried out in draft form in a relatively small number of pilot schools and revised

in the light of those trials before publication. Hence, new curriculum for grades 1,2,3,5,6 and 7 have been developed, tried out and put into practice in all schools of the country. The curriculum for grades 4 and 8 is under trial and is expected to be operational in 1998/99 academic year.

In spite of all these efforts, after the new curriculum is put into effect, much is not known about the progress and the problem of the implementation of the new curriculum in Ethiopian schools. This, therefore, leads the researcher to carry out an investigation of teachers' performance in implementing the new curriculum. In this regard, Lewy (1977:74) has clearly pointed out that when new curriculum is implemented, an evaluation of teachers' perception and readiness (attitude and professional competencies) to carry out the strategies is crucial to the success of the programme.

In view of the problem so far discussed, the overall purpose of this thesis project is to evaluate the level of teachers' classroom performances in implementing the new social studies syllabus in the lower grades (grades 5 and 6) of the second cycle of primary education and thereby to examine the problems encountered by teachers during the implementation of the syllabus.

In more concrete terms, the main objectives of this study are:

1. To assess the attitude teachers possess with respect to the major prescriptions of the new social studies syllabus.
2. To examine the extent to which the guidelines (teaching methods, teaching procedures and teaching aids) suggested in the syllabus are put into practice.
3. To evaluate the subject matter knowledge and pedagogical effectiveness of teachers in implementing the new social studies syllabus.
4. To investigate the relationship between teachers' attitude towards social studies syllabus on the one hand and teachers' subsequent performances on the other.

5. To identify the actual and potential obstacles for the implementation of the new social studies syllabus and suggest some possible solutions.

In view of the foregoing discussion, some pertinent basic questions are raised here, in an attempt to attain the purposes identified in this study.

1. What is the level of teachers' classroom performance in employing appropriate teaching methods and techniques to facilitate the implementation of the new social studies syllabus?
2. What relationship does it exist between teachers attitude toward the new social studies syllabus and their classroom performances?
3. Is there significant difference in classroom performances between the less experienced and the more experienced teachers?
4. What are some of the factors which affect teachers' classroom performances in implementing the new social studies syllabus?

1.3 Significance of the Study

In the world at large, the study of teachers' classroom performances is one of the most important areas of educational research. However, in Ethiopia, it appears that research relating to the performance of teachers is limited currently as compared to the existing demands to improve classroom instruction. Thus, it seems essential to conduct research on problems related to curriculum implementation to get feedbacks for the improvement of the teaching-learning process in schools.

This study, therefore, is expected to provide the necessary data regarding teachers' classroom performances and factors that influence teachers' performance in implementing the new social studies syllabus and thereby enabling concerned individuals to be aware of the conditions and take the necessary correction.

More specifically, this study is significant for the following reasons.

1. This thesis project may create an awareness of the state of affairs regarding the level of classroom performances of primary school teachers in implementing the new social studies syllabus.
2. This study is hoped to be a frame of reference to people in the social studies panel of the Institute of Curriculum Development and Research to determine properly how the syllabus should be planned and implemented.
3. The findings of the study can help educational practitioners to see their own shortcoming and strong points for further improvement of the process of implementation.
4. This study may help teachers, school directors and educational officers to be informed about the relative impact of various factors upon effective teachers' classroom performances so as to take corrective measures whenever possible.
5. Since research work on the teaching-learning process of specific subject of the school curriculum has not gained much attention, this study may prompt other researchers' interest.
6. Finally, since the study area is limited to one administrative zone of the country, the findings are expected to serve, as a baseline work for future in depth investigation at national level.

1.4 Delimitation of the Study

This study is conducted in one administrative zone i.e., South Gondar Administrative Zone. Involving more than one administrative zone demands much more time than was available for this research to be accomplished and submitted as scheduled. In order to overcome time constraints, the study is also limited to only one subject (social studies) of the lower grades of the second cycle of primary education (grades 5 and 6).

Besides, eventhough aspects of a programme that require evaluation are numerous, the scope of this study is limited to classroom process, with a special emphasis on teachers' classroom instructional performances in implementing the new social studies syllabus. As a result, issues related to the curriculum plan it self such as the way it has been designed and organized, and teachers' competence of out side the classroom such as counseling, record keeping, organizing and controlling extra-curricular activities, consulting parents and participating in community service activities etc. are not considered. This is due to the fact that data collection and analysis for all those aspects of teachers' competencies in all activities mentioned above require extensive manpower and time.

1.5 Limitation of the Study

Apart from the various minor problems that were encountered when conducting this research, the following are only a few that have made this study short of information.

1. Since the study is conducted only at one administrative zone, conclusion deduced from such a narrow context and recommendations provided may not serve the case of all schools throughout Ethiopia.
2. Because of transportation problems prevailing in South Gondar Zone, the study was limited to those primary schools which have access to transportation. Therefore the results obtained and the conclusion reached may not necessarily reflect the conditions of rural schools.
3. When the subject of the study are located at distant places like South Gondar, financial and material services are earnestly needed to facilitate the process of data collection. In spite of this fact, the School of Graduate Studies did not accept the fund approved by the Faculty Graduate Commission for this thesis project. Even the little fund allowed by the School of Graduate Studies has not been allocated on time because of the

procedural complications persisting between the financial department of the university and the school of graduate studies. This problem has greatly violated the schedule of this research project.

Nevertheless, adequate care has been made to preserve the quality of the paper and what ever financial, material and energy required was sacrificed to make the study as complete as possible.

1.6 Definition of Important Terms

The following terms and phrases are defined in the way they are used in the report.

Curriculum: It is a general over all plan of courses and learning experiences offered to students under the guidance of the school (Good, 1973:157).

Second Cycle Primary Education: Schools at which children receive their formal education (covering 5-8) in the elementary phase of the Ethiopian Education system.

Social Studies: Those portion of the subject matter of the social sciences particularly history and geography which are regarded as suitable for study in elementary school (Good, 1973:541).

Syllabus: It is a condensed outline or statement of the main points of a course of study that includes: goals, intents, contents and time allocations, instructional procedures etc., that guides teacher's activities (Good, 1973: 578).

Syllabus Implementation: It is the process of putting the designs and specifications of the syllabus into practice in the classroom.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Much effort has been exerted by a number of researchers and educators in studying the teaching-learning process of the classroom. Accordingly, the purpose, of this part is to review and summarize curriculum and instruction literature which deals with the classroom teaching behavior of the teacher and factors influencing the implementation functions of the teachers.

2.1 The Concept of Curriculum Implementation

Curriculum implementation is the actual execution of the curriculum plan through the instructional process so that the objectives of education in general and the aims of schooling in particular could be achieved (Fullan and Pomfret, 1977:336). Educators agreed that there is a close connection between curriculum and instruction. In brief reference to this issue, writers such as Abebe (1991:12), Rosenshine (1970:279), Saylor and associates (1981:9-10) have presented that instruction could be thought of as the implementation of the curriculum plan. The authors cited above went on to say that the term curriculum refers to the instructional materials and the suggestions for their use, whereas the term instruction refers to the interaction among teachers and students as the materials are used. They lastly remark that without a curriculum plan, there can be no effective instruction and without instruction, the curriculum has no meaning.

The ideas discussed above clearly imply that no matter how the school curriculum is valued or appropriate, it makes no meaning if it is not delivered to students. Therefore, if students are to attain educational goals and objectives, a curriculum must be implemented throughout the school system (Ornstein and Hunkins, 1988:223). Supporting this Saylor and colleagues (1981:9) have also advanced similar ideas. The authors above hold the belief that the curriculum which is planned for providing sets of learning opportunities for the learners remain

only opportunities until learners become engaged with the opportunities in the process of its implementation.

For effective implementation to occur, planning is of paramount importance. Ornstein and Hunkins (1988:224-225) have thoroughly discussed about the need for planning for effective implementation. The authors cited above noted that successful implementation requires careful planning which focuses on three factors i.e., people, programmes and organizations. Although these three factors (People, programmes and organizations) are inseparable, some educators hold the belief that dealing primarily with one factor will facilitate implementation. For instance, some people say in order to facilitate the implementation of the new curriculum, educators must deal primarily with people. A major assumption frequently made by these educators is that, if the people are changed so is the programmes and/ or the organization. This view is challenged by other educators. These people have tended to give the primary focus to the programme. They argued that people will adapt if they are furnished with different ways to meet the objectives of the school's programme.

From the practical point of view, it seems that schools will fail to implement their programmes if they give due attention to one factor at the expense of the others. Hence, recent literature indicates that curriculum leaders really need to consider working with all three factors i.e., people, programmes and organizations. Regarding this Fullan (1992:6-12), Hawes (1979:119), Ornstein and Hunkins (1988:229) have come up with the conclusion that implementation in its very nature seeks the coming together of people, materials, and programme into a cohesive organizational unit in order to carry out the objectives of the curriculum. In short, for effective curriculum implementation, the authors above give strong emphasis on the need for having committed and knowledgeable teachers, programme arrangement and organizational structures.

2.2. The Role of the Teacher in curriculum Implementation

If a curriculum plan is to be used, it must be implemented; if not, as Saylor and associates (1981:264) have noted "is of no value". It would not be forgotten however that, implementation of the curriculum can not be conceived in the absence of the teacher. Concerning this point, a number of studies carried out in different countries have documented that the teacher is pivotal to the success or failure of curriculum implementation. Emphasizing this, Brown et al., (1982:36) have stated that, of all the personnel involved in curriculum implementation, the teacher is almost certainly the most important. He/ she is the one who implements the ideas and aspirations of the designers. This means that, it is the teacher who translates the intentions framed in the curriculum into action through a multitude of activities occurring both inside, and outside the classroom.

It is clear from the foregoing brief account that, the curriculum can be of a great success or failure depending on the teacher. They are key persons who can make the curriculum design achieve what it was designed to achieve. This is best explained in the words of Pratt (1980:390) as the following: "However, well or badly the curriculum is designed, the teacher can make or break the programme." Hence, it can be said that the accomplishment of the schools objectives depends mainly on the performance of teachers. Therefore, it appears that the teacher is the corner stone of curriculum implementation.

Substantiating this view authorities in the field such as Saylor and associates (1981:257-258) have indicated the place of the teacher in curriculum implementation. They have raised the argument that, a curriculum plan may specify and suggest objectives, contents, students activities and materials to be used. However, this is not an end by itself. It is simply a blue print which is far from actual implementation. It is just like a blue print for building where the skill of crafts man is very important to realize the blueprint into a real building. In the same vein, the teacher is a crafts man whose skill is measured by the correspondence between the blue print (the curriculum) and the construction (the implementation).

In sum, as emphatically pointed out in the preceding section, in any school teachers are the key persons to accomplish tasks that contribute to the realization of its goals. To this effect, teachers should possess the necessary teaching skills. The sub-sequent part is devoted to this issue.

2.3 Some Teaching Skills Related to the Implementation Function of the Teacher

In the preceding section an attempt has been made to review the role of the teacher in curriculum implementation. This section deals with the major teaching skills related to the implementation function of the teacher. The available literature clearly show that teaching is a complex and diverse activities, requiring a wide range of skills, personal qualities as well as extensive knowledge in the field. Therefore, although classroom teaching skills vary according to the teaching tasks in hand, choosing and implementing appropriate teaching methods and techniques to the subject in question is considered to be the most common to most good teaching by many educators in the field.

Cole and Chan (1994:22), and Brown and his colleagues (1982:99) have made a clear cut distinction between teaching methods and techniques. As to them teaching methods are the combination of teaching plans, strategies and techniques used to organize classroom practice. Teaching techniques, on the other hand, are procedures of the most subordinate status designed to achieve short term instructional objectives. For example, the teacher may use the discussion method but the way he/ she asks questions to trigger participation is his/ her own technique. In the same way the teacher may use the method of discovery, but the way he or she makes his/ her students to apply or practice what they have learned is his or her own technique. Therefor, technique is the way the teacher handles the different aspects or phases of his or her instructional methods. The abstract elements (methods) are at the top of the hierarchy and the practical elements (techniques) are at the bottom.

The aforementioned discussion indicates that methods are more general than techniques. While methods are the overall procedures used to teach a particular lesson, technique is the art or skill of performance in a classroom situation. Thus, methods are likely to manifest themselves at the level of techniques (Brown et al., 1982:99; Knnot and Mutunga, 1995:162; Richards, 1994:26). Viewed from this perspective, it can be said that methods are made up of techniques. In this sense then, methods and techniques are inseparable because techniques are the details of methods of teaching.

The method of teaching ranges from the traditional lecture method to the more modern methods like the project study method, laboratory demonstration, the role play method, simulation, inquiry and discussion method. In spite of the presence of these varied methods of teaching, research carried out in various parts of the world concerning the best methods of teaching has proved that there is no one best method of teaching that serves all purposes in all situations. This means that there is no single, reliable, multipurpose method which can be regarded as the best or that can be succeed with all kinds of students or achieve all kinds of instructional objectives. This is because different situations call for different methods and different activities (Anderson, 1974:152; Azeb, 1986:2; Brown et al., 1982:2; Hyman, 1973:416; Kochhar, 1981:39; Lewis and Hill, 1985:8).

In general, underlying the foregoing discussion, it can be said that, the competence required of the teacher in achieving a wide range of objectives, is the use of wide variety of teaching methods and knowledge of their applications and limitations. Regarding this, research findings in various countries have confirmed the value of utilizing various teaching methods. Among these, Azeb (1986:2), Brown et al., (1982:39-40), Cangelosi (1991:261), Good and Brophy (1987:420), Hyman 1973:416), Kochhar (1981:343), Lewis and Hill (1985:8), Savage and Armstrong (1987:149) have all reported that systematic use of variety of methods and techniques produces better results than heavy reliance on any other method or technique, even a good one. The authors cited above hold the belief that appropriate variety makes it easier for students to sustain attention over a long period of time. For instance, lectures mixed with small group work, planned

teacher does not see himself as the only source of information and authority of knowledge. He/ she provides a variety of mental process and activities involving reflective, critical, creative and evaluative thinking. An eclectic teacher guides and directs students by asking questions, exploring options, suggesting alternatives and encouraging students to make informal choice. Under such circumstances, therefore individual students can make decisions and this is characterized by a free interchange of ideas and expressions. To this effect, teachers have to vary the tasks they set and the learning activities of students (Grasha, 1995:343; Parrott, 1993: 63-65).

Many educational researchers, such as Azeb (1984:99) Brown et al., (1982:47), Capel, Leask and Turner (1995:229-230), Firestone (1996:214), Mckeachie (1986:44) and Rowel (1995:3) have suggested that learning is enhanced if students are more active and independent and if teachers adopt less of an expository and more of facilitative and guiding role. They raise the argument that active learning occurs when the pupil is an active partner throughout the activity. This means that for maximizing students learning the learner must be transferred from a passive receiver of knowledge into an active creator of the process in which he learns. These experimental evidences suggest that this approach helps to develop more active thinking than expository methods did. However, it would be mistaken to ignore expository methods completely.

In short, many of these documents assert explicitly or implicitly that students learn most readily through their own activities and not only through teacher's activities. This means there is a need for teachers to engage their students in a wide range of activities to facilitate active learning.

Being these are the general points of any subject area, when it comes to the teaching of social studies, writers such as Armento (1986:944) and Obanya (1985:72) have criticized the present teaching methods of social studies and explained that today as yesterday, little attention is given to the development of systematic modes of reasoning. They said, the lecture method is still most frequently used strategy in social studies classrooms. They insisted that social

sciences are no longer regarded simply as information disciplines. Thus, the teacher's task must go beyond merely giving factual information. In other words, to promote meaningful learning the teacher has to do in a variety of ways - not simply lecturing.

In brief, the vast majority of research on the teaching of social studies has examined the importance of brain storming and inquiry approach for teaching social studies. For instance, Joyce and Weil (1986:294-305), Ragan and Shapherd (1971:321), Savage and Armstrong (1987:132) have all advocated the use of inquiry teaching for teaching social studies in which the primary purpose of the social science inquiry teaching is to teach students how to reflect on significant social problems primarily with the improvement of society. If the teacher uses the inquiry teaching method for teaching social studies, children could participate in many meaningful activities such as in family life, exploration of social issues, conservation of natural resources and will have commitment to civic improvement. To this end, the construction of puzzling situation should be the most important activity of the teacher, because it transforms curriculum content into problems to be explored.

In addition to the various teaching methods, successful implementation of a well planned lesson requires a number of specific teaching skills. According to Azeb (1986:19), Cooper (1986:8-14), Dean (1991:12-13), Moore (1992:11), Perrot (1982:7), the most important specific teaching skills that support the implementation function of the teacher includes, lesson presentation skills, questioning skills and classroom management skills. These specific teaching skills are presented in depth in the following sub-sections.

2.3.1 Lesson Presentation Skills

Every lesson has a beginning and an ending, or an entrance and an exit. Of course, it has also its own internal stages. However, many research studies have demonstrated that there are three main structural components of formal lesson i.e., set induction (introduction), explaining (central section), and closure

(conclusion). It should be noted that, usually one can recognize the end of one activity or phase and the start of an other through the teacher's signals (Cooper, 1986:15; Curzon, 1990:243; Shostak, 1986: 113; Wagnryb, 1992:78-81).

Set induction, that is attempting to produce favourable mental sets in the students is an essential step in any teaching-learning situation. In pedagogical terms, according to Bejah (1995:27-29), the starting point is referred to as academic entry point. Therefore, before teacher starts explaining the main body of the lesson, he/she should establish the academic entry point of his/ her students. Thus, set induction is what the teacher does at the outset of a lesson to get students undivided attention, to arouse their interest and establish a conceptual framework for the information that follows. Hence, the major purposes of set induction are: to get students into a state of readiness, to extend the understanding and the application of abstract ideas and to stimulate students interest and involvement (Bejah, 1995:27-29; Cole and Chan, 1994: 146; Cooper, 1986:15; Knott and Mutunga, 1995:182; Shastak, 1986:113-116).

Set induction can be done by giving a brief outline of the topic and its structure and generating students' interest by indicating the importance of the topic as well as how it will be utilized. A lesson can also be introduced in a manner with the help of a picture model or question so as to arouse active curiosity of the pupils for learning the new topic (Knott and Mutunga, 1995:182; Kochhar, 1981:206-207). In short, before starting the actual lesson of the day, a classroom teacher can present directional questions or ideas to alert them to what is coming and to direct their energies in a proper path.

Once the stage has been set and the students are ready to work, the teacher must guide their learning by presenting the main body of the lesson. Clark and Starr (1986:70) confirmed that presenting the central section of the lesson can be done in many ways, for example explain to students what they are supposed to do and why, show students how to do things, present new facts and concepts through such techniques as asking questions, giving vivid examples and using audiovisual aids. A consensus of authorities report that giving a brief explanation

is the heart of teachers work. In this regard, Cole and Chan (1994:133-135), Curzon (1990:246) Good and Brophy (1987:476), Kochhar (1981:206-207); Lewis and Hill (1985:47), Rosenshine and Stevens (1986:380) and others have suggested the most important characteristics of good explanation are clarity, meaningfulness and simplicity. These attributes of explanation are essential if students are to understand concepts and work assignments. And in the absence of clear explanation effective communication is difficult to achieve.

In addition to this, Kochhar (1981:206-207) has indicated that in presentation the teacher has to involve the pupils as much as possible, get their active and whole hearted cooperation, be clear about the thought and expression, give challenging situations to the pupils to stimulate their imagination and relate the lesson to the actual life of the pupils. The teacher according to Kochhar, should have an appreciation of the functional correlation between the subject matter and the problems of life. This is further supported by Hyman (1973:419). Hyman has advised all teachers to relate classroom activities to the pupils life in and out of the school. The teacher must provide opportunities for the pupils to apply principles learned in the classroom to his every day life and to apply principles learned in every day life to the topics treated in the classroom.

It is also evident that students react well to teachers who use physical movement, gesture, and facial expression during their lesson. Effective teacher moves about the teaching space during instruction, use gestures and facial expressions to convey extra meaning; give emphasis by various verbal expressions and avoid distracting behaviors such as too loud voice, quiet voice and fast movement to hold the attention of receivers or students (Cole and Chan, 1994:57-61; Curzon, 1990:247; Darge, 1995:99; Davies, 1981:152-159; Perrott, 1982:32-33).

Finally, after completing the main body of the daily lesson, it is necessary to bring a lesson presentation to an appropriate conclusion. Emphasizing the importance of closure, Knott and Mutunga (1995:183-184) have noted that at the end of the presentation phase, the topic should be summarized and the main

elements should be reviewed. Closure, then, is the skill of reviewing the key points of a lesson and of tying them together into a coherent whole. Therefore, this aspect of a lesson is very essential to make the imparted and acquired knowledge more stabilized, durable and long lasting in the mind of students (Shostak, 1986;128-129).

As indicated above, closure is designed to organize and to consolidate students' learning. In this context, closure could be achieved by summarizing the major points, by asking some simple recall questions on key elements of the topic and then posing open ended questions in which its purpose is to assess the effectiveness of instruction (Knott and Mutunga, 1995;183-184).

In brief summary, it can be stated that the effective use of these three presentation skills will help to establish and maintain students interest in the lesson and will ensure that the main parts of the lesson have been learned.

2.3.2 Teacher's Questioning Skill

One of the most important instructional technique that characterize every teaching and learning activity and any method of teaching is the questioning technique. It is a critical skill that can be used with virtually any subject area and grade level (Hoover, 1972:78; Jacobsen et al., 1989;134).

The crucial role that questions play in the educational process has been stated by a number of educators. Of these, Cole and Chan (1994:170), Kochhar (1981:87), Sadker and Sadker (1986:141) have all reported the immense value of questioning technique for effective teaching. Questioning promotes involvement of students, enhances learning, requires little effort and motivates students. Thus, it can be said that questioning promotes a student-centered learning environment while maintaining a teacher led activity. In general, questioning is essential to effective teaching strategies in most school contexts because it plays a very important part in learning, teaching and testing.

However, it is worthy to note that the power to question well is one of the fine arts of teaching. Regarding this matter, Sadker and Sadker (1986:141-143) who work a research on questioning skill, give a comprehensive explanation about the questioning behavior of the teacher. The two educators above pointed out that: "to question well is to teach well". They underlined the importance of teacher's questioning behavior to the extent that the teacher who never questions, never teaches. According to these scholars, in order to be an effective teacher, one must be an effective questioner.

In essence, although questioning is the very core of effective teaching, research concerning the use of questioning technique in the classroom comments that most teachers do not use effective questioning techniques. The research finding related to classroom questions made by Sadker and Sadker (1986:142) indicates that despite most teachers still use questions as a major tool of learning, the vast majority of these questions depend only on rote memory for a correct response. That means that thought provoking or higher order questions were overlooked.

In a review of their work, Brown and associates (1982:114-118), Cole and Chan (1994:188-193), Creemers (1992:61), Good and Brophy (1987:491-492), Kochhar (1981:207) have provided a number of useful suggestions in this area. According to the above scholars, good questions possess the following characteristics. Questions should be clear, brief, concise, direct, thought provoking, suited to the age, abilities, and interests of the pupils to whom it is addressed. To this end, the teacher has to generate a variety of questions, ask questions of varying level of difficulty, allow adequate time for students to formulate correct answers, distribute questions to all members of the class and be positive during question and answer sessions.

Good questioning behavior, as to Sadker and Sadker (1986:171) requires handling incorrect responses and initiating none volunteers. To this effect, reinforcement techniques such as nice, good, excellent, right etc. must be used to stimulate students responses and this is also an important motive for increasing

student's desire to participate in classroom discussion. Besides, students should be encouraged to ask questions and all sincere questions should be handled with appropriate consideration no matter how silly they may be. In short, the teacher has to maintain a classroom atmosphere that encourage students to contribute and speak out without fear and rejection. If this is so, students will not be made to feel afraid to ask or to answer questions.

2.3.3 Teacher's Classroom Management Skills

Management of the learning environment is also a skill that all effective teachers must master. This is because, without the skill to manage a classroom, even a well planned lesson can fail. Therefore, effective classroom management is of crucial importance. It seems due to this fact that Moore (1992;11) remarked that little or no learning can take place in an environment that is not well managed. This is not without reason. The classroom management behavior of the teacher contributes to creating a quiet learning situation in which pupils can learn. This indicates that good behavior and discipline in classrooms are essential to successful teaching and learning, and on the other hand, misbehavior in the classroom prevents pupils learning effectively (Creemers, 1992;61; Capel et al., 1995:107; Doyle, 1986;397).

The foregoing idea enables one to view management of a classroom as a prerequisite to effective instruction. Thus, it can be said that, instructing pupils and managing the classrooms are two of teacher's most basic responsibilities. On account of this, many educators in the field such as Jacobsen et al., (1989:233), Perrott (1982:110), Savage and Armstrong (1987:322), Weber (1986:275) have all pointed out the critical relationship between instruction and classroom management. The former is intended to facilitate students achievement of specific educational objectives and the latter is intended to create and maintain conditions in which instruction can take place effectively and efficiently. Thus, the managerial ones are the activities by which teachers maintain productive learning situation by creating order and correcting misbehavior which distracts the smooth flow of instruction.

In general, instruction and classroom management are highly interrelated tasks in that success in one depends on success in the other. In relation to this, there are a considerable evidence to indicate that well designed and well implemented instructional activities are a primary factor in preventing managerial problems. For instance, Brown et al., (1982:157-158), Cole and Chan (1994:311), Weber (1986:302) have the contention that carefully designed and implemented instruction will prevent most managerial problems. In this sense, it can be said that, classroom management is very dependent on the quality of communication skills, planning and organizing skills, explanation and demonstration, motivation and reinforcement practices used by teachers. For example, if the teacher does not properly plan his lesson with clear objectives and adequately motivates his students, they may become bored and show little or no enthusiasm for what is being taught. In addition to this, lack of variety of teaching methods can result in the lessons becoming a monotonous grind and under such circumstances misbehavior is likely to occur.

Effective teacher is, therefore, the one who is skilled in analysing classroom interaction and particularly sensitive to what is happening in his or her classroom. The teacher must be able to get students' cooperation and maintain their involvement in learning tasks. His treatment of topics should be interesting and lively; with plenty of opportunities for the students to be actively involved in the learning process. Otherwise, rigid teaching method provides boredom in the pupils largely because they are rarely called up on, or expected to be actively involved in what is going on (Brown et al., 1982: 157; Moore, 1992:11; Southworth and Lofthouse, 1990:70-72; Weber, 986:279).

Bellon et al., (1992:166) have also made a comprehensive summary of classroom management techniques in addition to the points discussed above. According to the authors cited above preventive measures can help to maintain classroom orders by establishing rules and expectations, anticipating potential misbehavior and detecting disruptions early when they occur. The corrective measures, on the other hand, are teachers reactions to student in discipline after the problem has already started. the most common forms of teacher positive

intervention in this regard include eye contact for talking in class, calling to stop for verbal put downs, changing for the activity for persistence disorder, private conference for hitting or fighting and group isolation for stealing.

On the whole it can be deduced from the foregoing discussion that, good classroom managers are always good instructors. A teacher who has good classroom management skills will find it easier to establish and maintain class disciplines. On the other hand, poor classroom management is often demonstration of ineffective teaching.

2.4 Factors Influencing the Implementation Function of the Teacher

In the preceding sections, an attempt has been made to review the different aspects of the implementation functions of the teacher. However, it is worthy to note that teacher's teaching behavior in its turn is influenced by a lot of other factors. In fact, the factors that affect the implementation functions of the teacher are varied and complex enough. However, among the many variables, the teacher's variables and the school variables play the major part and therefore, a brief review of these is imperative.

2.4.1 *Teacher Related Variables*

Among the various factors that contribute to successful curriculum implementation in primary education, teacher's variables have been recognized as important. That is to say, along with other interacting variables, the quality of curriculum implementation is a function of teacher's variables i.e., their attitude or commitment, knowledge and experience. Hence, competence in the above attributes of teachers provides teachers with the tools necessary to implement professional judgments and decisions (Cooper, 1986:6, Erkyehun et al., 1991:6, Lewy, 1977: 158).

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2.4.1.1 Teacher's Attitude Toward the Curriculum

Educators and researchers agree that teachers low interest or negative attitude toward the curriculum has been one of the variables that contribute to ineffective curriculum implementation. In view of this, some researchers such as Cangelosi (1991:264), Lewy (1977:252-253), Pratt (1980:419) and a host of other scholars are convinced that a new educational programme can succeed only if teachers accept it. If teachers do not accept the basic philosophy of a programme, one can hardly expect that it will be properly implemented. It seems obvious, here, that teachers are more likely to teach a programme successfully if they themselves accept the basic inputs of the programme.

Taking the above view into account Erkyehun et al., (1991:8) in Ethiopian context have evidenced that teachers must understand the syllabus, feel secure about it and accept it as their own for its effective implementation. But, insufficient training, lack of adequate libraries, lack of trained principals and inspectors, lack of moral support, lack of orientation and assistance from principals and subject advisory during the full-time teaching make teachers not to understand the syllabus and consequently lead teachers not to accept the syllabus.

Hence, from the aforementioned ideas it can be deduced that teacher's attitude is a very important dimension in the teaching-learning process. An interest and positive attitude toward teaching a particular subject will likely to reduce failure. On the other hand, low interest towards the prescription of the syllabus would be accompanied by failure in its implementation, which in turn affects pupils' achievement. Therefore, teachers' attitude is more closely tied to aspects of teachers' work in their classroom.

2.4.1.2 Teacher's Knowledge of the Subject Matter and the Basic Methods of Teaching

Teaching is not a mere occupation where people can go into without the possession of the requisite qualification. One of the major qualities that a teacher needs to possess to implement the curriculum plan effectively is a sound knowledge of the subject he/she teaches and the fundamental methods and techniques of teaching. In view of this Aubrey (1994:190-191), Dean (1991:11), Erkyehun et al., (1991:2), Firestone (1996:213), Good and Brophy (1987:3) have a common agreement that teachers who possess both pedagogical knowledge and subject matter knowledge will be more effective in curriculum implementation than teachers who are deficient in one of these areas. Therefore, professional teachers must be more knowledgeable about their subject and their students and about how to make the connection between the former and the latter (Fireston, 1996:229).

As to many educators, command of the subject matter to be taught is an obvious necessity for any teacher. A study by Dean (1991:12) for example, has indicated that a teacher must have mastery of the content being taught if he or she is to be truly effective. Similar evidences are presented by Cole and Chan (1994:20), Mullens et al., (1996:139) concerning the importance of teacher's subject matter knowledge for effective teaching. They suggest that teachers should have knowledge of the content and the objectives included in the curriculum. It is, therefore, logical to assume that teachers with mastery of their subject matter would be particularly effective in conveying it to students. The authors cited above argued that, those teachers who have sound knowledge of the subject matter of the curriculum will be by far better than those who have poor knowledge of the same content.

On the other hand, a teacher that who knows his subject but can not put it across to his students is a teacher who is poor in methods of teaching. Poor methods of teaching results in bad teaching (Brown et al., 1982:11). Therefore, no matter how the teacher is knowledgeable in the subject matter, he cannot possibly

succeed unless he has a thorough knowledge of the most accepted methods and techniques of teaching which enables him to communicate effectively with students.

From the preceding discussion, it can be stated that teachers who implement curriculum innovation need expertise in both the subject: what to teach and the pedagogy: how to teach it. Otherwise, without adequate performance on such basic activities, no individual can claim the status of professional teacher.

It is also worthy to note that development of this expertise requires especially designed training. Thus, for a teacher to be able to do his/ her professional responsibilities, the level and quality of training would matter. In this regard, Creemers (1992:64) maintains that if teachers are so important in the instructional process and responsible more or less for the outcomes of education, then, they should receive the means (training) to fulfill their tasks in a self confident and competent professional way.

In the same manner, Erykyehun et al., (1991:7) in their recent work, provide further confirmation regarding the significant influence of training on the quality of teaching. These educators have showed that training teachers is one of the means to promote the quality of education. It is not only pre-service training but also in-service training is an essential aspect. So to develop the intellectual, moral and physical qualities as well as professional knowledge and skills of teachers or to be effective in teaching and keep up-to-date with the subject matter, teachers should be always acquainted with changes of pedagogical and curriculum contents.

Generally, the contribution of in-service training to successful curriculum implementation has been documented by many other writers and researchers. Becher and Maclure (1978:119-121), Fullan (1992:43-44), Levin (1992:33), Lewy (1977:134) Ornstein and Hunkins (1988:245) are some to mention. Many of these documents clearly show that, orientation and training should be given to those people, who are directly or indirectly involved in curriculum

implementation. Refresher courses of different types would help teachers to become aware of their unforeseen shortcoming of their classroom teaching techniques. This may also help teachers to carry out the course of instruction in the way suggested by curriculum developers. Therefore, manpower training both short and long term courses, workshops, seminars and other similar orientation might strengthen effective curriculum implementation. On the other hand, failure to arrange such in-service programmes would likely affect their effectiveness in curriculum implementation and as to Pratt (1980:431) without such training teachers are likely to continue what they have done in the past.

2.4.1.3 Teacher's Experience

Theoretically, it is assumed that a rich background of teaching experience increases teacher's ability to instruct effectively. Results of intensive study in the area indicate the positive correspondence of teacher's teaching experience and their actual performance in the classroom. For example, Husen and his associates (1984:26-27) have cited many studies which show the positive influence of experience on classroom performance. The authors cited above have noted that all other things being equal, it is generally agreed that a teacher gains skills through experience, and that the more experienced teacher is the more successful teacher.

In their study of nine less developed countries, Alexander and Simons (1975), as cited in Husen et al., (1984:26) have come up with the conclusion that experience contributes to teacher success in primary and early secondary grades, but not in upper secondary grades. With remarkable similarity, Carnoy (1971), as cited in Husen et al., (1984:27) has presented the evidence that support the above conclusion. He found out that experience is more important for earlier grades than for upper secondary schools.

In short, according to the evidences presented above, the teacher's experience is most important for lower grades and least in upper secondary grades.

More concretely, similar research studies are conducted to compare beginning and experienced teachers in response to the description of common classroom events. After having reviewed many research findings Clark and Peterson (1986:279-280) have found a marked difference between experienced and beginning teachers in the nature of their interpretations and understanding of their classroom events. They interpret the results to suggest that experienced teachers have better developed knowledge of phenomena related to classroom learning and teaching than do novice teachers. This is because experienced teachers know the home background of students, the problems and the experience of students and the type of misbehavior and discipline problems that would occur. Thus, these results suggest that experienced and novice teachers may differ considerably in their perceptions of classroom events as well as in their understanding of an appropriate flow of classroom events. From this findings one can well imagine that experienced teachers would have better developed knowledge that would be more relevant to the teaching situation than would beginning teachers.

Furthermore, unlike experienced teachers, inexperienced teachers are often felt an image of superiority. They seek to dominate all communication exchanges, usually because they lack confidence in the abilities of their students. Besides, beginning teachers have problems of choosing the most appropriate materials and methods of teaching for specific teaching purposes (Brown et al., 1982: 194; Cole and Chan , 1994:55).

In sum, the cumulative evidence supporting the notion that teachers' experience contributes to teacher's skills and success at least for some grade levels (in the lower grades) is persuasive. The main message of the pattern of the research findings presented above, is that, novice teachers are not strategic in the teaching - learning process as the experienced teachers possibly because of lack of experience.

2.4.2 *School Related Variables*

In addition to the attitude, knowledge and experience of teachers, school variables (resource available to the teacher, and the quality of leadership within the school) may significantly affect teacher's implementation function (Dalen, 1979:454; Southworth and Lofthous, 1990:68).

It is a widely agreed assumption that the characteristics of the school can facilitate or impede teachers' effort to act as professionals. Particularly, the availability of teaching-learning materials and the support system for teachers by school principals could greatly influence teacher's work in the classroom (Firestone, 1996:215; Marburger, 1970:333; Saylor and associates, 1981:350).

2.4.2.1 Availability of Instructional Materials

There exists a general consensus among educators and researchers that in availability of instructional materials has an adverse effect on the quality of education. Shortage of reading materials (textbooks, reference books and journals) and another pedagogical resources such as maps, charts, graphs and globes discourage teachers from carrying out their duties effectively (Darge, 1995:93; Doll, 1974:177; Vulliamy, 1987:20).

This indicates that the success of curriculum implementation is often restricted by shortage of equipment and instructional materials in the school. This problem is enormously widespread in many developing countries while it seems insignificant in developed countries. Many studies have shown that among other things, education system in the developing countries are characterized by the inavailability and inadequacy of instructional materials. Chapman and Mahlk (1997:6), Hedlund (1970:181-183) for example, have made the significant discovery that the inadequacy of instructional materials jeopardizes the ability of developing countries to provide quality education. Thus, many schools in developing countries today face critical shortage of

instructional materials and consequently the quality of teaching and learning continues to be very low.

As the preceding discussion has shown, instructional materials are required for successful implementation. Particularly for the learning activity of young children the availability of tangible instructional materials such as models, real objects, charts, maps graphs etc. seem to have paramount importance. In spite of this fact, in developing countries like Ethiopia, these requirements are often unmet. As a result, curriculum implementation in developing countries is seriously hindered by the shortage of instructional materials.

2.4.2.2 Lack of Adequate Support in the School

A factor which is equally important for successful curriculum implementation is the support provided by the school personnel. In view of this, writers such as Fullan (1992:49), Good and Brophy (1987:553) and Pratt (1980:430-437) have cited the school principal and other auxiliary school personnel (e.g. school pedagogical center workers and department heads) as key figures in blocking or promoting curriculum implementation processes. These school personnels have direct responsibility to work together with the teacher in charge of curriculum implementation.

When school directors pay attention to particular innovations, there will be a greater degree of implementation in the classroom of the school. Thus, the school director is a key grantor of successful implementation. School director can play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationships among teachers, by generating better solutions to the school problems and the like (Firestone, 1996:227-230; Fullan, 1992:85; Ornstein and Hunkins, 1988:243-244). In the same vein, Good and Brophy (1987:553) have proven conclusively that: "Administrators should play a facilitative role rather than merely an evaluative

role, then it is possible for principals and teachers to work together to improve instruction."

The aforementioned discussion imply that school directors should not just leave the responsibility of curriculum implementation to their teachers, instead they have to support the instructional improvement efforts of their teachers. School directors have the responsibility to provide direction and guidance, and to assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school directors, the chances for successful curriculum implementation are very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and directors in the school. Therefore, school directors are crucial to success and a failure on the part of the school administration to give adequate support would ultimately hinder the implementation functions of the teacher.

In addition to the directors of the school, media centers or the school pedagogical centers, are also considered as the immediate support system for the teacher in implementing the curriculum. The school pedagogical centers seem to be the pertinent responsible bodies to facilitate the process of curriculum implementation in that it provides teachers with the necessary audio-visual materials and with a place to prepare various teaching-learning materials.

In general, it can be said that, the school related variables are positive predictors of effective teaching although the evidence presented here, is limited. In brief summary, a comprehensive look at of the most influential factors revealed that the success of the implementation of a curriculum plan is a function of the ability of the teaching and administrative staff and the availability of instructional materials. Therefore, as it is remarked by Fullan (1992:26) arguments that programme quality is more important than teacher's attitude, or that school variables are more important than teachers variables, or that teachers are more central than school administrators etc. are pointless.

Effective implementation, according to Fullan, depends on the coordination of all the variables discussed in the previous sub-sections. Hence, the attitude and ability of teachers, and the presence or absence of adequate instructional materials and personnel support appear to be the main potential factors identified in the literature which hinder or facilitate the implementation functions of the teacher.

2.5 Evaluation of Curriculum Implementation

Any educational system needs to undergo a continuous evaluation to gather data regarding the strengths and weaknesses of curriculum before and after implementation. The purpose of gathering such data is to allow curricularists to either revise, modify, maintain, or discontinue their actions and programmes or to furnish data that will support their decisions regarding curriculum matters. On the other hand, if this is not put into practice, curriculum development and improvement in particular, and the teaching-learning process in general are bound to be ineffective (Amdeselasie, 1996:125; Hastings, 1974:30; Metfessle, and Michael 1974:144; Mulusa, 1995:270; Ornstein and Hunkins, 1988:250).

Currently, there are two contrasting approaches concerning the area of emphasis to be given in evaluating the implementation of a curriculum. These are the objectives oriented evaluation approach - which stresses on the measurement of learning outcomes in terms of students' abilities and skills as a major indicators of curriculum implementation and the process oriented approach - which focuses on the practicality of the curriculum.

Advocates of the first group (objective oriented evaluation approach) give priority to testing, grading, classifying and measuring students achievement, but little or no effort is made to determine why and how educational programme is offered (Saylor et al., 1981: 320; Worthen and Saunders, 1987:62-71). In short, the critical point for evaluation of curriculum

implementation, according to the supporters of objective oriented approach is the actual learner outcomes against the educational objectives.

However, this view is challenged by other educators (process oriented proponents). They raised the argument that the evaluation of curriculum implementation must be designed to determine the relationship not only between stated goals and the degree of their attainment but also between an initial conception of the practice designed to achieve them and the practice actually taking place. They hold the belief that knowledge about the process of curriculum implementation is more helpful than knowledge about attainment of objectives alone. In this context, proponents of this assumption argued that, the focal point of evaluation should be the Portrayal of the curriculum in action in a variety of settings such as the extent of teacher's knowledge of subject matter and use of new equipment teachers acceptance of classroom practices and understanding of aims and objectives, the general patterns of existing teaching methods, the availability of materials and equipment and other classroom practices (Becher, 1984:103; Eisner, 1981:42-43; Lewy, 1977:146).

The information above implies that in the process oriented evaluation approach, the focus of attention is shifted from the attainment of objectives to the investigation of the process of classroom life.

Those favouring the process oriented approach have raised insightful criticism against the views of objective oriented evaluation model in that, the objectives oriented evaluation model gives primary focus on outputs and paid little attention to the intervening process. The schools and the classrooms within them were conceived of as "black box." Since the focus is the output (changes of learners' behavior), what happens in between (between in put and output) is a black box. This means that the outcomes are measured without the knowledge of the process and as a result, the outcomes can provide little direction for action because the decision makers do not have information about what produced the observed outcomes (Anderson, 1987:69).

Today, several authorities have developed formal models that will aid the evaluation of curriculum implementation. Among these, Provus's Discrepancy Evaluation Model, Stufflebeam's context, Input, Process, Product (CIPP) Evaluation model, and Stake's Responsive Evaluation model are some to mention (Ornstein and Hunkins, 1988:257-267; Payne, 1974:19; Saylor et al., 1981:320-29).

In spite of the presence of various evaluation models, different writers suggest "Stake's Responsive Evaluation Model" to evaluate classroom instruction. Researchers such as Ornstein and Hunkins (1988:267), Rosenshine (1970:279), Saylor et al., (1981:329) underline the importance of Stake's Responsive Evaluation Model for evaluating the teaching-learning process in the classroom. Therefore, although almost all evaluation models are useful to evaluate classroom instruction, the Responsive Evaluation Model appears pertinent to evaluate the quality of classroom teaching that are concerned with teachers' characteristics and attitude which are essential for effective instruction. Viewed from the perspective of the model, Stake's Responsive Evaluation Model is adapted for this study as can be seen in chapter three.

2.6 The Current State of Curriculum Implementation in Ethiopia

In this section a brief account of the process and practices of curriculum implementation in Ethiopia since 1994 is presented. Its major concern is first to present a short review of the status of the Ethiopian curriculum in the last few years and second to consider the current state of curriculum implementation.

To begin with, although definite efforts were made toward giving a certain shape to the system of education in the country, there was not much accomplished as expected in the past. For instance, during the Derg regime, one can observe a better trend that greater attention was given in the educational sector to the task of educational policy design and planning. Although this was a well come trend, it must be noted that, the educational establishments were not well endowed in that the proportions of trained

teachers remained quite small and schools in Ethiopia were ill-equipped with the necessary teaching materials. Therefore, under such circumstances it would have been unrealistic to expect the attainment of excellence in the quality of education (Fassil, 1990:3-12).

Understanding the continuous deterioration of educational excellence, in 1984, the Ministry of Education embarked on a major evaluative study with particular attention to the quality of education. The study was designed to identify the causes for the deterioration of the quality of education in the country and thereby to form base for improving the academic standards of the country. It was quite evident that the basic explanations for the poor quality of education in Ethiopia at all levels were identified as the increase of pupil-teacher ratio, lack of professionally trained teachers and shortage of instructional materials (Fassil, 1990:99-113). Similarly, among the findings of a sample survey undertaken in various Administrative zones in connection with the on-going evaluation of curriculum implementation such as Bizunesh (1983:56-57), Getachew (1994:119-123), and Hailu (1991:132-135) have all reported that the full and effective implementation of the curriculum was hampered by shortage of trained teachers and instructional materials. In conclusion, therefore, one can say that, Ethiopia had faced many difficult problems of educational development in the past, not because education is neglected, but because much greater emphasis had been placed on its expansion (Fassil 1990:113).

With these stand points, the educational system in Ethiopia in the last few years could be considered to be in crises. The rationales for this claim were that, the supply of instructional inputs such as teaching materials, textbooks and educational facilities were very inadequate and the professional competence of teachers was in a very bad state. In addition to the above points, the curriculum taught in Ethiopian schools in the past has been severely criticized for being too academic and irrelevant to the needs of the society and its citizens. This is because of the fact that, the teaching-learning process concentrates more on theoretical knowledge with little connection to the day-to-

day life of the pupils. All the aforementioned conditions indicate the low quality of education provided in the country (The Ethiopian Education and Training Policy, 1994:2-3).

With these basic rationals, it was necessary to set a new process in motion and change the alarming situation of education. For this a comprehensive Education and Training Policy was formulated and issued as late as July, 1994. Following the introduction of the new education and training policy, Ministry of Education has embarked on a programme of curriculum reform. the new curriculum would be distinguished from the previous one, by its stress on the scientific and problem solving characteristics of education (PHRD Project Office, 1996:52; Tekesete, 1996:81).

As it is pointed out earlier in the introductory part of this paper, to implement the new curriculum successfully, all preparatory activities which include the preparation of guidelines, orienting the experts and teachers who will be engaged on the task of preparing it and using the curriculum etc. have been completed. The new curriculum for grades 1,2,3,5,6 and 7 have been prepared, tried out and put into effect in all schools of Ethiopia. The curriculum for grades 4 and 8 is under trial and a complete change of the curriculum of primary education is planned for the year 1999.

The change in the curriculum has been accompanied by the preparation of the textbooks and syllabuses that go with it. Students' textbooks and syllabuses for grades 1,2,3,5,6 and 7 have been prepared and distributed to all primary schools for use. The textbooks and syllabuses for grades 4 and 8 have also been prepared and currently being tried out.

In addition to the textbooks and syllabuses, the availability of the standard equipment and furniture are essential for teachers to effectively carry out the implementation of the new curriculum. However, according to the facility level survey carried out by PHRD (1996:66-67) project office, the equipment and furniture in most schools of the country have been damaged

due to excessive use or they do not exist because the schools have not been equipped from the start.

Moreover, taking the qualification of teachers as an indicators of effective curriculum implementation, currently we find that the proportion of teachers with specialized training in their professions is quite small. The requisite qualification of teachers for the first cycle of primary education (1-4) is graduation from teacher training institute and diploma level training for the second cycle of primary education (5-8). However, currently it seems that at the second cycle of primary education, we have the worst problem of under supplied teachers with the required level of qualification. One possibility to overcome the problem of teacher supply in the area of 5-8, would be to maintain the students-teacher ratio 50:1 in the whole primary system (PHRD Project Office, 1996:95).

In addition to this, the new education policy pays particular attention to the training of teachers. In this case to minimize the problem of ever increasing number of untrained teachers, the Ministry of education has introduced in-service education and training programmes for teachers that lead to certification and help to reduce the number of unqualified teachers (PHRD Project Office, 1996:59; Tekeste, 1996:81).

Inspite of all these efforts, Tekesete (1996:83) seems to be doubtful regarding the success of the implementation of the new curriculum. He says although the new education policy has correctly assessed the key role of teachers and therefore, the need for the improvement of their working conditions, policy makers appear to be expecting far too much from the teacher. Tekeste continued to argue that, the means available to the teacher (such as the nature and the quality of teaching materials, the type of training the teacher was exposed and the teacher-student ratio) to carry out his/ her functions are not given due consideration.

By way of conclusion, according to the judgement of Tekesete (1996:86), although teachers do play a key role, the success of the implementation of the new curriculum draft ought not to be left on the shoulders of teachers alone. This is because of the fact that, teachers would continue to work under great constraints which have been mentioned above. Therefore, to blame teachers for unsatisfactory performance brings unfair criticism and this would create mistrust and poison the relationship between policy makers and teachers.

However, unlike the aforementioned curriculum implementation evaluation models, "Stake's Responsive Evaluation Model" is more concerned with evaluating curriculum activities or processes than intents or outcomes. In other words, it is more concerned with the portrayal of the programme by educational practitioners than standardized data, test scores and goals. Therefore, the subject matter of stake's Responsive Evaluation Model is the programme in action, the portrayal of the process of teaching and learning rather than the assessment of curriculum materials or the goals as such. Thus, by using the responsive evaluation approach, the evaluator presents the feature of the teaching-learning process, describes the activities of the practitioners, identify major issues and problems and reports the process of the accomplishments (Becher, 1984:103; Ornstein and Hunkins 1988:267; Saylor and associates, 1981:329). According to these educators, monitoring the actual implementation of the curriculum with its related activities help to determine potential procedural barriers and to gather information to describe the actual procedures employed which all these are used to make decisions regarding the implementation of the programme.

Endorsing the foregoing discussion, researchers like Becher and Maclure (1978:141), Saylor and his colleagues (1981:350) attached great value to the need for "Stake's Responsive Evaluation Model" to evaluate classroom instruction. They contend that among the different evaluation models, Stake's Responsive Evaluation Model is more pertinent for the evaluation of instruction because this model orients more directly to programme activities than to programme intents. Thus, the concentration is entirely on the practical aspects of the work itself. In this sense, the characteristics of the teacher are one of the major antecedent^s to be considered in evaluating instruction. Thus, the evaluator has to take into account teacher's opinions and attitudes, experience, knowledge and abilities, classroom interaction and the school environment including the organization of the school, the support systems for students and teachers, and the availability of instructional materials which all influence the instructional performances of teachers .

In this study, the attitude of teachers towards the intents of the social studies syllabus and teachers capability in translating the prescriptions of the

syllabus into practice are given due attention. As variables, the absence or presence of instructional resources in the school for the implementation of the syllabus such as basic teaching-learning materials, teaching aids and personnel support are also considered in the present study.

Taking the above points into account, Stake's Responsive Evaluation Model is found to be pertinent to achieve the purposes of this study.

3.2 Subjects and Sampling Procedures

The subject of this study were grades 5 and 6 social studies teachers in South Gondar. The investigator concentrated on social studies because Geography was his minor in his undergraduate study and he has taught geography in the high school for five years. Thus, the knowledge and the skills required in this area would therefore help him to see problems and facilities in teaching social studies.

The lower grades of the second cycle of primary education (grades 5 and 6) were chosen because of the fact that the curriculum for these two grades was operational all over the country for at least two or three years. Therefore there is a general expectation that teachers gain experience and adjust to new programmes or teaching methods with the passage of time. In other words, since teachers have taught the new social studies syllabus for two or three years, they could accumulate sufficient experience in implementing the syllabus. Therefore, the observed teachers' classroom performance is assumed to reflect the actual state of curriculum implementation.

Finally, South Gondar was selected as the center of the study for two basic reasons. Firstly, the investigator is familiar with the study area since he is educated there and thus, it is hoped that he could secure adequate cooperation and assistance from educational officers, teachers and directors with a limited time available at the researcher's disposal. Secondly, such studies have never been carried out in the above study area.

The universe of the study includes all weredas and all government schools of South Gondar Administrative Zone. In this regard, as to the statistical information obtained from South Gondar Administrative Zone Education Office, a total of 324 primary schools are properly functioning in the academic year of 1997/98. As the number of primary schools indicated above is too large, the need to use a multistage cluster sampling technique has become necessary. This sampling technique, according to Kerlinger (1986:120) and Koul (1988:116) is used in educational research when it is either difficult to compile an exhaustive list of the elements comprising the largest population, or when the target population becomes too large in number or when the geographic distribution of units is scattered. By using this sampling technique it is quite common to have the final selection of few elements made within cluster to represent the many hundreds or thousands of the total population. Thus, this sampling technique is felt to facilitate easy access to reach the required respondents with the limited time available at the researcher's disposal and to facilitate a reasonable control over the sample size without jeopardizing its representativeness.

Therefore, using this sampling technique, among the ten weredas (districts) four weredas were selected at random i.e., Debretabor Wereda, Farta Woreda, Fogera Wereda and Dera Wereda. In each wereda, four elementary schools were taken as a target group on the basis of easy accessibility by motor car.

In supplying the information required, all social studies teachers of grades 5 and 6 in the selected sample schools were involved. In addition, the school directors and the School Pedagogical Center coordinators have also provided information to secure further data.

3.3. Instruments of Data Collection

In order to collect data three basic instruments i.e.; questionnaire, observation rating scale and interview were employed.

3.3.1. *Questionnaire*

Two kinds of questionnaire (open and close ended) were prepared originally in English which were latter translated into Amharic to be filled out by social studies teachers and principals of primary schools.

The questionnaire prepared for social studies teachers has two parts. The first part was prepared to collect information regarding the existence of conducive atmosphere for the implementation of the new social studies syllabus and factors identified that could influence teachers' classroom performances. In the latter case teachers were requested to rank the factors in their degree of priority they felt that these factors affect their classroom performances in the school contexts.

The second part of the teachers' questionnaire was prepared in the form of Likert type attitude scale and the level of agreement was indicated on a five point scale (1-5) ranging from strongly disagree to strongly agree. The purpose of this attitude scale questionnaire was to get information on the level of teachers agreement or disagreement with the prescriptions of the syllabus. Thus, each of the teacher involved in the study was requested to give an opinion about the attitudinal statements regarding the major intents of the syllabus by choosing one of the five categories, "Strongly agree", "Agree", "Undecided", "Disagree", and "Strongly disagree".

Questionnaire for the school directors consists of two parts. The first part of the questionnaire consists of 14 questions related to teachers' classroom performances at school. In this context, directors were requested to rate the level of teachers' classroom performances in implementing the new

social studies syllabus on the basis of their frequent observation and common experiences using a rating scale of 1 to 5 in which 5 represents the highest level of performance.

The second part of directors questionnaire was used to elicit information on their perception of factors that influence teachers' practical work in the classroom. In this case, a set of possible factors were listed and school directors were asked to rank these factors according to their priority of influence.

3.3.2 Classroom observation Rating Scale

Structured classroom observation rating scale was developed by thoroughly examining the social studies syllabus and review of literature. This instrument was designed to serve as a guide line for the observation of social studies teachers' practical teaching. Thus, thirty-five items were prepared for four general aspects of teaching (General Teaching characteristics, lesson presentation skills, Questioning Skills and Classroom management skills). A five-point rating scale (1 = Very low, 2 = Low, 3 = Average, 4 = High, 5 = Very high) was used for this purpose.

3.3.3 Interview

In order to substantiate the questionnaires both structured and unstructured interviews (see Appendix D) were made with all social studies teachers of grades 5 and 6, and the school pedagogical center coordinators of the sample schools.

The interview with social studies teachers generally addressed to some problems encountered by teachers as they discharge their instructional duties and thereby to suggest some possible solutions for the good prospects of the implementation of social studies syllabus. On the other hand, the interview with the SPC coordinators mainly focuses on the support services provided by

the school pedagogical center coordinators to the social studies teachers in facilitating the implementation of the syllabus.

In general, the interview conducted with the teachers and school pedagogical center coordinators is aimed at strengthening the information obtained from the teacher themselves through questionnaire and the responses of the interview have been used in the process of discussing data.

3.4 Try-out of the Instruments

In order to select the items which best suit the purpose of the study, a total of ninety-five, items were given to six judges for evaluation. The judges were all graduate students i.e., two from the department of Educational Psychology, two from the department of Educational Administration and two from the department of curriculum and Instruction in Addis Ababa University.

To keep the judges concentrate on selected points, a criterion of evaluation was prepared and distributed to them with the questionnaire regarding the purpose of the study which enables them to determine whether or not the questions specified are really relevant to the objectives of the study. Thus, the judges were asked to indicate each items degree of relevance for the stated purpose according to the following scales: Highly relevant (3), relevant (2), somewhat relevant (1) and irrelevant (0). The judges were also given room to give any comment that they feel important regarding the items of the instruments. Items with a larage value of judges ranging from 1.75 to 3 were directly accepted for use by the investigators because this result is assumed to be more than the expected mean(1.5). On the basis of these, items 6,7, 13 and 1 from teachers' questionnaire; 3.1 and 13 from directors' questionnaire, and 2.2 , 3.7 and 4.3 from the observation rating scale were rejected. Before omitting the items, reliability of the judges ratings was computed by using the rating reliability coefficient and found to be 0.837 for the observation rating scale, 0.928 and 0.744 for the teachers' questionnaire (for part one and part

two respectively), 0.863, 0.88 for directors questionnaire of part one and part two (see Appendix E, F and G respectively).

The ratings which were made by the judges reduced the total number of items from 95 to 86. In addition to this based on the comments forwarded and further review of related literature, terms that found ambiguous were left out and those terms which were found to be general were refined for final use.

After the relevance of items had been ensured by the judges, the try-out of instruments was carried out in Region 3 (Farta Wereda -- South Gondar Administrative Zone). The main purpose of the try-out was to check the usability of the instruments and the planned procedure of data collection. To this end, it was tested with ten teachers from five elementary schools of Farta Wereda (namely, Hamuswonz, Abaregay, Lualua, Selamiko and Enatitu Mariam elementary schools).

After it had been filled in by these teachers, each questionnaire was examined item by item to detect ambiguous and unclear statements, response clues or other factors which can affect the teachers' genuine responses. On the basis of the feedback received from these teachers some alterations were made on some of the instruction and statements of the draft questionnaire. With the exception of this modification all of the questions in the teachers' questionnaire were found to be useful for the purpose intended. In addition to this, especially to examine the internal consistency of the attitude scale reliability coefficient was calculated by using coefficient alpha (Thorndik and Hagen, 1977:82) and found out to be 0.78 (see Appendix H). Similarly, only a few number of small corrections were necessary for directors questionnaire.

After correcting the errors and conceptual difficulties the final form of teachers' questionnaire and directors' questionnaire were prepared assuming that this would serve to make responses reliable and valid.

With regard to the reliability of the observation on rating scale, inter-observer agreement was calculated by using Pearson Product Moment Correlation Coefficient and found out 0.80 for the first session and 0.85 for the second session (see Appendix H). This level of reliability of ratings between observers shows that the observation scales are dependable instruments which would be readily used to evaluate teachers' classroom performances.

3.5 Data Collection Procedure

The investigator reported to the Zonal Administrative Educational Department (ZAED) to select the sample Districts. In the District Educational Office (DEO) the researcher selected the appropriate schools according to the criterion considering their accessibility by vehicle transport. In this regard, schools which were included in the pilot-test were not included in the main study.

After the selection of the sample schools, the directors of the schools concerned were informed about the purpose of the study and were requested to support the work. Latter, the sample teachers were briefed and asked for their cooperation to provide data. Finally, questionnaires were distributed to the directors and teachers, and instructions were given on how to answer the questions to fill the necessary information. Besides, directors and teachers had the chance to ask the researcher in case they faced any difficulties while filling in the questionnaire.

At last, two observers were selected who have BA Degrees in Pedagogical science minoring geography. They have a teaching experience of 8 and 9 years. Such an intentional selection was made on the assumption that these observers will have the necessary knowledge and pedagogical skills required to evaluate the social studies teachers. The observers were well oriented on the objectives of the study and the instrument employed. Besides, the copies of social studies syllabus of grades 5 and 6 that consist of lists of objectives, contents, teaching methods, teaching aids and evaluation

Concerning the second basic question, Pearson Product Moment Correlation Coefficient was computed to see the relationship between teachers' attitude and their classroom performance. A t-test for the significance of the correlation was also run (see Appendix I). In addition to this, simple linear regression was used to indicate the impact of attitude on teachers' classroom performance and F-test was also computed to check the significance of the coefficient of determination (see Appendix J).

Regarding the third basic question, a chi-square (X^2) statistical test was employed so as to show whether or not there exists a statistically significant difference between less experienced and more experienced teachers in classroom performance with alpha 0.05 level of significance (see Appendix K).

Lastly, the information obtained regarding the fourth basic question was summarized using percentage and a rank order. In the latter case, mean rank of each factor was calculated by multiplying the frequency of respondents with the rank value given to it, summing the products and dividing it by the total number of respondents. Then rank was assigned to each of the mean ranks; with the highest mean rank getting the last rank and the lowest mean rank having the first rank, the next lowest the second rank etc. In this sense, the upper high ranks could indicate the major factors which hindered the implementation function of social studies teachers. Consequently, rank order correlation coefficient was computed to see the relation of teachers' and directors' ranking of the factors that influence teachers' classroom performances (See Appendix L).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with describing, analysing and interpreting data obtained from classroom observation, questionnaire and interviews in terms of the basic questions posed in chapter one. All the basic data pertaining to the variables are summarized in the form of tables.

4.1 The Background of Teacher Respondents

The data on the background of the teacher respondents are given in Table I below in order to give a clear picture about the personal data of social studies teachers involved in this study.

Table I
Characteristics of Teacher Respondents

	Characteristic	Category	No	%	Total	
					No	%
1	Sex	Male	28	87.5	32	100
		Female	4	12.5		
2	Qualification	12+TTI	30	93.75	32	100
		12+2	2	6.25		
3	Teaching Experience	1-5 years	5	15.63	32	100
		6-10 years	13	40.62		
		11-15 years	2	6.25		
		16-20 years	8	25		
		21-25 years	4	12.5		
		Above 25 years	-	-		
4	Teaching loads	Below 15 period	5	15.63	32	100
		16-25 periods	27	84.37		
		Above 25 periods	-	-		

As shown in Table I, the majority i.e., about 87.5% of the respondents were males and the rest 12.5% were females. In addition almost all (93.75%) of the teachers were TTI graduates and the rest 6.25% of them were diploma holders.

syllabus (Item 1.2). Similarly, a relatively large number of the observed teachers (81.25%) were judged as average regarding the adjustment of classroom instruction to the needs and abilities of the pupils (Item 1.3) and the rest 15.63% of the observed teachers were found to be low in this regard.

Besides, as shown in Table II about 43.75% and 53.13% of the observed teachers were rated as low and very low respectively in promoting an instruction which students have the greater share (Item 1.4). As to teachers ability to lead discussion (Item 1.5) with the exception of 11 (34.38%) teachers who revealed average performance, more than half (62.5%) of the observed teachers were found to be low in leading classroom discussion effectively.

Regarding teacher's effort to relate the subject matter to the daily life (Item 1.6), the results in Table II show that nearly all i.e., 62.5% and 28.13% of the observed teachers were judged as low and very low respectively. However, some teachers (3.12% and 6.25%) were rated as very high and average respectively in using issues related to the daily life of students as a means to elaborate the contents of the lesson. In the same manner, the data in Table II shows that 62.5% of the teachers were not in a position to use relevant audio-visual aids as suggested by the social studies syllabus (Item 1.7) and the same percentage of teachers were not using appropriate teaching aids to the topic they teach (Item 1.8).

As can be seen in Table II, for most of the items the mean rating scores of teachers are less than the expected mean (three). The only strong point observed in this category was teacher's mastery of the content being taught (Item 1.1). With the exception of this, low performances were identified for the rest of the items. That is in most of the classrooms the observed teachers were not using varied instructional techniques as suggested by the social studies syllabus (Item 1.2) and adjustment of classroom instruction to the needs and abilities of the pupils (Item 1.3) was not as extensive as expected. Promoting student participation in classroom instruction (Item 1.4) was also neglected by majority of the observed teachers. In addition most of the observed teachers did not attempt to relate classroom instruction with real life situations. Instead,

the contents suggested in the syllabus were treated in their general concepts without any attempts to relate them to the specific situation of the locality.

In general, as Table II portrays, it seems possible to say that almost all the variables identified under the category of general teaching characteristics of the teachers were not fully performed. Thus, the classroom observation results seem to lead one to assume that teachers rely on pure lecture. This implies that the observed social studies teachers seem to demonstrate a less frequent use of important methods and techniques such as group discussion, written reports, problems solving etc., as suggested in the syllabus. The result of this study accords with the study of Lewy (1977:190-191) who stressed that not all teachers carry out programme instruction in the way intended by programme writers. Programme writers frequently prescribe learning by inquiry; instead many teachers overload lessons with explanations of an expository type.

In an effort to shade further light on this issue, the researcher interviewed all social studies teachers to mention the method and techniques they more frequently use in instruction. On the whole, most teachers of social studies reported that they rely on the lecture method to present social studies lesson. They said, the suggested techniques of social studies such as inquiry technique, group discussion, debate, written reports etc. seem not as such useful to present a great deal of information to a large number of students within a short period of time. The teacher interviewees insist that the contents of social studies are very vast and there is no time to engage students in projects and other activities. Therefore, the size of the class and lack of time to cover the contents of social studies were mentioned as obstacles that prevent them from employing the suggested techniques of teaching. Consequently, the results of both the observation and interviewees' responses demonstrate that the teaching techniques suggested in the syllabus are not mostly used and the lecture method seems to be used in the social studies classroom.

4.1.2 Lesson Presentation Skills

The heart of the instructional function of the teacher in teaching any subject area is a well articulated presentation of a lesson. Some of the activities that characterize lesson presentation include structuring of the lesson, giving detailed explanation of concepts, using clear language, varying instructional activities, using appropriate movement and gesture expressions. In view of this, the teachers' skill of lesson presentation was evaluated in terms of the eight variables under the category of lesson presentation skills (see Appendix A). The result is presented in Table III.

Table III
The Summary of Classroom Observation Results on Lesson Presentation Skills

Item Code No.	Rating Scales										Mean \bar{x}
	Very High (5)		High (4)		Average (3)		Low (2)		Very Low (1)		
	No	%	No	%	No	%	No	%	No	%	
2.1	1	3.12	2	6.25	29	90.63	-	-	-	-	3.13
2.3	-	-	20	62.5	12	37.5	-	-	-	-	3.63
2.4	2	6.25	30	93.75	-	-	-	-	-	-	4.06
2.5	1	3.12	5	15.63	25	78.13	1	3.12	-	-	3.19
2.6	-	-	1	3.12	1	3.12	29	90.63	1	3.12	2.06
2.7	1	3.12	1	3.12	28	87.5	2	6.25	-	-	3.03
2.8	1	3.12	9	28.13	21	65.63	1	3.12	-	-	3.31
2.9	-	-	3	9.37	4	12.5	20	62.5	5	15.63	2.16
Grand Mean = 3.07											

As shown in Table III, teachers' presentation skill in giving clear and detailed explanation (Item 2.3) and their efforts for a clear and vivid language (Item 2.4) were rated to be high that represent 62.5% and 93.75% respectively. The evidence in the same Table further shows that the proper structuring of the lesson (Item 2.1), step-by-step lesson presentation (Item 2.5), attempts to avoid destructing behavior (Item 2.7) and presentation of the lesson with variety in tone of voice (Item 2.8) of the teachers were judged as average which constitutes 90.63%, 78.13, 87.5%, 65.63% respectively. On the other hand,

90.63% and 62.5% of the observed teachers were found to be low in their performance of changing students' activities (Item 2.6) and closing the instruction by giving a brief summary (Item 2.9) consecutively.

In general, the data presented in Table III seems to indicate that average teachers' performance was noticed in the majority of the lesson presentation skills that is in:

- developing proper structure of the lesson,
- step-by-step lesson presentation of the teacher,
- avoiding destructing behavior,
- presenting with variety in tone of voice.

Nevertheless low performances of teachers were observed in some areas, specifically in

- Changing students activities (Item 2.6)
- Closing the instruction by giving a brief summary (Item 2.9).

On the other hand, as the review of the related literature (page 20-21) indicates, these are among the essential skills that teachers should be adequately equipped to provide effective instruction. By way of conclusion with the exception of these two items (Items 2.6 and 2.9) there was a tendency of better performances in terms of the majority of the variables identified in these category. This indicates that considerable percentages of the teachers appear to have executed satisfactorily the variables contained in the category.

4.1.3 Questioning Skills

The different authorities in the area of classroom research have underlined that questioning plays a fundamental role in the interactive phase of teaching. In view of this, a total of eight criterion variables contained in this category were used to evaluate the quality of the teachers' skill with respect to questioning (see Appendix A) and this is presented in the following Table.

Table IV
Summary of the Classroom Observation Results on Questioning Skills

Item Code No.	Rating Scales										Mean \bar{x}
	Very High (5)		High (4)		Average (3)		Low (2)		Very Low (1)		
	No	%	No	%	No	%	No	%	No	%	
3.1	-	-	1	3.12	16	50	15	46.88	-	-	2.56
3.2	-	-	-	-	-	-	7	21.88	25	78.12	1.22
3.3	-	-	-	-	4	12.5	28	87.5	-	-	2.13
3.4	2	6.25	8	25	17	53.12	5	15.63	-	-	3.22
3.5	10	31.25	15	46.88	7	21.88	-	-	-	-	4.09
3.6	1	3.12	4	12.5	22	68.75	5	15.63	-	-	3.03
3.8	-	-	2	6.25	24	75	6	18.75	-	-	2.88
3.9	-	-	4	12.5	23	71.87	5	15.63	-	-	2.97
Grand Mean = 2.76											

It is depicted in Table IV that about a little less than half (46.88%) of the teachers observed were rated as high and 31.25% of them were judged as very high in providing adequate time for students to give responses (Item 3.5). On the other hand, from Table IV, it is clear that a fairly high proportion of the teacher in the sample i.e., 50%, 53.12%, 68.75%, 75%, 71.87%, of the observed teachers were rated as average in providing definite, clear and thought provoking questions (Item 3.1), distributing questions to all members of the class (Item 3.4), positive reaction to student's responses (Item 3.6), encouraging students to ask questions (Item 3.8) and handling students questions (Item 3.9) respectively.

On the other hand, nearly half of the observed teachers (46.88%) and the largest proportion of teachers (87.5%) were found to be low in their performance in providing definite and clear questions (Item 3.1) and in generating questions of varying level of difficulty (Item 3.3) respectively. Similarly, the number of teachers who revealed very low level of performance in initiating an inquiry discussion than simple form of discussion (Item 3.2) was significant, that represents well over 78%.

Based on the results of the observation it would be possible to assume that in most of the variables, teachers performance was low. This is evidenced that for most of the skills the mean rating scores of teachers is less than the expected mean (three) and the Grand mean that reflects the general pattern of teachers' utilization of appropriate questioning technique is less than the expected mean. Particularly, during the observation, teachers' level of performance in initiating students instructional involvement by asking questions of different cognitive level and in asking inquiry questions related to the content being taught was found to be negligible. For instance, words like how, why, explain, justify etc. were not used to begin the question to trigger an inquiry discussion. Instead, the observed teachers appeared to use questions for feedback purpose i.e., questions, that were answered by the use of single word responses. Besides, such questions as "is it not", "right", "clear" and others were frequently posed by the teacher. During this time the investigator observed that students in mass repeatedly answered by saying "Yes/No". This means that each student's ability of comparing, contrasting, analyzing, synthesizing, reasoning, evaluating etc. based on evidences were not as such given due consideration. As a result, it seems that classroom interaction that may be created due to teachers' questions was less and the involvement of students as partner of the instructional process appeared to be minimal.

4.1.4 Classroom Management Skills

Teachers' classroom management and controlling behavior plays an important role in enhancing the implementation of the syllabus. One of the major qualities this study focuses on is related to classroom management skills. The result is presented in Table V.

Table V

Summary of Classroom Observation Results on Classroom Management skills

Item	Rating Scales										Mean
	Very High (5)		High (4)		Average (3)		Low (2)		Very Low (1)		
Code No.	No	%	No	%	No	%	No	%	No	%	\bar{x}
4.1	7	21.87	17	53.13	8	25	-	-	-	-	3.97
4.2	1	3.12	5	15.63	25	78.13	1	3.12	-	-	3.19
4.4	11	34.37	15	46.88	4	12.5	2	6.25	-	-	4.09
4.5	-	-	8	25	21	65.63	3	9.37	-	-	3.16
4.6	3	9.37	12	37.5	13	40.63	4	12.5	-	-	3.44
4.7	8	25	8	25	13	40.63	3	9.37	-	-	3.66
4.8	4	12.5	17	53.13	10	31.25	1	3.12	-	-	3.75
4.9	-	-	14	43.75	15	46.88	3	9.37	-	-	3.34
Grand Mean = 3.57											

As it could be seen from Table V, about 53.13%, 46.88, 37.5%, 53.13% and 43.75% of the observed teachers were rated to be high in giving respect for all students (Item 4.1), encouraging students to express themselves freely and openly (Item 4.4), demonstrating preventive measures rather than control (Item 4.6), avoiding punitive corrective measures (Item 4.8) and giving positive regard for some students who some times cause discipline problems (Item 4.9) respectively. Similarly 78.13%, 65.63% and 46.88% of the observed teachers exhibited average performance in helping students when they have difficulty (Item 4.2), reinforcing appropriate students' behavior (Item 4.5) and providing positive regard for those students who some times reveal discipline problems (Item 4.9) respectively.

In general, a glance at the results summarized in Table V. exhibit that, the mean scores of all teachers for all of the skills identified in the category of classroom management skills were found to be more than the expected mean (three). This implies that almost all the sample teachers are able to employ classroom management skills effectively. The finding of this study, therefore, corresponds with what was documented by Cohn and Rosmiller (1987:386) who asserted that effective teacher encourages positive behavior and controls

the negative ones to insure a high level of pupils learning. This implies that effective teacher gains and holds attention of students and maintains a classroom environment conducive to learning. In sum, on the basis of what the data reflected, it may be possible to say that good results have been documented in the light of classroom management skills than the aforementioned teaching skills that have been discussed in the previous subsections.

4.1.5 An Overall Summary of Teachers' Classroom performance

An overall summary of teachers' classroom performance is presented in the following Table to give a clear picture of the performance of the observed Teachers on the four major instructional categories.

Table VI
Classroom performances of Social Studies Teachers in the four
Categories of Instructional Skills

Categories of Instructional Skills	Rating Scales					Grand Mean Scores \bar{x}
	Very High (5)	High (4)	Average (3)	Low (2)	Very Low (1)	
	%	%	%	%	%	
1. General Teaching Characteristics	1.95	8.20	25	47.66	17.19	2.30
2. Lesson Presentation Skills	2.34	27.73	46.88	20.70	2.35	3.07
3. Questioning Skills	5.08	13.28	44.14	27.74	9.76	2.76
4. Classroom management Skills	13.28	37.5	42.58	6.64	-	3.57
Mean of the Grand Mean = 2.93						

Note: Average percentage is used here.

An examination of the data in Table VI clearly shows that large proportions of teachers (47.66%) were rated to be low in terms of the variables labeled in the category of general teaching characteristics and 17.19% of them as very low. Seen against all the variables in the general teaching characteristics, it is only about 8.20% and 1.95% of the observed teachers who

were found to be high and very high respectively, while the other 25% of them as an average.

Similarly, 27.74% and 9.76% of the observed teachers were judged to be low and very low consecutively in view of the skills required for using effective questioning technique. On the other hand, 44.14%, 13.28% and 5.08% of the observed teachers were rated as average, high and very high respectively in using effective questioning technique.

In view of lesson presentation skills, about 46.88% of the observed teachers were judged as an average rank and more than one-fourth that is 27.73% and 2.34% of the observed teachers were rated as high and very high respectively. It is only less than a quarter i.e., 20.7% and 2.35% of the observed teachers who were rated to be low and very low consecutively. A look at the results reported in Table VI also show that more than one-third of the teachers (37.5%) were ranked to be high and 13.28% of them were found to be very high related to classroom management skills. On the other hand, 42.58% of the teachers were found to be average in the skills of classroom management. It is only 6.64% of the observed teachers who were found to be low in managing and controlling classroom situation.

The general results of this study have indicated that the overall level of teachers' classroom performance tends to be below expectation. Although the performance Grand mean scores of teachers in classroom instruction is more than two in all of the four categories general teaching characteristics (2.3), lesson presentation skills (3.07), questioning skills (2.76), and classroom management skills (3.57), there are certain instructional categories which have been less implemented than the other. On the basis of what the data reflected in Table VI, it may be argued that there is a general decreasing tendency of teachers' classroom performance from classroom management skills to lesson presentation skills and then to questioning skills and to general teaching characteristics.

The mean scores in Table VI indicate that of all the instructional categories presented in this study, the general teaching characteristics variables appear to have been least effected by the majority of the teachers. This was followed by questioning skills - where this is an aspect that teachers are less effective. On the other hand, teachers have shown better performance (average performance) in employing most of the variables of lesson presentation skills. Finally, among the four major instructional categories, the present findings indicate that all teachers under investigation have been found in a better condition in employing the various criterion variables in the category of classroom management skills.

In view of the generalization that can be drawn from the findings of the present study, it can be said that teachers' instructional qualities with respect to general teaching characteristics and questioning skills were found to be below expectation and this implies that the observed teachers seemed to have not acted adequately in promoting students' successful learning. In almost all the observed classrooms, oral presentation (lecture) was the predominant teaching procedure employed by social studies teachers and activities like group discussion, asking questions of various level of difficulty to trigger inquiry discussion, written reports, projects and committee works which have a great role in helping students to apply the concepts learned were not observed. As a result students in almost all the lessons observed were passive and were not fully engaged in the instructional programme. This therefore, could be viewed as the teachers' serious instructional problems which could have a negative impact upon the success of students' learning. The findings of this study, therefore, disconfirm with that of Brown and associates (1982:40) who stressed that the lecture method should have no place in the primary schools.

In sum, based on the findings, it appears reasonable to assume that the current state of social studies teachers classroom performance seemed to be low regarding the general teaching characteristics and questioning skills. There are several possible explanations for this pattern noted in this study. First, the observed teachers may lack familiarity with alternative instructional techniques and the way to execute them during their training. In the training

programme student teachers learn not only the content but also the method of teaching employed by their instructors. Therefore, the observed teachers may learn the method that they are employing currently from their instructors during their training.

Second, the observed teachers may believe that the role of the teacher is only to present information for students. Therefore, if the teacher believes that he or she is the only authority of knowledge, he/ she may have difficulty in using an inquiry approach that depends heavily on pupil provided information.

Third, as one can observe the personal data of teacher respondents (see Table I), majority of the teachers (93.75%) were not qualified for this level. The qualification required for the second cycle of primary education in Ethiopia is diploma from teacher training colleges. However, the present state of affairs reveals that teachers are the graduates of TTI that are certified to teach any subject offered at this level without any specialization in a specific subject area. This indicates that the observed teachers may not have the necessary academic and professional inputs required for the effective teaching of social studies.

Fourth, in addition to the aforementioned reasons, size of the group, the availability of time and materials to the teacher, which is going to be discussed in depth towards the end of this chapter may also contribute a lot to the low level of teacher's performance in employing effective questioning technique and general teaching characteristics.

School directors were also asked to rate social studies teachers classroom performance on the basis of their frequent observations. This was considered as an additional source of information. The items given for school directors to evaluate social studies teachers focus on a more general teaching behavior of the teacher.

Table VII
Directors' Evaluation of Social Studies Teachers' Classroom
Performance Level on Some Selected Items

Item Code No.	Rating Scales										Mean \bar{x}
	Very High (5)		High (4)		Average (3)		Low (2)		Very Low (1)		
	No	%	No	%	No	%	No	%	No	%	
1.1	17	53.13	13	40.62	2	6.25	-	-	-	-	4.47
1.2	3	9.38	10	31.25	17	53.12	2	6.25	-	-	3.44
1.3	5	15.63	17	53.12	10	31.25	-	-	-	-	3.84
1.4	5	15.63	21	65.62	5	15.63	1	3.12	-	-	3.94
1.5	4	12.5	21	65.62	7	21.88	-	-	-	-	3.9
1.6	2	6.25	11	34.37	16	50	3	9.38	-	-	3.38
1.7	3	9.38	19	59.37	9	28.13	1	3.12	-	-	3.75
1.8	2	6.25	21	65.62	9	28.13	-	-	-	-	3.78
2.1	6	18.75	21	65.62	5	15.63	-	-	-	-	4.03
3.2	-	-	20	62.5	12	37.5	-	-	-	-	3.63
4.1	9	28.13	21	65.62	2	6.25	-	-	-	-	4.22
4.2	6	18.75	24	75	2	6.25	-	-	-	-	4.13
4.4	9	28.13	22	68.75	1	3.12	-	-	-	-	4.25
Grand Mean = 3.90											

*items see Appendix C.

It is apparent from the data that 40.62%, 53.12%, 65.62%, 65.62%, 59.37%, 65.62%, 65.62% , 62.5%, 65.62%, 75% and 68.75% of all the social studies teachers were judged to be "high" by directors of the schools in their teaching skills of items code number 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 3.2, 4.1, 4.2 and 4.4 respectively. It is only 53.12% and 50% of the teachers rated as "an average" in the teaching skills of items code number 1.2 and 1.6 consecutively.

In general, the data presented in this part of the research seems to indicate that teachers classroom performance was rated high by school directors in such activities as:

- teacher's subject matter knowledge (Item 1.1)

- teachers' attempt to adjust classroom instruction to pupils needs and abilities (Item 1.3)
- promoting students' participation in classroom instruction (Item 1.4)
- teachers' ability to lead discussion effectively (Item 1.5)
- teachers' ability to demonstrate visual aids as suggested by the syllabus (Item 1.7)
- the appropriate utilization of teaching aid (Item 1.8)
- developing proper structure of the lesson (Item 2.1)
- presenting students with puzzling event (Item 3.2)
- respecting students (Item 4.1)
- helping students when they have difficulty (Item 4.2) and encouraging students to express themselves freely and openly (Item 4.4)

It is only Items 1.2 and 1.6 i.e., usage of varied instructional techniques as suggested by the syllabus and the teachers' effort to relate his or her teaching to the daily life that were rated as an average. Therefore, an examination of the above data reveals in the majority of the teaching skills, teachers were judged high or an average and none of them were rated low or very low by school directors.

In this sense, directors evaluation confirms with the observation results in item 1.1, 4.1 and 4.4. where majority of the teachers were judged to be high by the observers that constitute 56.25%, 53.13% and 46.88% respectively (see Table II-V). With the exception of these items, as one can refer back to Table II through V, teachers were judged to be low or average by the observers for the rest of the items.

4.3 Overall Teachers' Attitude Toward the Intents of Social Studies Syllabus

In addition to the assessment of teacher's classroom performance in the four categories of instructional skills, it was found essential to see teachers attitude toward the major guidelines of social studies syllabus. In this study, therefore, the attitudes of teachers toward the social studies syllabus was surveyed using a 5-point Likert scale which denotes values from strongly agree to strongly disagree.

In order to see the distribution of the respondents into the favourable and unfavourable attitudinal directions, the survey group was dichotomized. The dichotomy was based upon the mean attitude score for the respondents as determined from their response to the items of the general attitude in the questionnaire. The distribution is as follows.

Table VIII

Distribution of Teacher Respondents into the Favourable and Unfavourable Attitude Toward the Specification of Social Studies Syllabus

Teachers' Attitude	No	%
Favourable	15	46.87
unfavourable	17	53.13
Total	32	100

As the distribution reveals among the total respondents 53.13% had unfavourable opinion in the major prescription of the social studies syllabus, while the remaining 46.87% have shown a favourable reaction. That is a little more than half of the teacher respondents tended to evaluate the overall aspects of social studies syllabus negatively which implies this percentage of teachers exhibited a low level of agreement to the implementation demands of the syllabus.

These 17 (53.13%) teachers have negative attitude towards the intents of social studies syllabus possibly because these teachers may be ill-informed about the intended changes of the new curriculum of primary school. That is to say if teachers don't have a clear vision about the new curriculum and if they don't know what is expected of them from the new curriculum, they could have no interest in the major intents of the new syllabus. An other possible reason could be the relative departure of the implementation demands of social studies syllabus from the usual practice of teachers. This seems to be due to the increasing complexity of the demands of the syllabus as compared to the previous social studies syllabus. In this regard Chapman and Mahlk (1997:5-6) confirmed that a curriculum plan which makes a radical departure from the usual practice is particularly susceptible to modification and resistance by teachers in their day-to-day activities.

In this connection, the other aspect investigated was the relationship between teachers' attitude toward the social studies syllabus and their performance level in practical teaching. In line with this, the sum of the responses given for individual items of the attitudinal questions and the sum of those of the various indices of the teachers' performance level evaluations were compared. In the following Table the association between attitude and performance has been presented.

Table IX

The Relationship Between Attitude and Classroom performance of Teachers

Variables	Γ between	t-test	SSreg	SStot	r^2	F-test
Attitude and Performance	0.46	*2.84	520.97	2436.56	0.214	*8.1679

Note: * P < 0.05

$t_{\alpha} = 2.04, p < 0.05$

F (1,30)= 4.17

SSreg =	Sum Square regression
SStot =	Sum Square total
r^2 =	Coefficient of Determination.

As indicated in Table IX, the observational data presented in the previous sections was compared to the attitudinal scores of social studies teachers using Pearson Product Moment Correlation Coefficient. As it is shown above, there was a moderate positive correlation ($r= 0.46$) between the teachers' attitude toward the syllabus and their level of performance. To test the significance of the results of correlation coefficient, t-test was computed. The results indicated that, the tabulated t-value (2.84) for this group is identified to be greater than the critical t-value (2.04) at 0.05 level of alpha and $n-2$ degree of freedom (see Appendix-I for the calculation). This implies that the higher the attitude scores of teachers the higher their level of classroom performance will be and the reverse is true.

Besides, in order to determine the impact of attitude on teachers' classroom performance, simple regression was calculated (see Appendix-J for the calculation). As the result portrays, 21.4% of the variations in classroom performance is accounted for by the attitude of teachers toward the syllabus. The significance of the coefficient of determination was also computed using the F-test and the calculated F-value (8.1679) is identified to be greater than the critical F-value (4.17) at 0.05 level of alpha. The result of the regression analysis implies that attitude of teachers toward the prescription of the syllabus appears to be a predictor of teachers' classroom performance. The results may therefore give way to conclude that the higher level of teachers' attitude, the better would be their classroom performance.

The above finding is consistent with many of the findings observed in the literature reviewed. For instance, this conclusion supports the findings of Cooper (1986:5) Chronbach (1974:117), Firestone (1996:216) Saylor and associates (1981: 263) and many other researchers, who contend that teachers' commitment and acceptance to the new curriculum is especially necessary for successful implementation. This means that teachers'

commitment and acceptance is more closely tied to aspects of teachers' work in their classroom.

4.4 Difference between the Less Experienced and the More Experienced Teachers in Classroom performance

There is an overall tendency that teachers performance is better with an increase of teaching experience. In this sub-section teachers' classroom performance was examined in terms of their years of teaching experience. To this effect teachers were grouped into two (less experienced and more experienced teachers). The first group i.e., less experienced consists of teachers whose teaching experience is less than 11 and the second group i.e., more experienced teachers consists of those whose teaching experience is 11 years and above.

Table X

Teachers' Classroom performance Scores in Relation to Teaching Experience

Characteristics	Teachers' Classroom Performance		Total	\bar{x}	X^2
	Above the Grand Mean	Below the Grand Mean			
Less Experienced Teachers	3	15	18	95.1	*8.031
More Experienced Teachers	10	4	14	102.8	
Total	13	19	32		

Note: Grand Mean = 98.5.

To check whether or not there is a difference between more experienced teachers and less experienced teachers in classroom performance a chi-square (X^2) statistical test was used (see Appendix-K for the calculation).

As Table X shows the result of the computed Chi-square depicts that the tabulated chi-square value ($X^2 = 8.031$) for teachers classroom performance was greater than the critical chi-square value ($X^2, 0.05 = 3.84$). This implies

that the difference in classroom performance between more experienced and less experienced teachers is statistically significant. This would mean that more experienced teachers appear to implement the syllabus more skillfully than those of the less experienced teachers. This may be due to the fact that the possession of a fair number of years of teaching experience would put teachers in a better position to employ the different techniques of teaching, to identify learning difficulties in their students and give remark about their different attributes.

The findings of the present study confirm with what was documented by Husen and associates (1984:26-27), Clark and Peterson (1986:279-280), Brown et al., (1982:194), Cole and Chan (1994:55) and many others that found out a positive correspondence of teachers' teaching experience and their actual performance in the classroom. But on the other hand, the results of this study fail to confirm with Borich's (1988:3) findings that found insignificant correspondence of teachers years of teaching experience and their classroom performance.

One possible reason for the discomformity of this finding with that of Borich's discovery is the motivation teachers have because of their experience in Ethiopia today. In a system where there is incentives for more experienced teachers, as it is true in Ethiopia today, it would not be surprising if more experienced teachers are better than less experienced teachers in practical teaching. The implication is that, teachers who worked in the system having better promotion and improvement; and look for good prospects of development because of their experience are more likely to be very adequate in performing classroom activities. If such is the case, then, the direct relationship between teachers' experience and performance is very likely to occur.

However, it is worthy to note that in the schools studied both more experienced and less experienced teachers appear to have common problems and the subsequent discussion is devoted to this issue.

4.5 Factors that Influence Teachers' Classroom Performance

It needs to be stressed that the level of teacher's attitude and their year of experience alone are not guarantees for teaching effectiveness. Their teaching effectiveness by and large would also depend on the kind and quality of training they have gone through, the support service given to them, the availability of instructional materials and the working conditions they have. The following discussion is devoted to this.

Table XI
Support Service Provided for Teachers

S.No.	Items	Teacher respondents	
		No.	%
1	Orientation is given how to implement the new social studies syllabus.		
	Yes	26	81.25
	No	6	18.75
	Total	32	100
2	types of in-service training given for the teachers		
	Summer College Courses	1	3.85
	Summer TTI Course	-	-
	Workshops and Seminars	25	96.15
	Total	26	100
3	The adequacy of in-service programme		
	High	-	-
	Average	-	-
	Low	26	100
	Total	26	100
4	The support given by the school directors		
	High	5	15.63
	Average	14	43.75
	Low	13	40.62
	Total	32	100

As shown in Table XI, of the total number of teachers involved in the study 26 (81.25%) of the social studies teachers have got in-service training opportunity. Whereas the rest 6 (18.75%) teachers have reported that they are not given any orientation or refresher courses regarding the implementation of

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3	The adequacy of in-service programme		
	High	-	-
	Average	-	-
	Low	26	100
	Total	26	100
4	The support given by the school directors		
	High	5	15.63
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As shown in Table XI, of the total number of teachers involved in the study 26 (81.25%) of the social studies teachers have got in-service training opportunity. Whereas the rest 6 (18.75%) teachers have reported that they are not given any orientation or refresher courses regarding the implementation of

the new social studies syllabus. Following this an attempt was made to find out the type of in-service training programme teachers followed. Accordingly, among the twenty-six teachers who participated in in-service training, it was found out that only 1(3.85) participated in college summer courses and the rest 25 (96.15%) teachers participated in seminars and workshops for a few weeks. About the adequacy of the duration of the training, all the 26 (100%) teachers reported that the orientation was low to equip them with the necessary teaching skills.

As it can be observed in Table XI, teachers were requested to rate the support they get from the school directors from high to low. About 43.75% of the teacher respondents rated the support rendered by the school directors as average. On the other hand, about 40.62% of the teacher respondents are less satisfied with the support they get from directors and the rest 15.63% of the teachers rated the support of the directors as high.

As can be seen on the Table, training has been very short most of them are only a few weeks in length. This indicates that majority of the teachers (81.25%) are given in service trainings which were not adequate.

Some relevant points were also raised during the interview with social studies teachers in this regard. According to their views, the duration of the workshop provided was too short to acquire adequate knowledge and skills to handle tasks that they are expected to perform. For instance, one grade 6 teacher in Fitawrari Gebrye Elementary School noted that two weeks in-service training was very confusing because it covered too many things in a short period of time. An other complain of teacher interviewees in this regard was that teachers are not asked in order to know and understand their impressions, difficulties and obstacles in implementing the curriculum. For example, two teachers in Tabor Elementary school said that, almost no continuous follow-up is made by the concerned authorities to assess the degree to which what is offered in the workshop and seminars have been being realized.

On the basis of what the study group has reflected, it may be argued that teachers have little orientation concerning the new curriculum. Based on this one can say that unless the approach of basic assumption that underlies a given curriculum is properly understood by the teacher, who are the real implementers, any effort geared toward achievement of the objectives might be in vain. In agreement with this, Friedman (1980:7) has pointed out that, it is wrong to assume that teachers once passed through pre-service teacher education programme are always perfect in classroom teaching. It is through in-service training programme that teachers often modify their teaching behavior and shaped their skills of teaching.

In addition to the points discussed above, effective running of the teaching-learning process requires the coordinated effort of the school administration. Especially school directors have direct responsibility to give guidance and support for teachers in order to enhance their effectiveness. In view of this as Table XI reveals, there is variation in the responses of teachers regarding the amount of support services provided for teachers by school directors. This implies that all school directors are not equally concerned about the implementation demands of the syllabus. The findings of this study therefore, confirm with Fullan (1992:49) contention that, although school directors are crucial to success not all directors are effective in this case. To perform their role, according to Fullan, directors need to be knowledgeable and committed about the curriculum goals and expected uses in order to understand the needs, progress and problems teachers experience during implementation. Therefore, it is only those who are knowledgeable and committed to the curriculum are successful.

Another important factor which attributes to facilitate or hamper the instruction of social studies is the availability and/ or the adequacy of teaching-learning materials. With out the necessary instructional materials teachers would become handicaped to effectively carry out their tasks.

Table XII
The Condition of Instructional Materials

Instructional Materials	Teacher Respondents						Total	
	Adequate		Inadequate		Non-existent			
	No	%	No	%	No	%	No	%
Students text	4	12.5	28	87.5	-	-	32	100
syllabus	9	28.13	23	71.87	-	-	32	100
Teacher's guide	7	21.88	25	78.12	-	-	32	100
Maps	5	15.63	26	81.25	1	3.12	32	100
Charts	-	-	9	28.13	23	71.87	32	100
Graphs	1	3.12	9	28.13	22	68.75	32	100
Photography	1	3.12	5	15.63	26	81.25	32	100
Globes	1	3.12	6	18.75	25	78.13	32	100
Real objects	1	3.12	14	43.75	17	53.13	32	100

According to the data in Table XII, 87.5%, 71.87%, 78.12% and 81.25% of the teacher respondents reported the inadequacy of students textbooks, syllabus, teacher's guide and maps respectively. Reference to the Table shows that, of the total respondents 71.87%, 68.75%, 81.25% and 78.13% of the teachers indicated a complete absence of charts, graphs, photographs and globes at their school disposal respectively. Although about a little less than half (43.75%) of the total teachers reported the inadequacy of real objects, there are still a considerable number of respondents (53.13%) who assured the non-existent of real objects in their schools.

As can be seen from the Table, students text, syllabus and teachers guide are inadequate in the surveyed schools. The condition becomes more severe when one assesses the availability of charts, graphs, photographs, globes and real objects in the schools. These instructional aids were found to be non-existent in all schools to be employed while teaching social studies.

In general, the absence of enough copies of textbooks, syllabus, teacher's guide, and maps, and the non-existent of charts, graphs,

photographs, globes and real objects are crucial problems in all the sixteen schools in which this study was carried out. However, as it is displayed in Table XII, although textbooks, syllabus and teacher's guide are inadequate these are in a better position as compared to other instructional aids. This could be to some extent reveal the fact that these materials are the basic tools of instruction, and hence are made available, in all schools by the concerned authorities.

A great deal of discussion time was devoted with school pedagogical center coordinators of all the surveyed schools to get their views on the availability and adequacy of instructional aids. One of the items raised for discussion to the School Pedagogical Center Coordinators addressed to the extent to which the School Pedagogical Center (SPC) accumulates relevant teaching aids for social studies. The responses of almost all interviewees revealed that the SPCs have certain teaching aids particularly relevant to the subject of social studies. At the same time the investigator could see some teaching aids in the pedagogical centers which are directly related to social studies. For instance political maps of Ethiopia, Africa and the world are some of the common ones.

The school pedagogical center coordinators of the sample schools reported that social studies teachers have a regular meetings of two times in a week to discuss issues regarding the preparation of teaching aids. However, all the interviewees reported that there is an acute shortage of fund for running the activities of SPC and to make available the necessary materials for the production and utilization of social studies instructional aids. For instance, one SPC coordinator in Woreta Elementary school reported that the SPC doesn't have adequate basic materials such as ruler, ink, sheet of cloth and stationery materials for the teachers to undertake any of the activities for the preparation of teaching aids for the teaching-learning process of social studies.

In sum, it can be concluded that better teachers classroom performance is not merely a function of teachers characteristics but also the availability of instructional materials and situational factors at the school play a significant

role. Therefore, although it is quite inconclusive to generalize that poor conditions of instructional materials could totally halt the teaching-learning process, it can hamper the teachers' curriculum implementation attempt and the learning activities of students as effective as they should be. The findings of this study is therefore, in line with the argument of Chapman and Mahllack (1997:6) who reported that in many countries there is a striking mismatch between the ambitions of an intended reform programme and the means provided for its implementation. This gap may be enormous and fatal in the poorest country, in which Ethiopia is not an exception, where textbooks and supply materials are lacking.

It is generally recognized that there is no one single factor that attributes to the low or high level of teachers classroom performance. The responses from social studies teachers and principals of the sample schools regarding the major factors that influence teachers' classroom performance are presented below.

Table XIII
Teachers and Principals Ranking for Factors that Could Influence Teachers
Classroom Performance in Implanting the New Social Studies Syllabus

S.No	Factors that Influence Teachers' Classroom Performance	Teacher Respondents		Director Respondents	
		Mean	Rank	Mean	Rank
1	Shortage of curriculum materials (syllabus, teacher's guide, textbooks etc.)	5.44	6	4.73	5
2	Inadequacy of teaching aids	5.41	5	4.6	4
3	Overcrowded classroom	3.25	1	3.06	3
4	Inadequacy of periods allotted	5	4	7.47	8
5	Pupils discipline	10.53	12	10.67	12
6	Teachers' overload	6.5	7	7.27	7
7	Absence of adequate library facilities	6.81	8	6.8	6
8	Low explicitness of the syllabus	10.22	11	10	10
9	Absence of teacher' participation in workshops and seminars	3.38	2	2.73	2
10	Low level of support given by the school pedagogical center	9.41	10	10.13	11
11	Inadequate pre-service training of teachers	7.41	9	8.13	9
12	Delay in the delivery of textbooks and other teaching materials	4.47	3	2.27	1

As shown in Table XIII, a list of possible factors that have an impact on teachers' classroom performance are given ranks by both teachers and

directors according to their degree of influence. To determine whether or not teachers' ranking of factors vary or relate, Rank Order Correlation coefficient was computed. As indicated in Appendix-L all teachers' judgement and directors judgement on the factors that influence teachers classroom performance show a strong relationship ($r=0.89$). To check the significance of the results of correlation coefficient, t-test was computed. The results indicated that the computed t-value (6.173) for this group is greater than the critical t-value (2.23) at 0.05 level of significance and n-2 degree of freedom.

The results reveal that overcrowded classroom, absence of teacher participation in workshops and seminars, delay in the delivery of textbooks and other teaching materials, inadequacy of periods allotted, inadequacy of teaching aids and shortage of curriculum materials are those factors which took the upper six ranks by teacher respondents.

As Table XIII depicts, although there is a little variation in their ranking, the first six problems of teachers also took the upper ranks by school directors except at one point where directors give the 8th rank for the factor inadequacy of periods allotted. This factor held the fourth rank by the ratings of teacher respondents. Except this, there is no magnified difference in ranks given by both teachers and directors.

To have a clear picture about these factors, the upper six major factors that influence teachers classroom performance are presented in some details as follows.

The first factor selected by teacher respondents is overcrowded classes. To use an inquiry approach, which is the dominantly suggested strategy in the instructional specifications of social studies syllabus, having an optimum manageable class size is a necessary asset. Davies (1981:118) has suggested that 10-25 students in a classroom is a normal size to conduct effective discussion and to give individual attention for each and every students. That means if a class size is large, a teacher will not be in a position to provide the necessary attention and assistance for each and every students.

Under such circumstances group work and group discussion failed to be maintained. The teacher interviewees also assured that one of the most serious problems hindering the implementation of the syllabus is the largeness of the class.

The other important factor ranked second by both teachers and directors of the school is the absence of in-service training such as workshops, seminars and other refresher courses. In fact, the Ministry of Education now provides courses for the untrained teachers to improve the academic and professional standard of teachers. However, although some steps have been taken by regional and zonal educational office in reaction to the problem of in-service training, the problem has not been reduced much. This problem still exists and ranked as a serious obstacle to the effective implementation of social studies syllabus.

The other problem which took the upper six ranks appear to be delay in the delivery of textbooks and other teaching materials. Although this factor is rated as the third serious influential factor by teachers, it is cited as the first problem by school directors. In this sense the Ministry of Education seems incapable of anticipating the educational materials requirement of the schools and seem unable to deliver the materials to the schools on time. The findings of this study in this regard confirm with Lewy's (1977:132) contention that the organizational problems of delivery are complex and extremely difficult in developing countries, including Ethiopia, with poor transportation and communication system.

Inadequacy of periods allotted is also one of the factor included in the category of the higher six ranks. This was also supported by the teacher interviewees. A discussion made with social studies teachers indicates that, while the number of periods available for social studies is inadequate, the amount of content to be covered especially in grade 6, is too much. Teachers of grades 5 and 6 have only four periods per week, of this one is devoted to radio programme. Almost all of the teacher interviewees said that a very limited content can be covered if we were to follow the inquiry approach as

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study was to evaluate teachers' classroom performances in implementing the new social studies syllabus in the lower grades (grades 5 and 6) of the second cycle of primary education and thereby to examine the problems encountered by teachers during the implementation of the syllabus with particular emphasis to south Gondar Administrative Zone. In relation to this, the following major research questions were raised.

1. What is the level of teachers' classroom performance in employing appropriate teaching methods and techniques to facilitate the implementation of the new social studies syllabus?
2. What relationship does it exist between teachers attitude toward the new social studies syllabus and their classroom performance?
3. Is there significance difference in classroom performances between the less experienced and the more experienced teachers?
4. What are some of the factors which affect teachers' classroom performances in implementing the new social studies syllabus?

In order to seek answers to the above basic questions, questionnaires, interviews and classroom observations were used to obtain data from teachers, directors and School Pedagogical Center coordinators of the sample schools. The data obtained through these instruments were analyzed using percentage, mean score, correlation coefficient, simple regression, chi-square, t-test and F-test for significance.

On the basis of the analysis made on the data secured through the above procedures, the major findings of the study are summarized as follows:

1. As to the level of teachers' classroom performances, 47.66% and 17.19% of the social studies teachers were judged as "low" and "very low" respectively in the skills of general teaching characteristics.
2. In the skills of lesson presentation 46.88% and 27.73% of the observed teachers were judged as "an average" and "high" consecutively.
3. With regard to questioning skills, 44.14% and 27.74% of the social studies teachers were rated to be "average" and "low" respectively.
4. In the skills of classroom management, majority of the observed teachers were judged as "average" (42.58%) and "high" (37.5%) respectively.
5. In all schools, there are certain proportion of teachers (53.13%) who revealed a low level of agreement with the major intents of the social studies syllabus. Besides, a moderately positive association ($r=0.46$) was found out between teachers attitude toward the syllabus and their classroom performance. Consequently, 21.4% of the variations of teachers classroom performance was accounted for by their attitude toward the major intents of the syllabus.
6. A significant difference was found out between less experienced and more experienced teachers in classroom performance.
7. It is evident that majority of the teachers (81.25%) have got the opportunity of on-job-training exposure concerning the new curriculum.
8. The current provisions of social studies syllabus, teacher's guide and students' textbooks are rated inadequate by a significant number of respondents (79.16%). The other teaching-learning materials such as charts, graphs, photographs, globes and real objects are found to be

teachers' level of attitude, the level of teachers' classroom performance tends to increase. In addition, the findings vividly show that teachers' attitude have a significant impact on their classroom performances.

4. In the target schools, a significant difference was observed between more experienced and less experienced teachers in classroom performances. The former ones are better than the latter once in classroom performances. On the basis of this, it seems evident that, teachers' classroom performances appear to be affected by the number of years of teaching experience of the respondents.
5. The result of the present study indicated that the in-service training they have attended appears to have little contribution to acquaint the social studies teachers with various instructional techniques. This condition, as any one could imagine, may have its own share in discouraging social studies teachers from applying a variety of teaching methods and techniques to implement the syllabus in the way it is intended and to facilitate the achievement of the desired objectives of the new social studies syllabus.
6. The study made on the sixteen schools indicated that sufficient materials provision was not made. In all of the surveyed schools, there are shortage of curriculum materials and other instructional aids. Therefore, the presence of short supply of the teaching-learning materials seem to reduce teachers' contribution in improving the teaching of social studies.
7. The findings indicate that some factors have a lot to do in affecting the level of teachers' classroom performance. Among these factors, over crowded classrooms, absence of participation in workshops and seminars, delay in the delivery of instructional materials, inadequacy of periods allotted, inadequacy of teaching aids and shortage of curriculum materials are reported as the first six problems of teachers that influence the implementation of the new social studies syllabus. Nevertheless, teachers' overload, inadequate library facilities, low explicitness of the

prominent curriculum documents like social studies syllabus, teacher's guide and adequate textbooks before the beginning of the academic year.

4. In order to overcome the problem of instructional materials, an alternative strategy should be designed to use the available resources in the locality. Teachers and school administrators could creatively use local materials for teaching social studies. They could for example, collect real objects and use them as instructional aids, mobilize students to produce maps, charts, graphs and models from locally available materials such as mud, paper, wood, light cloth, heavy cloth etc.
5. A continuous follow-up, visit and assessment is required on the part of educational officials to see the implementation problems of social studies syllabus and to give the necessary corrections. Directors, zonal and regional educational officials could jointly act on the problems of teaching social studies to assist social studies teachers in resolving the multitude of problems that can arise in the teaching-learning process.
6. Finally, in order to decide what solution would be helpful, a comprehensive and nation wide study needs to be carried out that may show to what extent the new social studies syllabus is implemented.

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Teacher's Classroom Performance Observation Rating Scale

The purpose of this observation rating scale is to collect information on the extent to which effective implementation of the new social studies syllabus is made by teachers in grades 5 and 6. The information to be produced through the observation rating scale is strictly used merely for academic purpose. Hence, you are required to give genuine information to complete this study .

Thank you in advance for your cooperation.

I. Biodata of the Observers

Sex _____

Years of experience in teaching _____

Qualification (mark an "X" on the space provided)

MA/ MSC _____

BA/ BSC _____

Diploma _____

Specify if other than the above _____

II. Biodata of the Teacher Being Observed

Sex _____

Years of experience in teaching _____

Qualification (mark an "X" on the space provided)

12+TTI _____

12+2 _____

Specify if other than the above _____

Code No.	Instructional Considerations	Circle One for Each Statement				
		5	4	3	2	1
1.4	Teacher's effort to promote an instruction which students have the greater share.	5	4	3	2	1
1.5	Teacher's ability to lead discussion effectively.	5	4	3	2	1
1.6	The effort of the teacher to relate his or her teaching to the daily life of his/her students by providing concrete and varied local examples.	5	4	3	2	1
1.7	The teacher's ability to demonstrate visual materials as suggested by the syllabus.	5	4	3	2	1
1.8	The teacher's proper utilization of teaching aids appropriate to the topic he/she teaches.	5	4	3	2	2
2	Variables-Lesson presentation skills.					
2.1	The ability of the teacher to develop the classroom lesson with the proper structure (such as introduction, presentation, summary and stabilization).	5	4	3	2	1
2.2	Teachers ability to link the content of instruction of the previous lesson with the present lesson.	5	4	3	2	1
2.3	The teacher's ability to give clear and detailed explanation.	5	4	3	2	1
2.4	The clarity of the language and terminology used by the teacher.	5	4	3	2	1
2.5	Step-by-step lesson presentation of the teacher.	5	4	3	2	1
2.6	Teacher's ability to change activities in his teaching (i.e. from listening to talking and then to writing in order to keep students attentive).	5	4	3	2	1
2.7	The teacher's attempt to avoid distracting behavior (inappropriate movement, too loud voice, quit voice etc.).	5	4	3	2	1
2.8	The ability of the teacher to speak with variety in tone of voice.	5	4	3	2	1
2.9	The effort of the teacher to close the instruction by giving a brief summary of the daily lesson to consolidate students' knowledge.	5	4	3	2	1

Code No.	Instructional Considerations	Circle One for Each Statement				
3	Variables-Questioning Skills.					
3.1	The teacher's utilization of effective questioning techniques as evidenced by definite, clear, stimulating and thought provoking questions.	5	4	3	2	1
3.2	The teacher's effort to present students with a puzzling event to initiate inquiry discussion than simple form of discussion i.e., from yes or no question to why and how question.	5	4	3	2	1
3.3	The ability of the teacher to generate questions of varying levels of difficulty that match the range of students' abilities.	5	4	3	2	1
3.4	The fairness of the teacher in distributing questions to all members of the class.	5	4	3	2	1
3.5	The adequacy of time allowed by the teacher after asking questions for students to consider the question and think about the answer.	5	4	3	2	1
3.6	Positive reaction of the teacher to students' responses as evidenced by using verbal expressions (good, excellent, well done etc.).	5	4	3	2	1
3.7	The ability of the teacher to encourage pupils to discover their errors.	5	4	3	2	1
3.8	The teacher's effort in encouraging students to ask questions.	5	4	3	2	1
3.9	Teacher's ability to well-come student's question when they do come.	5	4	3	2	1
4	Variables- Classroom Management Skills.					
4.1	Teacher's attempt to demonstrate a respect for all students-not to favour some at the expense of others.	5	4	3	2	1
4.2	The teacher's attempt to help students when they have difficulty.	5	4	3	2	1
4.3	The teacher's ability to provide proper praise and support to the efforts (contributions) students make.	5	4	3	2	1

Code No.	Instructional Considerations	Circle One for Each Statement				
		5	4	3	2	1
4.4	Attempts of the teacher to encourage students to express them selves freely and openly.	5	4	3	2	1
4.5	The teacher's effort to reinforce appropriate students' behavior.	5	4	3	2	1
4.6	The teacher's ability to demonstrate effective management techniques that are based on prevention rather than control.	5	4	3	2	1
4.7	Sensitivity of the teacher to know what is happening in his/her classroom (as evidenced by establishing eye contact with individual and whole group).	5	4	3	2	1
4.8	Teacher's effort to avoid using punitive corrective procedures.	5	4	3	2	1
4.9	Teacher's ability to develop positive regard even for those students who sometimes cause discipline problems.	5	4	3	2	1

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Questionnaires to be filled in by Social Studies Teachers
of Grades 5 and 6

The purpose of this questionnaire is to collect some information from social studies teachers of grades 5 and 6 about the implementation of the new social studies syllabus. To this end, your cooperation in completing this questionnaire is of paramount importance. Since your responses will be kept confidential, please feel free to answer all questions frankly as much as possible.

Please, do not write your name in any part of the questionnaire.

Thank you in advance for your kind cooperation.

General Information

1. Name of the school _____
2. Name of the Woreda _____
3. Sex Male _____ Female _____

Direction: Indicate your response by putting an "x" in the place of your choice for the following questions.

1. Qualification
 - 12 + TTI _____
 - 12 + 2 _____
 - Specify if other than the above _____

2. Total year of service as a teacher
- 1-5 years _____ 16-20 years _____
- 6-10 years _____ 21-25 years _____
- 11-15 years _____ Above 25 years _____
3. Which grade are you teaching social studies now?
- Grade 5 _____
- Grade 6 _____
- Both grades 5 and 6 _____
5. During this semester how many periods do you teach?
- 15 periods or less per week _____
- 16-25 periods per week _____
- 26 periods or more per week _____

PART ONE

Direction 1: Indicate your responses for the following questions by circling the letter of your choice for the items followed by alternative responses. For items that require open answers, please write down your responses briefly in the blank spaces provided.

1. Have you ever been participated in an in-service programme to acquaint your self with the basic implementation strategies of the new social studies syllabus such as discussion method, inquiry (problem solving) approach to teaching etc.
- a) Yes
- b) No
2. If your answer for question number 2 is "yes" in which of the following were you involved:
- a) Summer programme college courses
- b) Summer programme TTI courses
- c) Workshops or seminars for some weeks

d) Specify if any _____

3. The adequacy of the orientation or training you have received concerning the overall nature of the new social studies syllabus for its effective implementation is

- a) High
- b) Moderate (Average)
- c) Low

4. How do you rate the moral and the material support provided by the school director to the implementation of the new social studies syllabus

- a) High
- b) Moderate
- c) Low

5. Indicate the adequacy of instructional materials that are necessary for teaching social studies in grades 5 and 6 by making a "✓" in the space provided.

Instructional materials	Adequate	Inadequate	Non existent
Students' textbooks			
Syllabus			
Teacher's guide			
Maps			
Charts			
Graphs			
Photographs			
Globs			
Real objects			

6. List down the methods and techniques you use more frequently in teaching social studies

- a) _____
- b) _____

- c) _____
- d) _____
- e) _____
- f) _____

7. Have you been participated in the preparation of social studies syllabus
- a) Yes
 - b) No

Direction 2: Below is a list of possible factors that could influence teachers classroom performance in implementing the new social studies syllabus. Based on your experience and observation rank the items according to their level of influence on your classroom performance. Indicate the most prevalent problem first and the least important last.

1. Shortage of curriculum materials (syllabus, teacher's guide, textbooks etc.) in the school _____
2. Inadequacy of teaching aids that will be necessary for the implementation of the syllabus _____
3. The presence of over crowded classes _____
4. Inadequacy of the periods allotted _____
5. Pupils disciplinary problems _____
6. Teachers' over load _____
7. The absence of adequate library facilities _____
8. Low explicitness of the syllabus i.e., (unclear objectives, contents and methods). _____
9. Absence of teacher's participation in workshops, seminars and in-service courses in charge of the implementation of the new social studies syllabus _____
10. Low level of the support of the school pedagogical center _____
11. In adequate pre-service training of social studies teachers _____
12. Delay in the delivery of textbooks and other teaching materials to the school _____

13. Low level of support given to teachers by the provincial or regional inspectors _____

PART TWO

Direction: Please indicate the extent to which you agree with each of the following statements. put an "x" sign in the box of your choice i.e. under SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree) or SD (Strongly Disagree)

S.No.	Statement	Extent of Agreement				
		SA	A	U	D	SD
1	Social studies teachers could understand the new social studies syllabus and teach the syllabus in the way it needs to be taught without any special orientation.					
2	The social studies teachers need to read carefully the syllabus and proceed sequentially in order to improve the smooth running of the teaching learning process.					
3	The units, sub-units and the instructional procedures in the new social studies syllabus are properly sequenced and organized.					
4	The contents of the new social studies syllabus in grades 5 and 6 are interesting to teach.					
5.	Some of the suggested teaching methods in the syllabus (such as Discussion method) are difficult to employ as they are time consuming.					

S.No.	Statement	Extent of Agreement				
		SA	A	U	D	SD
6	The suggested teaching aids in the syllabus are available easily in the existing local school conditions.					
7	some of the suggested teaching techniques in the syllabus (such as inquiry teaching) cannot be realized (made practical) within the existing knowledge of the teaching skills of the teacher.					
8	Lessons of social studies should be presented in discussion method at the lower grades (grades 5 and 6) of the second cycle of primary education.					
9	The suggested visual teaching aids in the syllabus have minimum value for a better learning of social studies.					
10	For teaching social studies the teacher should function as a resource person to students' learning than as a task master.					
11	The suggested teaching methods of the social studies syllabus could encourage students to exercise a sort of problem solving about their society.					
12	The students, as suggested in the syllabus, should actively engage in the process of acquiring knowledge instead of being passive listeners.					
13	In teaching social studies the teachers has to encourage students to practice a sort of inquiry about their surrounding.					

observation of social studies teachers of grades 5 or 6, rate the performance of your teachers in classroom instruction by circling out of the number given according to the following scales

- 5 = Very high
- 4 = High
- 3 = Average
- 2 = Low
- 1 = Very Low

N.B. Indicate the grade level the teacher teaches currently by putting an "x" in the space provided.

Grade 5 _____

Grade 6 _____

Both Grades 5 and 6 _____

S.No	Instructional Considerations	Circle One for Each Statement				
		5	4	3	2	1
1.1	Teacher's ,mastery of the subjects matter to be taught.					
1.2	the extent to which the teacher provides varied instructional techniques as suggested by social studies syllabus.					
1.3	The ability of the teacher to adjust classroom instruction to the abilities and needs of the pupils he/she teaches.					
1.4	Teacher's effort to promote an instruction which students have the greater share.					
1.5	Teacher's ability to lead discussion effectively.					
1.6	The effort of the teacher to relate his or her teaching to the daily life of his/ her students by providing concrete and varied local examples.					

S.No	Instructional Considerations	Circle One for Each Statement				
		5	4	3	2	1
1.7	The teacher's ability to demonstrate visual materials as suggested by the syllabus.	5	4	3	2	1
1.8	The teacher's proper utilization of teaching aids appropriate to the topic he/ she teaches.	5	4	3	2	1
2.1	The ability of the teacher to develop the classroom lesson with the proper structure (such as introduction, presentation, summary and stabilization).	5	4	3	2	1
3.1	The teacher's utilization of effective questioning technique.	5	4	3	2	1
3.2	Teacher's effort to present students with a puzzling event to initiate inquiry discussion than simple form of discussion i.e., from yes or no question to why and how question.	5	4	3	2	1
4.1	Teacher's attempt to demonstrate a respect for all students - not to favour some at the expense of others.	5	4	3	2	1
4.2	The teacher's attempt to help students when they have difficulty.	5	4	3	2	1
4.4	Attempts of the teacher to encourage students to express themselves freely and openly.	5	4	3	2	1

PART TWO

Direction: Below is a list of possible factors that could influence teacher's classroom performance in implementing the new social studies syllabus in grades 5 and 6. Based on your experience and observation rank the items according to their level of influence on teachers' classroom performance. Indicate the most prevalent problem first and the least important last.

1. Shortage of curriculum materials (syllabus, teacher's guide, textbooks etc.) in the school _____
2. Inadequacy of teaching aids that will be necessary for the implementation of social studies syllabus _____
3. The presence of over crowded classes _____
4. Inadequacy of periods allotted _____
5. pupils disciplinary problems _____
6. Teachers' over load _____
7. The absence of adequate library facilities _____
8. Low explicitness of the syllabus (i.e. unclear objectives, contents and teaching methods.) _____
9. Absence of teachers' participation in workshops, seminars and in-service courses in charge of the implementation of the new social studies syllabus _____
10. Low level of the support of the school pedagogical center _____
11. Inadequate pre-service training of social studies teachers _____
12. Delay in the delivery of textbooks and other teaching materials to the schools _____
13. Low level of follow-up and support given to teachers by the provincial and regional inspectors _____

Appendix D

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

INTERVIEW

The following two sets of interview items are to be addressed to the school pedagogical centers coordinators and the social studies teachers of grades 5 and 6.

The purpose of the interviews is to collect some important data regarding the implementation of the new social studies syllabus by teachers of grades 5 and 6. In this case there is no doubt that your kind help is extensively valuable to complete the study. Hence, you are kindly requested to give your frank opinion cooperatively on the basis of the following interviews.

I am very much indebted to your kind help.

Interview items for the school pedagogical center coordinators

1. How often does the school pedagogical center involve social studies teachers of grades 5 and 6 in the preparation of instructional aids?
2. Is there a regularly arranged programmes by the school pedagogical center for social studies teachers of grades 5 and 6 in the school to meet together for the sake of sharing experiences ?
3. To what extent does the school pedagogical center attempt to accumulate teaching aids relevant for implementing social studies syllabus in the lower grades of the second cycle of primary education (grades 5 and 6)?

-
4. In what way does the school pedagogical center give support for the teachers of social studies in grades 5 and 6 for the implementation of the syllabus?
 5. How do you rate the participation of the lower grades of the second cycle primary education social studies teachers in the school pedagogical center?
 6. Would you describe the activities performed by the school pedagogical center and those activities under plan to assist teachers for the implementation of social studies syllabus?
 7. If you have any additional information concerning the issues discussed so far, please make a brief remark.
-

Interview Guide For Teachers

Name of the school: _____

Woreda _____

Qualification of the teacher _____

classes in which the teacher teaches _____

Total year of service as a teacher _____

1. Do you think that the teaching time given to teach social studies is sufficient? If the time given is not adequate how much teaching time per week is likely to be necessary for covering the contents of social studies of grades 5 and 6 ? If not what changes could be made to reduce the amount of time required?
2. What type of teaching method do you use more frequently while teaching social studies ? Why do you use such a method ?
3. What are the barriers that keep you from employing the new teaching method (inquiry or problem solving approach to teaching) suggested in the social studies syllabus?
4. Under what condition do you think the suggested teaching method of the new social studies syllabus will be more effective ?
5. What special teaching problems do you have with the new social studies syllabus and would you suggest the way it could be improved ?

Summary of the Judges' Ratings of Observation Rating Scale

No.of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
1.1	2	3	3	3	3	3	17	2.83
1.2	3	3	3	3	3	3	18	3.00
1.3	2	3	2	3	3	3	16	2.67
1.4	3	3	3	2	3	2	16	2.67
1.5	3	3	2	3	3	3	17	2.83
1.6	3	3	3	3	3	3	18	3.00
1.7	3	2	3	3	2	3	16	2.67
1.8	3	2	3	3	2	2	15	2.50
2.1	3	3	3	3	3	3	18	3.00
2.2*	1	2	0	2	1	0	06	1.00
2.3	2	3	3	2	2	3	15	2.50
2.4	2	2	2	2	1	3	12	2.00
2.5	2	2	2	3	3	2	14	2.34
2.6	3	3	3	2	3	3	17	2.83
2.7	2	2	2	3	2	3	14	2.34
2.8	3	3	2	3	3	2	16	2.67
2.9	2	3	3	2	1	3	14	2.34
3.1	3	3	2	3	3	3	17	2.83
3.2*	3	3	3	3	3	3	18	3.00
3.3	3	2	3	3	2	3	16	2.67
3.4	2	2	3	3	3	2	15	2.50
3.5	3	3	2	2	2	2	14	2.34
3.6	3	3	3	2	3	3	17	2.83
3.7*	0	2	2	1	2	0	07	1.17
3.8	3	3	3	2	3	2	16	2.67
3.9	3	3	3	3	2	3	17	2.83

Summary of the Judges' Ratings of Observation Rating Scale

No.of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
1.1	2	3	3	3	3	3	17	2.83
1.2	3	3	3	3	3	3	18	3.00
1.3	2	3	2	3	3	3	16	2.67
1.4	3	3	3	2	3	2	16	2.67
1.5	3	3	2	3	3	3	17	2.83
1.6	3	3	3	3	3	3	18	3.00
1.7	3	2	3	3	2	3	16	2.67
1.8	3	2	3	3	2	2	15	2.50
2.1	3	3	3	3	3	3	18	3.00
2.2*	1	2	0	2	1	0	06	1.00
2.3	2	3	3	2	2	3	15	2.50
2.4	2	2	2	2	1	3	12	2.00
2.5	2	2	2	3	3	2	14	2.34
2.6	3	3	3	2	3	3	17	2.83
2.7	2	2	2	3	2	3	14	2.34
2.8	3	3	2	3	3	2	16	2.67
2.9	2	3	3	2	1	3	14	2.34
3.1	3	3	2	3	3	3	17	2.83
3.2*	3	3	3	3	3	3	18	3.00
3.3	3	2	3	3	2	3	16	2.67
3.4	2	2	3	3	3	2	15	2.50
3.5	3	3	2	2	2	2	14	2.34
3.6	3	3	3	2	3	3	17	2.83
3.7*	0	2	2	1	2	0	07	1.17
3.8	3	3	3	2	3	2	16	2.67
3.9	3	3	3	3	2	3	17	2.83

No.of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
4.1	3	3	3	2	3	2	16	2.67
4.2	2	3	3	2	3	3	16	2.67
4.3*	0	1	1	1	1	1	05	0.83
4.4	3	3	2	3	3	3	17	2.83
4.5	3	3	3	3	2	2	16	2.67
4.6	2	2	2	2	3	3	14	2.34
4.7	3	3	3	3	2	3	17	2.83
4.8	2	2	3	2	3	2	14	2.34
4.9	3	2	3	2	3	2	15	2.50
Σxi	86	91	89	87	87	86	Σx 526	
$\delta^2 Xi$	0.648	0.297	0.476	0.364	0.478	0.648	$\delta^2 x = 9.628$	

* = Items dropped

$$\Sigma \delta^2 xi = 2.911$$

$$\delta^2 x = 9.628$$

$$\text{Rating Reliability } (\alpha k) = \frac{K}{K-1} \left(1 - \frac{\Sigma \delta^2 xi}{\delta^2 x} \right)$$

Where K = number of judges

$\delta^2 xi$ = variance of a particular score

$\delta^2 x$ = total variance of judges.

source - Ebel (1979:282).

$$\alpha K = \frac{6}{6-1} \left(1 - \frac{2.911}{9.628} \right)$$

$$= \underline{0.837}$$

Judge Ratings of Teachers' Questionnaire for part One

No. of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
1	2	2	2	2	1	2	11	1.84
2	3	2	2	2	2	3	14	2.34
3	3	3	3	3	2	3	17	2.84
4	3	3	2	3	2	3	16	2.67
5	3	3	3	3	3	2	17	2.84
*6	1	1	2	1	1	1	07	1.17
*7	1	1	1	1	0	0	04	0.67
1	3	3	3	2	3	3	17	2.84
2	3	3	2	3	3	3	17	2.84
3	3	3	3	3	3	3	18	3.00
4	2	3	2	2	2	3	14	2.34
5	2	2	2	2	2	3	13	2.17
6	2	3	2	3	3	2	15	2.50
7	2	2	2	2	3	2	13	2.17
8	2	3	2	3	3	3	16	2.67
9	3	3	3	3	2	3	17	2.84
10	2	3	3	3	2	2	15	2.50
11	3	3	3	3	3	2	17	2.84
12	3	3	3	3	3	3	18	3.00
*13	1	1	0	1	2	1	06	1.00
Σx_i	47	50	45	48	45	47	$\Sigma x_i = 282$	
δX^2_i	0.528	0.55	0.588	0.54	0.688	0.728	$\delta^2 x_i = 15.99$	

$$\text{Rating Reliability } (\alpha k) = \frac{K}{K-1} \left(1 - \frac{\Sigma \delta^2 x_i}{\delta^2 x} \right)$$

$$\begin{aligned} \alpha K &= \frac{6}{6-1} \left(1 - \frac{3.622}{15.99} \right) \\ &= \underline{0.928} \end{aligned}$$

Judge Ratings of Attitude Scale of
Teachers' Questionnaire (Part two).

No.of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
*1	1	2	1	1	1	1	07	1.17
2	2	3	3	3	3	3	17	2.83
3	3	3	3	2	2	3	16	2.67
4	3	2	3	3	2	2	15	2.50
5	2	2	3	3	2	2	14	2.34
6	3	2	2	2	2	3	14	2.34
7	3	3	3	3	3	2	17	2.83
8	2	2	3	3	3	3	16	2.67
9	3	3	2	3	3	2	16	2.67
10	2	2	2	3	3	1	13	2.17
11	3	3	3	1	2	2	14	2.34
12	3	2	2	3	3	3	16	2.67
13	3	3	3	3	2	3	17	2.83
Σxi	33	32	33	33	31	30	$\Sigma xi = 192$	
$\delta^2 Xi$	0.402	0.249	0.402	0.556	0.391	0.521	$\delta x^2 = 6.64$	

$$\alpha_k = \frac{K}{K-1} \left(1 - \frac{\Sigma \delta^2 xi}{\delta^2 x} \right)$$

$$\alpha_K = \frac{6}{6-1} \left(1 - \frac{2.521}{6.64} \right)$$

$$= \underline{0.744}$$

Judge Ratings of Directors' Questionnaire (Part one).

No.of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
1.1	3	3	2	3	2	3	16	2.67
1.2	2	2	3	2	2	3	14	2.34
1.3	3	3	2	3	3	2	16	2.67
1.4	3	3	3	3	3	3	18	3.00
1.5	3	2	3	3	3	2	16	2.67
1.6	2	3	2	3	2	3	15	2.50
1.7	3	3	3	3	3	3	18	3.00
1.8	3	3	3	3	2	3	17	2.84
2.1	2	2	2	3	2	3	14	2.34
*3.1	0	1	0	2	1	1	05	0.83
3.2	3	3	3	3	2	3	17	2.84
4.1	2	3	3	2	3	3	16	2.67
4.2	2	2	3	2	2	3	14	2.34
4.4	3	2	1	2	2	1	11	2.00
Σx	34	35	33	37	32	36	$\Sigma x = 207$	
$\delta^2 X_i$	0.673	0.393	0.801	0.299	0.347	0.531	$\delta x^2 = 10.597$	

$$\text{Rating Reliability } (\alpha k) = \frac{K}{K-1} \left(1 - \frac{\Sigma \delta^2 x_i}{\delta^2 x} \right)$$

$$\alpha K = \frac{6}{6-1} \left(1 - \frac{2.974}{10.597} \right)$$

$$= \underline{0.8632}$$

Judge Ratings of Directors' Questionnaire (Part two).

No.of Items	Row scores of Judges						Total	Average
	01	02	03	04	05	06		
1	3	3	3	2	3	3	17	2.84
2	3	3	2	3	3	3	17	2.84
3	3	3	3	3	3	3	18	3.00
4	2	3	2	2	2	3	14	2.34
5	2	2	3	2	2	3	14	2.34
6	2	3	2	3	3	2	15	2.50
7	2	2	2	2	3	2	13	2.17
8	2	3	2	3	3	3	16	2.67
9	3	3	3	3	2	3	17	2.84
10	2	3	3	3	2	2	15	2.50
11	3	3	3	3	3	2	17	2.84
12	3	3	3	3	3	3	18	3.00
*13	1	1	0	1	2	1	06	1.00
Σx	31	35	31	33	34	33	Σx=197	
δ ² Xi	0.391	0.367	0.698	0.402	0.237	0.402	δx ² =9.361	

$$\text{Rating Reliability } (\alpha_k) = \frac{K}{K-1} \left(1 - \frac{\sum \delta^2 x_i}{\delta^2 x}\right)$$

$$\begin{aligned} \alpha_k &= \frac{6}{6-1} \left(1 - \frac{2.497}{9.361}\right) \\ &= \underline{0.880} \end{aligned}$$

**A Summary Table of the Pilot -test Inter-Observer
Agreement for the First and the Second Observation Sessions**

No.of Teachers	The First Observation Session		The Second Observation Session	
	Observer A (X)	Observer B (Y)	Observer A (X)	Observer B (Y)
1	96	102	96	96
2	92	94	90	93
3	104	102	105	108
4	95	94	94	95
5	103	104	99	101
6	90	89	97	94
7	91	93	92	97
8	94	97	95	92
9	94	103	106	110
10	99	96	103	100
	$\Sigma x = 961$	$\Sigma y = 974$	$\Sigma x = 980$	$\Sigma y = 986$

$$\Sigma x = 961$$

$$\Sigma x^2 = 92557$$

$$(\Sigma x)^2 = 923521$$

$$\Sigma y = 974$$

$$\Sigma y^2 = 95100$$

$$(\Sigma y)^2 = 948676$$

$$\Sigma xy = 89776$$

$$\Sigma x = 980$$

$$\Sigma x^2 = 96306$$

$$(\Sigma x)^2 = 960400$$

$$\Sigma y = 986$$

$$\Sigma y^2 = 97564$$

$$(\Sigma y)^2 = 972196$$

$$\Sigma xy = 96885$$

$$\Gamma_{xy} = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{N \sqrt{[\Sigma x^2 - (\Sigma x)^2][\Sigma y^2 - (\Sigma y)^2]}}$$

$$\sqrt{[10 \times 92557 - 923521][10 \times 95100 - 948676]}$$

$$\Gamma_{xy} = \frac{10 \times 89776 - 9610 \times 974}{10 \times \sqrt{[92557 - 923521][95100 - 948676]}}$$

$$\sqrt{[10 \times 92557 - 923521][10 \times 95100 - 948676]}$$

$$\Gamma_{xy} = \underline{0.8}$$

$$\Gamma_{xy} = \frac{10 \times 96885 - 980 \times 986}{10 \times \sqrt{[96306 - 960400][97564 - 972196]}}$$

$$\sqrt{[10 \times 96306 - 960400][10 \times 97564 - 972196]}$$

$$\Gamma_{xy} = \underline{0.85}$$

A Summary Table of the Attitude Scores of the Pilot-test

No. of Items	Teacher Respondents										X	Si ²
	1	2	3	4	5	6	7	8	9	10		
1	5	5	4	5	5	4	4	5	5	5	47	0.2333333
2	5	4	4	4	4	5	5	5	4	3	43	0.4555555
3	4	4	4	4	5	4	4	5	4	4	42	0.1777777
4	2	1	1	1	2	1	2	1	1	1	13	0.2333333
5	1	2	1	2	2	2	1	2	2	2	17	0.2333333
6	2	2	1	2	2	1	2	2	2	2	18	0.1777777
7	5	5	4	5	5	4	4	5	5	5	47	0.2333333
8	4	5	4	4	4	4	4	5	5	4	43	0.2333333
9	5	5	4	4	5	4	5	5	4	5	46	0.2666666
10	3	3	2	4	5	3	3	4	3	3	33	0.6777777
11	4	5	4	4	4	4	5	5	5	4	44	0.2666666
12	4	4	4	4	4	4	4	5	4	4	41	0.1000000
	44	45	37	43	47	40	43	49	44	42	$\sum X=4$ 34	3.2888883

$$\sum X = 434$$

$$\sum Si^2 = 3.2888883$$

$$St^2 = 11.377778$$

$$\begin{aligned} \text{Coefficient Alpha } (\alpha) &= \frac{n}{n-1} \left(1 - \frac{\sum si^2}{st^2} \right) \\ &= \frac{12}{12-1} \left(1 - \frac{3.2888883}{11.377778} \right) \\ &= \underline{0.780} \end{aligned}$$

A Summary Table of Attitude Scores and Performance Scores of Teachers

No. of Teachers	Attitude Score X	X ²	Performance Score Y	Y ²	XY
1	47	2209	101.75	10353.063	4782.25
2	54	2916	109.25	11935.563	5899.5
3	45	2025	100	10000	4500
4	50	2500	99	9801	4950
5	43	1849	90.5	8190.25	3891.5
6	40	1600	97.5	9506.25	3900
7	44	1936	97.25	9457.5625	4279
8	37	1369	102.75	10557.563	3801.75
9	39	1521	93.75	8789.0625	3656.25
10	46	2116	94.5	8930.25	4347
11	32	1024	96	9216	3072
12	39	1521	95	9025	3705
13	38	1444	86.75	7525.5625	3296.5
14	38	1444	94.75	8977.5625	3600.5
15	39	1521	92.25	8510.0625	3597.75
16	40	1600	102.25	10455.063	4090
17	43	1849	104.75	10972.563	4504.25
18	46	2116	98.5	9702.25	4531
19	47	2209	102.75	10557.563	4829.25
20	51	2601	137.25	18837.563	6999.75
21	39	1521	88.75	7876.5625	3461.25
22	38	1444	96.75	9360.5625	3676.5
23	37	1369	104.75	10972.563	3875.75
24	50	2500	96.5	9312.25	4825
25	40	1600	94.25	8883.0625	3770
26	43	1849	96	9216	4128
27	39	1521	92.25	8510.0625	3597.75
28	42	1764	87.25	7612.5625	3664.5
29	39	1521	105.25	11077.563	4104.75
30	38	1444	97.5	9506.25	3705
31	36	1296	94.75	8977.5625	3411
32	44	1936	101.75	10353.063	4477
	$\Sigma X=1343$	$\Sigma X^2=57135$	$\Sigma Y=3152.25$	$\Sigma Y^2=312957.82$	$\Sigma XY=132929.75$

$$\begin{aligned}
\Sigma x &= 1314 \\
\Sigma x^2 &= 57135 \\
(\Sigma x)^2 &= 1803649 \\
\Sigma y &= 3152.25 \\
\Sigma y^2 &= 312957.82 \\
(\Sigma y)^2 &= 9936680.1 \\
\Sigma xY &= 132929.75
\end{aligned}$$

$$\begin{aligned}
r_{xY} &= \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}} \\
&= \frac{32 \times 132929.75 - (1343)(3152.25)}{\sqrt{[32(57135) - 1803649][32(312957.82 - 9936680.1)]}} \\
&= \frac{4253752 - 4233471.8}{\sqrt{(24671)(77970.14)}}
\end{aligned}$$

$$r_{xY} = \underline{0.46}$$

Test of Significance

$$\begin{aligned}
t &= \frac{r}{\sqrt{1-r^2} \times \sqrt{n-2}} \\
&= \frac{0.46}{\sqrt{1-0.2116} \times \sqrt{32-2}} \\
&= \frac{0.4}{0.8879189} \times 5.4772256 \\
t &= \underline{*2.8375607}
\end{aligned}$$

∴ t-calculated is greater than t-critical. This is because the critical t-value on the t-table is 2.04 at 0.05 level of significance and n-2(30) degree of freedom.

The Impact of Attitude on Classroom Performance

No.	Attitude Score X	Performance Score Y	\hat{y} (Predicted Score)	(Total Variance $(Y-\bar{y})^2$)	(Unexplained Variance $(Y-\hat{y})^2$)
1	47	101.75	102.64541	10.4976	0.801759068
2	54	109.25	108.39962	115.3476	0.723146144
3	45	100	101.00135	2.2201	1.002701823
4	50	99	105.1115	0.2401	37.35043225
5	43	90.5	99.35729	64.1601	78.45158614
6	40	97.5	96.8912	1.0201	0.37063744
7	44	97.25	100.17932	1.5876	8.580915662
8	37	102.75	94.42511	17.9776	69.30379351
9	39	93.75	96.06917	22.6576	5.378549489
10	46	94.5	101.82338	16.0801	53.63189462
11	32	96	90.30496	6.3001	32.3196798
12	39	95	96.06917	12.3201	1.143124489
13	38	86.75	95.24714	138.2976	72.20138818
14	38	94.75	95.24714	14.1376	0.247148179
15	39	92.25	96.06917	39.1876	14.58605949
16	40	102.25	96.8912	13.9876	28.71673744
17	43	104.75	99.35729	38.9376	29.08132114
18	46	98.5	101.82338	0.0001	11.04485462
19	47	102.75	102.64541	17.9776	0.010939068
20	51	137.25	105.93353	1500.7876	980.7212933
21	39	88.75	96.06917	95.2576	53.57024949
22	38	96.75	95.24714	3.0976	2.25858818
23	37	104.75	94.42511	38.9376	106.6033535
24	50	96.5	105.1115	4.0401	74.15793225
25	40	94.25	96.8912	18.1476	6.97593744
26	43	96	99.35729	6.3001	11.27139614
27	39	92.5	96.06917	39.1876	14.58605949
28	42	87.25	98.53526	126.7876	127.3570933
29	39	105.25	96.06917	45.4276	84.28763949
30	38	97.5	95.24714	1.0201	5.07537818
31	36	94.75	93.60308	14.1376	1.315425486
32	44	101.75	100.17932	10.4976	2.467035662
	$\Sigma x=1343$	$\Sigma y=3152.25$		$\Sigma=2436.5607$	$\Sigma 1915.59405$
	$\Sigma x^2=1803649$	$\hat{y}=98.51$			
	$\Sigma x^2=57135$				
	$\Sigma x Y=132929.75$				

Regression Line Equation

$$\begin{aligned}\hat{y} &= Bx + a \\ \sum Y &= Na + b \sum x \\ \sum xY &= a\sum x + b\sum x^2\end{aligned} \quad \left. \vphantom{\begin{aligned}\hat{y} &= Bx + a \\ \sum Y &= Na + b \sum x \\ \sum xY &= a\sum x + b\sum x^2\end{aligned}} \right\} \text{normal equation to find } b \text{ \& } a.$$

Through simultaneous equation computation:

$$41.96875 \times 3152.25 = 32a + 1343b$$

$$132929.75 = 1373a + 57135b$$

$$132295.9922 = 1343a + 56364.03125b$$

$$\underline{- 132929.75 = 1343a + 57135b}$$

$$\frac{633.7578}{770.9675} = \frac{\cancel{770.9675}b}{\cancel{770.9675}}$$

$$b = 0.82203$$

$$a = ?$$

$$3152.25 = 32a + 1343 \times (0.82203)$$

$$\frac{\cancel{32}a}{\cancel{32}} = \frac{3152.25 - 1103.98629}{32}$$

$$a = \underline{64.01}$$

$$\hat{y} = 0.82203X + 64.01 \text{ regression line equation.}$$

$$SST = SSrg + SSres$$

$$SSreg = SST - SSres$$

$$= 2436.5607 - 1915.59405$$

$$= 520.96665$$

Then the coefficient of determination is given by:

$$r^2 = \frac{SSreg}{SST} = \frac{520.96665}{2436.5607} = \underline{0.2138}$$

∴ Above 21% of the variation in classroom performance of the teachers is accounted for by their attitude.

Computation of the Chi-square (X^2) to Test the Difference of Less and More Experienced Teachers in Classroom Performance

Characteristics		Frequencies		$(O-E -0.5)^2$	$(O-E -0.5)^2$
		O	E		E
Less Experienced Teachers	Above the Grand Mean	3	7.313	14.539	1.988
	Below the Grand Mean	15	10.688	18.593	1.74
MOE Experienced Teacher	Above the Grand Mean	10	5.688	14.531	2.555
	Below the Grand Mean	4	8.313	14.539	1.749
					$X^2 = *8.032$

One of the assumption for the uses of chi-square according to Comrey et al., (1989:274) is that all the expected frequencies should be higher than 10. If not , it is necessary to apply Yate's correction, which involves subtracting 0.5 from the absolute value of each value.

Therefore, the corrected formula is that:

$$X^2 = \sum \frac{(|O-E| - 0.5)^2}{E}$$

**Mean and Rank Value of Factors that
Influence Teachers' Classroom Performance**

S. No.	Factors (Short form)	Teachers' Mean	Directors' Mean	Teachers' Rank Value	Directors' Rank Value	Rank Difference (D)	D ²
1	Overcrowded Classroom	3.25	3.06	1 ¹	3	-2	4
2	Absence of teachers' participation in work shops and seminars	3.38	2.73	2	2	0	0
3	Delay in the delivery of textbooks and other teaching materials	4.47	2.27	3	1	2	4
4	Inadequacy of periods allotted	5	7.47	4	8	-4	16
5	Inadequacy of teaching aids	5.41	4.6	5	4	1	1
6	Shortage of syllabus, teachers' guide and textbooks	5.44	4.73	6	5	1	1
7	Teachers' overload	6.5	7.27	7	7	0	0
8	Absence of adequate library facilities	6.81	6.8	8	6	2	4
9	Inadequate Pre-service training of teachers	7.41	8.13	9	9	0	0
10	Low level of the support of school pedagogical center	9.41	10.13	10	11	-1	1
11	Low explicitness of the syllabus	10.22	10	11	10	1	1
12	Pupils' discipline	10.53	10.67	12	12	0	0
							ΣD ² = 32

Spearman Rank order correlation coefficient (Γ_s) = $1 - \frac{6\Sigma D^2}{N(N^2-1)}$

$$\Gamma_s = 1 - \frac{6 \times 32}{12(12^2-1)}$$

$$= 1 - \frac{192}{1716}$$

$$\Gamma_s = \underline{0.89}$$

The significance of this correlation is tested by using t-test.

$$\begin{aligned}t &= \frac{r}{\sqrt{1-r^2} \times \sqrt{n-2}} \\&= \frac{0.89}{\sqrt{1-0.7921} \times \sqrt{12-2}} \\&= \frac{0.89}{0.4559605} \times 3.1622777 \\t &= \underline{*6.1725241}\end{aligned}$$

∴ t - calculated is greater than t - critical. The critical t-value on the t-table is 2.04 at 0.05 level of significance and n-2 (10) degree of freedom. Therefore, the observed correlation is significant since the observed t - value is greater than the critical t-value.

A Sample copies of Social Studies syllabus for Grade 5 (Amhara Region)

አጠቃላይ አላማዎች

- ይህን ትምህርት ከተማና በኋላ ተማሪዎቹ፡-
- የአፍሪካን መገኛ ቅርፅና አተማመኖ ዋና ዋና የመልካን ምድር ዓይነቶች፣ የአየር ንብረት የዕድገትና የአንገሰት ሥርዓቶችን ይለያሉ፡፡
- የአፍሪካን የገንብ ብዛት፣ ዕድገትና ስርዓቶችን በመገንብ ሊገኝ የገንብ ዕድገት ዘተላጎር ዐብትና በማህበራዊ ኑሮ ላይ የሚያስከትላቸውን ተፅዕኖዎች ይረዳሉ፡፡
- የአፍሪካን ገንብ ስፋት፣ ባህሪ፣ ቋንቋ፣ ስልጣንና የታሪክ ቅርፅ ይረዳሉ፡፡
- አፍሪካ በተለያዩ የታሪክ ዘመናት ከውጭ ግልም ጋር የነበረችን ግንኙነት ይገነዘባሉ፡፡
- የአፍሪካን ምጣኔ ዐብት አጠቃላይ ሁኔታ ይገነዘባሉ፡፡
- የአፍሪካን የመገገሚያ ግድግዳ፣ የሂደታዊ ስራን ምንነትና የአሠራሩን፣ የፖለቲካና የምጣኔ ዐብት ሁኔታውን ይገነዘባሉ፡፡
- የአፍሪካ ዕረ-ቀኝ አገገዝ ተግል ሂደት፣ የአፍሪካ አንድነት ድርጅቱን አመሠራረት፣ ያከናወኗቸውን ተግባራትና አንዲሁም ድርጅቱ ከሌሎች ግልም አቀፍ ድርጅቶች ጋር ያለውን ግንኙነትና ስልጣን መጠቀም መከበር ያደረገውን አስተዋፅኦ ይረዳሉ፡፡
- በአፍሪካ የታላቅ አባባቶች፣ አመንጫዎችና ስራዎችን በመረዳት አርአያነታቸውን ይከተላሉ፡፡
- መሠረታዊ የሆኑ የአብረተኛ ላይንስ ትምህርት ክህሎቶችን ያዳብራሉ፡፡
- በየአካባቢያቸውና በአፍሪካ ደረጃ ስለሚከናወኑ ወቅታዊ ሁኔታዎች ትክክለኛ ግንዛቤ ያዳብራሉ፡፡

ክፍለ ትምህርት አንድ

የክፍለ ትምህርት I የአፍሪካ የተፈጥሮ ሁኔታዎች የክፍለ ጊዜ ብዛት 30

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑስ ርዕሰ ጥያቄ	የመግባት ማስተማር ዘዴ (ስልጣን)	የመግባት ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጣን	የክ/ጊዜ ስርጭት
ይህን ትምህርት ከ ተማሩ በኋላ ተግባራት ሆኖ፡- - አህጉር ማለት ምን እንደሆነ ያስረዳሉ - ካርታን በመጠቀም ዋና ዋና ንፍቅ ከበባትንና በውስጣቸው ያሉትን አህጉራት ይለያሉ፡፡ - ላይተኮርና ሎግጥኮር መስመሮች ምን እንደሆኑ በመረዳት ግብይ መስመሮች ሆኑን ያመለክታሉ፡፡ - የተለያዩ ቦታዎችን በካርታ ላይ ፈልገው ያገኛሉ፡፡	1.1 የካርታ ጥናት - አህጉር ምንድን ነው? - የቦታዎችን መገኛ በካርታ መፈለግ - ላይተኮር ሎግጥኮር - ላይተኮር - ሎግጥኮር - ንፍቅ ከበባት	- ካርታን በመጠቀም ትይዘት ገለጻ ማድረግ፣ - በርዕሰ ገጽ ላይ ጥያቄ ላይ መለስ በማካሄድ ትምህርቱ በበለጠ እንዲብራራ ማድረግ - ግብይ መስመሮችን በመጠቀም የተለያዩ የአፍሪካ አገሮች የሚገኙባቸውን አቅጣጫ እንዲያመለክቱ ማድረግ፣	- የዓለም ካርታ - ሉላ - የአፍሪካ ፊዚካል ካርታ	- በአለም ካርታ ላይ ሰባቱን አህጉራት እንዲያመለክቱና በመጠናቀቅ ውቅያኖስ ተከተሉ እንዲያስተምሩ መጠየቅ	2
- የአፍሪካን ሀገሮችና ዋና ዋና ከተማዎች በካርታ ላይ ያመለክታሉ፡፡	1.2 የአፍሪካ ሀገሮችና ዋና ዋና ከተማዎች - የአፍሪካ ሀገሮችና ዋና ዋና ከተማዎች	- የአፍሪካን ካርታ በማሠራት የአፍሪካን ሀገሮችና ዋና ዋና ከተማዎች ላይ እንዲያሳዩ ሁኔታዎችን ማመቻቸት	- የአፍሪካ ፖለቲካ ካርታ	- በአፍሪካ ካርታ ላይ ዋና ዋና ከተማዎችን እንዲያመለክቱ ጥያቄ መስጠት፣	3

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑስን ርዕሶች	የመሣር ማስተማር ዘዴ (ስልጣን)	የመሣር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጣኑ	የክ/ጊዜ ስርጭት
- የአፍሪካን አንጻራዊና የትክክለኛ ቅርፅ ፅና ስፋት ከሌሎች አህጉራት ጋር ያነጻፀራሉ።	1.3 የአፍሪካ አቀማመጥ ቅርፅ ስፋት - አቀማመጥ - አዋግን አህጉራትና ውቅያኖሶች - በላቲቲዩድና ሎንግቲዩድ ስፋት - ቅርጽ - ቅርፅ - ስፋት	- በትይንተ ገለጻ ዘዴ የአፍሪካን አቀማመጥ ቅርፅ ስፋት በማብራራት መግለጻል - ሌሎች አህጉራትን በማመልከት ትምህርቱን ማገልገል - በአካባቢ በሚገኙ ነገሮች የአፍሪካን ሞዴል እንዲሁ ስራ መንደርደሪያ መስጠት፤	- የአፍሪካ ካርታ - የዓለም ካርታ - ሌላ	- በምዕራፍ መጨረሻ የተሰጡትን መልመጃዎች በበት ሥራ መልክ መስጠት - የአፍሪካን ካርታ በመጠቀም አዋግን አህጉራትና ውቅያኖሶችን ትክክለኛ አቅጣጫዎቻቸውን እንዲያሳዩ መጠየቅ - በእለም ካርታ ላይ አፍሪካ የምትገኝበትን የሀሳብ መስመሮች ምልክት እንዲያደርጉ የታላ ጥያቄ መጠየቅ፤	3
- የአፍሪካን ከፍተኛ ሥፍራዎች፣ ቆራዎች፣ ሜዳዎችና ሸለቆዎች በካርታ ላይ በማሳሰብ ለከተለዎቹ ስራዎች።	1.4 የአፍሪካና ዋና የመልክዓ-ምድር ዓይነቶች - ከፍተኛ ስፍራዎች - ተራራዎች - አምባ ምድሮች - ረባዳ ቦታዎች - ሜዳዎች - ሸለቆዎች - የጠንካራ ሸለቆዎች - የሰሜን ሸለቆዎች	- የመልክዓ-ምድር ዓይነቶችን በስዕላዊ መንገድ በማሳየት ለደብዳቤውን እንዲገልጹ ማድረግ፤ - የአካባቢአቸውን የመልክዓ-ምድር ዓይነቶችን በመመልከት መጠነኛ ዘገባ እንዲያቀርቡ ስልጣን መስጠት - ዋና ዋና የወንዝና የሰሜን ሸለቆዎች (የሚያላፋሩ) ባቸውን የሚያሳዩ ስራዎች ውስጥ አገሮች እንዲያመልክቱ	- ዋና ዋና የመልክዓ-ምድር ዓይነቶችን የሚያሳይ የአፍሪካ ሪሌክላ ካርታ - የምሥራቅ አፍሪካ ስምጥ ሸለቆ የአሠራር ሂደት የሚያሳይ ሥዕል - የትልቁን ስምጥ ሸለቆ መነሻና መድረሻ የሚያሳይ ካርታ።	- የአፍሪካን ካርታ በመሳሰለ ልዩ ልዩ የመልክዓ-ምድር ዓይነቶችን ትክክለኛ ቦታቸውን እንዲያመልክቱ የበት ሥራ መስጠት	

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑስን ርዕሶች	የመሣር ማስተማር ዘዴ (ስልጣን)	የመሣር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጣኑ	የክ/ጊዜ ስርጭት
- የአፍሪካን ዋና ዋና ወንዞች ተቀምጦች፣ ተፋሰሶቻቸውንና ረግረጋማ ቦታዎችን በካርታ አማካኝነት ያስረዳሉ። - የአፍሪካን ሐይቆች ዓይነት፣ መገኛና አገልግሎታቸውን ይገልጻሉ።	1.5 ወንዞች፣ ሐይቆችና ረግረጋማ ቦታዎች - ወንዞችና ረግረጋማ ቦታዎች - ተፋሰሶች - የወንዞች ተቀምጦች - ረግረጋማ ቦታዎች - ሐይቆች - ዓይነትና መገኛ - ተቀምጦች (አገልግሎት)	- ዋና ዋና ዕንስ ሀሳቦችን የተያዙና መልስ አቀራረብ ስልጣን በመጠቀም መግለጻል፤ - ለወንዞችና ሐይቆች ጥቅም መረጃዎችን በዙድን በመስጠብ ሪፖርት እንዲያቀርቡ ሁኔታዎችን ማመዘኛቸው፤ - የወንዞችን ተፋሰስ ለማሳየት በካርታ የተደገፈ ገለጻ ማድረግ - ረግረጋማ ቦታዎችን በጥቅም ላይ ለማዋል ምን መደረግ አለበት በሚለው ሀሳብ ላይ እንዲወያዩ ማድረግ፤	- በአፍሪካ ትላልቅ ወንዞችንና ሐይቆችን የሚያሳይ የአፍሪካ ካርታ፤ - ዋና ዋና የወንዞች ተፋሰሶችን የሚያሳይ የአፍሪካ ካርታ - የመስኖ፣ የውሃ ትራንስፖርትንና የአሳ ማስገር ተግባራት የሚያሳይ ፎቶግራፎች	- በአፍሪካ የሚገኙ ወንዞችና ሐይቆችን ተቀምጦች እንዲጠራ ጥያቄ መስጠትና ማረጋገጥ፤ - የአፍሪካን ካርታ በመሳሰለ ትልልቅ ህይቆችን እንዲያመልክቱ መጠየቅ፤ - የመልመጃ ጥያቄዎችን እንዲሠሩ ማድረግና እንዲሠሩ ማድረግና እርማት መስጠት፤	8
- የአፍሪካን የአየር ንብረት ይዘትና ስርጭት በግራፍና በካርታ አማካኝነት ያስረዳሉ። - የአፍሪካን የአየር ንብረት ክልሎችና በሃርሱም ውስጥ ያሉትን ዕድገትና እንስሳት ስርጭት በካርታ ላይ ያመልክታሉ። - በምስራቅ አፍሪካ በረሃማነት እንዲት	1.6 የአየር ንብረትና የግራፍ አሠራር - ይዘት - የግራፍ አሠራርና አጠቃቀም - ስርጭት - መቀት - ዝናብ - የአየር ንብረት ክልሎች ዕድገትና እንስሳት - የሐሩር እርጠባ - የሐሩር እርጠባ	- የአየር ንብረትና ተያያዥ ሁኔታዎችን በማስረዳት በተያያዙ መልስ እንዲያብራራ ማድረግ - የአየር ንብረት ስርጭትን በካርታ ላይ በማመልከት ትምህርቱን ማጠናከር - የአየር ንብረት መለዋወጥን ለማመልከት የሚያስችል ግራፍ በመስራት ገለጻ ማድረግ - ከግራፎች ላይ መረጃዎችን እንዲያነጻጽ እንዲተረጎሙ	- ዋና ዋና የአየር ንብረት ክልሎችን የሚያሳይ የአፍሪካ ካርታ - በተለያዩ የአየር ንብረት ክልሎች ውስጥ የሚገኙ እንስሳትና ዕድገትን የሚያሳዩ ካርታ ሥዕሎችን ፎቶግራፎች	- የአፍሪካ ካርታ ላይ ልዩ ልዩ የአየር ንብረት ክልሎችን ያሳቸውን አመካኛ የዝናብና የመቀት እየተነሱ እንዲያመልክቱ መጠየቅ፤ - መረጃዎችን ከግራፎች ላይ በማንበብ እንዲተረጎሙ የበት ሥራ መስጠት	10

የዓብይ ርዕስ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመግር ማስተማር ዘዴ (ስልጥ)	የመግር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጥ	የክ/ኒዜ ስርጭት
<p>ሊስፋፋ እንደቻለና ያስከተለውን ችግር ያስረዳል።</p>	<p>ደረሰ</p> <ul style="list-style-type: none"> - በረሃማ - ሚዲትራንያን - በረሀማነት በሃዘነ ራቅ እፍሪካ ሀገሮች - መንስዲዎች - ያስከተላቸው ችግሮች ወቅታዊ ሁኔታዎች 	<p>ጉሙ ምሳሌዎችን መስጠት</p> <ul style="list-style-type: none"> - በውይይት ዘዴ የአየር ንብረት በዕፅዋትና በእንግላት ሥርጭት ላይ ያለውን ተፅዕኖ እንዲያመለክቱ ማበረታታት - ለበረሃማነት መስፋፋት መንስዲዎችንና የመፍትሔ ሀሳቦችን እንዲሰነዘሩና እንዲወያዩበት ሁኔታዎችን ማመቻቸት 		<p>- መከራ እንድ (ቲስት)</p>	

የዓብይ ርዕስ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመግር ማስተማር ዘዴ (ስልጥ)	የመግር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጥ	የክ/ኒዜ ስርጭት
	<p>ክፍለ ትምህርት ሁለት</p> <p>ክፍለ ትምህርት 2 የአፍሪካ ህዝብ የክ/ኒዜ ብዛት 15</p>				
<ul style="list-style-type: none"> - የአፍሪካን ህዝብ ብዛት በየታና በዕድሜ ለይተው በማስቀመጥ አሀጥራቱ ከዓለም ከፍተኛ የህዝብ ዕድገት ያላት መሆን ዋና ያስረዳል። - የህዝብን ጥግግት ትርጉምና ስለት በማስረዳት የአፍሪካን የህዝብ ጥግግት በካርታ ላይ ያሳያል። - የሰነ-ህዝብ መረጃ አስፈላጊነት ማሳሰቢያ ዘዴዎችንና አጠቃቀማቸውን ያስረዳል። - የህዝብ ቆጠራ - የኖሙና ጥናት - ዓብይ ምዝገባዎች - የልደት - የሞት - የጋብቻ - የፍቺ - የአስፈላጊነት 	<p>2.1 የአፍሪካ ህዝብ ብዛት</p> <ul style="list-style-type: none"> - በየታ - በዕድሜ - ዕድገት - ስርጭት - የህዝብ ስርጭትን የሚቆጣጠሩ ሁኔታዎች - የህዝብ ጥግግት - ትርጉም - ስለት - ህዝብ ተጠጋግቶ ተበታትኖ የሚገኝባቸው ስፍራዎች <p>2.2 የሰነ ህዝብ መረጃ ማሳሰቢያ ዘዴዎችና አስፈላጊነት</p> <ul style="list-style-type: none"> - ዘዴዎች - የህዝብ ቆጠራ - የኖሙና ጥናት - ዓብይ ምዝገባዎች - የልደት - የሞት - የጋብቻ - የፍቺ - የአስፈላጊነት 	<p>- የአፍሪካን የህዝብ ብዛት ዕድገትና ስርጭት አስመልክቶ በካርታ የተደገፈ ገለጻ ማድረግ</p> <ul style="list-style-type: none"> - የህዝብ ስርጭት ከቦታ ቦታ ለምን እንደሚለያይ በጥንቃቄና መልስ ሀሳባቸውን እንዲገልፁ ማድረግ፣ - ክፍተኛ የህዝብ ጥግግት ያላባቸውን አካባቢዎች በካርታ ላይ እንዲያመለክቱ ማድረግና ትምህርቱን የበለጠ ማብራራት፣ - የህዝብ ቆጠራና የአብይ ምዝገባዎችን ምንነትና ጠቀሜታ አስመልክቶ ገለጻ ማድረግ - በሚኖሩበት አካባቢ በተወሰነ ጊዜ ውስጥ የልደት፣ የሞት፣ የጋብቻና የፍቺ ቁጥሮችን በጠቅላላ አሰባሰብ ውስጥ እንዲያመጡ በማድረግ በጠቀሜታው ላይ መወያየት - በተወሰኑ የቤት ቁጥሮች ውስጥ የሚገኙትን ሰዎችን በየታ፣ በእድሜ፣ በስፋት ግደነት ወ.ዘ.ተ. እንዲለቅሙና 	<p>- የአፍሪካን የህዝብ ስርጭት የሚያሳይ ካርታ</p> <p>- በዓለም የህዝብ ስርጭትን የሚያሳይ የዓለም ካርታ፣</p> <p>- የዓብይ ምዝገባዎችን ለማከናወን የሚያገለግሉ ፎርሞች፣</p>	<p>በአፍሪካ የህዝብ ጥግግት የሚታይባቸውን ቦታዎች እንዲያመለክቱ ጥያቄ መስጠት</p> <ul style="list-style-type: none"> - በአፍሪካ የህዝብ ስርጭትን የሚቆጣጠሩ ሁኔታዎችን በቤት ስራ መልክ በመስጠት እንዲዘረዝሩ መጠየቅ - የህዝብ ጥግግት ቶችን ለማመልከት ፎርሞቻቸውን በመጠቀም መልመኛዎችን መስጠት፣ - በህዝብ ብዛት ምክንያት የሚመጡትን የተያያዘና ሰንሰለታማ ችግሮች በዲያግራም (በስዕላዊ መግለጫ) እንዲያቀርቡ ጥያቄ መስጠት - የህዝብ ቁጥር አለመታወቅ የሚያስከትለውን 	<p>6</p> <p>3</p>

የዓለይ ርዕስ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልጥ)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርዓት
<ul style="list-style-type: none"> - የአፍሪካን ፈጣን የህዝብ ዕድገት በምግብ በተፈጥሮ ሀብት በአገልግሎት በድርጅቶች ላይ የሚያስከትላቸውን ችግሮች ያስረዳሉ። 	<ul style="list-style-type: none"> - ለዕቅድና እስተዳደር - ለኢኮኖሚና ማህበራዊ ጉዳዮች ጥናት <p>2.3 የአፍሪካ ህዝብና አካባቢው</p> <ul style="list-style-type: none"> - የአፍሪካ ፈጣን የህዝብ ዕድገት ያስከትላቸው ችግሮች - በምግብ - በተፈጥሮ ሀብት - በደን - በእፈር - በውሀ - በአገልግሎት ስጭ ድርጅቶች - በትምህርት - በመኖሪያ ቤት - በጤና - በመገናኛ <p>2.4 ወቅታዊ ሁኔታዎች</p>	<ul style="list-style-type: none"> - ዘገባ እንዲያቀርቡ በማድረግ ተግባራዊ ጠቀሜታዎቻቸውን እንዲረዱ ማገዝ - የህዝብ ብዛት የሚያስከትለውን የተያያዘና ስንሰለታማ ችግሮችን ምሳሌ በመስጠት ሀሳባቸውን እንዲገልፁ ሁኔታዎችን ማመቻቸት - የህዝብ ቁጥር መጠመር የሚያስከትለውን ችግር ለማቃለል አጠቃላይ መፍትሔ መጠቀም እንዲችሉ መንደርደሪያ መስጠት - በአካባቢያቸው በሚገኙ አገልግሎት ስጭ ድርጅቶች ላይ የሚታዩትን ጉልህ ችግሮች ከህዝብ ቁጥር መጠመር አገገር ያላቸውን ግንኙነት እንዲመረምሩና አጭር የቃል ዘገባ እንዲያቀርቡ ስልት መቀየስ፤ 	<ul style="list-style-type: none"> - ፈጣን የህዝብ ዕድገት የሚታይባቸውን የአፍሪካ ህገግ ችግሮች የሚያሳይ ካርታ - ፈጣን የህዝብ ዕድገት በተፈጥሮ ሀብትና በምግብ ተቋማት ላይ የሚያስከትለውን ችግር የሚያሳዩ ማስተርች፤ 	<ul style="list-style-type: none"> - ችግር እንዲዘረዘሩ የቤት ስራ መስጠት፤ - መከራ ሁለት (ቴሌት) 	6

ክፍለ ትምህርት 3 የአፍሪካ ህዝቦችና ባህሎች የክ/ጊዜ ብዛት 25

የዓለይ ርዕስ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልጥ)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርዓት
<ul style="list-style-type: none"> - የአፍሪካ ህዝቦች እንደሆኑ በ መዘርዘር ጆሃንስቤርግ ስርዓቶቻቸውን ያመለክታሉ። 	<p>3.1 የአፍሪካ ህዝቦች እንደሆኑ ናቸው?</p> <p>የአፍሪካ ህዝቦች ዝርያ</p> <ul style="list-style-type: none"> - ሱዳን - ግንቱ - ሀምና ሲም - በሽሜንና ሆቴን ቶት - ማላያና ፐሊኒክ - ፕላይዎች 	<ul style="list-style-type: none"> - የተለያዩ የአፍሪካ ህዝቦችን ዝርያ አስመልክቶ አጠቃላይ ገለጻ ማድረግ - ካርታን በመጠቀም የህዝቦችን የአሠፋፈር ስርዓት እንዲያመለክቱ ለውይይት መጋበዝ - በምዕራብ አፍሪካ የሚገኙ የልዩ ልዩ ቋንቋዎችን ዝምድናቸውን እንዲለዩ መንደርደሪያ መስጠት 	<ul style="list-style-type: none"> - የአፍሪካ ህዝቦችን ዝርያና ሥርዓት የሚያሳይ ካርታ፤ - የተለያዩ የአፍሪካ ህዝቦችን ግደነት የሚያሳዩ ስዕሎች ወይም ፎቶግራፎች፤ 	<p>በዓለይ ርዕሱ ላይ የተመለከተውን መልመጃዎች ማሠራት</p> <ul style="list-style-type: none"> - በአፍሪካ ህዝቦች መካከል በጉልህ የሚታዩ የተለያዩ ጉዳዮችን በከፍተኛ ደረጃ ለማቅረብ - ስለ ልዩ ልዩ የአፍሪካ ህዝቦች የርስ በርስ ግንኙነት ትስስር እንብብው የተረዱትን እንዲገልፁ ማድረግ 	4
<ul style="list-style-type: none"> - በአፍሪካ ህዝቦች ባህሎችና ቋንቋዎች መካከል ያለውን መወራረስ ይገነዘባሉ። - በምዕራብ አፍሪካ የሚገኙትን የተለያዩ ባህሎችና ቋንቋዎች ይዘረዝራሉ። 	<p>3.2 የአፍሪካ ህዝቦች ባህሎችና ቋንቋዎች</p> <ul style="list-style-type: none"> - የአፍሪካ ህዝቦችና ባህሎች - የባህል ትርጉም - ልምዶች - ዕምነቶች - የአፍሪካ ህዝቦችና ቋንቋዎች - ዋና ዋና የአፍሪካ ቋንቋዎች 	<ul style="list-style-type: none"> - የአፍሪካ ህዝቦች ያራሳቸው የሆኑና የተለያዩ ባህሎች፤ ልምዶችና ዕምነቶች ያላቸው መሆኑን በመገንዘብ ተማሪዎች በአካባቢያቸው የሚገኙትን ልዩ ልዩ ባህሎች፤ ልምዶችና ዕምነቶች የሆኑ ጉዳዮችን በምሳሌነት እየጠቀሱ እንዲያዘምዱ መንደርደሪያ ነጥቦችን መስጠት 	<ul style="list-style-type: none"> - በአፍሪካ የዋና ዋና ቋንቋዎችን ሥርዓት የሚያሳይ ካርታ፤ - በአፍሪካ ውስጥ በብዛት የሚነገሩ ቋንቋዎች የሚያሳይ ቻርት 	<ul style="list-style-type: none"> - የአፍሪካ ካርታን ስለው የተለያዩ ቋንቋዎች የሚገኙበትን ቦታዎች እንዲያመለክቱ የከፍተኛ ሥራ ሰጠት፤ - በቡድን ሠርተው የተረገጡትን ዘገባዎች መመዘን - የመልመጃ ጥያቄዎችን በማሠ 	4

የዓብይ ርዕስ ዓላማ	ዓብይና ገዕ-ሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልጥ)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጥ	የክ/ጊዜ ስርጭት
	<ul style="list-style-type: none"> - የአፍሪካ ቀንድ ህዝቦችን ባህሎችና ቋንቋዎች - ባህሎች - ቋንቋዎች 	<ul style="list-style-type: none"> - በአፍሪካ የሚገኙ ዋና ዋና የቋንቋ ገርያዎችን ካርታ በመጠቀም ስርጭታቸውን እንዲያመለክቱ መምሪትና የቋንቋ መውራሪስም ሆነ መዳቀል እንዳለ ማብራራት - በአካባቢያቸው ስለሚገኙ ልዩ ልዩ ቋንቋዎችና ባህሎች እንዲወያዩ ማበረታታት፤ - በአፍሪካ ቀንድ ያሉ የቋንቋ ቤተሰቦችን የሚያገፁ ባርቁ ባህሎች በዘገባ መልክ እንዲያቀርቡ ከበቂ ምሳሌ ጋር መደንደሪያ መስጠት 	<ul style="list-style-type: none"> - በአፍሪካ ቀንድ የቋንቋ ሥርዓትን የሚያሳይ የአፍሪካ ቀንድ ካርታ፤ 	<ul style="list-style-type: none"> - ርገት ማረም - የአፍሪካ ቀንድ ካርታና ዋና ዋና ቋንቋዎች ስርጭትን ማሰራት 	
<ul style="list-style-type: none"> - የአፍሪካን ህዝቦች ዓባይት የስልጣኔ ክንዎች ይዘረዝራሉ። - የአፍሪካን የታሪክ ቅርሶች ምንነት በመገንዘብ እንክብካቤ ያደርጋሉ 	<p>3.3 የአፍሪካ ህዝቦች ስልጣኔና የታሪክ ቅርሶች</p> <ul style="list-style-type: none"> - የአፍሪካን ህዝቦች ስልጣኔ - የስልጣኔ ትርጉም - ቀደምት ስልጣኔ የታየባቸው ቦታዎች - ዕድገታቸው - ንግድ - አስተዳደር - የአፍሪካ ህዝቦች የታሪክ ቅርሶች 	<ul style="list-style-type: none"> - የአፍሪካን ቀደምት የስልጣኔና የታሪክ ቅርሶች በተመለከተ ገለፃ በማድረግ ትምህርቱን በውይይት ማብራራት - የታሪክ ቅርሶችን ዓይነትና ለሰው ልጆች የሚሠጡትን ጠቀሜታ መጠነኛ ዘገባ እንዲያቀርቡ ሁኔታዎችን ማመዘኛቸው - ጥይል በመስራት በአፍሪካ የተመረጡ ዋና ዋና ታሪክ ቅርሶችን እንዲያሳዩ ማበረታታት 	<ul style="list-style-type: none"> - ቀደምት ሥላጣኔ የታየባቸውን ቦታዎች የሚያሳይ የአፍሪካ ካርታ - ሳሐራን አቋርጦው የሚሄዱትን የንግድ መሥመሮች የሚያሳይ የአፍሪካ ካርታ - ቀደምት ሥልጣኔ በታየባቸው ቦታዎች የሚገኙ ዋና ዋና የዕድገት ጥበብና ሥራ ዕለጅና ፎቶግራፎች 	<ul style="list-style-type: none"> - ስለ ታሪክ ቅርሶች ጠቀሜታ የቤት ሥራ በመስጠት እንዲሠሩ ጥያቄዎችን ማቅረብ፤ - የተለያዩ የአፍሪካን ዋና ዋና ቅርሶችን ጥይል ማሠራት፤ - በአካባቢያቸው የሚገኙ የታሪክ ቅርሶችን ከገብተው በኋላ ዘገባ እንዲያቀርቡ መጠየቅ 	

የዓብይ ርዕስ ዓላማ	ዓብይና ገዕ-ሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልጥ)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልጥ	የክ/ጊዜ ስርጭት
	<ul style="list-style-type: none"> - የቅርስ ትርጉም - ቤተ መንግስታት - ቤተ ጸሎቶች - መታብሮች፣ ሐውልቶች፣ ሣንቲኖች፣ የሸክላ ሥራዎች፣ ያሉሮች የመገልገያ መሣሪያዎችና ቅሬተ አካላት - የቅርሶች እንክብካቤና ጥበቃ 	<ul style="list-style-type: none"> - በአፍሪካ የሚገኙ ቅርሶችን በሚመለከት መረጃ በመስጠት ሪፖርት እንዲያቀርቡ መመሪያና መንደር ደራሪ መስጠት - ጉዳዩ ከሚመለከታቸው መ/ቤቶች የሚገኙ ሰዎችን በመጋበዝ ግንዛቤ የሚያስጨብጥ ትምህርት እንዲሰጡ ማድረግ - በአፍሪካ የተገኙ ቅርሶች መገኛ ቦታዎችን እንዲጠቅሱ ጥያቄ መስጠት - የአካባቢ የታሪክ ቅርሶችን ለመገባት የሚያስችሉ ሁኔታዎችን ማመዘኛቸው። 			
<ul style="list-style-type: none"> - የአፍሪካ ከተሞች ትኩረት አሰጥሎ ጋር የሰበሰቡትን አሁን ያላትን ግንኙነቶች ይረዳሉ። - የባሪያ ንግድና የቅኝ አገዛዝ በአፍሪካ ያስከተለውን ተፅዕኖ ያስረዳሉ 	<p>3.4 አፍሪካን የውጭ ግንኙነቶች</p> <p>3.4.1 ከተገኘው ርግ ውይይት ግሪኮችና ፋርሶች</p> <p>3.4.2 አገር አባሾች</p> <p>3.4.3 የባሪያ ንግድ</p> <p>3.4.4 የቅኝ አገዛዝ</p> <p>3.4.5 ዘመናዊ የአፍሪካ</p> <ul style="list-style-type: none"> - የውጭ ግንኙነቶች - ወቅታዊ ሁኔታዎች 	<ul style="list-style-type: none"> - የአፍሪካን ጥንታዊና ዘመናዊ የውጭ ግንኙነት በማነፃፀር መንገድ መግለጻት - ካርታን በመጠቀም የባሪያ ንግድና የቅኝ አገዛዝ ሂደት በአሁኑ ላይ ያስከተለውን ተፅዕኖ በመግለጻት ማብራራት - ለአፍሪካ ጸላ ቀርነት ምክንያት የሆኑ ጉዳዮችን በማንገሳት ግወያየት - በአውሮፓ ሥልጣኔና በአፍሪካ ጸላ ቀርነት 	<ul style="list-style-type: none"> - የባሪያን ንግድ የሚያሳይ ስዕላዊ መግለጫ - በአለም ካርታ የባሪያን ንግድ መነሻና መድረሻ የሚያሳዩ መስመሮች 	<ul style="list-style-type: none"> - የባሪያ ንግድን ሁኔታ የሚያሳይ ካርታ እንዲሰሩ - የቤት ሥራ መስጠት - ቅኝ ተገኝ የአፍሪካ ሀገሮችንና ቅኝ ገዥ የሌሎች መንግሥታትን በማጣመር እንዲዘረዝሩ መጠየቅ 	9

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልት)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርጭት
	<ul style="list-style-type: none"> - የአፍሪካ ቀንድ ሀዘቦችን ባህሎችና ቋንቋዎች - ባህሎች - ቋንቋዎች 	<ul style="list-style-type: none"> - በአፍሪካ የሚገኙ ዋና ዋና የቋንቋ ዝርያዎችን ካርታ በመጠቀም ስርዓታቸውን ውጥን እንዲያመለክቱ መምሪያውንና የቋንቋ መውራሪስም ሆነ መጻፍት እንዲያሳዩ ማብራራት - በአካባቢያቸው ስለሚገኙ ጥሩ ጥሩ ቋንቋዎችና ባህሎች እንዲወያዩ ማበረታታት - በአፍሪካ ቀንድ ያሉ የቋንቋ ቤተሰቦችን የሚያገፁ ባርቁ ባህሎች በዘገባ መልክ እንዲያቀርቡ ከበቂ ምሳሌ ጋር መደገፈሪያ መስጠት 	<ul style="list-style-type: none"> - በአፍሪካ ቀንድ የቋንቋ ሥርዓታትን የሚያሳይ የአፍሪካ ቀንድ ካርታ 	<ul style="list-style-type: none"> - የአፍሪካ ቀንድ ካርታና ዋና ዋና ቋንቋዎች ስርዓታትን ማሰራት 	
<ul style="list-style-type: none"> - የአፍሪካን ሀዘቦች ዓባይት የስልጣኔ ክንዎች ይዘረዝራሉ። - የአፍሪካን የታሪክ ቅርሶች ምንነት በመገንዘብ እንዲብክቡ ያደርጋሉ 	<p>3.3 የአፍሪካ ሀዘቦች ስልጣኔና የታሪክ ቅርሶች</p> <ul style="list-style-type: none"> - የአፍሪካን ሀዘቦች ስልጣኔ - የስልጣኔ ትርጉም - ቀደምት ስልጣኔ የታደሩበት ሰታዎች - ዕድገታዊ - ንግድ - አስተዳደር - የአፍሪካ ሀዘቦች የታሪክ ቅርሶች 	<ul style="list-style-type: none"> - የአፍሪካን ቀደምት የስልጣኔና የታሪክ ቅርሶች በተመለከተ ገለጻ በማድረግ ትምህርቱን በውይይት ማብራራት - የታሪክ ቅርሶችን ዓይነትና ለሰው ልጆች የሚሠጡትን ጠቀሜታ መጠነኛ ዘገባ እንዲያቀርቡ ሁኔታዎችን ማመቻቸት - ሞዴል በመስራት በአፍሪካ የተመረጠ ዋና ዋና ታሪክ ቅርሶችን እንዲያሳዩ ማበረታታት 	<ul style="list-style-type: none"> - ቀደምት ሥላጣኔ የታደሩበትን ሰታዎች የሚያሳይ የአፍሪካ ካርታ - ባሕሪን አቋርጠው የሚሄዱትን የንግድ መሥመሮች የሚያሳይ የአፍሪካ ካርታ - ቀደምት ሥልጣኔ በታደሩበት ሰታዎች የሚገኙ ዋና ዋና የዕድገት ጠባብ ሥራዎችን የሚያሳዩ ሥራዎችና ፎቶግራፎች 	<ul style="list-style-type: none"> - ስለ ታሪክ ቅርሶች ጠቀሜታ የቤት ሥራ በመስጠት እንዲሠሩ ጥያቄዎችን ማቅረብ - የተለያዩ የአፍሪካን ዋና ዋና ቅርሶችን ሞዴል ማሠራት - በአካባቢያቸው የሚገኙ የታሪክ ቅርሶችን ከገብተው በኋላ ዘገባ እንዲያቀርቡ መጠየቅ 	

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልት)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርጭት
	<ul style="list-style-type: none"> - የቅርሶች ትርጉም - ቤተ መንግስታት - ቤተ ጸሎቶች - መቃብሮች፣ ሐውልቶች፣ ሣንቲፎች፣ የሸክላ ሥራዎች፣ ቃላቶች የመገልገያ መሣሪያዎችና ቅሬተ አካላት - የቅርሶች እንክብካቤና ጥበቃ 	<ul style="list-style-type: none"> - በአፍሪካ የሚገኙ ቅርሶችን በሚመለከት መረጃ በመስጠት ለሪፖርት እንዲያቀርቡ መመሪያና መገደር ደራሪ መስጠት - ጉዳዩ ከሚመለከታቸው መ/ቤቶች የሚገኙ ሰዎችን በመጋበዝ ግንዛቤ የሚያስፈልገውን ትምህርት እንዲሰጡ ማድረግ - በአፍሪካ የተገኙ ቅርሶች መገኛ ሰታዎችን እንዲጠቅሱ ጥያቄ መስጠት - የአካባቢ የታሪክ ቅርሶችን ለመገኘት የሚያስችሉ ሁኔታዎችን ማመቻቸት 		<ul style="list-style-type: none"> - የታሪክ ቅርሶችን መጠየቅ የሚችሉበትን መንገድ እንዲጠቀሙ ጥያቄ መስጠትና ውጤት መያዝ 	
<ul style="list-style-type: none"> - የአፍሪካ ከተቀሩት ክፍለ አህጉራት ጋር የነበሩትንና አሁን ያላትን ግንኙነቶች ይረዳሉ። - የባርያ ንግድና የቅኝ አገዛዝ በአፍሪካ የሰከተለውን ተፅዕኖ ያስረዳሉ 	<p>3.4 አፍሪካን የውጭ ግንኙነቶች</p> <p>3.4.1 ከተገኘው ርግ ውያገ፣ ግሪኮችና ፋርሶች</p> <p>3.4.2 አገር አላሾች</p> <p>3.4.3 የባርያ ንግድ</p> <p>3.4.4 የቅኝ አገዛዝ</p> <p>3.4.5 ዘመናዊ የአፍሪካ</p> <ul style="list-style-type: none"> - የውጭ ግንኙነቶች - ወቅታዊ ሁኔታዎች 	<ul style="list-style-type: none"> - የአፍሪካን ጥንታዊና ዘመናዊ የውጭ ግንኙነት በማንፀር መገደብ - ካርታን በመጠቀም የባርያ ንግድና የቅኝ አገዛዝ ሂደት በአህጉሩ ላይ ያሰከተለውን ተፅዕኖ በመገለጽ ማብራራት - ለአፍሪካ ጸላ ቀርጎት ምክንያት የሆኑ ጉዳዮችን በማንሳት ማወያየት - በአውሮፓ ሥልጣኔና በአፍሪካ ጸላ ቀርጎት 	<ul style="list-style-type: none"> - የባርያን ንግድ የሚያሳይ ስዕላዊ መግለጫ - በአለም ካርታ የባርያን ንግድ መነሻና መድረሻ የሚያሳዩ መስመሮች 	<ul style="list-style-type: none"> - የባርያ ንግድን ሁኔታ የሚያሳይ ካርታ እንዲሰሉ የቤት ሥራ መስጠት - ቅኝ ተገኝ የአፍሪካ ሀገሮችንና ቅኝ ገዥ የአውሮፓ መንግሥታትን በማጣመር እንዲዘረዝሩ መጠየቅ 	9

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልጥ)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርጭት
		<p>መካከል ያለውን ግንኙነት በማወቅ ለውይይት ማነሳሳት</p> <ul style="list-style-type: none"> - ወቅታዊ የሆኑ የአፍሪካን ፖለቲካዊ፣ ማህበራዊና ኢኮኖሚያዊ ሁኔታዎች እንዲዘግቡ መጠቀምና ማወያየት 	<ul style="list-style-type: none"> - የአፍሪካን የቅኝ ግዛት ይዘታዎች የሚያመለክት ካርታ፣ - በአፍሪካ የቅኝ ገዢዎችንና ጥኝ ግዛት የነበሩ አገሮችን የሚያሳይ ቻርት፣ - የአውሮፓ ወደ አፍሪካ፣ ከአፍሪካ ወደ አሜሪካ ከአሜሪካ ወደ አውሮፓ ይሄድ የነበሩ ሸቀጦችን የሚያሳይ ሠንጠረዥ 	<p>መከራ 3 (ቲስት)</p>	

ክፍለ ትምህርት 4
ክፍለ ትምህርት 4 የአፍሪካ ምጣኔ ሃብት የክፍለ ጊዜ ብዛት 17

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑሳን ርዕሶች	የመማር ማስተማር ዘዴ (ስልጥ)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርጭት
<ul style="list-style-type: none"> - በአፍሪካ ያሉትን የግብርና ዘዴዎች፣ ዓይነቶችና ውጤቶች ያስረዳሉ። - በአጠቃላይ በአፍሪካ በተለይም ደግሞ በአፍሪካ ቀንድ የምግብ እህል አጥረት ሊፈጠር የቻለባቸውን ተፈጥሮአዊና ሰው ሰራሽ ምክንያቶች ያስረዳሉ። 	<p>4.1 ግብርና</p> <ul style="list-style-type: none"> - የግብርና ዘዴዎች - ባህላዊ - ዘመናዊ <p>4.1.1 የግብርና ዓይነቶች</p> <ul style="list-style-type: none"> ሀ. - እርሻ ለ. - እንሰሳት እርባታ ሐ. - የዓሣ እርባታ መ. - የደን ልማት 	<ul style="list-style-type: none"> - በዘመናዊና በባህላዊ የእስተራረስ ዘዴ መካከል ያለውን ልዩነት እንዲገልጹ ጥያቄ በማንሳት ውይይት በማድረግ መግለፅ፣ - የተለያዩ የግብርና ዓይነቶችንና ጥቅሞቻቸውን መረጃዎችን በመጠየቅ የቃል ዘገባ እንዲያደርጉ ማድረግ፣ - የዘመናዊ ግብርና ዘዴና የኢኮኖሚ ዕድገት ተደጋጋሪነት በማስመልከት በውይይት ሃሳባቸውን እንዲገልጹ መነሻ ነጥቦችን መስጠት፣ - ባለሙያ በመጋበዝ ትምህርቱን የበለጠ እንዲያብራራ ማድረግ፣ 	<ul style="list-style-type: none"> - ባህላዊና ዘመናዊ የእስተራረስና የአመራረት ዘዴዎችን የሚያሳዩ ሥዕሎች ወይም ፎቶግራፎች - ሰፋፊና ዘመናዊ የእርሻ ቦታዎችን የሚያሳይ የአፍሪካ ካርታ፣ 	<ul style="list-style-type: none"> - ተማሪዎች - ስለባህላዊ ዘመናዊ የግብርና ዘዴዎች ልዩነታቸውን በማወቅ የቡድን ዘገባ እንዲያቀርቡ ጥያቄ መስጠት - በአፍሪካ የተለያዩ ሰብሎች በብዛት የሚበቅሉባቸውን ቦታዎች በመለየት እንዲዘረዝሩ የቤት ስራ መስጠትና ውጤት መያዝ - በአፍሪካ ለምን ዘመናዊ የግብርና ዘዴ እንዳልተስፋፋ ርዕሶች በመስጠት የዕቅድ ዘገባ እንዲያቀርቡ ማድረግ - በዓብይ ርዕሰ ላይ የተመለከቱትን መልመኛዎች ማሠራት፣ 	<p>5</p> <p>1</p>
<ul style="list-style-type: none"> - በአጠቃላይ በአፍሪካ በተለይም ደግሞ በምሥራቅ አፍሪካና በአፍሪካ ቀንድ የምግብ እህል አጥረት ሊፈጠር የቻለባቸውን 	<p>4.2 የምግብ አጥረት</p> <ul style="list-style-type: none"> - በምሥራቅ አፍሪካ - የምርት መጠን - መቀነስ - የሀገብ ብዛት መጨመር 	<ul style="list-style-type: none"> - የዘመናዊ ግብርና ዘዴና የኢኮኖሚ ዕድገት ተደጋጋሪነት በማስመልከት በውይይት ሃሳባቸውን እንዲገልጹ መነሻ ነጥቦችን መስጠት፣ 	<ul style="list-style-type: none"> - ከአፍሪካ ወደ ሙያዎች የሚላኩ የእርሻ ውጤቶችን የሚያሳይ ሠንጠረዥ 		

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑሳን ርዕሰት	የመማር ማስተማር ዘዴ (ስልት)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርዓት
ተፈጥሮአዊና ሰው ሰራሽ ነገሮችን ያስረዳል።	- የቴክኖሎጂ ጓላ ቀርነት - ተፈጥሮአዊ ሁኔታዎች	- ባለሙያ በመጋበዝ ትምህርቱን የበለጠ እንዲብራራ ማድረግ - የምግብ አጥረት መንስዔዎችን በመዘርዘር የመፍትሔ ሀሳቦችን እንዲጠቀሙ መገፋፋት፤	- ከፍተኛ የክብት ሀብት ያላቸውን የአፍሪካ ሀገሮች የሚያሳይ ካርታ፤ - ከፍተኛ የደን ሀብት ያላቸውን ሀገሮች የሚያመለክት ካርታ፤		
- በአፍሪካ የሚገኙ ዋና ዋና የማዕድናት ዓይነቶችን፣ ጥቅምና ስርዓታቸውን ያስረዳል። - በአፍሪካ የሚገኙ ዋና ዋና የሀይል ማመንጫ መገኛ ቦታዎችን በካርታ ላይ ያመለክታል።	4.3 ማዕድናትና የሀይል ማመንጫዎች 4.3.1 ማዕድናት - ጥቅም - ዓይነት - ስርዓት 4.3.2 የሀይል ማመንጫ - ግድቦች - ማዕድናት (ነዳጅ ዘይት) ና ሌሎች የሀይል ምንጮች	- የማዕድናት ዓይነቶችን ከጆግራፊአዊ ስርዓታቸው ጋር ካርታን በመጠቀም በገለፃ ማስረጃት - በአካባቢአቸው የሚገኙትን ማዕድናት መረጃ በመሠብሰብ ከነጥቅማቸው የሚያሳይ ዘገባ እንዲያቀርቡ ማድረግ - የሀይል ማመንጫ ተቋሞችን በመጠቀም የአካባቢ አቸውን የሀይል ማመንጫዎችን እንዲዘረዝሩ ማድረግ - ሌሎች የሀይል ማመንጫ መንገዶችን በመጠየቅ እንዲረዱ ማበረታታት	- በምግብ አጥረት ምክንያት የሚከሰተውን ረሀብ የሚያሳይ ፎቶግራፍ፤ - በአፍሪካ የማዕድን ዓይነትና ሥርዓት የሚያሳይ ካርታ፤ - በአፍሪካ ትላልቅ የኃይል ማመንጫ ቦታዎችን የሚያሳይ ካርታ	- የተለያዩ ማዕድናት ዝርዝር በመስጠት የሚገኙትን ሀገሮች እንዲያው መጠየቅ፤ - በሚቀርበው የቡድን ሪፖርት ላይ በመወያየት አጠቃላይ ግምገማ መስጠት - የሀይል ማመንጫዎችን አለመገንባት በአገር ዕድገት ላይ የሚያሳድረውን ተፅዕኖ እንዲዘረዝሩ ጥያቄ በመስጠት ውጤት መመዘኛ - ሌሎች የሀይል ማመንጫ ዘዴዎችንና የሚሠጡትን ጥቅም እንዲዘረዝሩ መጠየቅ	2

የዓብይ ርዕሰ ዓላማ	ዓብይና ንዑሳን ርዕሰት	የመማር ማስተማር ዘዴ (ስልት)	የመማር ማስተማር መርጃ መሣሪያዎች	የምዘናና ግምገማ ስልቶች	የክ/ጊዜ ስርዓት
- በጉጅና ዘመናዊ ኢንዱስትሪ መካከል ያለውን መሠረታዊ ልዩነት ያስረዳል። - በአፍሪካ የዘመናዊ ኢንዱስትሪ ዓይነቶችንና ያሉበትን የዕድገት ደረጃዎችና ስርዓታቸውን ይገልጻል።	4.4 ኢንዱስትሪ - የኢንዱስትሪ ዓይነቶች - የጉጅ ኢንዱስትሪ - ዘመናዊ ኢንዱስትሪ - ዘመናዊ ኢንዱስትሪ - የዕድገት ደረጃ - ዓይነት 4.4.1 ቀላል ኢንዱስትሪ 4.4.2 ከባድ ኢንዱስትሪ - ስርዓት	- በጉጅና ዘመናዊ ኢንዱስትሪ መካከል ያለውን ልዩነትና እንደነት በጥያቄና መልስ ማስረጃት፤ - በአካባቢያቸው ያሉትን የጉጅ ኢንዱስትሪ ዓይነትና የማምረቻ መንገዶች በመመልከት እንዲያብራሩ ማነሳሳት - በአሁኑኑ የሚገኙ የካባድና የቀላል ኢንዱስትሪ ዓይነትና ስርዓት በካርታ ላይ በማመልከት ማብራሪያ መስጠት	- የጉጅና ዘመናዊ ኢንዱስትሪ ዓይነቶችን የሚያሳዩ ሥዕሎችና ፎቶግራፎች፤ - በአፍሪካ የከባድ ኢንዱስትሪ ዓይነትና ሥርዓት የሚያሳይ ካርታ - የከባድ ቀላል ኢንዱስትሪ ውጤቶችን የሚያሳይ ቻርት	- በጉጅና ዘመናዊ ኢንዱስትሪ መካከል ያለውን ተመሳሳይነትና ልዩነት በሰንጠረዥ መልክ እንዲሰሩ በቤት ስራ መስጠትና መመዘን፤ - በአካባቢያቸው የተመለከቱትን የኢንዱስትሪ ዓይነቶችና ተግባራቸውን እንዲዘግቡ የቡድን ሥራ መስጠት - የአፍሪካን ካርታ በመሣል የከባድ ኢንዱስትሪ መገኛ ቦታዎችን ከነዓይነቶቻቸው እንዲያመለክቱ ጥያቄ መስጠት - የዓብይ ርዕሰ መልመጃዎች ማሠራት	4
- የአፍሪካን አሀጉራዊ ዓለም አቀፋዊ የንግድ ግንኙነቶች በምን ደረጃ ላይ እንደሚገኙ ያስረዳል።	4.5 ንግድና ቱሪዝም 4.5.1 ንግድ - የውስጥ ንግድ - የውጭ ንግድ	- የአፍሪካ የውስጥና የውጭ ንግድ እንቅስቃሴን አስመልክቶ ማብራሪያ መስጠት፤	- አፍሪካ ወደ ውጭ የምትልካቸውንና የምትስገባቸውን ሸቀጦች የሚያሳይ ክብ ግራፍና ደህንነት	- የአፍሪካ ከውጭ ንግድ እንቅስቃሴ የምትስገባቸውን ጥቅም በማስመልከት ጥያቄ	

A Sample Copies of Social Studies Syllabus for Grade 6 (Amhara Region)

ክፍለ ትምህርት አንድ፡- ጠፈርና ዓለም

የክፍለ ትምህርት አጠቃላይ ዓላማ፡- ተግባራዊ 1. የጠፈር አካላትን ምንነት ይገነዘባሉ፣ የመሬትን ቅርጽ፣ መጠን፣ እንቅስቃሴዎችና

የሚያስከትሏቸውን ክስተቶች እንዲሁም የተፈጥሮ ሁኔታዎችን ይለያሉ፣ የሌላና የካርታን ምንነትና አጠቃቀም ይገነዘባሉ፤

2. የዓለም ዋና ዋና የተፈጥሮ ሀብቶች ከምችት፣ ሥርጭት፣ ጥቅም፣ አጠቃቀምና እንክብካቤ እንዲሁም ከሕዝብ ዕድገት ምጣኔና ከሕዝብ ሥርጭት ጋር ያላቸውን ዝምድና ይገነዘባሉ፡፡ ክፍለ ጊዜ 47

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
ተግባራዊ - የጠፈር አካላት ምንነትና የጠፈር አካላት ምን ነገር ች እንደተካተቱ በመገንዘብ ብ ያስረዳሉ፤	1. የጠፈር አካላትና መሬት 1.1 ምንነት - የጠፈር አካላት - ጋላክሲ (ረጨት) - ሚልክዌይ - ሥርዓተ ፀሐይ	4	- ሥርዓተ ፀሐይ ከጋላክሲና (ረጨትና) ከሚል ክዌይ ጋር ስትነፃፀር ምን ያህል እጅግ በጣም ትንሽ እንደ ሆነች በዲያግራም የተደገፈ ገለፃ ማድረግ፤	- ቻርቶች - ሞዴሎች	የቃል ጥያቄዎች
- የመሬትን ቅርጽ፣ መጠንና እንቅስቃሴዎችን ያስረዳሉ፤ - የመሬት እንቅስቃሴዎች የሚያስከትሏቸውን ክስተቶች ያስረዳሉ፤	1.2. መሬት - ቅርጽ - መጠን - የመሬት እንቅስቃሴዎችና ክስተቶች - ሽክርካሪት - ዙሪት	5 1(ሬ)	- በሌላ፣ በእንዝርት ወዘተ. አማካኝነት በውይይት መልክ የመሬትን ቅርጽ መጠን እንቅስቃሴዎችና ክስተቶቻቸውን ሌላና ባትሪ በመጠቀም በተግባር ለላየት	- ካርታዎች - ሌላና ባትሪ	- የጽሑፍ ጥያቄዎች

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
- የሌላና የካርታን ምንነት ጥቅም፣ ተመሳሳይነትና ልዩነት ይገልጻሉ፤ - በሌላና በካርታ አማካኝነት በቦታዎች መካከል ጊዜን ያሰላሉ፤	1.3 ሌላ፣ ካርታና የጊዜ ስለት - የሌላና የካርታ ትርጉምና ጥቅም - የሌላና የካርታ ተመሳሳይነትና ልዩነት - የጊዜ ስለት - አካባቢያዊ ጊዜ - ክልላዊ ጊዜ	4 1(ሬ)	- የሌላናና የካርታን ተመሳሳይነት እና ልዩነት ከሚያበረክቱት ጥቅም እንገር እያወያዩ ገለፃ ማድረግ፤ - በሌላ-ንግድድድ መስመሮች አማካኝነት የቦታዎችን የጊዜ ልዩነት እንዲት ማስላት እንደሚቻል ገለፃ ማድረግ፤	ሌላና ካርታ (የሌላና የካርታ ስሌቶች)	- የክፍል ሥራ - የቤት ሥራዎች
- የመሬትን ዋና ዋና የመልክዳ ምድር ዓይነቶችን ይገልጻሉ፤ - የውሀ አካላትን ምንነት በመገንዘብ የወንዞችንና የሐይቆችን ዋና ዋና ጥቅሞች ይዘረዝራሉ፤	1.4 የመሬት ተፈጥሮአዊ ሁኔታ - የመሬት ውጫዊ አካል - የብስ - አህጉራት - የየብስ መልክዳ ምድር - ውሀማ አካላት - ውቅያኖሶች - ባህሮች - ሐይቆች - ወንዞች - ረገረጋማ ሥፍራዎች	10 1(ሬ)	- በካርታ ላይ ዋና ዋና የመልክዳ ምድር ዓይነቶችን፣ ውሀማ አካላትን በማሳየት መግለጽና የወንዞችንና የሐይቆችን ጥቅም የማወያየት ማስረዳት፤	- ፎቶግራፎች	- ሞዴሎች

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<ul style="list-style-type: none"> - የዓለምን አየር ንብረት ይዘትና ሥርዓት በካርታ በመታገዝ ያመለክታሉ፤ - በዓለም የሚገኙትን ዋና ዋና የዕድሜትና የእንስሳት ዓይነቶች ይለያሉ፤ ጥቆማ ቸውንም ያስረዳሉ፤ - የአየር ንብረት መዛባት መንስኤዎችንና የሚያስከትሏቸውን ችግሮች የዘረዘሩሉ፤ 	<ul style="list-style-type: none"> . የውሀማ አካላት ጥቅሞች፤ - የዓለም አየር ንብረት <ul style="list-style-type: none"> . ይዘት . ሥርዓት . ክልሎች - እዕዋትና እንስሳት <ul style="list-style-type: none"> . ዕድሜ . እንስሳት . ጥቆማቸው . የአየር ንብረት መዛባት . መንስኤዎች . ያስከትላቸው ችግሮች . መፍትሔዎች 	<p>1(ሬ)</p> <p>1(ሬ)</p>	<ul style="list-style-type: none"> - የዓለም አየር ንብረትና ይዘት ሥርዓት በካርታ ላይ እያሳዩ ማወያየትና መግለጽ፤ ዋና ዋናዎቹን የአየር ንብረት ክልሎች ማስረዳት፤ - ዋና ዋና የሆኑትን የዕድሜትና የእንስሳት ዓይነቶች ብቻ በመጠየቅ ውይይት ማድረግ - ለዓለም አየር ንብረት መዛባት ምክንያቶች፤ ያስከትላቸውን ችግሮችና መፍትሔዎቻቸውን እያወያዩ መግለጽ 	<ul style="list-style-type: none"> - ድያግራሞች - ሥዕላዊ መረጃዎች - ቻርቶች 	<ul style="list-style-type: none"> - የታላቁ ጥያቄዎች - የጽሑፍ ጥያቄዎች
<ul style="list-style-type: none"> - የዓለም ሕዝብ ብዛት (ቁጥር) ዕድገትን የሚቆጣጠሩ ሁኔታዎች፤ የሕዝብን ሥርዓትና የአኗኗር ሁኔታዎችን ይገነዘባሉ፤ ይለያሉ፤ ያስረዳሉ 	<p>1.5 የዓለም ሕዝብ</p> <ul style="list-style-type: none"> - ብዛት (ጥቁር) <ul style="list-style-type: none"> . በጾታ . በዕድሜ - ዕድገትንና ስርዓትን የሚቆጣጠሩ ሁኔታዎች <ul style="list-style-type: none"> . ልደት 	<p>6</p> <p>1(ሬ)</p>	<ul style="list-style-type: none"> - የዓለም ሕዝብ ብዛት፤ ዕድገትን የሚቆጣጠሩ ሁኔታዎችን፤ የሕዝቦችን ሥርዓትና አኗኗራቸውን፤ በቻርት፤ በድያግራም እየታዘቡ በማወያየት ገለጻ ማድረግ፤ 	<ul style="list-style-type: none"> - ግራፎች - ፒራሚድ 	<ul style="list-style-type: none"> - ፈተናዎች

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<ul style="list-style-type: none"> - የተለያዩ የዓለምን ሕዝብ የአኗኗር ዓይነቶችን ይለያሉ፤ ይዘረዘሩሉ፤ 	<p>1.6 የዓለም ሕዝብ አኗኗር</p> <ul style="list-style-type: none"> . ግብርና . ኢንዱስትሪ . የማዕድን ሥራ . ንግድና ትራንስፖርት . ሌሎችም 	<p>10</p> <p>1(ሬ)</p>	<ul style="list-style-type: none"> - የዓለም ሕዝብ ብዛት፤ ዕድገትን የሚቆጣጠሩ ሁኔታዎችን፤ የሕዝቦችን ሥርዓትና አኗኗራቸውን በካርታ፤ በግራፍ፤ በቻርት፤ በድያግራም እየታዘቡ በማወያየት ገለጻ ማድረግ፤ 	<ul style="list-style-type: none"> - ግራፎች - ፒራሚድ - ሥዕሎች - ፎቶግራፎች 	<ul style="list-style-type: none"> - ፈተናዎች - የቤድን ፈጽሞቶች - ቴስቶች (መብራሪያዎች)

ክፍለ ትምህርት ሁለት፣ የዓለም ሕዝቦች፣ ባህሎችና ቋንቋዎች፡- ከፍለ_ጊዜ_18
 የክፍለ ትምህርቱ አጠቃላይ ዓላማ፣ ተማሪዎች የሰውን ዘር እመጣጥና አስፋፈር ይረዳሉ፤

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<p>ተማሪዎች፣</p> <ul style="list-style-type: none"> - ስለ ሰው ልጅ እመጣጥ ከልዩ ልዩ አመለካከቶች እንፃረ ያስረዳሉ፤ - የዓለም ሕዝቦች ከዘር ግንድ እንፃረ አመዳደባቸውንና ሥርጭታቸውን ይለያሉ፤ ይዘረዝራሉ፤ - የባህልን ትርጉም ይገነዘባሉ ፋይዳውንም ይዘረዝራሉ፤ 	<p>2.1 የዓለም ሕዝቦች</p> <ul style="list-style-type: none"> - የሰው ልጅ እመጣጥ . ከልዩ ልዩ አመለካከቶች እንፃረ . በዝግመት ለውጥ . በፍጥነት - የዓለም ሕዝቦች በዘር ግንድ አመዳደብ፤ . ኔግሪደድ . ካውካሰይድ . ሞንጉሎይድ 	<p>3 1(ሬ)</p>	<ul style="list-style-type: none"> - የሰውን ልጅ እመጣጥ ከልዩ ልዩ አመለካከቶች እንፃረ ማስረዳትና መግለጽ፤ - የዓለም ሕዝቦችን ከዘር ግንድ እንፃረ ማወያየት፤ 	<ul style="list-style-type: none"> - ፎቶግራፎች ሥዕሎች ቻርቶች ካርታዎች 	<ul style="list-style-type: none"> - የቃል ጥያቄዎች - የጽሑፍ ጥያቄዎች - የቤት ሥራዎች - ቴስቶች - ፈተናዎች - የፎቶን ሪፖርቶች
	<p>2.2 የዓለም ሕዝቦች ባህል</p> <ul style="list-style-type: none"> - ትርጉምና ፋይዳ . ተርጉም . የባህል ጥቅም(ፋይዳ) . ባህል እንደሥልጣኔ . ባህል እንደልምድ . ባህሎች ለምን ተለያዩ? 	<p>7 1(ሬ)</p>	<ul style="list-style-type: none"> - የባህልን ምንነትና ጥቅሙን መግለጽ፤ 		

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<ul style="list-style-type: none"> - የዓለም ሕዝቦች ባህሎች በየዘመናቱ ምን ይመስሉ እንደነበር ያስረዳሉ፤ - ጠቃሚና ጉጅ ባህሎችን ይለያሉ፤ ጠቃሚውን ያዳብራሉ፤ - የቋንቋን ምንነት ከተገነዘቡ (ከተረድ በኋላ) የዓለምን ዋና ዋና ቋንቋዎች ይለያሉ፤ ይዘረዝራሉ፤ 	<p>2.3 የዓለም ሕዝቦች ቋንቋዎች</p> <ul style="list-style-type: none"> . ትርጉም . ቋንቋ እንደ ባህል - የዓለም ዋና ዋና ቋንቋዎች 	<p>6 1(ሬ)</p>	<ul style="list-style-type: none"> - በዋና ዋና የታሪክ ዘመናት የነበሩትን ልዩ ልዩ ባህሎች መግለጽ - ጠቃሚና ጉጅ ባህሎችን በተመለከተ ጩይይት ማካሄድ፤ - የቋንቋን ምንነትና ጥቅም መሠረት በማድረግ ገለጻ ማድረግ፤ 		<ul style="list-style-type: none"> የቃልና የጽሑፍ ዘገባ የቃል ዘገባ

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ክፍለ ትምህርት ሦስት፣ ታላላቅ እሣቤዎች :- ክፍለ ጊዜ 23

አጠቃላይ ዓላማ፣ ከዓለም ታላላቅ እሣቤዎች ጋር ይተዋወቃሉ፣ የራሳቸውንም ግንዛቤ ያሳዩሉ።

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<p>ተማሪዎች</p> <ul style="list-style-type: none"> - ሀይማኖት በማገበራዊ ኑሮ ውስጥ ያለውን ሚና ይገልጻሉ። - በየጊዜው የተደረጉትን ሳይንሳዊና ቴክኖሎጂያዊ ግኝቶች በሰው ኑሮ ላይ ያስከተሉትን ለውጦች ይዘረዝራሉ፣ ያደንቃሉ። 	<p>3.1. ሃይማኖት</p> <ul style="list-style-type: none"> - ምንነት - ዓይነቶች - ስርዓት - እኩልነት <p>3.2 ግኝት</p> <ul style="list-style-type: none"> - በቴክኖሎጂ • ማተሚያ ቤት • የእንፋሎት ሞተር • ኮረንቲ • አውሮፕላን - ሕዝምና • ሂፖክራተስ • ሎዊ ፖስተር 	<p>3</p> <p>1(ሬ)</p> <p>5</p>	<ul style="list-style-type: none"> - የሃይማኖትን ምንነት መግለጽ፣ - ሁሉም ሃይማኖቶች እኩል እንደሆኑ ማሳሰቢያ መስጠት፣ - ሃይማኖት በሚኖርበት ማንበረሰብ ውስጥ ያለውን ከበራታና ተዕዕኖ እንዲገልጹ በጊዜያዊ መልስ ዘዴ መገፋፋት፣ 	<p>የዓለም ካርታ</p>	<ul style="list-style-type: none"> • የታላ ጥያቄ የክፍል ሥራ
	<p>3.3 በጠፈር ምርምር</p> <ul style="list-style-type: none"> • ኃሊልዮ • ኮፕርኒክስ • ዩሪኦጋሪና • አርምስትሮንግ 	<p>1</p> <p>2(ሬ)</p>	<ul style="list-style-type: none"> - በክርታ ላይ በእስካ ዘመን የታሰሱትን ቦታዎችና አሳሾችን በትይንተ ገለፃ ዘዴ ማሳየት፣ 	<p>የዓለም ካርታ</p>	<p>የቡድን ሥራ</p>

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ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍለ ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<ul style="list-style-type: none"> - አሳሳ ለዓለም ሕዝቦች መቀራረብ ያደረገውን እስተዋጽኦ ይተነትናሉ 	<p>3.4 አሳሳ</p> <ul style="list-style-type: none"> - ማርኮፖሎ - ኮልምበስ - ቫስኮ ደጋማ - ማጀላን <p>3.5 ስዕልና ቅርፃ ቅርፅ</p> <ul style="list-style-type: none"> • ሊዮናርዶ ዳቪንቺ • ሚካኤል አንጀሎ • ፒካሶ 	<p>1</p> <p>1</p>	<ul style="list-style-type: none"> - ለአዳዲስ ግኝቶች እንዲነሳሱ ማበረታታት - የኪነ ጥበብን ምንነትና በአኮኖሚ ማንበረጃና ፖሊቲካዊ ሕይወት ውስጥ ያላትን ቦታ መግለጽ፣ 	<p>ሥዕል</p> <p>ፎቶግራፍ</p>	<ul style="list-style-type: none"> የክፍል ሥራ የቤት ሥራ
<ul style="list-style-type: none"> - የሰው ልጅ በሥነ ጽሑፍ አማካይነት ነበራዊን ዓለም የሚገልጹና የሚለውጥ መሆኑን ይረዳሉ። 	<p>3.6 ሥነ ፅሑፍ</p> <ul style="list-style-type: none"> • የልዩም ቬክስፐር • ቶልስቶይ • ቺኖ አቼቤ <p>3.7 መብረቅ</p> <ul style="list-style-type: none"> • ቢቶቫን • ሞዛርት • ባህ <p>3.8 ፍልሰና</p> <ul style="list-style-type: none"> - ጥንታዊ ፈላስፎች • ሶቶራጥስ • ፕላቶ 	<p>2</p> <p>1</p> <p>1(ሬ)</p> <p>3</p>	<ul style="list-style-type: none"> - መቅታዊ በሆኑ ሃይማኖታዊ፣ ሳይንሳዊና ኪነ ጥበባዊ ሥራዎች ላይ ማወያየት ዘግቦም እንዲያቀርቡ መገፋፋት፣ 	<p>ፎቶግራፍ</p>	<ul style="list-style-type: none"> - የቡድን ሥራ

ክፍል ትምህርት ሦስት፣ ታላላቅ እሳቢዎች :- ክፍል 23

አጠቃላይ ዓላማ፣ ከዓለም ታላላቅ እሳቢዎች ጋር ይተዋወቃሉ፣ የራሳቸውንም ግንዛቤ ያሳብራሉ።

ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍል ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<p>ተማሪዎች</p> <ul style="list-style-type: none"> - ሀይማኖት በማሳበራዊ ኑሮ ውስጥ ያለውን ሚና ይገልጻሉ። - በየጊዜው የተደረጉትን ሳይንሳዊና ቴክኖሎጂያዊ ግኝቶች በሰው ኑሮ ላይ ያስከተሉትን ለውጦች ይዘረዝራሉ፣ ያደንቃሉ። 	<p>3.1. ሃይማኖት</p> <ul style="list-style-type: none"> - ምንነት - ዓይነቶች - ስርዓት - እኩልነት <p>3.2 ግኝት</p> <ul style="list-style-type: none"> - በቴክኖሎጂ • ማተሚያ ቤት • የእንፋሎት ሞተር • ኮረንቲ • አውሮፕላን - ሕክምና • ሂፖክራቲስ • ሉዊ ፖስተር 	<p>3</p> <p>1(ሬ)</p> <p>5</p>	<ul style="list-style-type: none"> - የሃይማኖትን ምንነት መግለጽ፣ - ሁሉም ሃይማኖቶች እኩል እንደሆኑ ማሳራሪያ መስጠት፣ - ሃይማኖት በሚኖርበት ማገበረሰብ ውስጥ ያለውን ከበራታና ተዕዕኖ እንዲገልጹ በጊዜያዊ መልስ ዘዴ መገፋፋት፣ 	<p>የዓለም ካርታ</p>	<ul style="list-style-type: none"> • የታል ጥያቄ • የክፍል ሥራ
	<p>3.3 በጠረፍ ምርምር</p> <ul style="list-style-type: none"> • ጋሊልዮ • ኮፐርኒካስ • ቶሪራሪና • አርምስትሮንግ 	<p>1</p> <p>2(ሬ)</p>	<ul style="list-style-type: none"> - በካርታ ላይ በእሳቢ ዘመን የታሰሩትን ቦታዎችና አሳዦችን በትይዘት ገለጻ ዘዴ ማሳየት፣ 	<p>የዓለም ካርታ</p>	<ul style="list-style-type: none"> • የቡድን ሥራ

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ዝርዝር ዓላማዎች	ዝርዝር ይዘቶች	ክፍል ጊዜ	የማስተማር ዘዴዎች	የትምህርት መርጃ መሣሪያዎች	ግምገማና ምዘና
<ul style="list-style-type: none"> - አሳቢ ለዓለም ሕዝቦች መቀራረብ ያደረገውን አስተዋጽኦ ይተነትናሉ 	<p>3.4 አሳቢ</p> <ul style="list-style-type: none"> - ማርኮፖሎ - ኮሎምቦስ - ቫስኮ ደጋማ - ማጀላን <p>3.5 ስዕልና ቅርፃ ቅርፅ</p> <ul style="list-style-type: none"> • ሊዮናርዶ ዳቪንቺ • ሚካኤል አንጀሎ • ፒካሶ 	<p>1</p> <p>1</p>	<ul style="list-style-type: none"> - ለአዳዲስ ግኝቶች እንዲ ነሳሱ ማበረታታት - የኪነ ጥበብን ምንነትና በአካላዊ ማሳበሪያና ፖሊቴካዊ ሕይወት ውስጥ ያላትን ቦታ መግለጽ፣ 	<p>ሥዕል</p> <p>ፎቶግራፍ</p>	<ul style="list-style-type: none"> • ያክፍል ሥራ • የቤት ሥራ
<ul style="list-style-type: none"> - የሰው ልጅ በሥነ ጽሑፍ አግካይነት ነበራዊን ዓለም የሚገልጹና የሚለውጥ መሆኑን ይረዳሉ። 	<p>3.6 ሥነ ዕለታዊ</p> <ul style="list-style-type: none"> • የልያም ቪክስፐር • ቶልስቶይ • ቼኖ አቼቤ <p>3.7 መብታት</p> <ul style="list-style-type: none"> • ቢቶሽን • ሞዛርት • ባህ <p>3.8 ፍልሰናና</p> <ul style="list-style-type: none"> - ጥንታዊ ፈላስፎች • ሶቶራጥስ • ፕላቶ 	<p>2</p> <p>1</p> <p>1(ሬ)</p> <p>3</p>	<ul style="list-style-type: none"> - ወቅታዊ በሆኑ ሃይማኖታዊ፣ ሳይንሳዊና ኪነ ጥበባዊ ሥራዎች ላይ ማወያየት ዘገባም እንዲ ያቀርቡ መገፋፋት፣ 	<p>ፎቶግራፍ</p> <p>ስዕሎች ዲያግራሞች</p>	<ul style="list-style-type: none"> - የቡድን ሥራ

DECLARATION

I, the undersigned, hereby declare that this thesis is my original work done under the guidance of Dr. Marew Zewdie. All sources of materials used for the thesis have been duly acknowledged.

Name: Kindalem Kebede

Signature:  .

Place : Addis Ababa

Date: May, 1998.

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

Marew Zewdie (Dr.)

