



**Addis Ababa University
School of Graduate Studies**

**Teacher Involvement in Curriculum Material Evaluation
A Qualitative Case Study in Secondary Schools of Ethiopia**

**By
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**September 2014
Addis Ababa**



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**A Thesis Submitted to the Department of Curriculum
and Teacher Professional Development Studies
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**Presented in Fulfillment of the Requirements for the Degree of
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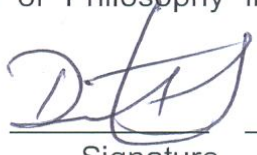
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Declaration

I, Biadgelign Ademe, hereby declare that this PhD thesis is my original work which I have done it under the guidance of Dawit Mekonnen (PhD, Associate Professor in the Department of Curriculum and Teacher Professional Development Studies, College of Education and Behavioral Studies of the Addis Ababa University). I also assure you that I have duly acknowledged all sources I have consulted in this thesis work.

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As the thesis supervisor, I hereby certify that I have read, commented, and evaluated the thesis studied and prepared under my guidance by Biadgelign Ademe on *Teacher Involvement in Curriculum Material Evaluation: A Qualitative Case Study in Secondary Schools of Ethiopia* and I recommend that the thesis can be submitted as a fulfillment of the requirements for the degree of Doctor of Philosophy in Curriculum Design and Development.

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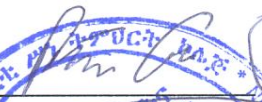
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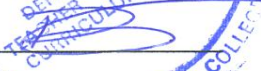
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PREFACE

The main objective of this study was to investigate how secondary school teachers are involved, and if not, why they did not involve in curriculum material evaluation and adaptation. This is for the very reason that one of their inherent professional duties and responsibilities and the certificates issued to them demand teachers to be active participants in the same. Currently, however, there are complaints from different stakeholders like from teachers, different studies, and from MoE on quality of education. Moreover, teachers are appeared to be considered as subject-object agents to quality of education by different studies, ministry of education, and by themselves. Nevertheless, I found no indicator whether teachers are involved in curriculum material evaluation or not. With this in mind, I raised four research questions

In order to answer these questions, I summarized a theoretical framework based on my readings from one of teachers default professional duties and responsibilities in curriculum material evaluation, the need to evaluate such materials, and the need for teachers to take part in the same. Moreover, I constructed a conceptual framework by adapting concepts from my understanding of the Stufflebeam's CIPP and Provus's Discrepancy models for curriculum evaluation. This conceptual framework consists of four components: Preconditions, Involvement, Result, and Action (PIRA). In order to secure in-depth and relevant information, I employed qualitative multiple case-embedded study method. In implementing this method, I purposely selected one city administration and three regional states based on their relative development. This was followed by purposive selection of one case as a case of cases in the chosen city administration and each region. I also purposely took two critical cases in each of the cases. Teachers and school authorities in each case, curriculum experts from education bureaus as well as secondary school and education bureau documents were used as data sources. In the process of generating information, I conducted separate focused group discussions with available number of members in each of the critical cases, school curriculum committee members, and with education bureau curriculum experts. I dispatched and collected forms on the profiles of teaching staff and voting items completed respectively by school authority and each member of the focused group discussion participants of case school teachers. I inspected a week-long already implemented lesson plans; carried out individualized informal discussions and/or interviews with school authorities and available teachers from the critical cases; observed two mathematics teachers for three consecutive sessions each in each of the cases in classrooms and interviewed these teachers.

To raise the dependability, credibility, and transferability of findings and conclusions, I agreed with my research participants on ethical issues and remained flexible in media utilization during discussions and interviews. Moreover, I triangulated information from the different sources through the different techniques. Finally, being consistently guided and abided by my research questions, the conceptual framework and research ethical

principles both during information generation and meaning construction, I organized and made within (intra) and cross (inter) cases interpretations in themes as per the major and sub-components of the PIRA framework.

The finding showed me that preconditions useful to take part in curriculum material evaluation are mainly appropriate. Nevertheless, teachers did not use this opportunity to formally take part in curriculum material evaluation mainly due to lack of interest and time. Little or no follow up from schools and offices on the effective implementation of regulations and the low credits attached to the duties and responsibilities of teachers in evaluating and adapting curriculum materials have consolidated teachers' tendency of externalizing the problem. Thus, guidelines and regulations on the role of teachers in curriculum material evaluation and adaptation seem more of rhetoric than reality.

The actual practice of teachers' participation in curriculum material evaluation was found to have two types: individual and/or department-based and committee-based. Their involvement in the former type is mainly informal and seasonal, which they used to do it by tradition where a good number of them did not take part formally. However, the latter type is formal but gave due attention to activities that are not directly related to curriculum material evaluation. Despite the fact that the majority's involvement in curriculum material evaluation at individual and/or department-based level is informal; teachers hold non-usable positive views over the need for their participation.

In the individual and/or department-based type, teachers claimed, they have informally evaluated student textbooks, tests, examinations, and learning-teaching methods and techniques (one of the components of lesson plan). In the committee-based type, they have evaluated activities which are not directly related to curriculum material evaluation. Nevertheless, teachers' guides and learning-teaching materials, which are among the focus areas of this study, were neither formally nor informally evaluated. As to the evaluation strategies, regardless of their qualities, informal discussions, portfolio organization, inter-school examination comparisons, inter-and intra-school classroom observations, and feedback sessions were used. On the contrary, formal strategies like written evaluation reports which lesson plans could have played are not there; reviews in the form of action research are very few; and student-led reviews through student forums and as co-researchers with their teachers besides being few, are not common.

The individual and/or department-based informal involvement in curriculum material evaluation, teachers claimed, has resulted in identifying the strengths and weaknesses of teaching methods, tests and student textbooks. Nonetheless, I did not find any documented evidence that can confirm such claims. Even individual teacher's result-oriented plans do not have any indicator that can show that he/she has evaluated curriculum materials.

The results of their informal curriculum materials evaluation, teachers affirmed, have helped them to initiate more experience sharing sessions, learn from their mistakes, improve tests and examinations as well as the learning-teaching methods, and so forth. However, I did not find evidence for such claims of teachers. Hence, their actions could be routine types which they use to do them by habit and/or tradition Furthermore, adaptation as one of the action taking process is done in an unplanned way; it is experience-based type. My finding indicates that teachers mainly used deletion and reduction as a method of adapting elements of the different curriculum materials. That is, they deleted certain components of the different curriculum materials during lesson planning and undeleted them while implementing the lesson and/or reduced other elements like group works, activities, examples, and pedagogical elements during implementation which were undeleted and/or complete during planning.

With regard to the reasons why teachers were not involved in the formal curriculum material evaluation process, teacher attitudinal problem is found to be the main one. Many factors like lack of effective follow up by the academic leadership, lack of time, low salary and thus low motivation, and the less credit given to teachers' participation in curriculum materials evaluation were among the cases in point.

Based on these findings, I have concluded that teachers are not formally discharging one of their inherent professional duties and responsibilities related to curriculum material evaluation and adaptation. Their positive perception regarding this duty and responsibility is more of theoretical. Thus, teachers are dependent on what is provided to them to teach and they are mere knowledge users. This in return will keep them less competent in their teaching and in helping their students to achieve better with understanding than before, and it is highly likely for the quality of education to continue suffering.

Finally, based on the aforementioned findings and conclusions, I forwarded five interrelated implications/ mechanisms for the different stakeholders: the need to give due emphasis to the duties and responsibilities of teachers; to use clear lesson plan formats and curriculum material evaluation guidelines; to continually monitor, follow up and train teachers in this regard; to maintain academic merit for school management assignment; and to raise teachers' salary per the living standard. The implication of this study for future research was also explained.

Key terms: Curriculum material, involvement, curriculum material evaluation, adaptation, curriculum material adaptation

Biadgelign Ademe, the Researcher

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Biadgelign Ademe, the researcher

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CHAPTER ONE

1 Teachers' Involvement in Curriculum Material Evaluation Concepts and Past Practices in Ethiopia

The objective of this study is to investigate how secondary school teachers' are involved, and if not involved, why they did not involve in curriculum material evaluation and adaptation. To this end, I first shortly tried to create linkages among education, curriculum, and development so that the need for curriculum material evaluation and adaptation and thereby the need for teachers' participation in such practices will become plain.

Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievements of our personal aims. This aim transcends all others. Its achievement ... will be an essential contribution to the search for a more just world, a better world to live in (UNICEF, 2000: 51).

This is a statement made by Delors (1996) in UNICEF (2000) which states that development, at individual and/or community levels, is based upon education. On top of this, a statement made by Samoff (1999) reveals that education is the developmental engine and the principal strategy for eliminating poverty. This is to mean that education is one of those essential instruments that play noteworthy roles in the process of avoiding backwardness, famine, or in avoiding other development bottlenecks. That is, quality education (which, one of its roots is quality curriculum materials) can be taken as one of those important means that bring conscious-wealthy people and development in the human kind. Education is one of the deliberate instruments for securing planned change and thereby development in the human kind.

Despite the fact that the purpose of this study is not to investigate on the link between education and development, it does not mean that the role of education to development is not debatable. Rather, it is debatable. For instance, according to Fagerlind and Saha (1989), dependency theorists regard elites (those who have gone through modern education, western type) as an obstacle to real development. However, the modernization and human capital theorists see education as providing

skills necessary for development. Generally, regardless of the level of development of a society, industrialized or non-industrialized, and though education is not a determinant factor; according to these scholars, it plays noteworthy roles in the development process of a nation.

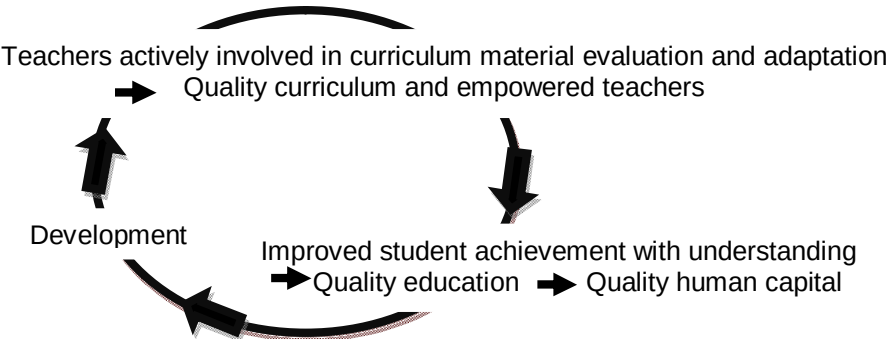
Ethiopia, in its education and training policy, according to the Transitional Government of Ethiopia (1994), comprehended that education is a very important means to human development and that education is of a high priority in the overall development efforts of the government.

For education to play this fundamental role, therefore, one has to continually strive to improve the curriculum and its materials (teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the qualities and proper utilization of learning-teaching materials). In such practices, one has to consider different situations like social, economical, political, and the ever-changing nature of curriculum. Accordingly this practice in return can help the individual to be empowered (become knowledgeable and skilful) in curriculum materials. These types of practices can also help the individual to contribute to better quality of education through improved achievement of students with understanding. This implies the possibility of the individual to contribute to the development of a better world through quality education for the coming generation, children, and better future for all us.

Therefore, in this investigation, education is understood as one of those important instruments useful for development and to this end; I gave due attention to one of its inputs, quality curriculum and the role teachers have to play in it. That is, teachers should involve in the determination of the qualities of those materials of the curriculum. This is for the very reason that curriculum materials and teachers continually interact. In this regard, my experience as a teacher for more than two decades showed me that teachers' task and curriculum materials look to be regarded as two sides of the same coin; when one is raised, it also becomes

important to talk about the other; it is difficult to consider them separately. In accordance to this, curriculum materials, according to Beyer and Davis (2009), are regarded as they are intimately connected to the daily work of teachers. In short, the interrelatedness of education, curriculum, and development, according to my understanding in the above interpretations; I summarized it according to Figure 1 below.

Figure 1: Interrelationship of Education, Curriculum, and Development



Therefore, in this chapter, how teachers and curriculum materials are connected and past practices in Ethiopia in terms of determining the qualities of curriculum materials by teachers are considered in two parts. In the first part, important and frequently appearing concepts of this study are clarified and in the second part, past practices of curriculum material evaluation in Ethiopia are presented.

PART I

1.1 Clarification on some Important Concepts of the Study

Concepts can be defined in different ways in accordance with the context in which they are used. Similarly, different and repeatedly appearing concepts of this study can be defined in different ways based on the understanding and experiences of different scholars including the way I understood them. Hence, such frequently appearing important concepts like involvement, curriculum, adaptation, curriculum material, evaluation, curriculum material evaluation, and curriculum material adaptation are defined. I did these definitions per the objective model, the position I have taken (for more, refer 1.1.5), for curriculum development and evaluation. My purpose is neither to comment those definitions nor to settle the discrepancies among them; rather it is to help my readers get insight into each of these concepts in a way I understood them.

1.1.1 Involvement

Involvement seems to emerge from the need to make evidence-based judgment or action in one's practice. In this regard Dewy (1933) in Pollard (2005) identified three types of actions: impulsive, routine, and reflective actions (for more, refer 2.6.2 on involvement). Therefore, the very topic of this study is focused on the concept 'involvement' which I used it synonymously and alternatively as 'participation' or 'take part' in curriculum material evaluation by teachers. It appears to have the connotation of getting invitation or permission from those concerned. Hence, the task of this 'involvement' seems to take place upon the willingness of the teacher. This has the connotation that he/she has the right to say no; or 'involvement' seems to have the connotation that an individual has the right to do, or do not have an obligation. Nevertheless, curriculum material evaluation by teachers looks one of their default professional duties and responsibilities and that it seems one of their day-to-day activities (for more, refer 2.1, 2.5.1 and 3.1.2).

Therefore, the concept 'involvement' in curriculum material evaluation and adaptation by teachers is deliberately used. This is for the very reason that different educators both from the objective and process models for curriculum development made teachers one of those stakeholders who should take part in the determination

of the qualities of curriculum materials which is one of their' inherent professional duties and responsibilities. For instance, Stenhouse from the process model noted that it is not enough that teachers' work should be studied but also they need to study it by themselves (Stenhouse, 1975, in Adams, 2006). Substantiating the idea of Stenhouse, different educators from the objective model, for instance, Johnson (1993), McKernan (1996), and Adams (2006) contend that recent literature on educational practices and reform encourage teachers to be collaborators and owners in revising curriculum materials, improving their working environment, and professionalizing teaching through the concept of teacher as a researcher.

Furthermore, an individual's right will become a right provided that he/she discharges his/her obligations per accepted professional principles including professional duty and responsibility. Otherwise, he/she will remain accountable for the problems that may be created as a result of his/her failure for not doing so (UNESCO, 2008). That is, though involvement has the connotation of unaccountability for one's rights; at the same time, it also denotes that on the other side of that right, one can find an individual's professional duties and responsibilities which he/she is accountable for. In short, right and responsibility go side-by side.

When I raise the concept 'involvement' in curriculum material evaluation in the education system of Ethiopia, the real practice showed me that it is a responsibility of different stakeholders. For instance, it seems to be carried-out through student forums, inbuilt school supervision, and by supervisors and experts from education bureaus. In this regard, my visit to the different cases showed me that regardless of the quality of their evaluations, there are in-school and out-of-school supervision systems on the determination of the qualities of curriculum materials. That is, this task is carried out by school improvement/school curriculum committee members and by school supervisors from education bureaus. There is an experience of teacher-observing-teacher and supervisor-observing-teacher systems. The quality of the learning-teaching process is also discussed in student forums; teacher-made examination is checked by department and/or school level examination committee and by experts from education bureaus. Experts from education bureaus use to

provide guidelines how to evaluate curriculum materials to teachers, and so forth. In short, all these interpretations reveal that teachers in Ethiopia are also considered as one of those responsible stakeholders in curriculum material evaluation.

1.1.2 Curriculum

Individuals in schools, colleges, universities, and in other walks of life, regardless of the meaning it conveys, all seem easily speak about curriculum. Nevertheless, when one comes to its scientific meaning, it is a difficult and complex concept to define. It is a misleading and a debatable concept. That is, the concept curriculum, according to Unwine and McAleese (1995: 137), is *at once one of the most straightforward and most elusive concepts in education*. It does not have single, correct, dependable, and multipurpose meaning. Accordingly, while some of the definitions of curriculum are broad, the other some are narrow. For instance, this concept, according to the dictionary of education (Lawton and Gorden, 1996), can narrowly be defined as a program for instruction; and a wider definition would include all the learning that takes place in school, or other institutions which is planned and unplanned. In short, curriculum is defined in different ways depending on the beliefs, understanding, and experiences of different educators. These definitions, particularly, according to the objective model, range from being narrow and specific to broad and general ones as in the paragraphs underneath.

In narrower terms, curriculum denotes the content of a particular subject or area of study (Kelly, 1989); it can be regarded as list of courses (Henson, 1995); it is that which is taught in schools, set of subjects, content, set of teaching materials, performance objectives, a program for selecting and organizing learning experiences, and program of studies (Oliva, 1992; Ornstein and Hunkins, 1993; Henson, 1995; and Howell and Nolet, 2000). Furthermore, curriculum in the United States of America, according to Sherin and Drake (2009), can be thought of as the set of written materials provided to teachers like textbooks, teachers' guides, assessment materials, and lessons those which will be enacted in classrooms. In broader and general terms, curriculum can be understood as a plan for action (Tyler, 1949) which is concerned with the following four fundamental questions.

What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained? (Tyler, 1949: 1)

Furthermore, according to Stenhouse (1975) in Smith (2000), curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. Curriculum, in its broader sense, is also a plan for providing a set of learning opportunities (Saylor, 1981); it is the total educational program of an educational institution (Kelly, 1989); and it is everything that will go to the school (Oliva, 1992).

When I raise the concept curriculum in the education system of Ethiopia, at the top (the broad) seems the education and training policy. This is followed by the education sector strategy and the education sector development program for implementation. It looks more of the objective than the process model (for more, refer 1.1.5); and when we usually talk about curriculum in Ethiopia, we all may agree, what comes to our minds seems those narrow senses of the curriculum. It is concerned with those narrow definitions given herein above. Even, according to MoE (1987), curriculum is understood as a set of package of different materials in which objectives are defined, the corresponding teaching methods are defined as well as evaluation mechanisms are stated. Nevertheless, the broad sense of the curriculum, according to MoE (2007a) and Solomon (2008), is done by experts; and curriculum implementation by teachers suffered and they teach only to obey the rules of regional education bureaus and MoE (Solomon, 2008). Therefore, trying to study teachers' involvement in the broader sense of curriculum evaluation is a futile exercise.

1.1.3 Curriculum Materials

Despite the fact that curriculum does not have commonly agreed meaning; to make its organization, implementation, and evaluation simple and possible; nevertheless, educators like Tyler (1949), Taba (1962), Unwine and McAleese (1995), and Oliva (2009) discussed the need for translating the theoretical ideas of the curriculum like

the ways of formulating educational objectives, the method of diagnosing needs to make it possible to translate objectives into appropriate patterns of learning, the selecting and organizing of both the content of the curriculum and the learning experiences, and the ways of evaluating the outcomes of learning into functioning patterns or into operational curriculum or into its concrete representations called materials. To this end, different educators, listed different material forms of the curriculum. For instance, Oliva (2009) defined two broad categories: curriculum products and curriculum materials. Whereas curriculum products constitute curriculum guides, courses of study, and syllabi; and resource units; curriculum materials include unit plans, lesson plans, and tests. According to Oliva (2009), these material forms of the curriculum are defined as follows.

Curriculum guides are the most general of the three types of materials. It may cover a single course or subject area at a particular grade level; all subjects at a particular grade level; sequence in a discipline; or an area of interest applicable to two or more courses or grade levels. Curriculum guides, according to Taba (1962:343), *are at best only skeletal affairs, which merely describe some of the foundations, outline the content, and possibly suggest types of learning activities*. A course of study is a detailed plan for a single course including text materials. A syllabus is an outline of topics to be covered in a single course or grade level. Resource unit/a source unit, is an arrangement of materials and activities around a particular topic or problem. It is a source of information and ideas for teachers to use. It contains a wealth of suggestions and information which will aid the teacher in supplementing materials found in the basic textbook.

In short, curriculum materials, according to Oliva (2009: 459), *share the common purpose of serving as aids to teachers and planners in organizing, implementing, and evaluating curriculum and instruction*. Hence, curriculum materials, according to Beyer and Davis (2009), are intimately connected to the daily work of teachers on which they use such written resources to help them make thoughtful decisions about classroom practices.

When the concept of curriculum material is raised in the education system of Ethiopia, whatsoever the curriculum may be understood as broad or narrow, those documents for the broader sense are theoretical ideas in documents. Moreover such documents do not directly go to classrooms in schools. Hence, translating them into the operational or concrete curriculum form is well understood. Accordingly, in the education system of Ethiopia, we have print and non-print materials prepared by MoE and by teachers. From the print materials; a document on flow charts which show the chapters and main contents of a subject for any given grade level (MoE, 2009), a document on minimum learning competencies that shows areas of competencies and minimum learning competencies of a subject for any given level (MoE, 2009), syllabus, teachers' guides, and student textbooks are prepared by ministry of education; annual plans, periodic lesson plans, and tests are prepared by teachers. From the non-print materials, we have commercially prepared visual, audio and audiovisual materials; and from teacher-made, we mainly have different types of visual learning-teaching materials like pictures, diagrams, models, and graphs.

Therefore, for the purpose of this study, I understood curriculum materials to be those materials as teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and other learning-teaching materials accessible to teachers and/or prepared by these teachers for use.

1.1.4 Curriculum Material Adaptation

Adaptation appears to emerge from linguistically and culturally diverse societies (for more, refer 3.2.4). Nevertheless, meaning wise like other concepts of education, it is defined in different ways based on the understanding and experiences of different scholars. These definitions range from adjusting curriculum materials to as one aspect of educational reform/change so as to meet existing student and societal needs. For instance, it is the process of additions and/or deletions on materials teachers use (Richards, 2001). According to this scholar, therefore, adaptation is concerned with adjustment or improvement of materials through the manipulation of their certain elements like contents and pedagogical skills. Similarly, adaptation,

according to Saskatchewan Education (NY), refers to the making of adjustments in approved educational programs so as to accommodate diversity in student learning needs. Adaptation includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student. Effective curriculum adaptations, according to Bashinski (2002), may be described in four primary categories like in instructional strategies, instructional materials, curricular content, and assessment practices. Bashinski's definition of adaptation like that of Richard's is concerned with the adjustment of curriculum materials through the manipulation of those elements of curriculum materials.

Adaptation, according to Drake and Sherin (2006), however is understood as one of the practices of reform or educational change. It is only one among many aspects of teachers' practices in the context of reform. Sherin and Drake (2009) also understood adaptation as decisions teachers make as they utilize curriculum materials. To this end, these scholars explained the ways in which teachers adapt curriculum materials based on three general approaches that can be thought of as lying along a continuum-omitting, replacing, and creating. Sherin and Drake further explained these components of the continuum as follows. At one end, teachers can make changes to a lesson by creating new components; the middle of the continuum involved the idea of replacing, substituting one component of a lesson with something different; and at the other end of the continuum, teachers adapt by omitting components of a lesson, which is, deleting one part of a lesson without adding something in its place.

Furthermore, adaptation, according to Ben-Peretz, (1990) in Sherin and Drake (2009), is a central process in teachers' use of curriculum materials and that no curriculum is used blindly or without adaptation. In short, adaptation according to the British Columbia ministry of education (2009), is teaching and assessment strategy especially designed to accommodate a student's needs so he/she can achieve the learning outcomes of the subject and to demonstrate mastery of concepts. In this study, therefore, adaptation and thereby curriculum material adaptation are understood per the mandates of teachers. That is, adaptation means

the adjustments case secondary school teachers make on specific elements of curriculum materials like contents from teachers' guides and student textbooks, pedagogical aspects from lesson plans, teacher-made tests and examinations, and on the specific elements of learning-teaching materials based on concrete evaluation results.

1.1.5 Evaluation

Like most other concepts in education, evaluation can be defined in different ways. Nevertheless, all the definitions look to convey similar meanings. For instance, according to Kelly (1989), evaluation is the process by which one attempts to judge the value and effectiveness of any particular piece of educational activity. It, according to Fleischman and Williams (1996), evaluation is a tool which can be used to help teachers judge whether a curriculum or instructional method and technique is being implemented as planned, and to check the extent to which objectives are being achieved. Furthermore, evaluation, according to Ornstein and Hunkins (2004), is a process or cluster of processes that individuals do so as to gather and interpret data in order to decide whether to accept, change, or to eliminate something-the curriculum in general or a textbook in particular. Therefore, for this study, the concept evaluation is understood as a systematic, data driven, and continual process of determining the qualities of those materials of the curriculum by teachers.

1.1.6 Curriculum Evaluation

In this section, different viewpoints for curriculum evaluation are interpreted and presented based on models for curriculum development and based on the different curriculum evaluation approaches. In fact, the purpose here is neither to criticize the different perspectives nor to establish a new one. Nonetheless, my intention is to highlight my readers how I understood curriculum evaluation, and thereby the need for curriculum material evaluation and the need for teachers involvement in it. I did so for the very reason that curriculum material evaluation is one of the aspects of curriculum evaluation. At the end of this process, I made it plain the position I took for investigating teachers' involvement in curriculum material evaluation.

Curriculum Evaluation Based on Models for its Development

From curriculum development perspective, curriculum evaluation can be considered from two models point of views: the objective and process models. Therefore, I interpreted the pros and cons of these models and the premises they hold to curriculum evaluation in the following paragraphs.

The Objective Model-this model emerged as a result of the works of two American writers, Bobbitt (1918 and 1928) and Tyler (1949). According to Tyler (1949), curriculum raises the following four fundamental questions. What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? And how can we determine whether these purposes are being attained? The attraction of this way of approaching curriculum is that it is systematic and has considerable organizing power. Central to the model is the formulation of behavioral objectives which provide a clear notion of outcomes besides showing how to organize content and method and how to evaluate results. Furthermore, the objective model gives focus on measurability. That is, this model is superior in that it avoids vague, general statements of intent, makes assessment more precise, helps to select and structure content, makes teachers aware of the different types and levels of learning involved in studying particular subjects, and guides teachers and students about the skills, convictions, and/or knowledge to be mastered.

Nevertheless, the objective model is criticized by many for their different reasons. For instance, Kelly explained the weaknesses of this model as follows.

This passive model of humans is endemic to the theory and it is thus not acceptable to those who take the view that the individual is to be regarded as a free and active agent, responsible for his or her own destiny and who, as a direct consequence of this, believe it to be morally wrong to deny him or her that responsibility and freedom by attempting to mould his or her behavior to suit the ends of someone else. Such a process, they argue, is indoctrination rather than education and thus to be deplored (Kelly, 1989: 63).

Most of these weaknesses, according to Kelly (1989), seemed to focus on the claim that both the theory and practice to approach education in a manner that regards it as instrumental activity is to lose one essential ingredient that make education a

process whose justifications must lie within itself. On top of such criticisms, the objective model, according to Salia (1989), has the following weaknesses.

It is not always possible to determine ends first; content and learning experiences cannot be separated as successfully as aims and content; it violates the nature of science because science rests on the assumption that everything is in principle falsifiable; it does not harm to children because it does not account of the fact that each child is unique; and teachers find it difficult and boring (Salia, 1989:12).

Furthermore, according to Smith (2000), there are obvious dangers in that there has to be some uncertainty about what is being measured in the objective model, one only has to reflect on questions of success in his/her work. It is often very difficult to judge what the impact of particular experiences has been and so on. In order to measure, lessons have to be broken down into smaller and smaller chapters. The result, however, can be long lists, often trivial competencies or skills which can lead the curriculum on the parts rather than the whole; on the trivial, rather than the significant; it can lead to an approach to education and assessment which resembles a shopping list; when all the items are ticked, the person passed the course or learnt something; and the role of the overall judgment is somehow sidelined (Smith, 2000).

The Process Model-the interpretation made just in the above paragraphs clearly reveal that the objective model is heavily dependent on the setting of behavioral objectives; curriculum, essentially, is a set of documents for implementation where evaluation is equated as a shopping list to be ticked; and hence, it is criticized by many. This will lead to another way of looking at curriculum: via the process.

In this sense of curriculum, according to Smith (2000), is not a physical thing, but rather the interaction of teachers, students and knowledge. Curriculum is what actually happens in the classroom and what people do to prepare and evaluate. Consequently, this scholar noted that teachers should continually evaluate the process and what they can see are the outcomes. Moreover, curriculum, according to Stenhouse (1975) in Smith (2000), is a particular form of specification about the practice of teaching; that it is not a package of materials or a syllabus of ground to be covered; it is rather a way of translating any educational idea into a hypothesis

testable in practice; that it invites critical testing rather than acceptance. The process model gives attention to the uniqueness of each classroom setting. It means that any proposal, even at school level, needs to be tested, and verified by each teacher in his/her classroom. It is not like a curriculum package which is designed to be delivered almost anywhere. Outcomes are no longer the central and defining features of the curriculum; rather than tightly specifying behavioral objectives and methods in advance, what happens in this model of curriculum development is that content and means develop as teachers and students work together. Learners in this model are not objects to be acted upon, rather they have a clear voice in the way that the sessions evolve, and the focus is on interactions which can mean that attention shifted from teaching to learning (Stenhouse, 1975) in Smith (2000). Furthermore, Kelly contends as follows.

Thus the model allows us to have our goals, purposes, aims as educators but frees us from the necessity of seeing these as extrinsic to the educational process and from the restrictions of having only one, step-by-step, predetermined route to their achievement. It allows us to have our content, but frees us from the need to select this by reference to anything other than the principles inherent in our aims or purposes. It thus enables us to focus attention on developing the understanding of the pupil rather than on the transmission of predetermined content or the achievement of pre-stated behavioral changes (Kelly, 1989: 90).

In short, according to this evidence, the process model, and even, as the name suggests, curriculum emphasizes the means/the process rather than ends; in this model, learning activities are more important than prescribed contents; the learner should play a part in deciding the nature of those activities; emphasis is given to the active roles of students and teachers; emphasis is given to the learning skills and to activities as important in themselves and for the development of the learner.

Nevertheless, the process model is also criticized. For instance, in this model, appropriate contents may get neglected for there are no criteria that can guide the learning-teaching process. Evaluation appears difficult and curriculum does not seem systematical; teachers and students do not seem have clearly defined duty and responsibility; and in reality from different literatures, the process model, one way or the other, does not look in use for formal education by an important number of countries. In this regard, Kelly, for instance, noted the following.

A good deal of both theory and practice of curriculum evaluation, therefore, has been set well within the context of an objective-based curriculum model, and for this reason evaluation has been seen as centrally concerned to help with the framing and subsequent modification of objectives, the assessment of the suitability of the learning experiences to the achievement of the objectives set and the measurement of the degree to which the pre-stated objectives are being or have been attained. The demand for accountability to which we have already referred also tends to encourage the use of this kind of model (Kelly, 1989: 191).

Even Stenhouse, Salia (1989:17) noted, admitted that the process model *is far more demanding on teachers and thus far more difficult to implement in practice*. To sum up; when comparisons between these two models for curriculum development with the education system of Ethiopia are made, there are practices that seem shared. For instance, the need for teachers' and students' active involvement in the processes of implementation (both models) and the need for teachers' involvement in evaluation (both models) look common. Despite the fact that the education system of Ethiopia may have shared practices from the two models, my experience in the same reveals that the need for stating objectives in behavioral terms (the objective model) is emphasized. The education and training policy (Transitional Government of Ethiopia, 1994) begins by stating general and specific objectives. Moreover, individual teachers are responsible to write lesson objectives, list contents and means before lesson plan implementation (the objective model); and curriculum at the classroom or school level (the process model) is not a practice in the education system of Ethiopia.

Therefore, to be consistent with such practices of the world and in Ethiopia, for this study, I emphasized the objective model for curriculum development. I examined the need for curriculum material evaluation (for more, refer 3.1.2) and the need for teachers' involvement in it (for more, refer 3.1.3) in light of the objective model. I also applied it so as to investigate how secondary school teachers are involved, not involved, and why they did not involve in curriculum material evaluation.

Curriculum Evaluation Based on its Approaches of Evaluation

One way of classifying curriculum evaluation is based on the conceptual approaches for educational evaluation. Accordingly, many kinds of approaches,

according to Norris (1993), are identified by different reviewers in the field. Worthen and Sanders (1973) in Norris (1993), for example, present eight models of evaluation categorizing them by their authors. Stake (1970) in Norris (1993) also lists nine separate approaches; and House (1980) in Norris (1993) presents an eight-label classification of major evaluation approaches. As the field of curriculum evaluation gets matured, so does its approaches. As a result, these approaches, according to Worthen and Sanders (1988), can be classified into six broad categories (objective, management, consumer, expertise, adversary, and naturalistic and participant-oriented evaluation approaches). Therefore, these six approaches of educational evaluation are shortly summarized from Worthen and Sanders (1988) in the following paragraphs. In fact, my purpose here is neither to discuss the pros and cons of the different approaches to curriculum evaluation nor to develop a new one. Rather, my intention is to highlight readers about the different approaches to educational evaluation and why I gave emphasis to some of the approaches in my investigation.

Objectives-Oriented Evaluation Approaches-the distinguishing feature of this approach is that the purposes of some educational activity are specified, and then evaluation focuses on the extent to which those purposes are achieved or not. In education, this type of evaluation can be as short as evaluating a one-day classroom lesson or as complex as evaluating the whole schooling program. The information gained from this approach can be used to reformulate the objectives of the activity, the activity itself, or the assessment procedures and devices used to determine the achievement of these objectives. This approach to evaluation includes the Tylerian, Metfessel and Michael, Hammond, and the Provus's evaluation models. Though these models use different components of evaluation and appear to be different from each other, the guiding principle is the same.

Management-Oriented Evaluation Approaches-this approach to evaluation is meant to serve decision-makers. Its rationale is that evaluative information is an essential part of good decision-making and that the evaluator can best serve education by serving administrators, policymakers, school boards, teachers, and

others in education that need good evaluation information. By highlighting different levels of decisions and decision-makers, this approach classifies who will use the evaluation results, how they will use them, and what aspect(s) of the system they are making decisions about. This approach includes the Stufflebeam's and the Provus's Discrepancy curriculum evaluation models.

Consumer-Oriented Evaluation Approaches-this approach to educational evaluation involves independent institutions or individuals who have taken responsibility so as to compile information on educational products which is available in the market place like curriculum packages, workshops, instructional media, new technology, software and equipment or assist others in doing so.

Expertise-Oriented Evaluation Approach-it depends primarily upon professional expertise to judge the quality of an educational institution, program, product, or activity. For instance, the worth of a curriculum would be assessed by curriculum or by subject-matter experts who would observe the curriculum in action, examine its content and underlying learning theory. Despite the fact that professional judgments involve some degree of subjectivity in the approaches described thus far, this approach is different because of its direct and open reliance on subjective professional expertise as the primary evaluation mechanism.

Adversary-Oriented Evaluation Approach-while most evaluation approaches attempt to reduce bias that will influence findings and judgments, this approach tries to keep balance through the assurance of fairness by incorporating both positive and negative views. That is, if both sides of issues or questions of the evaluation argue where one side is by advocates-those in favor-and the other is by adversaries-those who oppose, then this approach will go for various types of data including those evidences used or selected by either side so as to support its arguments.

Naturalistic and Participant-Oriented Evaluation Approach-it gives stress to first-hand experience with educational activities and settings. It is aimed at

observing and identifying all or as many as possible of the concerns, issues, and consequences which are integral to educational institutions. Significant involvement or involvement of those who are going to be evaluated is central in this approach.

Finally, as the purpose of this study is to investigate current practices, strategies, and challenges of teachers' involvement in curriculum material evaluation and adaptation, the findings of these teachers find like on the strengths and weaknesses of the materials of the curriculum, and even, the result of my study on the status of secondary school teachers involvement in curriculum material evaluation and adaptation, may help the different stakeholders to take actions/measures or decisions (objective and management-oriented approaches); and the very premise of this study is that curriculum materials should be evaluated by practitioners, teachers, so as to help them make minute-by-minute and day-to-day informed judgment about the qualities of their work (naturalistic and participant-oriented approach) are all consistent with the objectives and research questions of this study. This implies that I based my claims on the conceptions of the four approaches. However, that the other evaluation approaches (consumer, expertise, and adversary-oriented) are not consistent with the objective and research questions of this study.

Therefore, based on the interpretation made here in above; I took the position of the objective model for curriculum development; and the objective, managerial, and naturalistic and participant-oriented approaches to curriculum evaluation. Hence, I formulated the conceptual framework based on the objective and management-oriented approaches (more specifically, based on Stufflebeam's CIPP and the Provus's Discrepancy models for curriculum evaluation). Accordingly, I considered the need for curriculum material evaluation and the need for teachers' involvement in it based on this position (for more, refer 3.1.2 and 3.1.3).

PART II

1.2 Past Practices of Teachers' Involvement in Curriculum Material Evaluation in Ethiopia: The Blurred Practice

The introduction of modern education in Ethiopia, according to Markakis (1974), occurred during the last years of Menelik's reign (1889-1913). The need for modern skills made it felt in Ethiopia at the same time as the realization that the pressure of the European powers which had surrounded Ethiopia with a ring of colonies was not a temporary situation but a permanent threat. Besides, the establishment of central government resulted diplomatic relations with the outside world; opening of European embassies in Addis Ababa; the start of the Ethio-Djibouti rail way; and the beginning and development of modern communication systems and services like postal service, telecommunication, radio, hotel, and hospital have caused the need for modern education. Menelik was confronted with a situation entirely novel for Ethiopia; his new capital (Addis Ababa) became crowded with foreign embassies determined to negotiate treaties, demarcate borders, gain concessions, and establish commercial relations; merchants, agents, and adventurers of all types also descended on the primitive town seeking contracts, franchises, orders, or jobs as advisors, interpreters, craftsmen, mercenaries, etc. nevertheless, all lacking skill manpower or the means to train it of which all necessitated modern education. Moreover, Menelik was forced to enlist the aid of numerous foreigners and through them was able to introduce such innovations as a national currency; a state bank; postal, telephone, and telegraph services; the building of the railroad, bridges, and hospitals; the importation of printing press; and so forth which all required educated and skilful workers initiated the commence of modern education (Ministry of Education and Fine Arts, 1961; Meaza, 1966; Markakis, 1974; Teshome, 1979; and Tekeste, 1990).

To serve its purposes, the history of modern education in Ethiopia, according to Ministry of Education and Fine Arts (1961); Meaza (1966); Markakis (1974); Teshome (1979); Tekeste (1990); Transitional Government of Ethiopia (1994); and upon the demand of this study, can be classified in five different periods. This classification is mainly based on different regimes except the first few ones. These

are the Pre-Italian Occupation Regimes (1908-1935), the Italian Occupation (1936-1941), the Imperial Regime (1941-1974), the Dergue Regime (1974-1991), and the EPRDF Regime Before the Launching of Quality Assurance Package for General Education, (1991-2007). Therefore, I examined the trend of teachers' involvement in curriculum material evaluation on the basis of the classification I listed herein above and for this sake; I secured evidence from different documents.

1.2.1 The Pre-Italian Occupation Regimes (1908-1935)

This is the first period when modern education in Ethiopia began with the establishment of Menelik School in 1908. The education system was mainly supported and guided by the French and French speaking countries and people. The school curriculum was dominated by the French educational system. The building style, the courses, teachers, textbooks, the medium of instruction, and so on were all French-oriented. During this period, the focus of the curriculum was mainly on the study of foreign languages such as French, English, Italian and Arabic to facilitate the increased relations in political and economic affairs of the country. In addition to the foreign languages; Ge'ez, Amharic, History, Geography, Mathematics, Science, Chemistry, Physics, and Gymnastic, were taught (Ministry of Education and Fine Arts, 1961; Meaza, 1966; Markakis, 1974; Teshome, 1979; Tekeste, 1990).

In general, educational personnel and materials were mainly from French and/or French speaking countries. Therefore, Ethiopian educational personnel and materials look to be unavailable other than the non-formally trained and/or elderly individuals for Amharic and Ge'ez and materials on holy literature. This implies that there is no clearly defined indicator whether teachers have participated in curriculum material evaluation or not and thereby whether they have adapted curriculum materials or not.

1.2.2 The Italian Occupation (1936-1941)

This is a period when Ethiopia came under the Italian occupation. From 1936-1941, the educational system that just has begun to emerge was seriously disrupted. Due to the Italian invasion, government schools were either closed or were transformed

into ammunition stores or medical centers for the Italians. The fascists systematically eliminated the educated Ethiopians. They almost killed or expelled them. They did the killings being guided by a slogan “kill everyone carrying the cross”. The aim of education and the curriculum were totally changed. The educational system, which was introduced in this crisis period, was similar to that of education introduced elsewhere. The aims of education at this period were geared to produce skilled manual laborers, interpreters, militia, people’s soldiers, native propagandists, and so forth. The Fascists discouraged traditional and missionary education. The education of the native was limited to grade four. The media of instruction changed into many languages. They began to use the Italian language and major nationality languages as media of instruction. Some of the languages used in the instructional process were Amharic, Tigrigna, Oromigna, Somaligna, Harari, Sidamigna, and Arabic (in Muslim areas). The curriculum was composed of subjects such as the Italian language, Amharic, Geography, History, Hygiene, Moral instruction, Physical Education, and Military Skills (Ministry of Education and Fine Arts, 1961; Meaza, 1966; Markakis, 1974; Teshome, 1979; Tekeste, 1990).

In general, it may become illogical to think teachers’ involvement in curriculum material evaluation. Everything was not only dominated by Italians but also educational materials were imported from Italy and/or Italian speaking countries. In cases when schooling is said was there, it does not seem go beyond non-formal education by non-formally trained individuals (religious people) or by elderly people who can speak the nationality languages and by the Italians. This implies the absence of vivid indicator whether teachers have taken part in curriculum material evaluation and adaptation or not.

1.2.3 The Imperial Regime (1941-1974)

As independence was gained in 1941, there were a number of problems. The constraints in the educational sector were perhaps more severe than any other branch of administration (Ministry of Education and Fine Arts, 1961). This is for the very reason that teachers were to be found (foreign staff had mostly disappeared and the few educated Ethiopians who had survived the war were urgently required

to fill the executive posts vacant in every sector of the country); school buildings and furniture were respectively to be reconstructed and furnished or improvised and somewhat arranged to meet essential immediate needs; and textbooks in Amharic and in English were particularly non-existent (Ministry of Education and Fine Arts, 1961). With all these problems in one hand, on the other there were many hundreds of boys, girls, and young men who were eager to make-up the five years gap in education. This high demand is substantiated by the statements of Pankhurst (1955:552) as follows.

All foreign observers were impressed by the tremendous desire for education among the youth and young people at the road side cried 'School! School!' when they saw the Emperor or any of the ministers or government officials approaching; some even threw themselves into the road, at the risk of their lives, to bring to a halt the car of any person to whom they could make their appeal for a place in school. Many children tramped great distances to Addis Ababa hoping to go to school.

Therefore, to create access to education for boys, girls, and young men, different measures were taken. Some of these are discussed in the following paragraphs.

First; the first minister of education after independence, Mekonnen Desta, was appointed. To enhance the works of the minister, his duties and powers were defined by legislation which was stipulated by Order Number 1 in 1943. According to Article 28 of this legislation, besides others, the minister was mandated to duties and powers that read "develop education and the arts within our empire; define the nature of and the curriculum for schools and technical schools" (Imperial Ethiopian Government, Ministry of Pen, 1943; Meaza, 1966). Here, it implies that curriculum related tasks were mandated to the minister of education.

Second; individual schools appear to had mandates to prepare their respective curricula. I confirmed this using a confidential letter by the then Director of Teferi Mekonnen School written on 14 March 1945 to Ato Emmanuel, Director-General, Ministry of Education and Fine Arts which reads as follows.

In the new timetable, I have introduced, experimentally, two new subjects (a) Algebra, in the top three forms to be taught by Mr. ... I have made this investigation in order to give some variety in the mathematical teaching, which at present tends to a monotonous repetition which will lead to staleness. (b) Ge'ez, again only in the top three forms. This is intended to provide a wider Ethiopian course of study; so long as the number of Amharic

text-books remains very limited, there is nothing to read in the upper forms ... I do not propose to demand a high standard of Ge'ez, at least until the result of the experiment is clear; but I am sure that a little introduction to it will stimulate boys' minds, and improve their Amharic-though of course care will be necessary to avoid their developing an unnatural 'literacy' style (Director, Tafari Makonnen School, 1945)

Third; to control future developments in the field of education, a Board of Education was constituted by Order N^o. 3 of 1947, appointed by His Imperial Majesty (Ministry of Pen, 1947). The board was with statutory powers to guard and advance the interests of national education. Upon His Imperial Majesty's orders, according to this ministry of pen, the president of the Board, in consent with the members, can act the authority of the minister. The first Board of Education constituted eight members, all Ethiopians, and the president of the Board was H.E. Ato Aklilu Habtewold. One of the considerations of the Board of Education, according to the Ministry of Education and Fine Arts (1961), was to formulate a uniform curriculum for the whole government schools in the country. To this end, Curriculum Committee under the board was set. This committee conducted series of meetings and one of the meetings' minute reveals the following. The minute of the Meeting of the Curriculum Committee of the Board of Education held on 22 August 1947, reveals that curricula were determined by higher officials consisting of Ethiopians and foreigners. For instance, according to this minute, the chairman was H.E. Ato Abebe Reta, Vice Minister of Health; another five Ethiopians with different non-teaching positions; and four foreigners with different non-teaching positions in offices including school directors. In this meeting, suggestions of individual members and works of sub-committees served to establish the then curriculum. For instance, this minute shows how curricula were prepared during that time as follows.

... Dr. Thornblom [Director, Haile-Selassie I Secondary School] then presented the French Curriculum. He stated that the committee had to accept Dr. Ruckmick's [no mention is made about the position and responsibility of this person] curriculum as it stood but adds the following introduction: 'French may exceptionally be taught in the two top classes of the elementary schools. Only very strong reasons should induce the Ministry of Education to give authorization for one year at a time to schools to introduce this subject on the timetable for the above mentioned forms. No French is needed for entering Secondary School.' A discussion then followed as to the advisability of teaching French in the elementary schools... Then, the chairman said that the matter

could now be dropped as it had been generally agreed upon by all the members. ...
(Minutes of the Meeting of the Curriculum Committee of the Board of Education, 22
August 1947)

By similar procedure, curricula for Music, Geography, and English, according to this minute, were determined.

Fourth; textbooks were identified and procured by a committee called Textbook Committee, set by the Board of Education. The president and members were all foreigners. For instance, according to the Interim Report of this committee, it has seven members. This committee suggested different textbooks, for instance, as follows.

- ... After carefully considering the various possibilities of procuring a good series of English Textbooks, the committee unanimously agreed.
- i. To continue with the New Method Readers until they get work out on the grounds of economy and efficient English teaching to the present circumstances. In the mean time, the committee will continue to study the various aspects of the problem and make definite recommendation as to what textbooks are most suitable. However, it is felt that the present is not built on any scientific basis though it contains suggestions for teachers.
- ii. (Suggestion). To write to Macmillan (India), Oxford University Press, Longmans Green and Company, Blackie and Company for Specimen of English Series for beginners. This is to choose the best books available and to ensure its supply as quickly as possible (Interim Report of the Textbook Committee, 1948/49)

Following similar procedures, according to this Interim Report, ways of getting textbooks for English Grammar, Composition work, Spelling, Arithmetic, Geography, History, Physical Education, Health and Science, and Art and Music were presented.

Fifth; the most penetrating insight into the problem of Ethiopianization of the curriculum, according to Girma (1963), was shown in a report made by the then Director of the Department of Research and Curricula, Ato Million Neqnique, at the General Education Conference held in February 1957. Among other things, Girma went to add that there were three main points in the report that most emphatically were the main weakness of the education system of Ethiopia: that the programs of schools were not adapted to national needs; the imported textbooks were not suited at all the Ethiopian schools; and the use of English as a medium of instruction in

early grades was absolutely unsound. Consequently, it was recommended that the eight years of primary grades should be reduced to six years (the eight years of primary school curriculum was approved by the Board of Education, a year latter from its establishment while the Curriculum Committee was charged to formulate secondary school curriculum). It should be remembered that prior to 1948, primary grades used to run only up to grade six. The main idea for having added two more years to the six years was to enable students to spend some more time in improving their English proficiency before entering secondary school. Girma also noted that the last two years were also used in reviewing material seen in previous years. Amharic should be employed as a medium of instruction.

As a result of this report's recommendation, a committee entitled Long-Term Planning Committee was set by the Director General of the Ministry of Education, H.E. Ato Kebede Michael, to study the possibility of cutting down the primary grades as proposed by the Director of Curriculum; the possibility of employing Amharic as a medium of instruction; and the training of primary school teachers Girma (1963). Furthermore, Girma noted that the committee was in conformity with the recommendations of the Director of Curriculum and suggested that the education system of Ethiopian shall be changed from 8-4 to 6-2-4 system. Besides, the medium of instruction was decided to be Amharic for the primary school and English for the Junior and Senior high schools.

Sixth; the government continued to believe that foundations are made, the poor quality of education was reflected. For instance, Mulugeta (1958) in Tekeste (1990) pointed out that the education system has such limitations as: the inadequacy of the system, the irrelevance of the curriculum, the administrative and intellectual confusion created by the deliberate recruitment of teachers from many nations, and over centralization. Consolidating these problems, Mulugeta went on to add the following.

If the schools are to preserve their identity, the Ethiopian national system of education must be both of a reflection of the past and the future. The educational system must in the first place aid in the transmission of the nation's cultural heritage from one generation to the next and, in addition, it must train capable persons who have the

ability to interpret, enrich, and adopt that heritage to new needs and to changing conditions as they may arise ... Any system of education in Ethiopia that fails to satisfy these demands is bound to make the country a lost nation-a nation living in darkness whom the world will forget and ignore.

In response to problems in the quality of education like just what is mentioned above, the Imperial government made one of its boldest policy decisions on the education sector; and to conduct a thorough review. To this end, the Education Sector Review, ESR, was officially constituted in October 1971 consisting of 81 experts of whom 51 were Ethiopians with the following responsibilities: to analyze the education and training system of Ethiopia and its capability of promoting economic, social, and cultural development; to suggest whenever necessary ways to improve and expand the education and training system in order that it might achieve aims relevant both to the society and the overall development of the country; to suggest ways in which education could best be utilized to promote a national integration; and to identify priority studies and investments in education and training.

In the course of its existence from October 1971 to August 1972, according to Tekeste (1990), ESR made major recommendations and those that have close link to curriculum are presented as follows.

Increase the learning capacity for the individual by providing the relevant skills and knowledge; cultivate the desire for life-long education, when formal schooling has been completed; provide scientific, technical and vocational education, particularly at the secondary level, in keeping with the needs of the Ethiopian society and economy; and Ethiopianize the content of education and so on so as to give practical orientation to instruction at all levels (MoE, 1972).

In general, in this period the administrative task of curriculum, particularly in the 1940s, was in the hands of non-teaching staff, both Ethiopians and foreigners. For instance, individual school directors had the autonomy to phase-in and/or phase-out courses and present suggestions for new curricula/courses. Some of the members of the curriculum committee, and all members of the textbook committee were foreigners. In short, no matter how many Ethiopians had taken part in the tasks of the curriculum, the above six cases plainly demonstrate the non-existence of

tangible indicator whether Ethiopian teachers have involved in curriculum material evaluation and adaptation or not.

1.2.4 The Dergue Regime (1974-1991)

This is a period when the education system of Ethiopia was guided by the principle of socialist philosophy geared towards the development of all-rounded socialist personality under the guiding principles of education for production, social consciousness, and education for scientific inquiry. Nevertheless, as in the case of the other periods of education, here there was also a question on the quality of education. In this regard, the government noted the following.

The formal education sector expanded rapidly after the revolution, but the fact that there are some weaknesses in the quality of education must now be recognized. The content and quality of education must fully prepare students to meet the objective demands of the nation and the ideological needs of our society. Steps should be taken without delay to implement the program for expansion of technical and vocational education in line with the manpower demands of the country (General Report to the Second Congress of the Committee for Organizing the Workers Party of Ethiopia, 1983 in Tekeste, 1990)

Due to this, the government passed a resolution calling for a review of the education sector. Soon after the resolution, according to Tekeste (1990), the ministry of education initiated a Task Force known as the Evaluative Research of the General Education System in Ethiopia, ERGESE. This task force consists of different subcommittees like Coordinating Committee whose members included a minister, commissioners, and university president; Executive Committee whose members included v/ministers, commissioners, and university president; and different subtask forces like for Curriculum Development and Teaching-Learning Process consisting of seventeen members drawn mainly from Ministry of Education and Addis Ababa University. The task force conducted its evaluative research on three main themes: curriculum development and the teaching learning process; educational administration, structuring, and planning; and educational logistics, supportive services, and manpower training (MoE, 1986b).

The subtask force responsible for curriculum development and teaching-learning process, after conducting the evaluative research, found that objectives do not correspond well with subject content and ability of students; centrally set period

allotment is often insufficient for the content to be covered; and the general quality of textbooks is low (MoE, 1986b). Consequently, according to ministry of education, the task force recommended such curricular issues for improvement as: increasing the supply of resources and efficiency of their utilization; a re-examination of the curriculum with respect to national needs and the nature of the learner; and the creation of a comprehensive structure and plan for scientific research and evaluation of educational programs and projects and assessment of pupil performance. On top of these, the task force recommended further study on the following curricular issues: early learning problems (their nature, causes, and possible interventions); characteristics, problems, and learning needs of out-of-school, school-aged children, and the causes of non-attendance in the existence of schools; relevance of courses to the type of jobs students perform after graduation; curriculum and community: nature of relationship and content of impact; evaluation of quality of inputs, processes, and outcomes in experimental and ordinary schools; readability of pupil textbooks in various subjects; and relevance of Amharic as a medium of instruction at primary and English as a medium of instruction at secondary school levels (MoE, 1986a).

In general, regardless of the finding of the evaluation of ERGESE, as who were the members of the task force, and the recommendations it made; I did not get crystallized indicator whether teachers have taken part in curriculum material evaluation and adaptation or not.

1.2.5 The EPRDF Regime until the Launching of Quality Assurance Package for General Education (1991-2007)

This is a period of the Ethiopian Peoples' Revolutionary Democratic Front, EPRDF, that the education system is changed from the socialist oriented philosophy to the free market economy. Some of the reasons for transforming education, according to the Transitional Government of Ethiopia (1994), are:

...That our country's education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student's knowledge,

cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system. Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education.

To alleviate such problems, the transitional government realized that education is a very important means to human development, and that education is of a high priority in the overall development endeavor. Accordingly, what is called comprehensive education and training policy is formulated (Transitional Government of Ethiopia, 1994). This policy emphasizes the development of problem-solving capacity and culture in the content of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum. Along with this, government also suggested the need for creating appropriate linkage among education, training, research and development through coordinated participation with relevant organizations. As a result, this policy of education and training showed green light to teachers so as to take part in curriculum evaluation and hence, teachers are considered as one of the core actors in achieving quality education. Article 3.1.2 of the policy reads as follows.

Create a mechanism by which teachers, professionals from major organizations of development, and beneficiaries participate in the preparation, implementation, and evaluation of the curriculum (Transitional Government of Ethiopia, 1994).

On top of this, the Education Sector Strategy of the Ethiopian Ministry of Education in one of its strategies recognized the importance of research into curriculum development, instructional methods, and evaluation indicating that all these shall be encouraged and assisted; and the link between academic research and production will be strengthened (Transitional Government of Ethiopia, 1994). In this regard, ministry of education expected teachers to do creative works both individually and/or in groups; prepare projects and manuals; write textbooks and important articles; and the like so as to alleviate educational problems (MoE, 1996). To this end, one of the overall strategies of ESDP III (a six-year, 2005/06-2010/11, program action plan), according to the Federal Democratic Republic of Ethiopia (2005), reveals the need for improving textbooks. In particular, this document disclosed the need to improve quality of education; and to this end, textbooks shall be improved

to the highest quality possible since they are one of the most important inputs for achieving quality education. In this program action plan, however, no mention is made regarding teachers' role in curriculum material evaluation which the wise use of all these look one of those practices that lead to achieve quality in education. Nevertheless, one can raise this question: "How quality of education can be attained without the active involvement of practitioners, teachers, through curriculum material evaluation?"

Nevertheless, according to Quality Assurance Package for General Education (MoE, 2007a), the education sector is not freed from its problems. For the resumption of this, ministry of education listed such problems as the following.

curriculum development is not based on sufficient capabilities and competencies expected from students; the curriculum is full of wider content coverage which is incompatible with the time allotted; curriculum contents and learning experiences are not compatible with students' ages and their environments; attention is not given to the English language and student's first tongue; the preparation, quality, and sufficiency of student textbooks and teacher guides are minimal; student-centered learning-teaching methods and techniques, and continuous student assessment practices are impractical; the curriculum did not give attention to Science and Mathematics education; concerned bodies are not able to conduct sufficient curriculum evaluation and follow-up, and unable to use results for curriculum improvement; and so on are identified (MoE, 2007a).

One of the causes for such problems might be teachers, one of the main actors in education. In this regard, results of different studies indicated problems related to teachers which will be one possible cause. For instance, according to Mendida (2001) and Girma (2005), from their observations of secondary school teachers' classroom practices reported that secondary school teachers did not demonstrate new and varied instructional skills in teaching English. Furthermore, Desalegn (2005) argued that students' achievement in Mathematics is highly disappointing that grade ten students are lacking the mastery of basic knowledge and abilities of grade ten Mathematics. As a result, Desalegn recommended that grade ten mathematics curriculum designers, reviewers, and schools should find means so as to improve students' achievement in the same; and in particular, attention shall be given to the mathematical comprehension ability of students. Here, the influence of these subject teachers on students' achievement also appears to be there.

In general, the interpretation I did in this part clearly reveals the absence of indicator whether teachers involved in curriculum material evaluation and adaptation or not. All such experiences imply the non-existence of evidences whether these teachers have presented documented reports regarding the type of capabilities and competencies that students were expected to demonstrate at a given level in the different disciplines or not. On top of this, there is no indicator whether these teachers have recommended the appropriateness, the breadth and depth of content areas of the different levels or not. I also did not find evidence whether these teachers have identified and implemented learning-teaching methods and techniques (one of the components of lesson plans) compatible to students' ages, needs, learning abilities, or not and so on.

Therefore, one of the reasons for the continuation of problems in the education sector could be this blurred practice of teachers' involvement in curriculum material evaluation and adaptation. Nevertheless, the school improvement program of the Quality Assurance Package for General Education (for more, refer 2.1) gave specific duties and responsibilities to teachers so as to evaluate curriculum materials. Therefore, how teachers are involved, and if not involved, why they did not involve in curriculum material evaluation and adaptation?

CHAPTER TWO

2 Focusing the Problem

Different scholars like Stenhouse (1975), McKernan (1996), Nevo (2002), Sadker and Sadker (2005), Adams (2006), and Parkay and Stanford (2007) emphasized the need for teachers' involvement in curriculum material evaluation. These scholars also argued that this task of teachers is one of their inherent professional duties and responsibilities. Therefore, before proceeding on establishing the gap inspired me study on this topic, I found it helpful to establish linkage between the very topic of this study with one of teachers' default professional duties and responsibilities of all teachers only by being teachers in curriculum material evaluation and the need for their participation in the same. This will help my readers get insight into why I study secondary school teachers' participation in evaluation. Therefore, I, shortly, summarized this in the section herein below.

2.1 Background of the Study

The status of teaching profession depends to a considerable extent upon teachers themselves in a sense that all teachers should seek to achieve the highest possible standards in all their professional work and effectively discharge their default professional duties and responsibilities (UNESCO, 2008). Among such duties and responsibilities, their active involvement in curriculum material evaluation could be one. Accordingly, many educators considered the need for teachers' involvement in evaluation as one of their inherent professional duties and responsibilities. For instance, teachers, according to Spencer (1964) and Cronbach and others (1980) all in Worthen and Sanders (1988), have professional responsibility to evaluate and constantly seek ways of improving the quality of their teaching. Other educators like McKernan (1996) and Nevo (2002), went to consolidate the notion of teachers' involvement in curriculum material evaluation as one of the taken-for-granted duties and responsibilities. These scholars further argued that to begin a career in teaching is to know that one is at once not only a teacher but also a researcher into the problems of teaching; he/she should solve puzzles that currently and historically have impact in education of which all of these are one of the professional

perceptions of teaching. Hence, teaching can be considered as a complex undertaking. Accordingly these educators suggested that teachers should identify needs of their students in their classrooms; analyze those instructional objectives in teachers' guides, student textbooks, and those in their periodic lesson plans. Teachers should also choose instructional methods and techniques for the delivery of their lessons; and monitor their teaching. This implies that evaluation of their own activities becomes an integral part of the teaching profession; determining the qualities of those materials of the curriculum is one part of teachers' duties and responsibilities and no longer narrowly limited only to the facilitation of students' learning and to the evaluation of students' achievement (McKernan, 1996 and Nevo, 2002).

Furthermore, curriculum material evaluation, according to Kelly (1989), is a suitable assignment for teachers so as to decide the qualities of their respective work. Curriculum material evaluation is important to an individual teacher for the making of day-to-day and minute-by-minute informed judgment about the quality of his/her work-qualities of teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations and the qualities and proper utilization of learning-teaching materials. Thus, teachers should involve in evaluating their work, since, without this, Kelly emphasized that it is difficult to know how their work could ever improve. That is, if teachers do not take part in the determination of the qualities of curriculum materials, then they will not have the power to speak on the quality of their work and how it is progressing based on evidence.

Detailing this professional duty and responsibility of teachers, Stenhouse noted that it is not enough that teachers' work should be studied but also they need to study it by themselves (Stenhouse, 1975, in Adams, 2006). This implies that teachers are one of those who should involve and speak about the quality of their work. Hence, teachers should make it continually, at least to remain informed how their work is progressing. This implies that they should not remain idle or they should not wait for directives and guidelines for the determination of the qualities of their work. Teachers, 'only by being teachers' and wherever they are, according to Sadker and

Sadker (2005), and Parkay and Stanford (2007), are responsible in the pursuit and dissemination of knowledge and understanding it through teaching, research, and scholarly activities. These scholars also noted that teachers should be so careful in the organization of their subject matter, and should review this periodically in light of developments in their field. In short, involvement in curriculum material evaluation is one of teachers' inherent professional duties and responsibilities; it is a must for them to do so in order to professionalize teaching, which otherwise, they cannot. and no one appears against this axiom.

Accordingly, different educators from the objective model for curriculum development like those in the above paragraphs, emphasized justifications regarding the need for teachers' involvement in curriculum material evaluation. For instance, teachers' involvement in curriculum material evaluation, according to Saylor (1981), makes them skillful and knowledgeable in guiding students besides being knowledgeable on the objectives to be attained, the experiences to be provided, and the methods to be employed for the attainment of the desired ends. Moreover, involvement in curriculum material evaluation holds greater promise than any other technique in providing teachers with information they need to help improve educational practices (Worthen and Sanders, 1988). Taking part in curriculum material evaluation also helps teachers in the planning of instructional procedures, learning-teaching processes, and in the formulation of instructional objectives; improving existing procedures, programs, and products; and it helps teachers in justifying existing or planned procedures in student textbooks and teachers' guides, programs, and products (Brophy, Grotelueschen and Gooler, 1974) in Worthen and Sanders (1988).

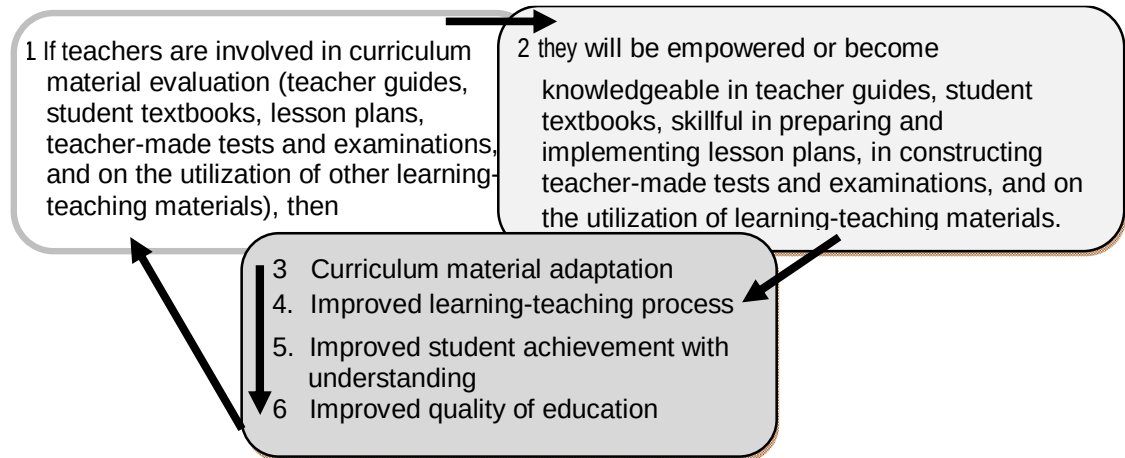
Furthermore, teachers involvement in curriculum material evaluation is important to them for the making of day-to-day and minute-by-minute informed judgment about the quality of teachers' guides and student textbooks; lesson plans those teachers prepare and make use of; tests and examinations they use to prepare; and their ability and skill in selecting and using learning-teaching materials (Kelly, 1989).

Teachers' reflection on their classroom practices is a means of promoting curriculum excellence (Saban, 1995). It, according to Fleischman and Williams (1996), allows teachers to answer those questions one can raise within their default professional duties and responsibilities like the following. Are students learning what teachers set out to teach? How can teachers make improvements to curriculum materials and/or lesson plans? How far were instructional materials properly chosen and skillfully used for different lesson objectives and different interest groups? How far their tests and examinations were appropriate to the objectives of teachers' lessons, their level of discrimination powers, and their difficulties?

Substantiating the need for teachers' involvement in curriculum material evaluation, different scholars also comprehended it to be helpful for empowering teachers: to become knowledgeable and skillful in their work. For instance, curriculum material evaluation makes teachers to become tough-minded and thoroughly professional (McKernan, 1996); that it is a means to learn-by-doing the subject matter to be taught, pedagogical skills, and test construction skills (Nevo, 2002). It also helps them to take such measures as minimizing problems in the respective subjects; contribute for the improvement of the curriculum; improving teacher's own knowledge of curriculum; giving day-to-day corrective measures to contents, materials, lesson plans, teacher-made tests and examination, and the like. Involvement in evaluation helps teachers to enhance the learning-teaching process as a result of the feedback they can get from evaluations; giving them the chance to select and apply appropriate lesson plans, teacher-made tests and examination, and on the qualities and proper utilization of learning-teaching materials including teachers' guides and student textbooks (Biadgelign, 2008).

Therefore, I conducted this study upon the need and assumption that teachers' involvement in curriculum material evaluation will contribute to improve their practice and thereby this will be one of the inputs helpful to bring quality in education (for more, refer Figure 2 herein below which I summarized it from my understanding from the above paragraphs and from 3.1.2 and 3.1.3).

Figure 2: The Need and Assumption for Teachers' Involvement in Curriculum Material Evaluation



Though one may doubt the case in Ethiopia, this responsibility needs to be one of teachers' duties and responsibilities. Determining the qualities of the different materials of the curriculum could be part and parcel of teaching and the teaching profession. In recognition to this practice, teachers in Ethiopia are shown green light to take part in curriculum material evaluation in its education and training policy (for more, refer 1.2.5). Furthermore, one of the Education Sector Strategies (Federal Democratic Republic of Ethiopia, 1994) and the Governing Guideline for School Improvement (MoE, 2007c) support the need for teachers' involvement in curriculum material evaluation. That is, ministry of education gave teachers the responsibility to do curriculum material evaluation and adaptation as follows.

Teachers should present practice-based practical solutions on curriculum materials regarding their compatibility to the level and interests of students, relevance, participatory, and to their non-discriminatory features through the evaluations they should continually make (my translation from MoE, 2007c: 18).

Furthermore, one of the professional duties and responsibilities of teachers and one of the indicators of the mandates given to them to make adaptations, according to MoE (2007c and 2007d), is to involve in research so as to solve practical problems in their career. In this case, curriculum materials could be one of these research areas. In such practices, teachers are expected to get introduced on new findings, broaden their knowledge, and introduce their creativity. One of the profiles of secondary school teachers, according to the Governing Guideline for Teacher Development Program (MoE, 2007d), is to conduct research on learning-teaching related practices so as to solve problems and reach to new findings and thoughts. This has also given teachers light to evaluate and adapt curriculum materials.

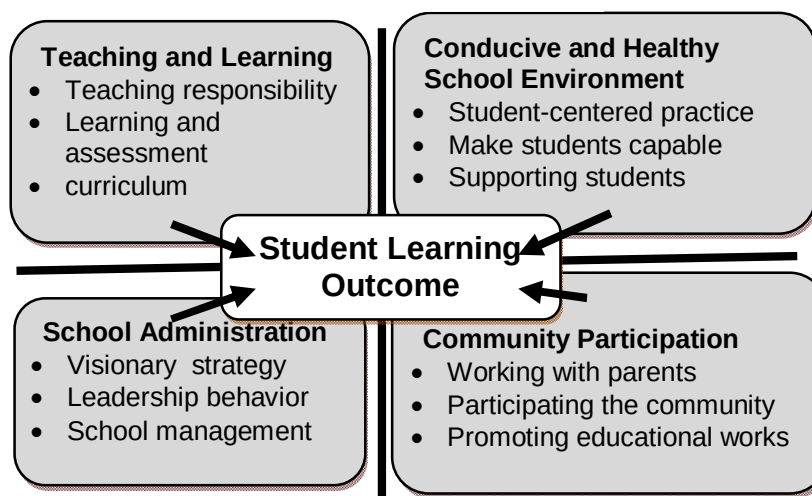
Nonetheless, regardless of the guidelines set, both according to my experience and information in the section underneath; I have found no indicator whether secondary school teachers are actively and continually participated in curriculum material evaluation and adaptation or not. Teachers' practice in curriculum material evaluation and adaptation is blurred. Moreover, they are appeared to be considered as subject agents to quality of education by different studies, ministry of education, and by themselves. All such situations have inspired me to investigate how secondary school teachers are involved, and if not, why they did not involve in curriculum material evaluation and adaptation. Thus, what does the reality hold? How do secondary school teachers are involved in the process? What is their justification if they did not take part? The following paragraphs and this study in its totality dwell on these questions.

2.2 Statement of the Problem

When I raise the idea of teachers' involvement in curriculum material evaluation, I examined it based on different periods or regimes in the historical roots of Ethiopia. Accordingly, the interpretation I made up to the launching of the Quality Assurance Package for General Education and thereby the School Improvement Program in 2007 (for more, refer 1.2); reveals the absence of indicator whether teachers were involved in curriculum material evaluation and adaptation or not. However, quality of education is challenged by many (for more, refer 1.2.5 and paragraphs underneath). These practices could be one of those reasons which has inspired the government to design and started implementing new strategy in 2007. That is, ministry of education has launched a Quality Assurance Package for General Education (MoE, 2007a) in six main programs where school improvement is one. According to this program, ministry of education has required schools to conduct self-evaluation; plan and implement their self-evaluation results; control and follow-up their practices; examine and review results and practices; and finally present a report to stakeholders on main affaires called essentials of schools. These essentials, according to ministry of education, are divided into four interrelated parts called domains: learning and teaching, school administration, conducive and healthy school

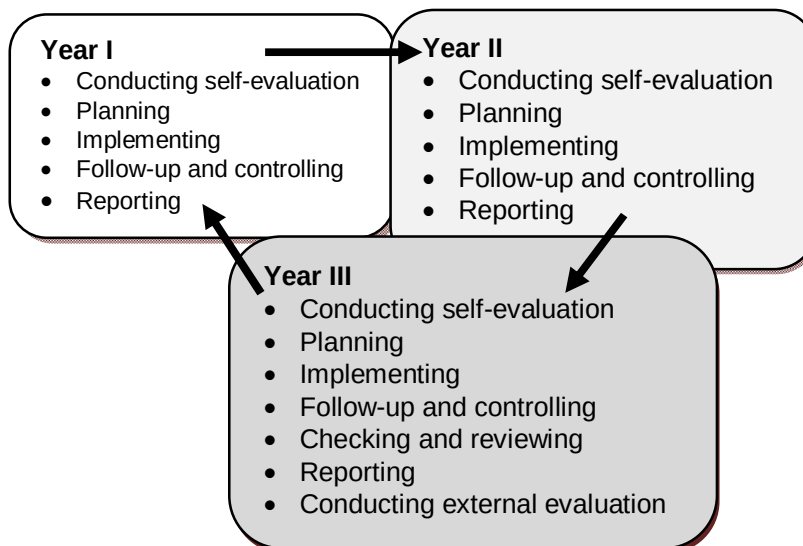
environment, and on community participation. The ultimate purpose of these domains is to increase student achievement. The interrelationship of these domains, according to MoE (2007c), is summarized as in Figure 3 below.

Figure 3: Interrelationship of Domains of School Improvement



Ministry of education has also recognized that this school self-evaluation is a continual and cyclical process. Schools can see their strengths and weaknesses and thereby improve themselves semester after semester and year after year. Upon the results and recommendations of external evaluation, which is to be conducted once in every three years, schools are to take additional improvements on the four domains identified. This process, according to the School Improvement Framework (MoE, 2007b), is summarized according to Figure 4 herein below.

Figure 4: School Improvement Cycle



For the effective and efficient implementation of the school improvement program, ministry of education has defined specific duties and responsibilities of different stake-holders. Among the different stake-holders, teachers are recognized to play primary roles and academic affair decisions are to be made mainly by teachers (MoE, 2007b). That is, teachers' involvement in curriculum material evaluation is an aspect of school improvement program.

Furthermore, secondary school teachers went through long term training, at least to the level of diploma, and universities witnessed this via their certifications that diplomas are issued *... with all Honours, Privileges, and Obligations thereto ...* This implies that universities accredited and gave the accountability to their profession to those whom they have trained them to be teachers. Nonetheless, though Ethiopia has such practices as means for the realization of one of teachers' inherent professional duties and responsibilities, the education system does not look get free from its problems. Furthermore, I am not able to find indicator whether teachers have involved in curriculum material evaluation and adaptation or not. The following research results substantiate this assertion.

First, according to Solomon (2008), teachers' pessimistic perception of their students' academic background has affected their learning-teaching practices and they are unmotivated to help their respective students; teachers' lack of learning from their colleagues and/or from self-practice led them to continue with their conventional practices which in return limited students from learning in the new way proposed in the curriculum; and the notion of the teacher as a researcher is neither well understood by a significant number of secondary school teachers nor properly comprehended by the curriculum. This directly implies that teachers did not seem acquire and develop their knowledge and skill on their job-teaching-which all of these could have been attained as a result of taking part in curriculum material evaluation (for more, refer 3.1.3).

Second, secondary education in Ethiopia is said to be in problem, particularly as a result of the introduction of the use of the new technology, Plasma, in the learning

teaching process. In this regard, a secondary school teacher, according to Getnet, reported as follows.

...the education system currently is in danger. Specially, the majority of the students cannot follow and understand the lessons broadcasted through the Plasma. One of the main problems is language. Most of the students do not have the necessary English skill to listen and understand the live transmissions. It is also very fast, we cannot control it and the instructional time ends without the students understanding the subject matter. Since 35 out of the 45 minutes assigned for the period are spent on the live broadcast, how can I cater [for] the needs of the 90 to 95 students in a class with the remaining ten minutes? How can I carry out and encourage a teacher-students classroom interaction? This is just impossible with this condition. Besides, we are only there to control the students watch the TV and provide a five minutes introduction at the beginning and another five minutes summary at the end of the live plasma transmission. It is a chaos (Getnet, 2008:154).

The statement made by this teacher reveals that the education sector, particularly that of secondary, has faced problems caused by the length of time allocated for teacher-student interactions (too short), the students' poor English language proficiency, the amount of lesson to be covered in a session (too much), and due to the number of students placed in one classroom (many) against the use of the new technology (plasma) in the learning-teaching process. Nevertheless, the teacher seems merely presented the problem that might have been created, took it for granted, that it is a cookbook problem, and concluded that it is a chaos.

Though my intention is not to discuss about the pros and cons of plasma in learning; the teacher, nonetheless, did not present alternative mechanisms for the effective use of this technology; the teacher did not seem make comparisons of student achievements before and after the introduction of plasma, did not cite other good causes related to curriculum materials and teachers-for instance, his/her important roles in the ten minutes time and/or his/her roles before, during, and after the broadcast of plasma lessons-for the declining of the quality of education, the teacher also looks merely to push the problem created, that plasma is one of the main causes for this problem.

Therefore, according to this teacher, this practice implies that secondary school teachers prepared and administered tests and examinations on what they did not do or for meaningless interactions they made in each ten minutes of the different

lessons; that he/she only was there to control the students watch the television; and he/she did not include him/herself as part of the problem created. Even this teacher concluded and had the tendency to externalize his/her responsibilities by saying ... *How can I cater [for] the needs of the 90 to 95 students in a class with the remaining ten minutes? How can I carry out and encourage a teacher-students classroom interaction? This is just impossible with this condition. ... It is a chaos.* Nonetheless, is it genuinely impossible and at the same time a chaos? Is there an impossible practice in learning-teaching processes? What did he/she do to alleviate this?

Third, a small-scale study result that I carried-out in two secondary schools of Adama regarding teachers' involvement in the evaluation of educational practices individually or in groups showed me that each school set out working groups-the group is named as School Improvement Committee consisting of seven members taken from teachers, students, and community representative in one of the schools. In the other, it is called School Improvement Assessment Group consisting of four members where all of them are teachers. School self-evaluation results by these committees reveal the existence of many problems which these schools encountered in relation to student achievement, level of teacher competency, quality of lesson plans prepared by teachers and on the utilization of different learning-teaching materials.

Consequently, one of these schools planned to improve inputs of the learning-teaching process by 70 percent, teacher professional development practices by 90 percent, student achievement per grade and per subject area; for instance, to improve grade 9 students' Mathematics achievement from 55.60 to 60 percent and that of grade 10, from 54 to 60 percent. To achieve these targets, these committees identified key issues; for instance, encouraging the use of quality lesson plans; increasing the sufficiency and skill of teachers; employing continuous assessment mechanisms; decreasing wastage of education through reducing absenteeism and student drop-outs; increasing student ability of reading their textbooks; using instructional materials; and so forth (Biadgelign, 2009).

Though presenting such findings for teachers/schools as recommendations for improvement by a committee is important, all of these could have been better identified and attained by individual teachers as a result of their active and continual involvement in the evaluation of those materials of the curriculum.

Fourth, different scholars also considered the declining of the quality of education with respect to the quality of teacher-made tests. For instance, based on the results of his analysis of nine teacher-made tests of various subjects at the different educational levels, Yalew (2009) concluded that 100 percent of such tests had problems related to language utilization, considerations of item writing principles and suggestions, content validity, and other technical issues. The implication of the study, according to him, is that quality of education could be severely jeopardized by the nature of teacher-made tests. Accordingly, per the demonstration of the finding of the study by Yalew, such teachers can be referred as one of the causes to the poor quality of education.

Fifth, my experiences in small-scale research in secondary schools and teaching in university showed me that some university professors use to question the academic background of undergraduate students and secondary school teachers appear to complain on the academic abilities of their respective students. Though I did not have bold indicator whether such secondary school teachers use to take part in curriculum material evaluation and adaptations or not; they do not seem to have tangible evidence about the qualities of the different types of curriculum materials and the adjustments they have made.

Nevertheless, teachers' guides and student textbooks are accessible to these teachers; lesson plans, teacher-made tests and examinations, and other learning-teaching materials accessible for them to use are completely under their control. Hence, whoever has prepared curriculum materials, unless teachers have written evidence about the qualities of all those in their reach and the adaptation they were expected to make per the responsibilities ministry of education has given them, passing onto other educational problems related to the curriculum and/or their own

attitude, ability, resources, and the like by themselves and by different studies, does not look go more than a plain means of presenting an excuse for teachers' failure.

In general, based on the problems I identified in the above five cases, I feel, teachers look one of those causes for quality problems in education. However, if one tries to relate this problem to happen only due to other justifications like related to teachers' attitude and ability, resources, and the curriculum; he/she appears to establish mechanisms of pushing teachers' accountability. Even these secondary school teachers, like the other stake-holders, tend to push problems to other causes like on the academic abilities of their students. This is a paradox.

Consequently, all such practices initiated me to categorize teachers as subject and object-agents to quality of education. That is, I respectively used the concepts subject and object-agent teachers to quality of education in terms of teachers who are less accountable and accountable for one of their default professional duties and responsibilities. That is, teachers whom I referred them as subject-agents to quality of education are those who are not considered accountable, responsible, or those who are not considered as causes for the problems cited in the quality of education. Moreover, subject-agent teachers are assumed as those who first should be capacitated in a way that they become capable to bring quality in education. In short, duties and responsibilities of such teachers seem pushed to other causes by different studies, themselves, and by MoE.

For instance, according to Solomon (2008), highly centralized decisions regarding the essence of the education policy adversely affected the quality of the learning-teaching process; teachers lack meaningful involvement in curriculum reform which in return has influenced the attitudes and sense of ownership of the proposed change; government's view of curriculum development is an activity of experts, that is, a top-down curriculum development. Ministry of education has also held the subject-agent nature of teachers. That is, according to MoE (2007a), the evaluation and follow-up on the proper implementation and utilization of centrally prepared and distributed curriculum materials is minimal due to lack of experts and due to the

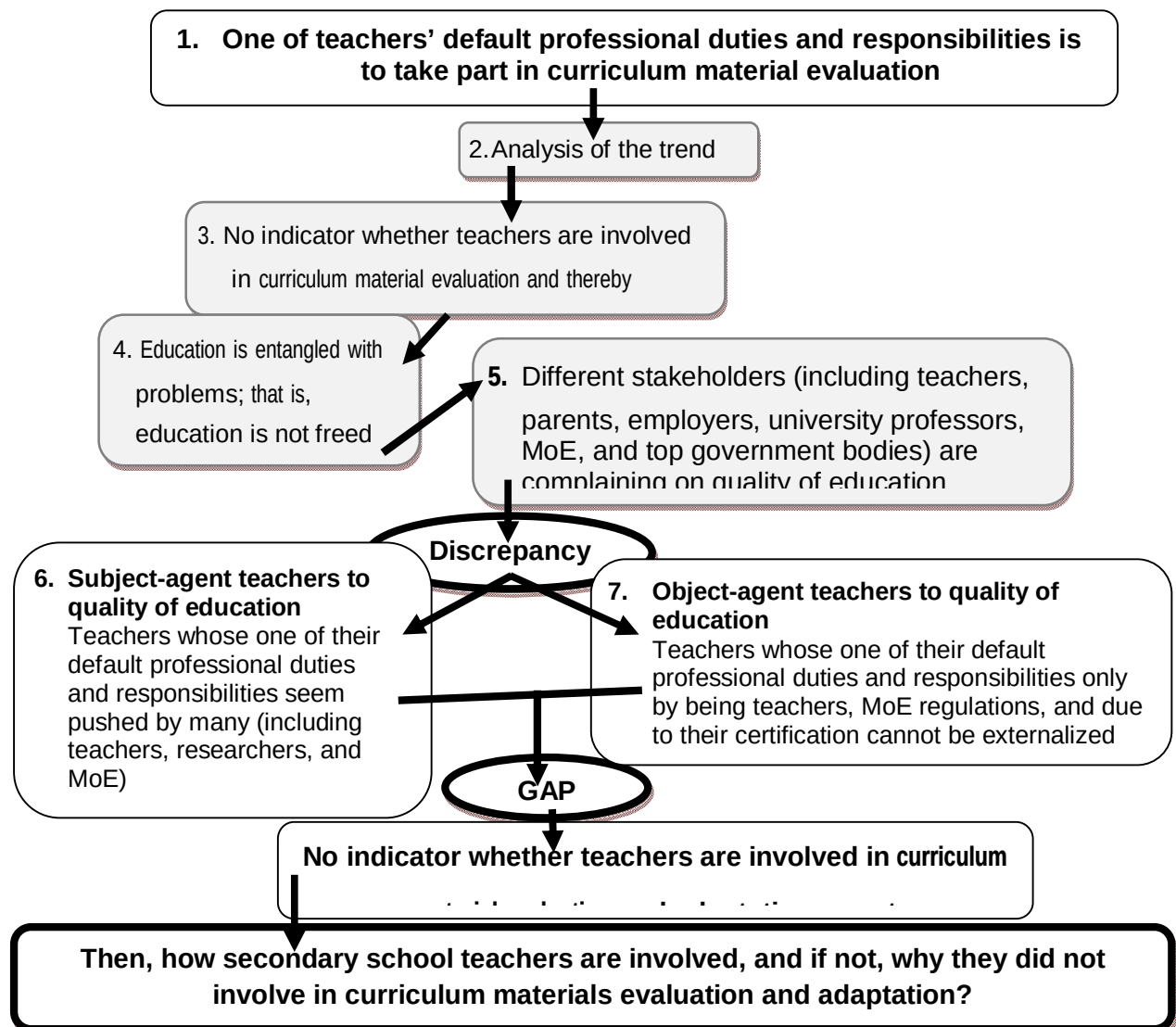
absence of encouraging rules and directives; and results of general curriculum material evaluation by experts did not look used timely by those concerned. Furthermore, I considered the secondary school teacher from Getnet (2008) as a subject-agent teacher to quality of education because this teacher has taken the new technology as a cause to the problem created in the education sector.

On the other hand, teachers whom I referred them as object-agents to quality of education are those who have the certification as teachers (university diplomas) and accountability given to them (university diplomas and ministry of education regulations). All of these imply that these teachers are those who are accountable, at least, by being teachers and thereby expected to discharge their default professional duties and responsibilities. I considered such teachers as those who should not externalize problems in the education sector; I considered them as one of the causes for the declining of the quality of education; and I took such teachers as those who should be accountable for failing to discharge their duties and responsibilities efficiently and effectively. I also considered object-agent teachers to quality of education with those duties and responsibilities ministry of education has given, university diplomas, and by being teachers; and I considered the failure of such teachers from taking part in curriculum material evaluation as one of the causes for quality in the education sector. I reached to such an assertion, for the very reason that, as I mentioned it above, all these have great impetus to quality of education.

In general, quality of education is a current topic of discussion by parents, employers, teachers, university professors, ministry of education, and even by top government bodies. However, there is discrepancy in understanding one of teachers' inherent professional duties and responsibilities of teachers as teachers in quality of education. That is, investigating whether secondary school teachers are accountable or not for problems related to quality of education vise-a-vie one of their default professional duties and responsibilities related to their active and continual involvement in curriculum material evaluation and adaptation is inevitable. Consequently, my study is different from others conducted on curriculum studies-for

instance, from Solomon's (2008). While Solomon's is on teachers' participation in curriculum policy formulation, development and implementation; my study is on their involvement in curriculum material evaluation and adaptation. To this end, I expect them to present evidence-based solution/recommendation on how to maintain quality of education and hence, make adaptations per existing demands and needs of students. Moreover, one of their inherent professional duties and responsibilities only by being teachers is to take part in curriculum material evaluation. In short, the gap that inspired me to study on teachers' involvement in curriculum material evaluation; according to my interpretations and understanding herein above, is summarized according to Figure 5 below.

Figure 5: Problem Summary for Teachers' Involvement in Curriculum Material Evaluation



Nevertheless, I did find no research that can simplify discrepancies among one of the default professional duties and responsibilities of teachers in relation to curriculum material evaluation and adaptation; the certificates issued to them; the excuses these secondary school teachers tend to present to problems in quality of education; the support of different studies in this tendency of externalization process; and the current complaints of the different stake-holders on quality of education (for more, refer Figure 5 herein above). This discrepancy inspired me to study on this topic. Therefore, examining the real practice of teachers' involvement in curriculum material evaluation and adaptation is inevitable. That is, exploring how secondary school teachers are involved, and if not involved, why they did not involve in curriculum material evaluation and adaptation is imperative and hence, this study aims to answer the following specific research questions.

- 1 What enabling conditions are there for teachers to get involved in curriculum material evaluation?**
- 2 What does the current practice of teachers in curriculum material evaluation look like? Which materials did they evaluate? How did they perceive the need for their involvement in this evaluation? How did teachers evaluate such materials? What challenges limited them from taking part in curriculum material evaluation?**
- 3 What did teachers benefit from their involvement in curriculum material evaluation?**
- 4 What did teachers do with the results of curriculum material evaluation? What did they learn? How did they take the measures, if any? Did they adapt curriculum materials? Why did they adapt? What elements of curriculum materials did they adapt? How did they adapt?**

2.3 Objectives of the Study

The objective of this study is to examine secondary school teachers' involvement in curriculum material evaluation and adaptation in Ethiopia. More specifically, this study is aimed at investigating how secondary school teachers are involved in curriculum material evaluation and adaptation, identifying what curriculum materials they evaluated, analyzing their perceptions as to why they carried out evaluations, identifying the strategies they employed and the benefits/results they got as well as the measures they took, and investigating the constraints that can limit their involvement.

2.4 Contributions of the Study

Earlier I mentioned that there are no concrete and researched evidences that indicate the status of teachers' involvement in curriculum material evaluation and adaptation. Thus, provided that the result of this study is disseminated and is made accessible to different stakeholders in education and curriculum studies, I expect it to have the following contributions. It can create awareness and raise motivation among teachers to take part in the process. That is, it can pave way to teachers to conduct evidence-based discussion among themselves and with other stakeholders about their strengths and more importantly their weaknesses. It can maximize awareness and understanding among education policy makers and curriculum department personnel at different levels including in the MoE about the current status of teachers' involvement in curriculum material evaluation and adaptation in general, and the problems being encountered in education in particular so that they can take constructive measures accordingly. That is, for those in need, it tries to show the place of the results of teachers' curriculum material evaluation and adaptation in enhancing educational quality. Particularly, the self-developed conceptual framework may serve as a point of reference and a stepping-stone for other researchers and the academic community who are interested in and planning to conduct research on issues that are related to the focus area of this study.

2.5 Scope of the Study

I delimited my investigation to teachers' formal involvement in curriculum material evaluation and adaptation at secondary school level. More specifically, the scope of this study is limited to curriculum materials that could easily be accessible to and/or made by teachers (teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and other learning-teaching materials) in government general secondary schools (grades 9-10). By this, I wanted to indicate that government or private preparatory schools (grades 11-12), the broader aspect of the curriculum-the whole school plan and program-, the syllabus, annual and unit plans of teachers are not within the scope of this study. I did so just to make the study manageable.

Furthermore, I delimited this study to secondary schools because I have the knowledge of and experiences in these schools (in teaching, in school placement, in supervising my university students during their practicum, and in my small-scale research practices). In this regard, Maxwell (2005) has noted that basing one's research work in places where one has experiences enhances researcher motivation. And one's personal motive as a researcher, Maxwell further asserted, has important results for the credibility and dependability of his/her conclusions. Maxwell also claimed that lack of motivation on the issue to be studied will lead researchers to never finish their study. More precisely, I limited this study to government secondary schools in one selected city administration (Addis Ababa) and three regions (Amhara, Oromia, and Southern Nations and Nationalities People, SNNP) for these are often portrayed as relatively developed. This in turn can help me access relatively to secondary schools with rich academic practices. Moreover, among hundreds of government secondary schools, I purposely took one secondary school from the city administration and each region for those cases were relatively rich in information (for more, refer 4.3). I was also aiming at making the study manageable and secure detailed evidence using qualitative case study investigative method (for more, refer 4.3). Other than this, I kept specific school locations and names, as well as case secondary school documents and lesson plans confidential for ethical purposes. At last, if not the least, I limited the establishment of the problem of the study and substantiate its findings based on few national and international empirical studies. Such sources were scarce.

2.6 Framework of the Study

The main purpose of the study is to investigate how teachers are involved, and if not, why they did not involve in curriculum material evaluation and adaptation. To this end, having a bird's eye-view regarding the different philosophical views for curriculum development and the different approaches for curriculum evaluation point of views is worth considering. To this end, I interpreted these different models and approaches respectively for curriculum development and evaluation (for more, refer 1.1.6). Hence, I summarized the theoretical framework and formulated the conceptual framework based on the objective and management-oriented

approaches for curriculum evaluation. The need for curriculum material evaluation and the need for teachers' involvement in it are based on the objective model for curriculum development and the naturalistic and participant-oriented evaluation approaches for curriculum evaluation. Herein below, I presented the summary of this interpretation in a way applicable to this study.

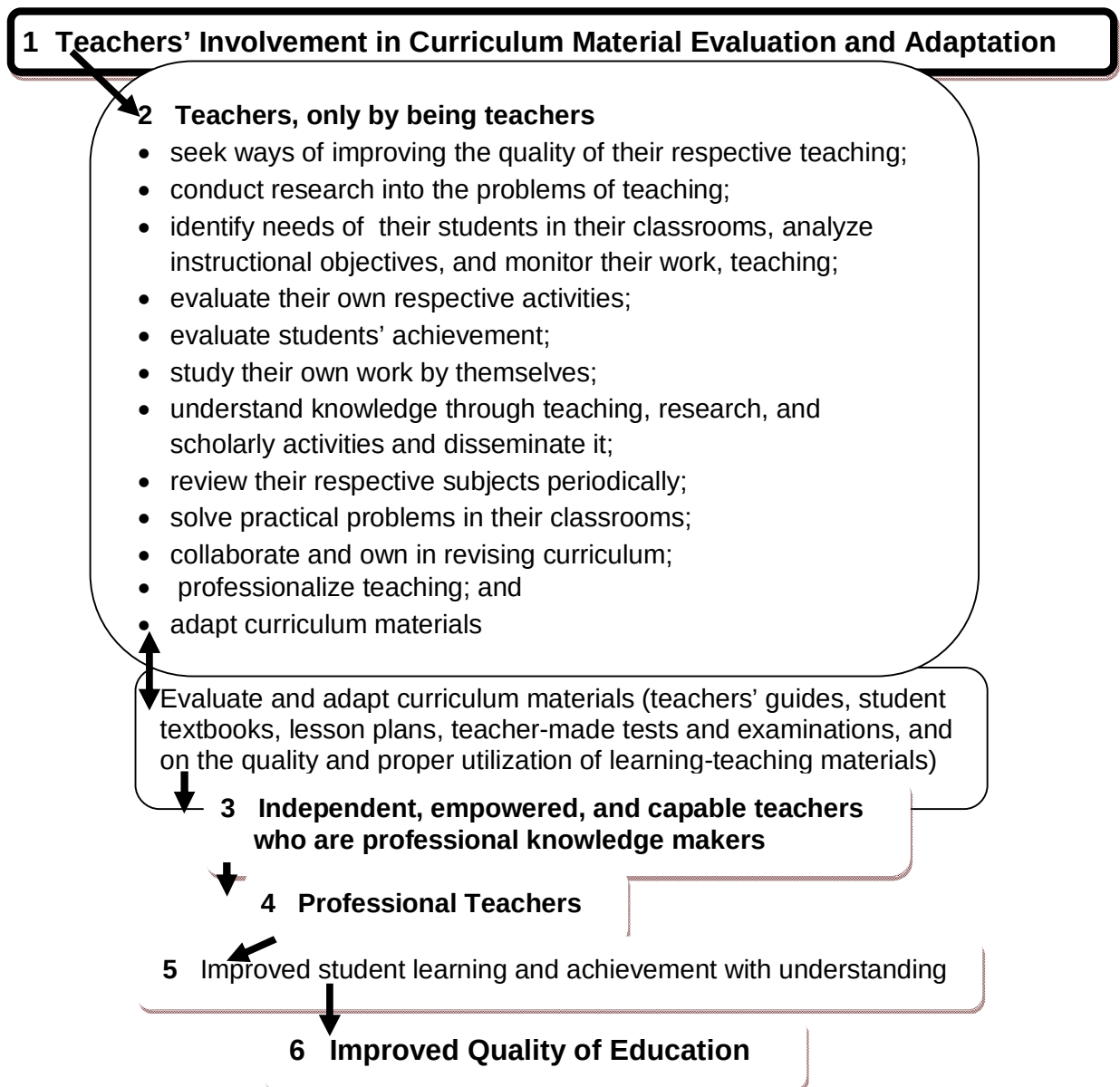
2.6.1 Theoretical Framework

I grounded this study in the theoretical perspective that teachers and curriculum materials, according to Brown (2009) and Remillard (2005) all in Beyer and Davis (2009), participate together in a dynamic and collaborative relationship. In contrast to other perspectives that regard teachers as mere conduits of curriculum materials, for instance, Welch (1979) in Beyer and Davis (2009); this perspective views teachers as active agents who work together with curriculum materials. That is, teachers are active and continual agents of curriculum materials through their implementation, evaluation, and adaptation. This is for the very reason that curriculum materials, according to Brown (2009) and Remillard (2005) in Beyer and Davis (2009), play an active role in mediating this participatory relationship by enabling and constraining teachers' curricular decision-making; and that curriculum materials contain particular ideas that specify what concepts of a given subject are important to teach and what pedagogical methods are most effective. These material resources, according to Cohen and Ball (1999) in Beyer and Davis (2009), influence what teachers learn from curriculum materials and how they use them in practice. For example, curriculum materials describing innovative learning-teaching methods and techniques may promote changes in teachers' knowledge about how to teach the subject matter and ultimately result in changes in their practice.

Teachers also play an active role in the participatory relationship with curriculum materials. That is, teachers, according to Brown (2009) and Remillard (2005) all in Beyer and Davis (2009), read and interpret written materials; and they draw upon their experiences, beliefs, knowledge, and instructional objectives. Such personal resources help teachers bring meaning to the materials and ultimately shape how they enact the materials in practice (Cohen and Ball, 1999 in Beyer and Davis,

2009). For example, teachers may modify their materials to be responsive to their instructional objectives and students' needs. Thus, not only do curriculum materials shape teachers' ideas and practices but teachers also simultaneously shape curriculum materials as they use and adapt them in ways that address their own unique characteristics, needs, and objectives. Therefore, based on such interpretation and my understanding from their default professional duties and responsibilities regarding the need for teachers' involvement in curriculum material evaluation, I summarized the theoretical framework as Figure 6 below.

Figure 6: Theoretical Framework for Teachers' Involvement in Curriculum Material Evaluation



2.6.2 Conceptual Framework

This is a means that guides and shapes my direction in the process of exploring teachers' involvement in curriculum material evaluation and adaptation. That is, the conceptual framework is my exploration map which will guide me where to start my exploration, which practices to emphasize and which will not, and that which will show me where to end up my exploration on teachers' involvement in curriculum material evaluation and adaptation; and hence, I have to construct and use it.

Descriptive case explorations may have stated criteria that will provide guidance and a kind of operating framework for the case study to follow (Berg, 2001). Moreover, according to Mack, et.al (2005), case study systematically uses a predefined set of procedures. Because this study used case study method and qualitative information (for more, refer 4.2), then constructing and using a guiding framework becomes an imperative task. Therefore, in this study, I considered four interrelated components to be investigated and it is a step-by-step exploratory type for my research questions and objectives are to investigate enabling situations that help teachers to do evaluations, what they evaluated, the results they found, what they did with the evaluation findings, besides to the identification of the strategies they employed and the challenges that limited them from taking part in curriculum material evaluation. Hence, an investigative check-point or probing procedural point of reference is so much important; I constructed it in the following ways by reflecting important components of my research questions and objectives of the study; and I rigorously used it in my investigation process on secondary school teachers' involvement in curriculum material evaluation.

Initially, I formulated my conceptual framework for small-scale research (Biadgelign, 2009) I carried out and presented as a requirement for a course in the PhD program which I latter presented it in the May Seminar of the Bahir Dar university. It was more of the CIPP model with four components (Input, Process, Result and Action). Nevertheless, from comments of the presentations and my in-depth reading, I realized that the first two components are not exactly in a way I want them. These

components were rather more general, they were not more specific for my purpose. Accordingly, I amended and reformulated the conceptual framework as follows.

Interpretation of the theoretical framework (for more, refer 2.6.1) and the position I took, two approaches for curriculum evaluation seem to get closer to the objective and research questions of this study: the Stufflebeam's Context, Input, Process, and Product (CIPP) and Provus's Discrepancy Evaluation Models. The CIPP evaluation model, according to Worthen and Sanders (1988), and Stufflebeam (2003), is a comprehensive framework for guiding formative and summative evaluations of programs, projects, institutions, and systems. Besides, according to Stufflebeam (2003), the model is configured for use in internal evaluations conducted by an organization's evaluators; self-evaluations conducted by project teams or individual service providers, and contracted or mandated to external evaluations. The CIPP model for evaluation involves four parts of an evaluation which respectively asks the following questions.

What needs to be done? How should it be done? Is it being done? Did it succeed? That is; context involves the study of the program and focuses on unmet needs, situation analysis; input is designed to provide information and determines how to use resources to meet program objectives, and it examines the institution's capabilities to carry-out the task of evaluation; process addresses implementation of decisions, detect defects in the procedural design or in the implementation stage, or maintain a record of procedures as they occur; and product is a stage that shows whether program objectives are accomplished as they were intended or not (Stufflebeam, 2003).

On the other hand, Provus's model, according to Worthen and Sanders (1988), consists of four components: determining program standards; determining program performance; comparing performance with standards; and determining whether a discrepancy exists between performance and standards where the discrepancy is going to be reported to decision makers.

The conceptual framework, alike the CIPP model for evaluation, tries to examine situations necessary for teachers' involvement in curriculum material evaluation (precondition-it appears equivalent to the combination of context and input of CIPP); it identifies the type of curriculum materials evaluated and examines practices of teachers' involvement in curriculum material evaluation (involvement-it looks equivalent to process in CIPP); explores curriculum material evaluation outcomes by teachers (result-it seems equivalent to product in the CIPP model); and unlike the CIPP model for curriculum evaluation, this framework is intended to show actions taken based on the nature of the results. Besides, this framework is similar to the Provus's model for it intends to examine the actions taken based on evaluation findings and results-reporting to decision makers if the result goes beyond teachers' mandate and/or adaptation if findings are within their mandate-it seems equivalent to reporting discrepancy in Provus's model. This framework is different from the Provus's Discrepancy model for it allows teachers to implement/adaptation results of evaluation provided that it is within their reach; does not target to the determination of program standards and performance, does not compare standards and performance, and hence, this framework does not determine discrepancies.

Therefore, based on the lesson I learnt from my small-scale study and understanding from the interpretation I made herein above and the related readings from literature and research; I adapted concepts and procedures so as to formulate my own framework/ guiding map for investigating teachers' involvement in curriculum material evaluation and adaptation. That is, I understood the need to have different components which need to be considered in an ordered evaluation procedure. To this end, it is so pertinent to raise the following questions which are much consistent with the objectives, the research questions, and which I assume are so helpful in the structuring of the conceptual framework.

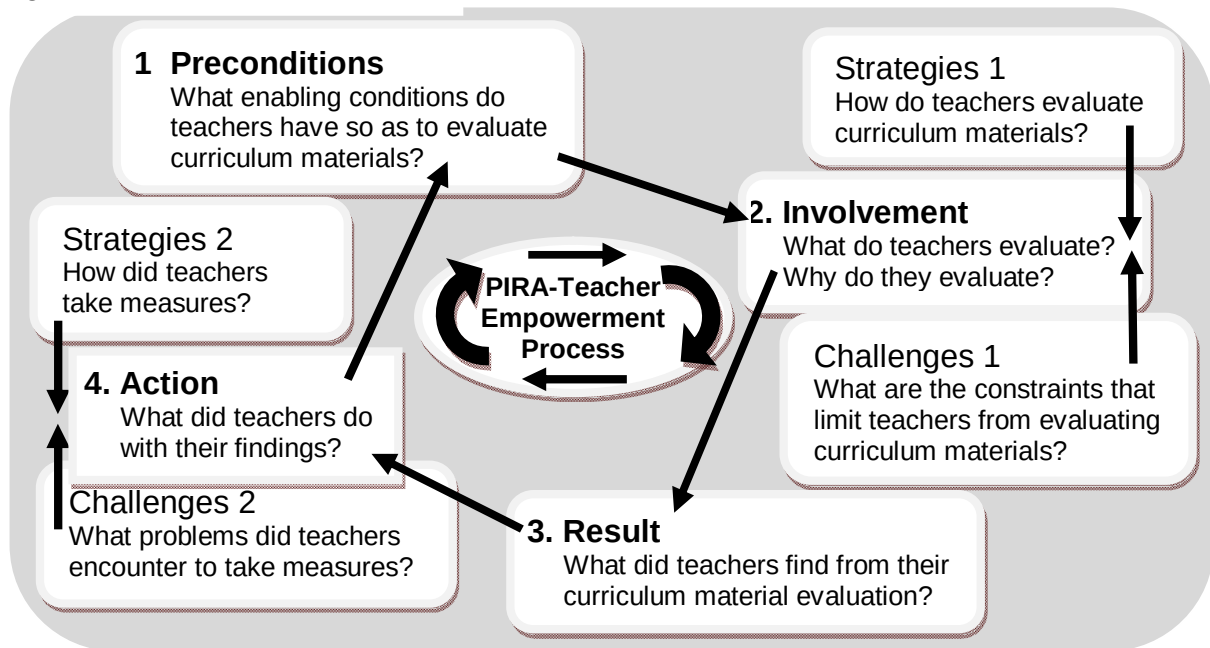
Do teachers have the necessary mandate, knowledge, skill, experience, and interest to evaluate and adapt curriculum materials? Do lesson plans give space and responsibility to write their reflection? That is, teachers need to have the

necessary prerequisite or enabling conditions so as to go through the evaluation process (it looks equivalent to the merge of context and input of the CIPP model). At the same time, lesson plans should have space to demand teachers write their reflections about its implementation. Did teachers do the evaluations and adaptations? What did they evaluate and adapt? Why did they evaluate and adapt? How did they evaluate and adapt curriculum materials (what strategies did they use)? What constraints did they encounter? That is, they should be able to identify problem areas in the different curriculum materials and carry-out evaluations by employing certain strategies-like action research, own inspection, monitoring own practices, use of teaching and course portfolios, and participation in curriculum committee (school improvement committees); they should give justification and explain problems encountered that initiated them from evaluating curriculum materials; and their practices- involvement which seems equivalent to process in CIPP. Did teachers reach to some sort of result to their evaluations? Were their evaluations successful? That is, teachers, at the end of their evaluation, should be able to have some sort of outcome/result, that they should be able to determine the strengths and weaknesses of teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the quality and proper utilization of learning-teaching materials-result which looks equivalent to product for CIPP evaluation model. What did they do with the results (what measures did they take)? What strategies did they use to take measures? What constraints did they encounter while taking the measure? That is, teachers based on their evaluation results should be able to take action and/or they should be able to report to decision makers provided that evaluation results are so significant and go beyond their mandate or they should implement/adapt based on evaluation results within their reach by themselves-action which appears equivalent to discrepancy reporting in the Provus's model for evaluation.

Finally, the result of their evaluation should show them strengths and weaknesses of the curriculum materials so that decision makers will be able to take necessary measures and/or teachers will be able to take their own adaptations based on the result (if it is in their mandate), and new evaluation process of the curriculum will be

continued and the curriculum material evaluation cycle will begin again, and so does exploring teachers' involvement in curriculum material evaluation and adaptation. This process will build understanding, support, and confidence in schools and teachers. In this regard, according to UNICEF (2000), professionals with current teaching experience need to be involved at all levels of writing, developing, and evaluating curriculum materials; schools should never be satisfied with their programs; improvements can always be made and evaluation is an important tool for accomplishing this purpose. Furthermore, Ornstein and Hunkins (2004) consolidated this last assertion. According to them, even if the curriculum appears to be viable; continuous feedback, modifications, and adjustments/ adaptations are necessary for the very reason that forces affecting schools are always changing. Shortly, I traced teachers' involvement in curriculum material evaluation and adaptation according to Figure 7 herein below.

Figure 7: The PIRA Framework



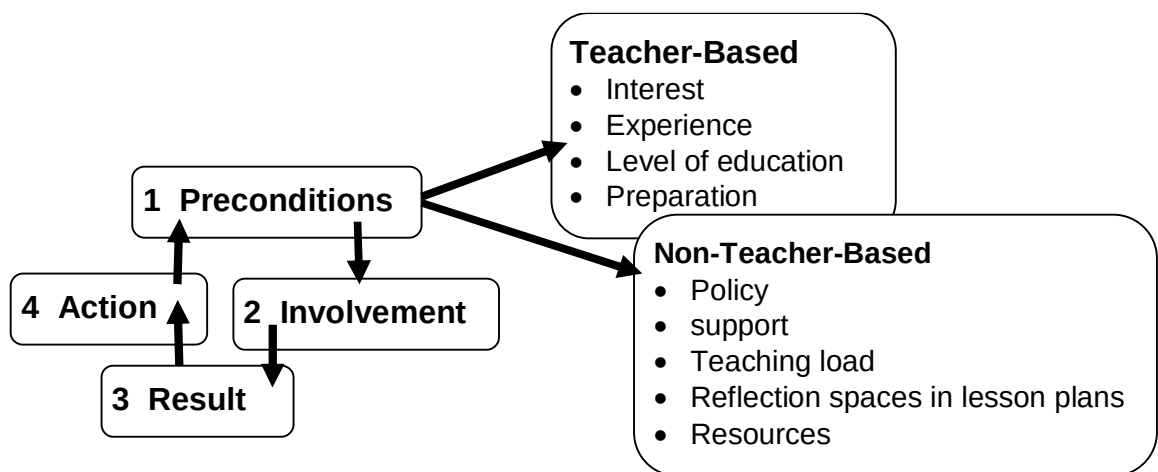
Therefore, I investigated teachers' involvement in curriculum material evaluation and adaptation alongside the framework, Figure 7 herein above, consisting of four major components/steps-Preconditions, Involvement, Result, and Action-which I simply abbreviated it as PIRA. Furthermore, teachers' involvement in curriculum material evaluation and adaptation, as I mentioned it just herein above, should be a

continuous process. That is, when one cycle gets over, the other has to start, and so does investigative studies of such practices. Hence, exploratory studies on teachers' involvement in curriculum material evaluation and adaptation are cyclical. Moreover, at the center of Figure 7, a cyclical process box-teacher empowerment process-is included so as to indicate one of the ultimate purposes of conducting continual evaluations that participating teachers would acquire knowledge and skill (for more, refer the theoretical framework and Figure 6). Side-by-side, I also examined teachers' involvement in curriculum material evaluation based on two gears: strategies teachers' make use of and challenges that limit their involvement in curriculum material evaluation and adaptation. Accordingly, in the following paragraphs, I further explained the steps which the PIRA framework follows and the gears that will make easy and impede the evaluation and adaptation processes.

Preconditions

These are prerequisites or enabling conditions that teachers need to have in order to evaluate curriculum materials. These conditions can be non-teacher based like policy mandate and budget, and teacher based preconditions like teacher knowledge of curriculum material and research, teaching experience, interest, and teacher level of education and qualification type. I summarized such preconditions helpful for teachers to take part in curriculum material evaluation as in Figure 8 herein below.

Figure 8: Preconditions for Teachers' Involvement in Curriculum Material Evaluation



Policy mandate-this is concerned with the permission or right or duties and responsibilities given to teachers so as to evaluate curriculum materials. In this regard, the recommendation, ILO/UNESCO 1966, Article VIII/61, shows the following.

The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities (UNESCO, 2008: 32).

Upon the implementation of this recommendation, the Transitional Government of Ethiopia (1994) and the school improvement program (MoE, 2007c) have reflected the permission and the responsibilities given to teachers (for more, refer 1.2.5 and 2.1) to take part in curriculum material evaluation.

Moreover, teachers are expected and they are given the responsibility to demonstrate their efforts so as to solve problems that run into the learning-teaching process by conducting action research; and one of the profiles of secondary school teachers, according to the Governing Guideline for Teacher Development Program (MoE, 2007d), is to conduct research on learning-teaching related practices so as to solve problems and reach to new findings and thoughts.

Teacher reflection spaces in periodic lesson plan-this is a centrally developed lesson plan format that initiates and recommends teachers write their reflections about the implementations of their lessons and/or how the learning teaching processes were conducted and thereby involve in curriculum material evaluation. A lesson plan is a guide/an instrument for an effective learning-teaching process. It, according to Nikolic and Cabaj (1999), helps teachers so as to keep lessons on track from the formulation of objectives to their accomplishments. Nevertheless, no matter how well teachers get prepared, Nikolic and Cabaj went to add the following.

Lessons often do not proceed according to plan. Therefore, as classroom practices unfold, observant teachers might realize that lesson implementation practices are not following the script, and adaptations and digression might be made on the spur of the moment (Nikolic and Cabaj, 1999: 73).

This directly implies that effective lesson plans include notes about any changes, jotted down points, such as went well, too challenging, took much time than planned, and can be done in a different way if I teach this same topic the other time, during and just immediately after lesson implementation for their latter considerations of their job for improvement. Such notes, according to Nikolic and Cabaj, promote teachers' reflections about the quality of their teaching and guide teachers as they develop plans for future lessons. To this end, lesson formats should be encouraging, that is, there shall be a space that encourages teachers to write their reflections about the implementation of the lesson and write their comments to questions such as the following.

How effectively did the lesson involve students in reasoning and problem solving? What changes could you-the teacher-make to encourage more student reasoning and problem solving? What signs of active involvement did you notice in your students? Give examples. What changes could you make to encourage more active involvement? How effectively did you allow students to figure out their solutions? Give examples. How effective were you in allowing students to demonstrate their knowledge or explain their reasoning? Give examples. Did the instructional materials support the attainment of the learning objective? Explain. What changes in materials or in their utilization might encourage deeper student understanding? What parts of the lesson were challenging to students? What was the source of students' difficulties? How did you handle these situations? How might you more effectively handle these challenges if you are going to teach the lesson again? Was the timing of the lesson appropriate? What changes might be made? How might you more effectively address special needs if you are going to teach the lesson again? Did the closure help students to consolidate their knowledge? What changes in closure might be indicated? Were you able to teach the lesson as you had planned it? Did you use any adaptations to the lesson? Why? What other adaptations might you make if you are going to teach the lesson again?

When I examine the components in the lesson plan formats that I am familiar with it in teaching and as one of the user of it while I was a secondary school teacher (for

more, refer Appendix 2), there is a column headed as *Remarks*. This column, if well understood and used by respective teachers, it can give them the chance to write their reflection regarding the status of the implementation of their lesson plans. It helps them to write answers to lesson plan implementation questions like those listed herein above and they can become one step ahead to the evaluation of the appropriateness of lesson plans; on the qualities and proper utilization of learning-teaching materials; on their own ability in the different topics and subtopic of their subject; and so forth.

Resources-is another type of non-teacher based precondition like availability of information, time, recordings, files, and budget that greatly affect their involvement in curriculum material evaluation. Limited aspect of such preconditions, according to Worthen and Sanders (1988), can diminish an evaluator's effectiveness. Particularly, the school timetable, according to McKernan (1996), must allow sufficient time for teachers to do action research.

Teacher preparation-it is a teacher based precondition useful for teachers to involve in curriculum material evaluation. However, it is possible for teachers to accumulate many credit hours without becoming knowledgeable in the field of teaching. It is equally possible for very able individuals to become competent evaluators without formal academic training in evaluation methods (Worthen and Sanders, 1988). Nevertheless, in the absence of more credible and dependable indicators, these scholars noted that it would look relevant to consider the field of study/type of qualification. Even, it is useful to consider the presence of specific courses useful to develop evaluation competencies and check the academic training provided was formal, non-formal, or both formal and non-formal means. With this in one hand, on the other, teachers' level of education and qualification type are important to be able to take part in curriculum material evaluation. On top of this, according to Worthen and Sanders (1988), evaluation personnel who lack specialized training, require orientation to the nature of the study/evaluation, its purposes, and the role they will be asked to play.

Shortly, for a teacher to involve in curriculum material evaluation, he/she should have knowledge of evaluation, curriculum, and knowledge in research methods by which all of these can be acquired during teacher preparation. Consequently, the teacher as a researcher, according to McKernan (1996), must first be a competent observer; without this scientific progress would become nonsense as science depends on it. That is, teachers need to be keen observers of their practices-teaching-must have research skills and expertise which will allow them go through the improvement and innovative practices in their work, teaching. Therefore, no matter how little a teacher knows about curriculum and theory, as well as learning and teaching, according to McKernan (1996), he/she must admit this up front. That is, by admitting this lack of knowledge and understanding, one would be able to start from a position of strength than of weakness. Therefore, to understand that curriculum materials continue to pose problems is to recognize the fact that teacher experiences these problems and should take on the role of solving them. To begin a career in teaching is to know that one is at once not only a teacher but also a researcher into the problems of teaching, solving puzzles that currently and historically have confused some of the finest minds in education (McKernan, 1996). To this end, this scholar added that the teacher must be well equipped with the skills for doing inquiry and the school timetable must make available sufficient time to conduct this inquiry.

Teaching experience-this helps teachers to see everything, in and out, in the different materials of the curriculum. Nevertheless, there is an old saying in education, according to Worthen and Sanders (1988) that it is hard to tell whether a person who was a teacher for ten years had ten years of teaching experience or one year of teaching experience which is less than ten times of the actual. That is, an individual who is being in the title of the teaching profession, may not involve in the actual teaching-learning process, rather may have taken non-teaching assignments/positions. This implies that the actual teaching experiences of teachers are helpful to involve in curriculum material evaluation. This, in particular, is so helpful for the teacher to evaluate his/her own instructional process-his/her own

ability of using lesson plans, test construction skills, and his/her own ability and skill in the determination of the quality and proper utilization of learning-teaching materials. That is, the teacher can determine how key materials/components of the curriculum are implemented, including teachers' guides, student textbooks, teacher-made tests and examinations, learning-teaching materials, and so forth. In this manner, the results achieved by the instructional process can be attributed to what actually has taken place, rather than what was planned to occur. This practice also addresses the questions of what parts of the instructional process have been fully implemented, partially implemented, and not implemented (Fleischman and Williams, 1996). However, green or unprepared teaching staff can play a chaos with an evaluation if they roughly interact with others, misrepresent the nature or purpose of the study, and be disloyal to ambiguity (Worthen and Sanders 1988).

Teacher's interest-this is still another type of teacher-based precondition that contributes much for teachers' involvement in curriculum material evaluation. A research conducted by Young (1989) in Saban (1995), reveals that teachers' attitudes towards involvement in curriculum development was not perceived that all teachers involvement to be attractive. After interviewing 31 full-time Canadian teachers, Young identified six major factors related to teachers' interest or lack of interest in curriculum development committees: opinion of committee work, self-awareness, professionalism, demands of teaching and competition with other teachers' interests, and pragmatism. Detailing these factors, Young further contends that the first four factors (self-awareness, professionalism, pragmatism, and opinion of committee work) affected teachers' decision both positively and negatively which is to mean that if these factors were present in the teachers, they would be likely to join curriculum committees and vice versa. The latter two factors (demands of teaching and competition with other teachers' interests), nevertheless, operated in only a negative manner. When teachers perceived the curriculum work to be an addition to their already full-time teaching load or if it competed with their other interests, they were unwilling to participate.

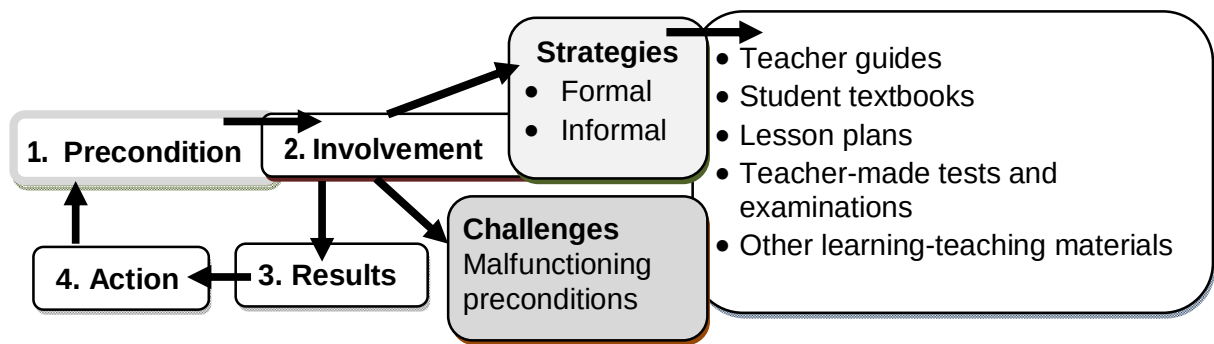
Involvement

Involvement looks to emerge from the need to make evidence-based judgment or action. In this regard, Dewy (1933) in Pollard (2005) identified three types of actions. The first is impulsive action which is concerned with action that can be done by trial-and-error. The second is routine action which can be done by tradition, habit, or action which is unsystematic. The third is reflective action which is concerned with evidence-based action. Therefore, involvement is the second component/step of the PIRA framework, Figure 7, where I expect teachers to involve/do the actual curriculum material evaluation based on evidence. This includes the determination of the qualities of the different materials of the curriculum-teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the determination of the quality and proper utilization of learning-teaching materials. In this step, teachers may involve informally only through their observation and/or feedback from students and/or colleagues regarding materials and their practice.

In their formal involvement, they can employ different strategies so as to secure information like action research, use of course/teaching portfolios, and/or monitoring and revising teaching using different research methods like survey, case, experimental, or content analysis or the combination of two or more of these methods. Teachers should be able to interpret information gathered via different mechanisms that will lead them to generalizations. They should be able to reflect on the quality of the materials by raising different questions in their practice. For instance, according to Gibbs' (1988) model of reflection, teachers may ask themselves such questions as the following in order to organize portfolio about the qualities of curriculum materials. What happened? What was my thinking and feeling? What was good and bad of the practice? What sense can I make of the situation? These questions respectively show descriptions, feelings, evaluation, and analysis teachers need to do in the determination of the qualities of curriculum materials. Furthermore, teachers need to follow different forms of reflection, like those developed by Schon (1983) in Pollard (2005). Such forms of reflection,

according to this scholar, include reflection in action and reflection on action which respectively mean reflecting while teachers are doing it and reflecting after they have done it. When delivering the learning teachers carefully planned and prepared, Schon added, they need to be constantly aware and monitor the session as it develops. This awareness allows them to make changes as the situation demands. When the session is complete, Schon also noted, teachers can reflect on, analyze and evaluate the learning and teaching including those materials of the curriculum. I summarized this involvement process according to Figure 9 below.

Figure 9: Strategies and Challenges for Teachers' Involvement in Curriculum material evaluation in the PIRA Framework



Formal and informal, formative and summative evaluations, for the framework of PIRA for teachers' involvement in curriculum material evaluation, should be formal and formative than informal and summative. Combining these two pairs of evaluation types, confirms this assertion as in Table 1 below

Table 1: Combination of Formal-Informal and Formative-Summative evaluation types

	Formative	Summative
Formal	1= Formal + Formative	2= Formal + Summative
Informal	3= Informal + Formative	4= Informal + Summative

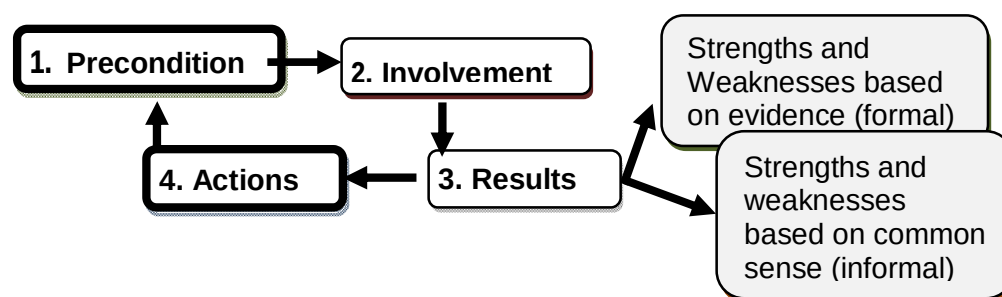
It is clear that curriculum material evaluation by teachers is both formal and formative (cell 1); though it is not the concern of this study, summative evaluations in general are formal (cell 2); formative evaluation can also become informal which can be used only for a one-spot decision by teachers, however, it is not more than a hear-say for it is not evidence-based evaluation (cell 3); and finally, according to Table 1, summative evaluation is informal (cell 4), is too much impossible and too

much hear-say and this is not the attention of this study. Shortly, I understood teachers' involvement in curriculum material evaluation to be formal and formative than it is informal and summative.

Result

This is the third step/component of the framework of PIRA, Figure 7, which shows teachers what they got from their evaluations. It can simply be regarded as the outcome/finding for their evaluations. This outcome has to show them the strengths and/or the weaknesses of the different materials of the curriculum. Based on the nature of the result, teachers have to forward measures to be taken, may be by themselves and/or by their schools and/or by MoE. This procedure is summarized according to Figure 10 below.

Figure 10: Evaluation Results in the PIRA Framework



Action

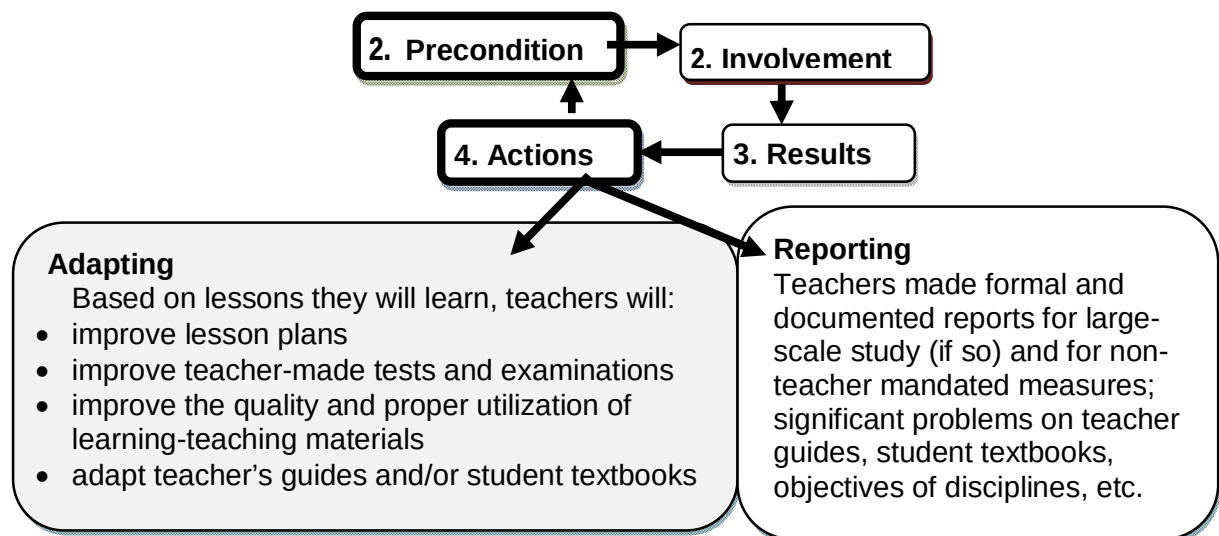
The last step in the process of curriculum material evaluation, according to Figure 7 of the PIRA framework, is action. Because evaluation will not be completed until actions have been made. Hence, teachers should be clear how to take actions. This can be done in two ways: reporting and adapting.

Report-if the result requires teachers for large-scale study and/or the decisions of higher bodies, then they should prepare and submit reports. In this regard, they may ask such questions as: what does the decision maker need to know about the evaluation results? And how can these results best be presented? Teachers should do this for the very reason that different individuals/decision makers may need different levels of evaluation results. For instance, authorities of curriculum and/or education policy makers may need general information for policy matter decision making, while the other teachers and/or school authorities may need more detailed

information which focuses on a particular subject activities and effects on students like qualities and formats on the different curriculum materials. In short, teachers should be able to formally report their finding to decision makers for large-scale study and/or decision provided that the results will have impact on the objectives of their respective disciplines and/or on the policy of education. This is for the very reason that curriculum planning and/or curriculum material preparation, according to MoE (2007a) and Solomon (2008), is the task of experts. Moreover, secondary education in Ethiopia is centralized; secondary school curriculum is not school-based.

Adaptation-another action teachers could take is curriculum material adaptation. For instance, teachers can adjust what are within their mandate like certain aspects of contents of student textbooks and pedagogical aspects per current student demands. Furthermore, they can improve their tests and examinations, the formats and qualities of lesson plans, and on the quality and proper utilization of learning-teaching materials. The action taking process can be summarized according to Figure 11 herein below.

Figure 11: Action Taking Process in the PIRA Framework



Gears of the Evaluation Practice

The conceptual framework, according to Figure 7 of the PIRA framework, besides the four major steps (components), it involves two other contradictory components

at the stages of involvement and action taking stages: strategies and challenges. Strategies are ways, mechanisms, or procedures teachers employ in curriculum material evaluation. I saw these strategies in two different steps: strategies teachers may employ in the process of evaluation (during involvement, strategy 1) and those in action taking practices-strategy 2. That is, strategies 1 and 2 respectively answer these questions: how teachers can evaluate curriculum materials? How teachers can take measures per results from this evaluation? These two strategies are obviously different where the former is evaluation strategy like the use of action research, own inspection during preparation for teaching, involvement in curriculum committees/school improvement committee, use of teaching and course portfolio, and/or by monitoring and revising teaching (for more, refer 3.2). However, the later strategy is a mechanism of taking measures based on the result of evaluation like written and/or oral reporting, and/or own implementation.

Challenges, on the other hand, are constraints that can hamper teachers from participating in curriculum material evaluation and taking actions. Challenges are also two types: those problems that limit teachers from taking part in curriculum material evaluation (challenge 1) and those which restrict them from taking action based on the results of evaluation (challenge 2). Challenges, in the two steps, can be the same or different, or both. In this thesis, I named both strategies and challenges as gears because gears allow a machine to run (lubricated and well functioning gears) or bring to an end (non-lubricated and damaged gears). By the same logic, strategies (enabling preconditions) are lubricants which help teachers go through the evaluation and action taking processes; and challenges (non-conducive preconditions) obstruct their curriculum material evaluation and action taking practices.

CHAPTER THREE

3 An Overview on Teachers' Involvement in Curriculum Material Evaluation

The objective of this study is to examine how secondary school teachers' are involved, and if not, why they did not involve in curriculum material evaluation and adaptation in Ethiopia. In the facilitation of this investigation process, it is found useful to have general theoretical thoughts of scholars on the same as a stepping-stone for current practices. This chapter is also one of those sole references for information generation-focused group discussion, individual teacher voting items, observation checklist, and interview. To this end, I interpreted it in two parts.

In part I, I have given much emphasis on the need to curriculum material evaluation and the need for teachers' involvement in it. In part II, I have considered some possible theoretical strategies and challenges which respectively are helpful and impede their participation in curriculum material evaluation.

PART I

3.1 Teachers and Curriculum Material Evaluation

My experience as a teacher for more than two decades has shown me that teachers' task and curriculum materials appear to be two sides of the same coin. When one is raised, it also becomes necessary to talk about the other. It is difficult to consider them separately. In this regard, curriculum materials, according to Beyer and Davis (2009), are considered as they are intimately connected to the daily work of teachers. Therefore, in the practice of teachers' participation in curriculum material evaluation; one may raise different questions like the type of evaluations teachers can make, the need for evaluating curriculum materials, and the need for their involvement. The sections herein below have considered this as follows.

3.1.1 Types of Curriculum Material Evaluation

Whereas one of the ways for considering curriculum evaluation was based on the different approaches, the other way; according to the understanding, experience, or philosophy of different educators can be done based on different criteria. Therefore, based on the research questions and its objectives, I settled pair wise types of evaluation developed by different educators. That is, I identified five pairs of evaluation types: non-system and system-based type (informal and formal); purpose-based (process and impact); time-based (formative and summative); evaluator-based (internal and external); and research design-based type (scientific and illuminative). Therefore, the following paragraphs presented a short summary for each of these five pairs of types of curriculum material evaluations.

Informal and formal evaluations-evaluation is a common practice in every individual's daily life and practice. Most of the evaluations that will be carried-out in daily practices will be done so as to choose among existing practices; nevertheless, this type of evaluation lacks system, it is carried-out by common sense, and does not employ systematically and objectively collected evidence. This type of evaluation, according to Worthen and Sanders (1988), is informal evaluation. On the other hand, other evaluations, particularly those in planned ones, according to these scholars, are systematical, collect and analyze data, or evaluation is made on evidence-based practices. This type of evaluation is termed as formal evaluation.

Process and impact evaluations-the purposes of evaluation can be put in a nutshell in these two terms where the former highlights what is and what has been happening, and the latter attempts to indicate what has happened as a result. For Silver (2004), process evaluation is targeted on implementation, how the program's objectives are being interpreted and the experience of conducting the activity together with the continuing or changing perceptions of the various constituencies involved. The kinds of questions that such evaluation raises may include conflicts in these perceptions for reasons not necessarily connected with the activity itself, confusion about the original terms of reference or doubts about their wisdom. The larger the program, the more difficult is the question of sampling (how many people to interview and how to select, what activities to attend, and the like) and when it is reasonable to monitor what is taking place.

On the other hand, impact evaluation, according to Silver (2004), raises some of these issues like the following, but also different ones. Would the outcomes of the program have happened without the intervention? And, is there a credible causation between the activity and the impact? Answers to questions of what impact has taken place may be positive, negative or mixed. That is, an evaluation may be of non-success, evidence of non-impact or of the complexities that have arisen from other factors-for example, the result of other interventions, processes and contexts. Impact may cover time scales that vary considerably from program to program. For instance, a limited research/development program in a school or university; or the impact of a newly learning-teaching method and technique introduced as a result of the suggestions of teachers' self-evaluation; or the quality brought on teacher-made tests and examinations as a result of the feedback teachers got from their self-evaluation; or and so forth. Impact may be studied not only at the conclusion of an activity or after an interval of time, but also during the activity-especially if it is designed to provide regular feedback or if it is a longitudinal study like the quality of lesson plans, just, day-after-day and week-after-week; quality of teacher-made tests and examinations, month-after-month, and semester-after-semester.

Formative and summative evaluations-the former type is conducted during preparation and implementation stages of curriculum materials. This is for the purpose of providing an ongoing feedback and thereby to get a better finished product. It is an ongoing evaluation mechanism through all the stages of curriculum material preparation and implementation. At the stage of implementation, teachers can carry-out the evaluation of their own respective knowledge and skill on the preparation and implementation of lesson plans, and materials as recommended continually. In this regard, Arnold (1989) based on his school-based curriculum evaluation project has reported that teacher-based evaluation is undoubtedly on the process of the program or on the curriculum in the school. In other words, how is the curriculum being implemented, and is this implementation effective? This scholar added that, the objectives based models of evaluation were criticized for focusing only on the product of the curriculum, not on how this product was achieved; hence, they tended to be ineffective in providing more specific information for course improvement (Scriven, 1967; Parlett and Hamilton, 1972; Kliebard in Pinar, 1975). To use Scriven's (1967) term, Arnold noted that the formative aspect of an evaluation is at least as important as its summative aspect. Obviously, the teacher as an evaluator is, particularly, in good position to conduct such an evaluation, far more so than the professional external evaluator who must rely on very limited experience of the classroom situation in the particular school.

Therefore, the classroom teacher can examine the appropriateness of curriculum materials day-after-day; week-after-week; month-after-month; and so forth as the implementation of the curriculum or as the learning-teaching process progresses. This practice contributes to the modification or change of curriculum materials; it becomes possible to find out whether curriculum materials need to be improved, and if so, whether these materials realistically can be improved or not.

Summative evaluation takes place at the end of the program and summarizes the merits and demerits of the curriculum. It provides a terminal judgment on the completed, produced, or developed curriculum. For instance, after a curriculum material is completely developed, a summative evaluation might be conducted to

determine how effective the material is with a national sample of typical schools, teachers, and students at the level for which it was developed (Silver, 2004). This can be done through self-evaluations of teachers on teachers' guides, student textbooks, lesson plans, and learning-teaching materials recommended by curriculum writers. The objective of such evaluation is to determine whether it meets its designed criteria, that is, whether it does the job for which it was designed or not. Summative evaluation may also be carried out in order to compare one subject, curriculum, educational package, and the like with another or with several others. For instance to determine which of a number of different textbooks is most suitable for use in a particular subject is summative evaluation.

In comparison, unlike formative evaluation, the objective of summative evaluation is not to improve the courses or textbooks being evaluated; rather, it is to choose between them. Hopkins (1989) in Silver (2004) made the simple suggestion that "formative evaluation was when the cook tasted the soup, and summative when the guest tasted it". He also suggested that the difference was not so much, particularly, when these two are examined against such questions as why, what is the information for, for further preparation and correction and for consumption? Both formative and summative evaluations lead to decision making, but toward different decisions. These differences of formative and summative evaluations, according to Worthen and Sanders (1988:36) are summarized as to Table 2 below.

Table 2: Differences between Formative and Summative Evaluations

	Formative Evaluation	Summative Evaluation
Purpose	To improve program	To certify program utility
Audience	Program administrators and staff	Potential consumer or funding agency
Who should do it?	Internal evaluator	External evaluator
Major characteristics	Timely	Convincing
Measures	Often informal	Valid/reliable
Frequency of data collection	Frequent	Limited
Sample size	Often small	Usually large
Questions asked	• What is working? • What needs to be improved? • How can it be improved?	• What results occur? • With whom? • Under what condition? • With what training? • At what cost?
Design constraints	• What information is needed? • When?	What claims do you wish to make?

Internal and external evaluations-the former is evaluation conducted by program employee-in this study, by teachers-while the latter is conducted by outsiders (in this study, it may be evaluation by MoE or an ad.hoc. committee set by it). In an internal evaluation, the evaluator is almost certain to know more about the program, especially in the evaluation of own practices, but he/she may not be able to completely objective; he/she is much more likely to be familiar with important contextual information (Worthen and Sanders, 1988). However, according to these scholars, it is difficult for the external evaluator to ever learn as much about the program as the insider knows and may overlook several critical variables.

Question of objectivity on the results of evaluation between internal and external evaluators is a point of discussion. For instance, Anderson and Ball (1978) in Worthen and Sanders (1988) noted that independent relationships between the evaluator (external evaluator), and the funding and administrator for whom the result of evaluation is reported, generally enhance the credibility of the evaluation. On the other hand, Cronbach and his colleagues (1980) in Worthen and Sanders (1988) take the position that credibility of evaluation studies lies in profession-wide arrangements that ensure the evaluator's freedom to be honest, not in the inherent objectivity of external review. Similarly, Campbell (1984) in Worthen and Sanders (1988) lists insistence on external evaluation as a major error that social science methodologies made. He calls for cross-validation of studies akin to that conducted to the physical sciences as a better way to obtain objectivity than by depending on the "dogma" of external evaluation. Generally, the above two pairs of evaluation types-formative and summative, and internal and external-may share roles and this is summarized according to Table 3 below.

Table 3: Combination of Evaluator and Time-Based Evaluations

*	Internal	External
Formative	1= Internal + Formative	2= External+ Formative
Summative	3= Internal + Summative	4= External + Summative

*Source: Worthen and Sanders (1988: 38)

The most common roles in evaluation might be indicated, according to Table 3 above, by cells 1 and 4. Formative evaluation is typically conducted by an internal

evaluator and there are clear merits in such a type of evaluation. The evaluator's knowledge of the program is of great value here, and possible lack of objectivity is not nearly the problem, as far as the objective of self-evaluation is to improve own self-practice. Summative evaluations are typically (probably best) conducted by external evaluators. In some instances, however, there is simply no possibility of obtaining such external help because of financial constraints or absence of competent personnel willing to do the job. The credibility accorded to an internal summative evaluation (cell 3) of an educational program is likely to be no better. That is, it is difficult in conducting, credible internal summative evaluations. On top of this, a very important role of the external formative evaluation (cell 2) is almost completely neglected in educational evaluations. This, according to Worthen and Sanders (1988), is for the reason that the internal evaluator may share many of the perspectives and blind spots of other program staff and, consequently, neglect certain negative practices about the program. Whatever the cause for this lack of objectivity and credibility to evaluation results, these scholars argued that curriculum material evaluation should be done again and again for both formative and summative evaluations of curricular materials are needed for the sake of improvement on educational systems.

Scientific and illuminative evaluations-in this pair of evaluation, the former, according to Ellington (1996), has its origins in scientific experiments set up to assess the effects of specific variables (like the nature of the soil, fertilizers, and so forth) on the growth of crops. Such experiments have tight controls, and the resulting outcomes can generally be measured relatively easily. When applied to education, the scientific evaluation type has led to the use of systematic, objective-oriented evaluation procedures. This technique sets out to measure the extent to which a given instructional system has achieved certain specific objectives in relation to the students' pre-knowledge or existing skills. To this extent, the agricultural or botanical evaluation type measures output against input, and often treat the differences statistically. Scientific evaluation has been used when measuring the relative efficiency of different learning-teaching methods and techniques towards a common end, and to measure the effectiveness of self-

instructional program in achieving stated objectives (Ellington, 1996). The latter, illuminative evaluation is concerned with studying the on-going process of education. The techniques used are far more subjective, and often involve personal value judgments of the results. The arguments in favor of this type of technique are that the variables in educational practices cannot be readily identified or controlled, and that inputs and outputs can be varied, complex, difficult to specify with certainty, and often virtually impossible to measure (Ellington, 1996). In such cases, the teacher explores the perceptions, opinions, and attitudes of the staff and students, using different methods, in an attempt to reveal the strengths and weaknesses of curriculum materials.

In general, the different evaluation types discussed herein above clearly reveal that the type of evaluation that can be carried out within the context of curriculum material evaluation by teachers should be formal, should be based on evidence; should be formative evaluation, since the system is never regarded as being perfect or complete, evaluation should be a continuous practice. Such evaluation will also normally be carried out internally, by teachers-practitioners- who are actually involved in implementing or using curriculum materials. It will generally also involve a technique that is largely illuminative (classroom research by teachers through their experiences and observations is naturalistic and participatory), though it may also employ scientific methods like comparisons on the suitability of the different methods and/or techniques of teaching to different age group students and to different topics and subtopics or the impact of one learning-teaching method and/or technique over the other on students' interest to learning and achievement with understanding.

3.1.2 The Need for Curriculum Material Evaluation

Curriculum materials play tremendous roles in learning-teaching processes. For instance, according to Richards (2001), they provide the basis for the content of the lesson, the balance of skills to be taught and the type of practice students involve in. These materials, according to Richards, also supplement teacher's instruction and students' learning, provide the major source of contact they will have with the

respective subject apart from input provided by the teacher. In the case of inexperienced teachers, such curriculum materials as teachers' guides and student textbooks may also serve as a form of teacher training: they provide ideas on how to plan and teach lessons. These materials help teachers where to start, how to undertake problems, how to simplify complexities, what to do, what instructional materials to employ, and so on. Teachers' guides, student textbooks, and other learning-teaching materials, among other curriculum materials have numerous advantages depending on the contexts for their use and how they are used. The advantages of such materials, according to Richards (2001), are summarized as follows.

They provide structure for the learning-teaching process-without such materials, the learning-teaching practice may not have central core; students may not receive the knowledge, skill, and attitude in a systematically, planned, and developed manner.

They help to standardize instruction-the use of teachers' guides, learning-teaching materials, and student textbooks can ensure that students in different classes receive similar content and therefore can be tested in the same way.

They maintain quality-well developed materials expose students to materials that have been tried out and tested, that are based on sound learning principles, and that are paced appropriately, to the pace of learning.

They provide variety of learning resources-textbooks, teachers' guides, and learning-teaching materials are often accompanied by different resource like workbooks, worksheets, CDs, and comprehensive teaching guides which provide rich and varied resource for teachers and students.

They are efficient-textbooks, learning-teaching materials, and teachers' guides help teachers save their time, enabling them to devote time to teaching rather than material production and so on.

Furthermore, curriculum materials have worthwhile contributions to classroom practices. For instance, such materials, according to Ball and Cohen (1996), Remillard (2005), and Shulman (1986) all in Beyer and Davis (2009), can specify what and how to teach, teachers use these curriculum materials to guide their planning and enactment of lessons, On top of this, teachers teaching outside their content area and those entering the field of teaching tend to rely extensively on such materials for instruction (Grossman and Thompson, 2004; Mulholland and Wallace, 2005; Powell, 1997 all in Beyer and Davis, 2009).

Therefore, curriculum materials should remain relevant and for this sake, teachers should continually determine their qualities. That is, curriculum material evaluation should target to provide both wide-ranging and in-depth views about its strengths and weaknesses. Teachers' guides, student text books, lesson plans, and teacher-made tests and examinations are among the many materials of curriculum that should continually be evaluated. Ideally evaluation should be built into such curriculum materials so that there will be a continuous feedback from a number of sources, may be, for evidence-based improvement or change. Because quality of curriculum materials is one of the key components used to bring quality in the learning-teaching process. Therefore, to play significant roles, the appropriateness of those curriculum materials should be checked continually.

In short, the need for curriculum material evaluation, according to Cunningsworth (1995) in Richards (2001), is to check their correspondence to learner's needs, and match the objectives of the learning-teaching program; reflect the uses (present and future) which students will make of the subject; take account of students' needs as learners and facilitate their learning processes, without imposing a rigid learning-teaching method and technique; and to check that curriculum materials have clear roles as a support for students' learning. Furthermore, information generated from teachers' guides, student textbooks, and other learning-teaching materials can serve to identify their respective strengths and weaknesses and thereby to provide effective ways of using such materials; to provide feedback on how materials work better than before; to keep a record of additions, deletions, and supplementary

materials teachers may have used with the materials; and to assist other teachers in using materials (Richards, 2001).

On top of this, there are a number of practices that are indispensable to the classroom teacher; inevitable in his/her teaching; and which are as inevitable in classroom teaching as it is in other fields of activities where judgments need to be made, no matter how simple or complex such practices may be (Gronlund, 1990). Evaluation is a fundamental part of the instructional program, and it provides basic information for a variety of educational decisions. The following questions, according to Gronlund, illustrate some of the more serious concerns of the teacher in teaching.

How realistic are teacher's teaching plans to this or that particular group of students?
How should students be grouped for more effective learning? To what extent are students ready for the next learning experience? At what point would a review be most beneficial? How effective was teacher's teaching (Gronlund, 1990: 4)?

Accordingly, among curriculum materials which continually need to be evaluated include lesson plans and tests and examinations. That is, such curriculum materials which look to contribute much to quality of education are related to teacher's day-to-day practices like the learning-teaching methods and techniques he/she will make use of and the tests and examinations he/she use to prepare. As a result of his/her evaluative practices of such materials, the teacher may find out about the difficulties faced by students and outline a specific course of action or planning. One of the sole functions of evaluating the learning-teaching process (lesson plans and teacher-made tests and examinations) is for the improvement of student learning and achievement with understanding.

Therefore, teachers should evaluate the lesson plans against established credible criteria like each topic and subtopic against student learning ability; and teacher-made tests and examinations against each of the taxonomies of objectives and against each topic and subtopic of the discipline under consideration; and adjust or re-design them to better achieve the objectives of the instructional process. That is, teachers should be able to check the credibility, dependability, calculate

discrimination powers, and difficulty levels of tests and examinations they constructed; and the appropriateness of varieties of methods and techniques of learning-teaching with respect to the objectives and contents of lessons, age and pace of students' learning, and the like. In fact, according to Oliva (2009), though the primary purpose of curriculum evaluation is to determine whether or not curriculum goals and objectives are being achieved, it has to go beyond this level; that one has to know whether or not the goals and objectives are right to begin with. Therefore, no matter what form of materials teachers make use of, whether they teach from textbooks, instructional materials, or teacher-prepared materials; teachers should conduct evaluations at the different levels on such different resources of teaching and learning. As teachers evaluate such materials, they can get hints on how to adapt and transform materials to suit the needs of particular groups of students and their own teaching styles. These practices are at the very heart of learning-teaching and enable good teachers to create effective lessons out of the resources they make use of (Gronlund, 1990). Therefore, for curriculum materials to play these and other noteworthy roles; they have to remain relevant, appropriate, and up-to-date and to ascertain their qualities; teachers should continually evaluate such materials.

3.1.3 The Need for Teachers' Involvement in Curriculum Material Evaluation

A teacher may want to change his/her practice; he/she may be concerned with that school or classroom practices might not be going as he/she wishes; or may need to implement a new initiative. For instance, he/she may want to match active learning-teaching methods and techniques with lesson objectives, nevertheless the teacher may be unsure how to do it effectively. In this regard, the teacher may look for a way of sorting out these concerns of his/her practice that offers practical solutions which are derived from the specific circumstances of his/her teaching. The teacher may also know that someone else's solution may become possible, nonetheless that it is never quite right for the individual solution within which he/she works and he/she may realize that practice is always influenced by context-by the experiences, beliefs, and ideas of the others who have presented the interventions.

Therefore, to be away from such uncertainty and to present new interventions, the teacher shall do this by him/herself through his/her active involvement in curriculum material evaluation. In this regard, Ornstein and Hunkins (2004) noted that teachers are perhaps the most obvious professionals who should assume evaluation roles. In some cases, these scholars went to add, teachers work alone evaluating the success of their teaching and the curriculum within their own classroom or in other cases, they are critical colleagues working with their peers in observing and evaluating other teachers' students and teaching and the curriculum. Moreover, according to these educators, teachers with their knowledge and competencies are central to any curriculum improvement efforts. Because regardless of one's philosophical view, there is no doubt that teachers influence students' learning and better teachers foster better learning.

The objective model (the position I hold; for more, refer 1.1.5 of chapter one) gives much attention to teachers' involvement in curriculum material evaluation. This is for the very reason that for education to play its significant roles in development efforts, one of the inputs is quality curriculum materials. To this end, teachers of all levels shall be empowered and accountable for their tasks, among which through continually reviewing and checking the appropriateness of curriculum materials.

Emphasizing the need for teachers' involvement in evaluation, Tyler (1949) noted that unless the objectives are clearly understood by each teacher, unless he/she is familiar with the kinds of learning experiences that can be used to attain these objectives, and unless he/she is able to guide the activities of students so that they will get these experiences, the educational program will not be an effective instrument for promoting the purposes of the school. Hence, every teacher shall participate, at least, to the extent of gaining an adequate understanding of those ends and means and participate in a systematic attack on part of a program by which that program may be improved by attacks beginning at any point, providing the resulting modifications followed through the related elements until eventually all materials of the curriculum have been studied and revised.

Substantiating the ideas of Tyler, different scholars uphold much on this regard. For instance, according to Saylor (1981), teachers who involve in evaluation are knowledgeable and skillful in guiding students besides being knowledgeable on the objectives to be attained, the experiences to be provided, and on the learning-teaching methods and techniques to be employed for the attainment of the desired ends. This educator further has noted that one becomes safe to generalize that the teacher is a keystone in curriculum planning, implementation, evaluation and improvement; whether he/she sits alone or trades insights with other staff members, or participate in committee and study group work, the key person is the classroom teacher. The role of teachers in evaluation or improvement is also supported by Orenstein and Hunkins (1988). According to these scholars, teachers shall participate in the improvement and/or changing practices of curriculum materials. These educators went on to add that teachers shall help in developing curriculum packages, conceptualize resource designs, design educational environments, assist in piloting curriculum units, and communicate results to those concerned stakeholders of the curriculum. At the classroom level, teachers should set the stage and determine the direction and quality of curriculum materials. Furthermore, Kelly (1989) contends that evaluating their own practices is the right and appropriate task of teachers. That is, it is a suitable task for teachers and schools in order to evaluate their respective work and practices. Curriculum material evaluation for Kelly is important to the individual teacher for the making of day-to-day and minute-by-minute informed decisions regarding the quality of those materials of the curriculum in his/her work.

Though it is just one step towards educational improvement, curriculum material evaluation, according to Worthen and Sanders (1988), holds greater promise than any other practice in providing educators with information they need to help improve educational processes. Giving emphasis to this fact, these scholars went to add that educational evaluation has encouraged, for instance in the United States, many educational and governmental leaders to support evaluation, and most educated people agree that school programs should be evaluated; parents want information about the curriculum and how their children are instructed; other members of the

community want to know what results are being achieved through schools' expenditure of public funds, and other educational practices. That is, curriculum material evaluation by teachers may serve to ensure that government budgets were wisely being used to address the needs of students; or to provide information that could empower parents and communities to push for better education to citizens; or to use information from the result of curriculum material evaluation and their effectiveness as a means of improving schools and in return, students' achievement with understanding.

Furthermore, many educators-for instance, Brophy, Grotelueschen, and Gooler (1974) in Worthen and Sanders (1988)-attempted to explain the purposes for which evaluations are conducted. For example, carrying out evaluation helps in the planning of procedures, programs, and/or products; improving existing procedures, programs, and/or products; and it helps in justifying or not justifying existing or planned procedures, programs, and/or products. Evaluation is recommended to be carried-out for there is a need to plan and carryout school improvement in a systematic way. This includes identifying the needs, selecting the best, if any, learning-teaching methods and techniques from among known alternatives, monitoring changes as they occur, and measuring the impact of these changes on student achievement in particular and in general on quality of education. Above all, teachers have professional duty and responsibility to evaluate the quality of their school programs, and they should constantly seek ways of improving that quality (Spencer, 1964 and Cronbach and others, 1980 in Worthen and Sanders, 1988).

In addition to these functions, curriculum material evaluation, according to Fleischman and Williams (1996), allows teachers to answer such questions as the following. Are you doing for your students what you said you would? Are students learning what you set out to teach? How can you make improvements to curriculum materials and/or lesson plans? How far your instructional materials are appropriate for different lesson objectives and different interest groups in your class? How far were your tests and examinations appropriate to the objectives of your lesson, their level of difficulties, and their discrimination powers?

Teachers' involvement in curriculum material evaluation is important to him/her particularly, when he/she is faced with pressing problems. In this regard McKernan (1996) has noted that the teacher should not handover research to others, but bear down on ahead with a commitment for seeking out a solution by him/herself. Furthermore, raising curriculum questions is inevitable for a curriculum cannot get finished (curriculum is dynamic-an ever changing one); hence, teachers should stay side-by-side of the demands of the changing culture and curriculum taking the responsibility for asking and attempting to answer curriculum questions. This is the spirit of curriculum inquiry and it cannot forge ahead unless there is also a commitment to the philosophy of teaching as an inquiry-discovery occupation. On top of this, a professional perception of teaching, according to Nevo (2002), regards teaching as a complex undertaking, suggesting that teachers should identify needs, analyze instructional objectives, choose instructional methods and techniques, plan and monitor their work. Consequently, evaluation becomes an integral part of the teaching profession, relevant to various materials of teachers' responsibilities and no longer narrowly limited to evaluating student achievement (Nevo, 2002).

Teachers are the sole evaluators of the same. In this regard, according to Seng (2008), the teacher is seen as the practitioner who knows best and whose "with-itness" makes the teacher an important player in the classroom. This is because teachers with their students in the classroom do not live out of the curriculum; their lives over time are the curriculum (Clandinin and Connelly (1992) in Saban (1995). Likewise, teachers' involvement in curriculum material evaluation, no matter the curriculum may be centralized; still lesson plans, teacher-made tests and examinations, and the determination of the quality and proper utilization of learning-teaching materials are under the control of teachers. And this increasingly requires them to develop a critical understanding of how they can fit into the process of curriculum material evaluation (Haberman (1992) in Saban (1995). Teachers' reflection about their classroom practices is a means of promoting curriculum excellence. According to Young (1985) in Saban (1995), teachers can contribute to curriculum committees their knowledge of what works and what does not in a real classroom. In addition, teachers' practical knowledge of classroom teaching enables

curriculum committees to assess both the workability of curriculum materials developed previously and whether the ideas being asserted presently will work in teaching (Young (1988 and 1989) in Saban (1995).

In general, the need for teachers' involvement in curriculum material evaluation is important for different reasons. For instance, teachers' involvement in curriculum material evaluation helps to take such measures as minimizing problems in the respective subjects; improving the curriculum; and improving teacher's own knowledge of curriculum. It also helps the teacher to give day-to-day corrective measures to contents of his/her lessons, learning-teaching methods and techniques, learning-teaching materials, the tests and examinations he/she has prepared. Enhancing the learning-teaching process as a result of the feedback from evaluations; knowing problems of materials; giving teachers the chance to prepare and implement appropriate lesson plans, teacher-made tests and examination, and learning-teaching materials including teacher guides and student textbooks are also the benefits teachers can get as a result of their involvement in evaluation.

In short, teachers' involvement in curriculum material evaluation will empower them, helps them make minute-by-minute and day-to-day informed judgment about the qualities of those materials of the curriculum and their work and hence, this appears one of those practices which can bring quality in education. To this end, teachers can take part in curriculum material evaluation either individually or in groups. In this regard, Arnold (1989), has noted that the individual or departmental level teachers, not distinguished here because both will be primarily concerned with the course improvement function of evaluation. The teacher, alone or with colleagues, Arnold added, is interested to assess the worth of a particular teaching program, whether innovative or traditional, and to make decisions regarding ways in which it may be improved. Naturally, Arnold has noted that such a role is not without some accountability component, but the primary purpose of the evaluation is to provide data for decision-making by which the learning experiences associated with the program may be made more effective. A smaller version of this perspective may involve the evaluation of specific teaching materials or even methods.

Therefore, if there is a need for teachers' involvement in curriculum material evaluation, how they can accomplish this task? To this end, teachers can employ different mechanisms. For instance, according to Richards (2001), strategies useful to gather information so as to pass judgment about the qualities of curriculum materials can be observation (like visits so as to see how teachers and students use materials); feedback sessions (like group meetings in which teachers discuss issues on the materials); written reports (like the use of teachers' reflection sheets or other forms of written feedbacks of teachers about what worked well, what did not work well, or suggestions given on using the materials); reviews (like written reviews by a teacher or group of teachers on their experiences with a set of materials and what they liked or disliked about them); and students' reviews (like comments from students on their experience with the materials).

PART II

3.2 Strategies and Challenges on Teachers' Involvement in Curriculum Material Evaluation

In the preceding section, the reasons why curriculum materials need to be evaluated and the reasons why teachers are needed to do this job were considered. In this section, due emphasis is given to the strategies teachers need to follow in curriculum material evaluation and the challenges that impede them are considered.

3.2.1 The Teacher as a Researcher

The idea of the teacher as researcher is one of the fundamental strategies for teachers' involvement in evaluation. It is one of the crucial importance for professional and curriculum developments and improvements. This principle, when well-used, according to McKernan (1996), helps to improve the curriculum dramatically. Furthermore, McKernan has noted that curriculum inquiry belongs to the practitioner; it should also be acknowledged and respected that the intellectual health and interest of teachers in gaining knowledge about the effects of their respective practices. Besides, curriculum evaluation, according to Kelly (1989), is part of curriculum research. As Stenhouse (1975) in Kelly (1989) put it out, curriculum evaluation and development should be integrated with each other. That is, the conceptual distinction between curriculum development and evaluation is destroyed and the two merge as research. This is for the very reason that curriculum evaluation procedures consider all those procedures of curriculum planning and approaches to hypothesis to be tested (Taba, 1962). But the holistic view sees evaluation as part of a continuous program of research and development, and recognizes that curriculum is a dynamic and continuously evolving entity. Moreover, Oliva (2009) has noted that evaluation is sometimes considered as a form of applied research that focuses only on one program, curriculum, or only on one lesson plan.

Hence, the concept of teacher as a researcher (Johnson, 1993; McKernan, 1996; and Adams, 2006) is included in recent literature on educational practices and reform. This encourages teachers to be collaborators and owners in revising curriculum, improving their working environment, professionalizing teaching, and

actively participate in developing policy. In short, teachers must become inquirers into their own practices including curriculum material evaluation and consequently they can develop their teaching performance. It will be best if curriculum inquiry is conducted by and based on the work and discourse of practitioners (McKernan, 1996). To this end, those formal ways, which of course, ought to lead documented evidence on teachers' involvement in evaluation, include action research, monitoring and revising teaching, and writing teaching and course portfolios.

Action Research as a means for Teachers' Involvement in Curriculum Material Evaluation

Teachers' involvement in research has its roots in action research. In this regard Beverly (1993) has noted that it is not enough for teachers merely to make decisions; they will be called upon to make informed decisions, decisions which are data driven. Therefore, this scholar added that it is necessary for teachers to be much more deliberate in documenting and evaluating their efforts. To this end, Beverly noted that action research is one means. Action research is a deliberate, solution-oriented investigation that is owned and conducted in groups and/or by individual teachers. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, interpretation, data-driven action taking, and, finally, problem redefinition (McKernan, 1996). The linking of the terms 'action' and 'research', according to Kemmis and McTaggart (1982) in Johnson (1993), highlights the essential features of this method. Indeed, action research did not arise in education but was applied to the development of teaching as its potential for solving identified learning-teaching problems (Adams, 2006). In this regard, the work of Stenhouse, who advocated that curriculum research and development ought to belong to the teacher (Stenhouse, 1975 in Adams, 2006), has particular influence.

Action research is about trying to understand professional action from the inside. As a result, it is research that is carried-out by practitioners on their own practice. As in other forms of research, it cannot be done by someone on somebody else's practice. Consequently, classroom action research, according to Mettetal (2001), is

a method of finding out what works best in your own classroom so that you can improve student learning. Moreover, action research in education is grounded in the working lives of teachers, as they experience them (Adams, 2006). Therefore, the purpose of an action research is to bring about improvement in one's practice by analyzing existing practices and identifying elements for change. The process is founded on the gathering of evidence on which to make informed rather than intuitive judgments and decisions. Hence, teachers need to continually involve in evaluation. Perhaps the most important aspect of action research is that the process teachers follow in doing so enhances their professional development. This fosters the capability of teachers as professional knowledge makers, rather than simply as professional knowledge users. That is, action research by teachers on their own practices can be taken as learning by doing. In this regard, McKernan (1996) noted that the purpose of action research is not the generation of reports, articles, or books on problems; nor it is about the advancement of one's professional career through publication-although this may be important to the teacher. The real reason is the lifting of the oppressive situation. According to this scholar, it is the freeing of blockages and barriers to effective action. Hence, the teacher becomes tough-minded and thoroughly professional; and action research is the lever for increasing teacher autonomy and control over curriculum materials.

Action research by teachers provides them curriculum knowledge in the same way that research by a specific subject teacher provides basis for teaching that subject. Research into teaching, according to McKernan (1996), will yield up new knowledge and contribute to the construction of new understandings and more sophisticated theories on curriculum. To this end, action research is aimed at helping teachers in trying out ideas in practice as a means of increasing their knowledge about and/or improving curriculum materials. Therefore, action research (Elliot, 1987) in Johnson (1993) by teachers is concerned with the everyday identification of practical problems teachers use to experience rather than the theoretical problems defined by pure researchers within a discipline of knowledge. Hence, action research is designed, conducted, and implemented by teachers so as to improve teaching in their own classrooms. Action research, Johnson (1993) went on to add that, is one

means for making informed and data-driven decisions. Therefore, teachers should be much more deliberate in documenting and evaluating curriculum materials.

Action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change. Teachers participating in action research become more critical and reflective about their own practice (Street, 1986 and Oja and Pine, 1989) in Johnson (1993). Stenhouse once said, Johnson (1993) writes it is teachers who, in the end, will change the world of the school by understanding it. As teachers involve in action research, they are increasing their understanding of the schooling process. What they are learning will have great impact on what happens in classrooms, schools, and in the community outside the school. This is because teachers' action research questions emerge from areas they consider problematic. As Cochran-Smith and Lytle (1990) in Johnson (1993) suggest, the unique feature of teachers' questions is that they emanate solely neither from theory nor from practice, but from critical reflection on the interaction of the two. Teacher research will force the re-evaluation of current theories and will significantly influence what is known about teaching, learning, and schooling. It has been said, teachers often leave a mark on their students, but they seldom leave a mark on their profession but, through the process and products of action research, teachers will do both (Wolfe, 1989) in Johnson (1993).

In general, action research, according to Adams (2006), helps to understand one's own practice; makes one's practice better; accommodates the outside change in one's practice; and it helps to understand how to change the outside in order to make one's practice better. It is a practical way for individuals to explore the nature of their practice and to improve it; encourages practitioners to become knowledge-makers, rather than merely knowledge-users. It proceeds in an action-reflection cycle or spiral; it is carried out by individuals, but these individuals may also work collaboratively; may use a variety of research methods, both qualitative and quantitative; and it helps to ensure triangulation in the methods. Furthermore, action research by teachers is a worthwhile pursuit for them for a number of reasons,

foremost among these, according to Ferrance (2000), is the desire to know more about own practice-teaching and qualities of those materials of the curriculum-teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the quality and proper utilization of learning teaching materials. Good teachers, after all, according to Ferrance, themselves are students and often look for ways to expand upon their existing knowledge. More specifically, action research on curriculum material evaluation by teachers, according to Ferrance (2000), Mettetal (2001), and Kucuk and Cepni (2005), has the following benefits.

Action research solves and shows directions on school issues, problems, or areas of collective interest-research done in a setting where the teacher is familiar to help and provide relevance and validity to a discipline. It is helpful for teachers to pick up threads in academic circles so as to wave them in their own classrooms. It is an effective means of improving teachers' own teaching, teachers can automatically take into account the strengths and weaknesses of their own teaching and the typical skill level of their students. Action research findings have immediate practical significance in terms of teaching decisions.

Action research is one form of teacher professional development-research allows teachers to grow and gain confidence in their work, influences their thinking skills, sense efficacy, willingness to share and communicate, and determine ways to continually improve themselves.

Action research raises collegial interactions-research in pairs or teams of teachers allows time to talk with others about lesson plans and it helps to examine learning-teaching styles, teacher-made tests and examinations, and on the quality and proper utilization of learning-teaching materials. Through such discussions with colleagues, teachers can develop stronger relationships and sharing experience; that action research is one of the good opportunities for teachers so as to share their experiences; research becomes part of school culture, increased sharing and collaboration across departments, disciplines, grade levels, and schools.

Action research helps to reflect own practice-this can serve as a chance to take a look at one's own teaching in a structured manner where the focus is on those materials of the curriculum. It is a means of documenting the effectiveness and qualities of teachers' own teaching. Quality learning-teaching requires more practical and reflective reasoning and to this end, action research plays the role. Separating teaching from research creates problems in using research results in order to improve teaching; teachers should be reflective practitioners and act as researchers in their classrooms.

The notion of improvement on curriculum materials through action research, nonetheless, may become problematic when viewed from the outside. This is for the very reason that one person's improvement can be another person's deterioration. Therefore, it depends on the beliefs and values underpinning the individual's perspective. Paradoxically, however, this uncertainty is perhaps the one truth of professional practice. This implies that action research does not produce understanding that has universal truth; rather, it is only about a teacher who did the action research. If the teacher's deliberations produce an understanding which helps improve his/her practice, then the teacher can provide it to others to try. In this sense, action research can produce generalizations about practice, but such generalizations are only part of a wider search for understanding.

Regardless of the generalizability action research results, teachers should conduct action research, because the act of finding solution makes teachers understand their practices better-not only what they are doing but also the factors that affect what they do. Therefore, the starting point is to sort out a problem. But the process can also be used as a deliberate attempt to understand practice better. From the perspective of action research, the best way to think about practice is the way teachers carry out their professional actions (Adams, 2006).

Monitoring and Revising teaching as means for Teachers' Involvement in Curriculum Material Evaluation

These are other ways that help teachers get information regarding the quality of curriculum materials-teachers' guides, student textbooks, lesson plans, teacher-

made tests and examinations, and on the quality and proper utilization of learning-teaching materials. To this end, this means can be considered from two angles: monitoring/ supervising and revising/improving teaching.

Monitoring teaching

Supervising teaching helps teachers get feedback about the strengths and weaknesses of different curriculum materials. Because it, according to World Health Organization (2005), is an ongoing and cyclical process of collecting information on teaching so as to check the quality of students' learning by raising such questions as 'how well are we doing?' and 'how can we do better?' Information to these questions, according to this organization, can be collected about the content, context, process, and about immediate outcomes of teaching.

Moreover, information about content can be generated in answering such questions as the following. Does the content match the expected outcomes of the subject? Does the content build on existing knowledge, attitude, and abilities of students? Do students believe that the new knowledge, skill, and attitude are useful and applicable? Information on context helps in answering the following questions. Are necessary facilities, resources, and equipment available for teaching? Is teaching consistent with what is being taught in other related subjects? Is there a clear link between the classroom and the practical or skill development components of the subject? Information about the process helps to secure evidence or qualities of the how of teaching through answering the following questions. Was the subject organized and taught in a logical way? Was the lesson presented understandable and clear? What methods, techniques, and materials were used for teaching, learning, and assessment? How did teachers and students react to them? How would all these be improved? Were students able to practice essential competencies and receive feedback on their performance? How much time was needed to complete the subject? Was it enough? Information about immediate outcomes of teaching can be obtained through the use of the following questions. What have students achieved as a result of the subject? Were the learning objectives achieved?

Revising teaching

Once information is collected, the next step will be to review the results. This review certainly is expected and should reveal teachers the strengths and weaknesses of their respective teaching; the part that needs to be strengthened, should continue to be in use, or that needs change so as to better achieve expected results and identify needed measures can be identified. That is, the review, according to the World Health Organization (2005), should assess the appropriateness, relevance, and outcome of teaching and be used to develop suggestions for modifying teaching, learning, and student assessment; determine if the methods and techniques and materials for teaching, learning, and assessment are sufficient, relevant, and useful for both teachers and students. Then, identify what modifications are needed which might include reorganizing the subject if problems were in subject organization related to teachers' guides and student textbooks; identify new methods and techniques for teaching and assessment or refine existing ones if the problem was related to learning-teaching methods and techniques, and/or if it was related to teacher-made tests and examinations; and so on (World Health Organization, 2005).

Portfolios as means for Teachers' Involvement in Curriculum Material Evaluation

Improving existing curriculum materials is difficult without a systematic determination of what works and what does not work in the classroom. To this end, teachers should have documented evidence called portfolios. Portfolios, according to Nikolic and Cabaj (1999), are collection of materials assembled to be representatives of work accomplished in a particular course, with a particular group of students, or in an entire school year. Portfolios, according to these scholars, are gaining popularity as a self-evaluation technique, especially, among primary and secondary school teachers. Furthermore, portfolios may include learning-teaching methods, student work samples, program objectives, records of activities outside the classroom, records of courses taken, summaries of professional books and articles, notes from students or their parents, and so on. That is, through reflective writing in portfolios, according Nikolic and Cabaj (1999), teachers can express their

feelings about the quality of their own teaching, working environment, relationship with students, concerns and successes. Written candidly immediately or shortly after a lesson, Nikolic and Cabaj (1999) went on to add that teaching portfolios present personal accounts of the teaching practices, observations, reflections and views on how the classroom experience affects teacher's professional and personal lives. Though there is no much difference between them, portfolios can be two types-teaching and course.

Teaching portfolio

One way of getting and keeping information about the quality of teaching and other related practices in the same is teacher reflection about the qualities of his/her teaching. It is a document that a teacher records his/her achievements, allows a teacher to reflect on his/her teaching. A teaching portfolio, according to Center for Learning and Professional Development (2005), is a living document; it will change over time as teachers evaluate their teaching, reflect and act on the results, and develop different methods and techniques to teaching.

Teaching portfolios, according to Edgerton, Hutchings, and Quinlan (1991) in Seldin (1993) provide written evidence of teaching that is connected to the specifics and contexts of what is being taught. They go beyond exclusive reliance on student ratings because teaching portfolios include a range of evidence from a variety of sources such as syllabi, samples of student work, teacher self-reflections, reports on classroom research, and teacher development programs. In the process of selecting and organizing their portfolio materials, teachers think hard about their teaching, a practice which is likely to lead to improvement in classroom performance; and teaching portfolios are a step toward a more public, professional view of teaching, reflecting teaching as a scholarly activity. Teaching portfolio also, according to Center for Learning and Professional Development (2005), provides a summary of a teacher's major teaching accomplishments with selected examples that substantiate his/her commentary. The portfolio is usually written as a scholarly reflection of teacher's teaching and the principles that he/she has used to inform his/her method and technique to academic work. The document, according to this

center, will highlight any changes the teacher has made in his/her teaching on the basis of reading the educational literature, student and peer evaluations, research the teacher has conducted on learning and teaching and involvement in professional development programs.

Course Portfolio

Another way of getting information for teachers' reflection regarding the quality of teaching is their comments in the form of course portfolio. It, according to Reeves, et-al. (1997), is a resource exchange of course specific teaching and learning information. Course portfolio, according to this educator, offers a wide range of benefits for teachers, administrators, and students taking the course. First and foremost, the course portfolio prevents the loss of effective lesson plans, thus enabling all teachers to improve existing curriculum materials. The course portfolio also benefits teachers by giving them the lead to start especially if they are new to the department, teaching the course for the first time, or receiving late assignments with little time to prepare. The course portfolio for school administrators and/or school improvement committees provides a ready tool for evaluation of a specific course or program since it includes material that describes the content of the course, comments or observations from teachers, and samples of the students' work. It could be readily used in a program review process.

Furthermore, using course portfolios from previous semesters, according to Reeves, et.al (1997), help new teachers to provide students with some immediate materials that worked well in the past. This enables students to learn more easily while the teacher can take more time to prepare effective materials for future sessions. Teachers will have more time to focus on learning-teaching methods and techniques, curriculum material revisions, or learning styles of students. Also, the cumulative nature of the course portfolio will help the teacher to avoid past mistakes and identify common difficulties that students have experienced.

To sum up, from the discussions made herein above, the reasons for making a course and teaching portfolio are similar but with one main exception. Course and

teaching portfolios are both used to document effective classroom teaching activities and experiences, to organize instructional materials, and to improve individual teacher teaching performance. Both types of portfolios can be used to refine curriculum materials and thereby to preserve evidence on the quality of learning-teaching in schools. The major difference is that teaching portfolios, according to Reeves, et-al. (1997), are used for personnel decisions and career advancement, namely promotion, tenure, merit pay, and the like besides the teacher's own informed judgment about the quality of his/her teaching. Course portfolios nevertheless, capture the essence of the course objectives, learning activities, assessment methods for student learning, student feedback, teacher reflections, and interpretation. Therefore, while teaching portfolios remain with the individual teacher; Reeves has indicated that course portfolio remains with the course department and institution.

In short, wherever information gained through portfolios may be kept (with the teacher, department, school, or with any other stakeholder), their principal purpose is to give tangible evidence to teachers and other stakeholders who need to make informed judgment about the qualities of curriculum materials.

3.2.2 Curriculum Material Research Methods

Action research, monitoring and revising teaching, and portfolios as I presented them in former subsections, are helpful ways of information generation for teachers' involvement in curriculum material evaluation. Evaluative information can be secured from different sources through different information generation tools using different research methods. To this end, what is the best (if any) research method that teachers should employ in curriculum material evaluation practices? It is hard to find single, correct, reliable, and multipurpose research method; or there is no a rule-of-thumb, ready-made answer to this question. The paragraphs to come are so concerned to shortly summarize how the different research methods can be used in curriculum material evaluation by teachers.

Survey method-school survey (one type of survey), according to Best and Kahn (2005), is conducted so as to gather broader information for judging the

effectiveness of instructional facilities, curriculum, teaching and supervisory personnel, and the like in terms of best practices and standards in education.

Therefore, if a teacher's point of inquiry is to know the qualities of his/her lesson presentation, interactions with students, abilities of managing classroom activities and resources, then he/she can dispatch questionnaire to students and hence, can use a small-scale survey method. This is for the very reason that survey design according to Koul (1992) and Cohen, Manion, and Morrison (2000), helps to gather data at a particular point in time with the intention of describing/justifying the nature of existing conditions and practices where the objective is to analyze, interpret, and report the status of an institution, group or area in order to guide practice. The teacher's skills of using a specified active learning technique and a particular learning-teaching material, either he/she should be observed by another individual and get the feedback and/or get records of his/her practices and get the information needed by his/her own. Furthermore, the teacher can employ survey method so as to get general feedback on the qualities of the use of learning-teaching methods and techniques, his/her ability of test and examination construction, and on his/her ability of selecting and proper utilization of learning-teaching materials from all possible sources of information in his/her school.

Content analysis-is a research method that uses sets of categories for making valid and replicable inferences (if quantitative) from text to their context. The method can combine qualitative for instance, defining categories; and quantitative for instance, determining frequencies for each category materials. Therefore, if a teacher wants to get information regarding the extent to which the three domains of educational objectives are reflected in a student textbook, or the match between items of his/her examination against lesson objectives, contents, and to the proportion of the time allocated for each topic or subtopic; then he/she can employ a small-scale content analysis. Also, if a teacher wants to talk about the quality of his/her examination with respect to how distracters worked as intended in multiple choice item type, the difficulty and discrimination levels of the examination; explicitness of directions in matching exercises; the nature of ambiguities, clue-

giving items, and the like can be interpreted through item interpretation technique which all still remain sorts of content analysis. Content analysis, according to Best and Kahn (2005), is helpful to discover the level of difficulty of presentation in textbooks or in other publications; to evaluate bias, prejudice, or propaganda in textbooks; and to analyze types of errors in students' work. Content analysis, according to Best and Kahn, also serves a useful purpose in yielding information helpful in evaluating or explaining educational practices.

Experimental designs-in experimental research, the investigator, according to Cohen, Manion, and Morrison (2000), deliberately controls and manipulates the conditions which determine the events in which he/she is interested; that an experiment involves making a change in the value of one variable-independent variable-and observing the effect of that change on another variable-dependent variable. Therefore, if a teacher wants to inquire on the impact of a specific active learning method or technique on student achievement, or the impact of a certain learning-teaching material on student understanding, and the like, then he/she can employ true and/or quasi-experimental research method. This is for the very reason that experimental design, according to Best and Kahn (2005), enables a researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables.

Case study method-it is concerned with the investigation of an existing issue within its natural setting (Yin, 2003) by specifying its particular materials in greater depth. I mean, case study examines programs, curriculum, the learning-teaching process, tests, examinations and the like in their natural settings: in institutions where programs are there; in the real classroom where the actual learning-teaching practice is on progress; and tests, examinations, and curriculum as they appear. Therefore, if a teacher is interested to investigate learning styles of a less able student, or an average student, or an able student, then he/she can purposely select the case that he/she wants to study and hence, case study method can be employed. Case studies, according to Adelman, et.al. (1980) in Cohen, Manion, and Morrison (2000), provide a unique example of real people in real situations,

enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. On top of this, case study is employed when an investigator wants to get answers to such questions as what or how or why; when the investigator has little control over events; and when the focus of the inquirer is on existing phenomena (Yin, 2003). In line with this, a teacher can raise such questions as 'why students achieve less in my subject? How students' learning and my teaching styles match and differ? How well do I deliver my lesson? What hinders students' learning? Answers to such and other similar questions can easily be handled using case study research method.

In general, teachers' formal involvement in evaluation uses the idea of the teacher as researcher. To this end, different research methods like survey, content analysis, experimental studies, and case studies can be used. Though the type of the research question and objectives of the research play the role in determining the research method to be used, and at the same time, because areas of inquiries can get larger and larger (problems in the different curriculum materials); teachers are recommended to employ different methods and different information generation techniques. This type of practice can lead to credible and dependable evidence regarding the qualities of the different curriculum materials and thereby to informed and evidence-based action taking for their improvement.

3.2.3 Challenges on Teachers' Involvement in Curriculum Material Evaluation

There are different problems that confine teachers' involvement in curriculum material evaluation. Many curriculum innovations, according to Kelly (1989), have not been accompanied by any attempt at evaluation. Rather, the purpose of evaluation, policies, and political situations of the particular country, region, or district whose curricula are intended to be evaluated shall be given the attention. In former times, for instance, Kelly has explained that Britain experienced in this regard, shows that besides school curricula being already crowded, teachers were not given autonomies to change subjects. While many scholars promote teachers' involvement in research as a way to empower them (Macroff, 1988) in Sardo-Brown, et.al.(1995), become knowledgeable in the different curriculum materials.

Nevertheless, few have collected data about the barriers which may prevent teachers from undertaking action research based on the actual conversations of teachers who are in the process of doing action research. The major barriers for teachers' involvement in action research on problems of the curriculum, according to Adams (2006) and Seng (2008), are summarized herein below.

Lack of time-teachers, besides to their regular responsibility, work in action research on their own practice. Monitoring closely this practice as they are acting within it demands space and time which, almost by definition, the practice does not give easily. It is therefore difficult to maintain rigor in data gathering and critique.

Validity of research-action research by teachers is subject to criticisms of the validity of the research process, with accusations of inevitable their bias in data gathering and analysis. They may not even be wholly aware of the meaning of their values until teachers try to embody them in their actions.

Unfamiliarity with research methods-teachers who frequently explore what may constitute for adequate research methods as they are researching their practice may lead to accusations of unreliability in data gathering. To some extent, this unreliability is inevitable, but the notion only makes sense in the presence of verifiably reliable data. From this perspective, action research would claim that, unsound or not, the process provides the most dependable access to practice. Action researchers draw attention to the notion of commitment. An action researcher must be committed to rigorous examination and critique of his/her practice. Carr and Kemmis (1986) in Adams (2006) have compared this conceptualization of commitment to the Aristotelian notion 'the disposition to act truly and rightly'. Action researchers should involve outsiders, for example a critical friend, in the interpretation of their data, but it is the degree to which action researchers are committed to this critical interpretation of their practice that provides the true measure of reliability in data gathering. This, however, is a difficult principle. Commitment cannot be measured easily and because of this, the process will continue to be criticized.

Action research produces results which cannot be generalized-this is true, but someone else's ideas or conclusions can always be tried out by other persons in their own practice, to see if they work for them.

Representations of the process of action research may confuse, rather than enlightening-the range of visual diagrams of the action research process is of varying complexity and perhaps, not always helpful. They can give a false sense of regularity to the teacher. This, according to McNiff (1988) in Adams (2006), will point out that action research is a messy process with forays into territory only partially related to the main focus of study, will abort lines of inquiry and continual refocusing. Besides, Hopkins (1993) in Adams (2006) criticizes action research as having the potential to trap teachers within a framework which they might come to depend on and which will, in return, inhibit independent action; and the representations may be unduly complex.

The rhetoric of action research may be confusing, or in contradiction with the main principles of the process-an argument by Carr and Kemmis (1986) and Winter (1987) in Adams (2006) show that behind a straightforward method for professionals to examine systematically the nature of their practice, there is an intense methodological and epistemological debate. The fact that the outcome of this debate seems always to show that action research is the 'right' way to research practice, has been the subject of notable criticisms, both from outside and within. For example, Gibson (1985) in Adams (2006), has noted that it is perhaps the strongest critique of action research from the literature, suggested that action research tended towards the heavily ironic situation of little self-critique. Whitehead and Lomax (1987) in Adams (2006) also criticized the level of teacher prescription in some elements of the literature. These are supposed to reflect the levels of involvement of teachers, the amount of critique possible and, consequently, the quality of the knowledge derived from the process.

Research is anxiety-provoking-this is for the very reason that teachers sometimes may be frightened by the specialized language, perceived technical nature of research, and unique way of thinking used by traditional researchers.

Differential status-teachers often think that only those in so-called “ivory towers”-professional researchers and educators at universities-conduct research. This may lead to the feeling that research is done by “them” (at the university level) on “us” (teachers and students).

Sensitivity of issues-teachers may get worried about an emotional “gut level” concern that the research would uncover negative information about their teaching.

Administrative or institutional resistance-research may be perceived as making trouble. Research questions typically are concerned with areas that need to be improved for a student, a class, or a school. A barrier to undertaking such work seems to be the fear of exposing the dirty laundry and opening the school or the self and/or group of teachers to criticism. Administrators, by necessity, are very concerned with the image or public relations of the school; that they want their school appears to be reputable. On top of those challenges related to action research for teachers involvement in curriculum material evaluation, time and teachers willingness to take part in the same are other challenges. A research conducted by Young (1989) in Saban (1995), reveals that teachers’ attitudes towards involvement in curriculum development/ evaluation was not perceived to be attractive. After interviewing 31 full-time Canadian teachers, Young identified six major factors related to teacher interest or lack of it in curriculum development/ evaluation committees: self-awareness, professionalism, practicality, opinion of committee work, demands of teaching and competition with other interests. Detailing these factors, Young further contends that the first four factors affected teachers’ decision both positively and negatively; which is to mean that if these factors were present in the teachers, they would be likely to join curriculum committees and vice versa. The latter two factors, nevertheless, operated in only a negative manner. For instance, when teachers perceived the curriculum work to be

an addition to their already full-time teaching load or if it competed with their other interests, they were unwilling to participate. Similarly, Arnold (1989) based on the results of his school-based curriculum evaluation project has noted challenges related to teacher willingness to involve in evaluation. That is, that what remains as a problematic is how to encourage teachers to accept the challenge that is offered to them-to see themselves as capable of conducting relevant educational research at their own classroom level, and as responsible for the evaluation of their own work in a truly professional sense.

Similarly, White (1992) in Saban (1995) identified three major constraints to teachers' involvement in curriculum decision making: limited time that teachers run short of time, training that teachers lack necessary knowledge and skill, and funding (scarce resources). In relation to time, Arnold (1989) has noted that the greatest hurdle and, in many ways, the most difficult to overcome, is the problem of finding the time needed to conduct a worthwhile evaluation. Such an undertaking, Arnold added that, is going to take much patience and perseverance on the part of the individual or group seeking to carry it out effectively. Besides to time, administrative support plays key role in teacher involvement in curriculum material evaluation (Killion, 1993) in Saban (1995).

In short, these findings are all noteworthy indicators that evaluation by teachers is not a simple task; rather evaluation involves ups and downs, require resources, teachers' own commitments, the wills and support of school leadership, and lots of others. Furthermore, a small-scale survey result, according to Biadgelign (2008), reveals the existence of problems that limit teachers from taking part in curriculum material evaluation. Some of the major ones include: teachers (if not all) do not have spare-time; they do not have the initiative; no adequate knowledge of curriculum; frequent change of curriculum. Some teachers do not have the awareness that curriculum material evaluation is one of their responsibilities; some others resist the change in curriculum which is reflected in their delay to activities, unable to accept assignments, do not respond fast, translate activities to their

already known traditions, and use to ask “why we change? Why do we do this?” scarce of material resources, experts, and so on.

3.2.4 A Final Step on Teachers’ Involvement in Curriculum Material Evaluation

Teachers’ involvement in curriculum material evaluation will not get done unless they have taken some sort of measure per the results they have found from their evaluations. In this regard Fleischman and Williams (1996) noted that evaluation should not be considered completed until its results are used. Therefore, the final stage on teachers’ involvement in evaluation, according to the PIRA framework (for more, refer Figure 7 under 2.6.2), is to take action. Therefore, at this stage, based on the results of their evaluations, teachers have to take measures-report and/or implement the result. That is, action can be done in two ways: reporting to decision makers for large-scale studies and/or decisions in cases when decision goes beyond teachers’ mandate; and self implementation of evaluation results provided that decisions can be made within teachers’ mandate which corresponds to adaptation.

Reporting Evaluation Results

As I mentioned it in the conceptual framework, Figure 7, the result of the evaluation process shall be documented for reporting so as to help decision makers and/or the other stakeholders make decisions or conduct large-scale studies. Teachers, therefore, should be clear for whom to make the report. In this regard, they may ask such questions as the following. What does the decision maker need to know about curriculum material evaluation results? And how can these results best be presented? This is for the fact that different individuals/decision makers may need different level of evaluation results. Accordingly, Fleischman and Williams (1996) went to argue that curriculum material evaluation report is a necessary tool for supporting decision making, accountability of teachers, quality control, and improvement in quality of education.

In short, teachers need to have more detailed and specific information on the qualities of teachers’ guides, student textbooks, lesson plans, teacher-made tests

and examinations, and on the quality and proper utilization of learning-teaching materials as a result of the evaluations they make. Hence, teachers have to formally report their finding to decision makers, for large-scale study and/or decision provided that their evaluation results will go beyond their mandate to utilize like impact on the objectives of their respective disciplines and/or on the policy of education.

Adaptation

Experience reveals that no two students are similar in the classroom; every student is unique, at least, with respect to learning ability. For instance, the changing climate of classrooms in the United States, according to Meidl and Meidl (2011), increasingly includes populations who are linguistically and culturally diverse. Accordingly, research has indicated that students from racial and ethnic-minority backgrounds do not perform as well academically as their mainstream peers (Darder and Torres, 2004 and Sleeter, 2001) all in Meidl and Meidl (2011). These scholars went to add that such types of diversity in classrooms have called for teachers to adjust curricula per the learning experiences of students and thereby help them become successful in their learning. In this regard, the education system of Ethiopia, according to the Transitional Government of Ethiopia (1994), has also addressed the need to consider diversity in curriculum development. In particular, the education and training policy has given due attention to concrete local conditions and gender issues. This policy statement, directly or indirectly calls for teachers to make their teaching per the learning ability of their students. Furthermore, ministry of education of Ethiopia, as I repeatedly mentioned it in chapter two, has encouraged teachers so as to actively take part in curriculum matters in its Governing Guideline for School Improvement Program as follows.

Teachers are responsible for presenting practice-based solutions on curriculum materials regarding their compatibility to the level and interests of students, relevance, participatory, and to their non-discriminatory features through the evaluations they should continually make (MoE, 2007c:18)..

As I mentioned it above, from the above policy statements, the phrase ... *teachers' practice-based practical solutions on curriculum materials...* reveals the responsibilities MoE

has given to teachers so as to evaluate and adapt curriculum materials. Even, teachers' guides use to give hints to teachers make adaptations. For instance, the grades nine and ten mathematics teachers' guides suggest teachers to selectively do exercises, examples, and activities for slow and fast learning students. This for instance, grade ten mathematics teacher's guide has, recommended teachers to do adaptations as follows.

Check and assess whether each student is performing in accordance with the steps entitled in the student textbook. Before, they do the questions you [the teacher] can hint and give examples that would serve as a guide for doing questions [this and that both] for slow and fast learners (my translation from MoE, 2010d).

Furthermore, the concept of curriculum material adaptation by teachers has also emerged from the inseparable nature of teaching and curriculum materials. This, according to Brown (2009) and Remillard (2005) all in Beyer and Davis (2009), participate together in a dynamic, collaborative relationship. In contrast to other perspectives that regard teachers as mere conduits of curriculum materials for instance, Welch (1979) in Beyer and Davis (2009), this perspective views teachers as active agents who work together with curriculum materials. Moreover, different scholars in the objective model insist teachers to take part in curriculum material evaluation which is one area where teachers can interact with curriculum materials. Because one of the ultimate purposes of evaluating curriculum materials, according to Fleischman and Williams (1996), is to improve instruction and student success through the adjustments teachers can make. After all, these scholars went to add that this is the ultimate reason for conducting evaluation. Because evaluation, according to these scholars, may indicate that an instructional activity is not being implemented according to plan or it may indicate that a particular objective is not being met. That is, an evaluation result should describe the situation of the curriculum, identifying those instructional elements that were effective; ineffective, and/or problematic as well as areas that need improvements in the future; describe the outcomes or the impact of the instructional unit on students. Based on such results of evaluations, teachers are expected to make important adjustments on curriculum materials. In this regard, the 1966 ILO/UNESCO recommendation (Article VIII/61) shows the following.

Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities (UNESCO, 2008: 32).

Therefore, per such understanding of teachers' role and the permission ministry of education has given to teachers in curriculum material adaptation; in the paragraphs to come, teachers' involvement in adaptation is interpreted and summarized per the understandings of different scholars in curriculum studies.

Steps, teachers' role, and the need for adapting curriculum materials-in today's classrooms, according to Hooves (1990), adaptation is widespread and it involves careful teacher decision making. Various elements of the curriculum, according to this scholar, may be affected when curriculum is adapted. In order to make curriculum adaptation effective, proper selection of the specific curricular elements that must be adapted is necessary. Therefore, the first step in the curriculum adaptation process, according to Hooves (1990), is to determine whether or not adaptation to the curriculum is necessary. The second step of adaptation, according to this scholar, is to determine those elements of the curriculum that need adaptation. In any particular classroom, Hooves (1990) went to add that the teacher can determine the need to adapt curriculum by comparing student needs to curricular needs. That is, as student needs within the classroom remain similar to the curricular needs and expectations, the need to adapt one or more of the curriculum elements is minimized. However, as student and curricular needs become dissimilar, the need to adapt curriculum increases. As a result, as content needs become dissimilar to student needs, the need to adapt the curriculum element of content increases. Similarly, as instructional strategy becomes dissimilar to student needs, the need to adapt the setting or strategy of curriculum elements increases. In addition, one can make similar arguments for adapting elements of other curriculum materials. Therefore, in the paragraphs herein below what and how to make curriculum material adaptation is interpreted.

There is no fixed guideline for adapting curriculum materials to meet each student's needs. This is for the very reason that each teacher, each student, and each classroom is unique and adaptation is specific to each of the situations. That is, as curriculum material adaptation is considered, according to Hooves (1990), each element must be addressed to determine which element requires adaptation and how potential adaptation of one curriculum element may affect other elements. For example, according to this scholar, content may require adaptation to address student behaviors or instructional strategies; or, the classroom instructional setting may require adaptation to accommodate student behaviors, content, or instructional strategies; or, classroom management techniques may require adaptation to improve student behaviors while specific instructional strategies in particular instructional settings are being employed. Accordingly, adaptation, according to the understanding and experiences of different scholars, can be described in the different components/elements of curriculum materials. For instance, Saskatchewan Education (NY) has described adaptation with respect to learning environment (adaptations on classroom climate, physical setting, grouping students for instruction, technical supports, and support personnel); curriculum (adaptations on assessment of curriculum concepts, contents, and resources); and instructional adaptations (adaptations on strategies, methods, and skills of teaching). Bashinski (2002) has also examined curriculum material adaptation in terms of instructional strategies, instructional materials, curricular content, and assessment practices; and DeSchenes, Ebeling, and Sprague (1994) in Wright (2005) considered curriculum material adaptation in nine types as input, output, time, difficulty, level of support, size, degree of participation, alternate goals, and substitute curriculum.

Furthermore, teachers' adaptations on curriculum materials, according to Sherin and Drake (2004) in Remillard (2005), is concerned with significant changes teachers make in the intended curriculum such as changes in the structure of a lesson, in the activities that comprise the lesson, or in the purpose of the lesson. Most often, Remillard argued that adapting occurred simultaneously with evaluating, in the form of creating new tasks, examples, or materials and adding them to the

existing materials, replacing one part of a lesson with something else, or omitting part of a lesson. Similarly, according to Ball and Cohen (1996) in Drake and Sherin (2006), teachers can make adaptations on curriculum materials in response to a number of factors including their own understandings of a lesson, the perceived abilities of their students, constraints of time, materials, and other resources. Among the different components of curriculum materials, I further explained some of those which may require teachers' involvement in adaptation per the purpose of this study as follows.

Content of teachers' guides and student textbooks-this component/element of curriculum material adaptation involves varying what will be taught (the complexity and nature of the content which the teacher will present during the course of a unit of study). This type of curriculum material adaptation, according to Saskatchewan Education (NY), is concerned with the determination of essential content, the substitution of equivalent content, and the addition of supplemental content. Furthermore, adaptation, according to Hooves (1990), often consists of two main practices: simplification of the reading level of material and adjustment of the pace at which content is acquired, maintained, and reviewed. Similarly, according to Bashinski (2002), content adaptation results in an adjustment of the cognitive demand of a learning task for students. Moreover, adapting curricular content, according to this scholar, may involve applications as straightforward as reducing the number of vocabulary words assigned to students; having students complete only the odd-numbered problems on a mathematics assignment; holding students responsible for learning three facts about one animal; and so forth.

Pedagogical aspects-adaptation with respect to the pedagogical component of curriculum materials refers to a change in the way a teacher teaches. That is, in the methods and techniques he/she uses to provide information to students in his/her classroom. This type of adaptation, according to Saskatchewan Education (NY), refers to the selection of appropriate instructional methods and skills for all students. This, nevertheless, does not mean that teachers must instruct every student in the class differently. Rather, teachers plan instructional practice with every student in

mind so that every student has an opportunity to learn. In this regard, teachers have options when making instructional decisions regarding the approved curriculum. Teachers may decide it is appropriate to instruct the whole class in the same manner. This can be accomplished through direct instruction, through heterogeneous group work, or through any instructional method teachers deem appropriate for the task. Teachers may decide to adapt instruction for a small group of students with similar needs, interests, or abilities. This could be for the purpose of enrichment, extension, reinforcement, or differential teaching. Teachers may decide that an individual student requires adaptive instruction for any number of reasons, including enrichment, extension, or reinforcement. The adaptation could range from one-to-one instruction to independent study. According to Saskatchewan Education (NY), decisions regarding these choices are based on ongoing assessment and evaluation and are always dynamic and changing. Instructional decisions recognize that students' needs may vary from subject to subject, as well as over time.

Adaptations of pedagogical aspects, according to Hoover (1990), include employing new or different methods/techniques of teaching; modifying the way in which an existing method/technique is used; and eliminating the use of a particular method/technique. Instructional strategies, and subsequent adaptations, according to this scholar, should reflect cues and reinforcements appropriate for the learner as well as motivation and relevance to students. Hoover has further noted that adaptations to instructional methods/techniques may involve the use of one or more of the teaching and behavior management techniques identified, with the ultimate objective of ensuring that the instructional method/technique selected allows each student to succeed with the task or activity for which it is employed.

Furthermore, pedagogical aspect adaptation, according to Bashinski (2002), involves a change in the students' instructional input. Adapting pedagogical processes, according to this scholar, can be accomplished through numerous ways including incorporating the use of demonstrations or role play; utilizing teacher presentation cues like gestural, visual, or verbal to emphasize key points; scaffolding key concepts to be learned; and getting learners more actively involved

in the learning process through the implementation of every student's response techniques like response cards, thumbs up/ thumbs down. Included in this component of curriculum material adaptation, also, is the practice of diversifying the selection of groupings for instruction so as to not rely solely on large group/whole class instruction and independent seatwork arrangements.

Teacher-made tests and examinations-this adaptation practice is not limited only to the expansion of test-taking parameters for instance, redistributing time on a test but also, according to Bashinski (2002), it encompasses using multiple criteria to assess student achievements, providing structured answer frames on worksheets and tests, evaluating processes equally with final results, comparing a student's performance to his/her own past performance, and offering students a variety of practice strategies and choices for producing required assignments. Furthermore, this scholar added that offering students the opportunity to respond to instruction in a nontraditional manner, in some ways other than through typical oral recitation or written expression, is also encompassed in this component of curriculum material adaptation.

Resources-one of the resources of teaching is learning-teaching materials. Hence, adapting such materials involves making changes to the equipment and/or supplies to which students have access during the course of instruction. This, according to Bashinski (2002), involves a change in the formats through which information is represented to students or students' engagement with the curriculum during the course of instruction. Furthermore, this scholar has argued that the process of adapting materials provides additional or simply different materials, in a variety of modalities that students' may use during the course of instruction. Most learning-teaching materials adaptation, according to Bashinski (2002), may fall into one of four groups: adjusting the readability level of written materials; enhancing critical features of the content within the materials themselves; designing materials with features that appeal to sensory modalities other than visual/auditory; and selecting alternate instructional materials for their durability or safety features.

CHAPTER FOUR

4 Procedures of Meaning Construction for Teachers' Involvement in Curriculum Material Evaluation

Procedures are series of general and specific steps, ways, manners, or means that I followed for the generation and construction of credible, dependable, and conformable meaning on how secondary school teachers are involved, and if not, why they did not involve in curriculum material evaluation and adaptation. To this end, it is imperative to select and employ different procedures of inquiry. Therefore, in this chapter, all the necessary procedures with the respective justifications are defined. I did this so as to make the how of this thesis more credible, dependable, and more conformable, and thereby to make the findings and conclusions more applicable and transferable.

4.1 Method of Investigating Teachers' Involvement in Curriculum Material Evaluation

Method is a general way, manner, means, or step that I followed so as to investigate teachers' involvement in curriculum material evaluation and adaptation. Because this study is aimed at investigating real practices of teachers' involvement in the same; generating detailed, dependable, and credible evidence of real practices from real practitioners and experts was important. Hence, information is secured from these teachers in a very direct and participatory way. That is, teachers' involvement in curriculum material evaluation is described and interpreted using information I secured from focused group discussions, documents, and informal discussions/interviews with teachers, school authorities, and curriculum experts from region education bureaus. I did so for the very reason that these individuals have direct and close interaction with curriculum materials. Furthermore, conducting the study on possible and manageable size was important. Hence, among the different methods of investigation, descriptive case study method is selected and employed for the following reasons.

Case study method is used for the very reason that case studies, according to Adelman, et.al. (1980) in Cohen, Manion, and Morrison (2000), *provide a unique*

example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. In contrast to case study, these scholars went to add that other research methods are *often weak in reality*. More specifically, descriptive case explorations, according to Berg (2001), allow the investigator to describe a theory which establishes the overall framework for him/her to follow throughout the study. That is, descriptive explorations have stated criteria that can provide guidance and a kind of operating framework for the case study to follow. Case study method, in particular, according to Hancock (2002), claims to offer *rich and in-depth information which is not usually possible by the other methods*. Case study method can also be regarded as a *highly versatile research method* and makes use of any and all of information generation techniques. On top of this, case study is employed when an investigator wants to get answers to such questions as *what* or *how* or *why*; when the investigator has little control over events; and when the focus of the inquirer is on existing phenomena (Yin, 2003).

Similarly, in this study on teachers' involvement in curriculum material evaluation, I employed case study method-multiple cases embedded-method which uses multiple units of analysis, Yin (2003). It is multiple case-embedded for different individuals can involve in curriculum material evaluation that curriculum material evaluation is a team work and it goes beyond the sum of individual teacher's curriculum material evaluation. Furthermore, I took different individuals and groups as sources of information (three groups of school improvement committee members, four groups of teachers of English, four groups of teachers in Mathematics, school authorities in each of the cases, and eight experts of curriculum respectively in one and three purposely chosen city administration and regional states education bureaus). I took the same issue-curriculum material evaluation by teachers-as a multiple case upon its different sites for the very reason that in collective case study/multiple case study, according to Stake (1994), *the one issue or concern is again selected, but the inquirer selects multiple case studies to illustrate the issue* and such issues allow the investigator to *better understand* or perhaps to *enhance the ability to theorize about a broader context*. Therefore, my reason for taking one city administration and three regional states as cases of the case was to provide

illustrations or it was to find broader experiences on how teachers participated, did not participate, and why they did not participate in curriculum material evaluation in the city and in different regions and thereby at the country level. I also took two subjects as critical and case of cases so as to show subject-based specific illustrative practices in the city and different regions.

In short, case study method is used for the very reason that my research questions, objectives, and the conceptual framework required me to answer the what, how, why, and the why not of curriculum material evaluation by teachers. Moreover, the conceptual framework has guided me in the investigation process and I also do not have any control over the real practices of teachers in their involvement in curriculum material evaluation.

4.2 Types of Information

Different factors, for instance, the type of information which can be associated with the philosophy of the researcher will affect research results. Philosophy is concerned with the basic beliefs of an individual about the world he/she lives in, a whole framework of his/her beliefs, values, and methods within which research takes place, or his/her view of the world in a particular way, greatly affects a researcher's research practices. Hence, it is important if a researcher is able to decide his/her philosophical position, or be able to decide how subjectivity and objectivity can be understood and influence his/her study. In this regard, the philosophical position of a researcher can be seen from two contradicting points of views: the subjective (qualitative) and the objective (quantitative) views. While the former looks much to do in the social sciences involving verbal information for descriptive interpretation, the latter appears to go to the natural sciences involving numerical data for statistical analysis. Hence, in this study two philosophies (epistemology and methodology) are examined. The position I took is also shortly considered in the paragraphs here under. The purpose in doing so is neither to exhaust and straighten out the debate between their extremes views of these philosophies nor to make my own philosophy. Rather, my intention is to clear my readers about the type and why I generated such information.

Epistemology-in this view, a researcher is concerned with how to establish truth; the very bases of knowledge; it is the philosophy of knowledge, that how individuals come to know reality; or how one can understand the world (Worthen and Sanders, 1988; Cohen, Manion, and Morrison, 2000; Krauss, 2005; Maxwell, 2005). To this end, epistemology raises different questions related to knowledge such as the following. What is the nature and forms of knowledge? What is the relationship between the researcher, inquirer, knower, or individual and to what will be researched, to be known, or knowledge? How can it affect research results? What counts as knowledge? Answers to these questions are points of debates between the advocates of the two extremes of the epistemological philosophy: subjective and objective positions. According to the epistemological subjectivist view, the knower and what is going to be known are interdependent and social science is essentially subjective. The social world can only be understood by occupying the frame of reference of the participant in the action of innovating knowledge that the knower has to interact with what is going to be known. Besides, knowledge can be regarded as an idea, structure or picture attributed to reality by individuals. For subjectivists, knowledge is soft, more subjective, spiritual, or even transcendental kind, based on experience and insight, unique and essentially personal in its nature (Cohen, Manion, and Morrison, 2000). Subjectivism, according to House (1980) in Worthen and Sanders (1988), basis its validity claims on *an appeal to experience rather than to scientific method; knowledge is conceived as being largely tacit rather than explicit*. This, according to these scholars, implies the credibility and dependability of a subjectivist research depends on the relevance of the researcher's background and qualifications and enthusiasm of his/her perceptions of what is going to be searched.

By the same reasoning, in this investigation I tried to know the real practice of secondary school teachers in the what, how, why, or the why not in curriculum material evaluation through my continual involvement and interaction with these teachers. I also tried to sense teachers' involvement in curriculum material evaluation as they sensed it. Besides to this, teachers' experience-based opinions, views, perceptions, and feelings were my main information I secured through

interviews and focused group discussions. Therefore, my understanding of case secondary school teachers' involvement in curriculum material evaluation is constructed subjectively for the main information secured was verbal.

Methodology-what was explained so far about the assumptions of epistemology (the relationship between the knower and what is going to be known) has an impetus and direct implication for methodological concerns. That is, different philosophical assumptions about knowledge naturally lead to different methods of knowing. In this regard, methodology is concerned with the general way, procedure, strategy, manner, or step how a researcher is going to carry-out the research process and thereby able to know what is going to be desired to be known. Therefore, methodology raises such questions as the following. What is the process of the research? How the researcher will go about the research so as to answer his/her research questions? What type of information will he/she get? How will the researcher get the information? And so on.

Answers to these questions, like those in the epistemology, are points of debates between the advocates of the two extreme-qualitative and quantitative- views. These two extremes, according to Anderson and Schofield (1984) in Worthen and Sanders, are described as follows. Qualitative inquiry generally can be described as follows.

It is conducted in natural settings such as in schools; utilizes the researcher as the chief 'instrument' in both data gathering and analysis ...;emphasizes 'thick description' that is, obtaining 'real', 'rich', 'deep' data which illuminate everyday patterns of action and meaning from the perspective of those being studied ...; tends to focus on social processes rather than primarily or exclusively on outcomes; employs multiple data-gathering methods, especially participant observation and interviews; and uses an inductive approach to data analysis ... (Worthen and Sanders,1988: 50).

By contrast, these scholars explained that quantitative inquiry generally can be described as follows.

It focuses on the testing of specific hypotheses that are smaller parts of some larger theoretical perspective. This approach follows the traditional natural science model more closely than qualitative research, emphasizing experimental design and statistical methods of analysis. Quantitative research emphasizes standardization, precision, objectivity, and reliability of measurement as well as replicability and generalizability of

findings. Thus quantitative research is characterized not only by a focus on producing numbers but on generating numbers which are suitable for statistical tests (Worthen and Sanders, 1987: 50).

Furthermore, qualitative research, according to Patton (2001) in Golafshani (2003), uses a naturalistic approach that seeks to understand phenomena in context where the researcher does not attempt to manipulate the phenomenon of interest. On the other hand, quantitative research, according to Golafshani (2003), allows the researcher to familiarize him/herself with the problem or concept to be studied, and perhaps generate hypotheses to be tested. Unlike quantitative researchers who seek causal determination, prediction, and generalization of findings; as an option, qualitative researchers seek understanding, clarification, and extrapolation to similar situations (Hoepfl, 1997) in Golafshani (2003).

In particular, one of the advantages of qualitative designs in exploratory studies, according to Mack, et.al (2005), is the use of open-ended questions and probing by the researcher gives participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses. Another advantage of exploratory qualitative studies, this scholar went to add that they allow the researcher the flexibility to probe initial participant responses, that is, asking the why and how on the issue under discussion will become possible. Furthermore, qualitative research designs, according to Hancock (2002), are concerned with the finding of answers to questions which begin with 'why', 'how', and 'in what way'. Qualitative study, Hancock noted, describes social phenomena as they occur, no attempt is made to manipulate the situation under study; information is used to develop concepts and theories, that is, qualitative studies have an inductive approach to the development of theory; and information is collected through direct encounters with individuals, through one-to-one interviews or group interviews.

Despite the fact that the objective of this research is neither to produce a new concept nor develop a theory on types of data on investigations of any sort, nevertheless, by the same reasoning, as I explained it above, in this research I generated real information from real sources through my direct involvement so as to

explore the what, how, why, or the why not of teachers' involvement in curriculum material evaluation. To this end, I began the exploration process with the securing of information from the different sources via different techniques. I conducted in-depth discussions (for more, refer 4.4), and to this end, I thoroughly used procedures or skills of questioning, in particular, the probing skill. I constructed meaning based on this information; and at last, I reached conclusions and implications. Furthermore, in this study, I did not manipulate participants; rather they interacted with me in the form of focused group discussions and informal discussions/interviews.

In addition to these justifications, the nature and types of the objectives, research questions, the conceptual framework of this study, and the study method, as I mentioned it above, have required me for continual involvement and interaction with teachers so as to internalize (to familiarize myself on the real practices of curriculum material evaluation by teachers as they do so) their real practices and involvement in curriculum material evaluation in their respective settings, schools, and thereby secure real information. To this end, evidences were secured mainly in unstructured way, and I did not have a pre-determined practice that I have proved or disproved or there was no information that I counted. Rather, there were non-teacher and teacher related practices on enabling conditions for teachers to involve in curriculum material evaluation; what, why, and how they did curriculum material evaluations or why they did not do this; what they got from their evaluations; and what they did with the results by which all these practices revealed that I tallied nothing. There was no information that was accepted or rejected, or there was no information that was called correct or wrong. Hence, I reorganized all information of their practices in themes based on the objectives, research questions, and based on the conceptual framework of the study which I continued with the construction of meaning (for more, refer 4.7). All these simply imply that I verbally (qualitatively) described information on the practices of teachers in curriculum material evaluation.

Therefore, the type of information used for the interpretation of teachers' involvement in curriculum material evaluation in secondary schools of Ethiopia was

qualitative. All these information are generated from different sources (school authorities, teachers, curriculum experts, and documents) through the use of different techniques-informal discussions/interviews, focused group discussions, and documentary analysis.

4.3 Sources of Information

In the case study method, selection of a case does not provide a representative size of the larger case. Rather this can be done by purposely taking the case that meets some criteria like typicality, rich in information, importance and so forth of the case. By the same reasoning, the selection of the source of information for the case does not also provide a representative sample. Rather it is limited on purposely chosen voluntary sources of information (Stake, 1994; Yin, 2003; and Creswell, 2009).

The Case-curriculum material evaluation by teachers is the issue and hence, the sources of information for this study were school authorities; teachers; school improvement committee members; and curriculum experts from city and region education bureaus. Besides, documents like periodic lesson plans, letters, minutes, reports, documents on duties and responsibilities/job descriptions of teachers, teacher portfolios/result-oriented teachers' plans, teacher selection criteria for certificate of involvement and prize, action research done by teachers, and teachers' evaluation results were sources of information for the case.

Size and technique of replicating the case-the size of the study or the number of cases was four government general secondary schools in one city administration and three regional states. I purposely selected these schools in localities where concerned stakeholders gave their witnesses regarding the existence of best practice. Accordingly, one secondary school is purposely chosen in each of the purposely taken one city administration (Addis Ababa) and three regional states (Amhara, Oromia, and SNNP). I did this because from the city administrations; Addis Ababa could be regarded relatively developed than the other. From regional states, three relatively developed are considered. These according to their alphabetical order are Amhara, Oromia, and SNNP. Nonetheless, I deliberately

made the names of localities and schools covert for confidential purposes. Therefore, there were a total of four government general secondary schools. Each case also has served as a case of case to each other with respect to the different sources of information to the same research question and one another with respect to similarity of subjects like English and different sources of information within it. Furthermore, I preferred government schools for I have better experience than the others (for more, refer 2.5).

Moreover, in each case, two subjects' teachers-English and Mathematics-are taken as critical cases (selecting cases that provide a crucial test of practice) and cases of cases with one another in answering similar research question in the same case site and with each other in different cases as inter-cases. I used teachers, school improvement committee members, and experts of curriculum from region and city administration education bureaus as typical cases because all these have better experience and knowledge regarding teachers' involvement in curriculum material evaluation and as cases of cases with one another. I took schools and subjects on purposive basis and I selected case secondary school authorities, teachers, school improvement committee members and curriculum experts in city and region education bureaus based on their availability. Moreover, in each case secondary school, I purposely took the English language and Mathematics out of ten subjects for the following reasons.

First, from my long experience as a student, I have realized that most students look to have learning difficulties in the English language and in Mathematics which at the same time, teacher ability is the other side of the same coin on student learning and achievement with understanding.

Second, from my teaching experience from secondary school, teacher training institute, and university for more than two decades, even as a Mathematics teacher both in secondary school and teacher training institute, I have comprehended that most students have problems in English language and Mathematics. In this situation, the roles of teachers are also there.

Third, a small-scale research I conducted (Biadgelign, 2001), reveals that most (in English 19 of 28 students and in Mathematics 22 of 28 students) of the academically dismissed students in Adama University in the academic year 1999/00, semester one scored Fs and Ds in these subjects. This also implies that students have problems in the English language and Mathematics which in return imply that teacher voices and their contributions on student performances are at the back of all such problems.

Fourth, according to Desalegn (2005), students' achievement in Mathematics is highly disappointing that grade ten students are lacking the mastery of basic knowledge and abilities of grade ten Mathematics. As a result, Desalegn recommended that *grade ten Mathematics curriculum designers, reviewers, and schools should find means so as to improve students' achievement* in the same; and in particular, attention shall be given to the mathematical comprehension ability of students. Here, the influence of teachers on students' less achievement is also there.

Fifth, according to the Governing Guideline for School Improvement program (MoE, 2007c) and Quality Assurance Package for General Education (MoE, 2007a), *Mathematics and the English language* are recognized as subjects that require special attention and the inherent implication to this end is that teachers of English and Mathematics are highly responsible.

Sixth, a small-scale research I conducted (Biadgelign, 2009), reveals that schools have understood student problems in the English language and Mathematics. I confirmed this assertion, in particular, from one of the school's plan that reads *efforts shall be made to improve student achievements particularly in Mathematics and English*; and planned, for instance ... *to improve grade nine students' Mathematics achievement from 55.60-60 percent and that of grade ten, from 54-60 percent*. At the back of this, it is simple to question on the qualities and efficiency of teachers in their subject matter knowledge, skill in the preparation and implementation of lesson plans, test construction skills, and ability of selecting and using varieties of learning-teaching materials.

Seventh, from my experiences and from informal discussions I made with colleagues, I realized that most students who are relatively good in the English language and Mathematics are also good in the other subjects (needs to be studied). English is tool for all subjects and Mathematics is language mainly for engineering, technology, and for the other natural sciences, and so on which all these could have been reached up on efficient and effective English and Mathematics teaching.

Hence, English language and Mathematics teachers should do their best so as to evaluate curriculum materials. Such practices, as I cited it thus far help teachers get empowered/develop their knowledge and skill in their respective areas and in return able to conduct better/improved learning-teaching process (for more, refer 2.1 and 3.1.3). This practice also helps students do and perform better with understanding than before (for more, refer Figure 2 in 2.1).

Therefore, I planned to purposely take eight participants from each non-school improvement committee focused group discussion members and those who were better and witnessed as senior in terms of their teaching experience and level of education by their respective departments in each purposely selected case general secondary school. This size, according to Hancock (2002), is an average of the minimum (6) and maximum (10) number of participants in one focused group discussion. Nevertheless, the reality did not allow me to do so; it was too difficult to find such teachers together at one time. Therefore, I took available teachers and I formed two independent focused group discussions in each case, one for each critical case. I considered school improvement committee members of each school and curriculum experts from the city and from each region education bureau (voluntary and availability sampling) as sources of information. Because, the former is the main body responsible for the school improvement program and the later is one of those who closely follows the activities of school self-evaluation and curriculum material evaluation and hence, I expected these sources of information to know much and they must have sufficient information regarding the objectives of this study, and they demonstrated this regarding teachers' involvement in

curriculum material evaluation through the use of focused group discussion. Moreover, I purposely selected head of mathematics departments in each case for classroom observation and interview purposes. I did this for the very reason that I have better experience and expertise in mathematics than in the English language.

In short, a total of fifteen groups for focused group discussions (three groups of school improvement committees, four groups of teachers of English, four groups of teachers of Mathematics, and four groups of experts of curriculum); focused group discussion independent individual member voting items; teaching staff profile form for school authorities; school and education bureau documents; three consecutive observations of mathematics teachers for each of the grades and case sites, interview with observed teachers, and informal discussions/interviews with school authorities and other critical case subject teachers in each case secondary school were sources of information. More specifically, I summarized sources of information except for informal discussions with school authorities and other teachers and school and education bureau documents, according to Table 4 below.

Table 4: Sources of Information for Focused Group Discussions

Case School in	SA ¹	SIC ²	Experts ³	English	Math.	HMD ⁴	Total
Addis Ababa	2	0	4	7	6	2	21
Amhara	3	4	2	8	7	2	26
Oromia	2	2	3	6	4	2	19
SNNP	2	1	1	6	8	2	20
Total	9	7	10	27	25	8	86

¹SA = School Authority

²SIC = School Improvement Committee

³ = did not involve in completing independent voting items

⁴HMD= Head of Mathematics Departments

Findings and conclusions that I reached have implications and transferable for all other subjects in the case secondary schools and across all general secondary schools of all subjects in Ethiopia. Because, English and Mathematics teacher's guides and student textbooks are the same throughout the country; and I considered teachers' involvement in determination of the qualities of their respective lesson plans, teacher-made tests and examinations, and the quality and proper utilization of learning-teaching materials as good practices in the case secondary

schools (case schools were witnessed as better schools in their different practices). I reached to this type of assertion for the fact that multiple-case study, according to Yin (2003), is employed due to its *replication logic* which corresponds to multiple experiments where some of the replications could be to duplicate; and hence, in this study, I secured similar experiences and responses from the different sources in the different cases (duplicate each other) which again implies that it is replicable and transferable to other secondary schools.

4.4 Techniques of Information Generation

Techniques are specific practices, steps, manners, or ways that I used them so as to secure information from the sources of information. Because, my study has employed qualitative case study method as a general way, step, practice, or manner for investigating secondary school teachers' involvement in curriculum material evaluation; it can employ various types of information generation tools. In this regard, different scholars like Yin (2003) and Best and Kahn (2005) noted that like the other types of research methods, case study uses interview, documents, observation of situations, questionnaires, and the like. Among such different types of information generation techniques, according to Hancock (2002), the main qualitative information generation tools are individual interviews, focused group discussions, and observations. Accordingly, I employed focused group discussion, informal interview, documentary analysis, observation, and interview.

Furthermore, in this study, I was the main instrument-an active participant-of information generation through the use of focused group discussions, individual teacher independent voting items, teaching staff profile form for school authorities, observation, interview, and individual informal discussions/interviews. I also used documentary analysis just to supplement information that I generated through these tools. This is for the very reason that the objectives, the nature of research questions, the conceptual framework, and research design (qualitative case) of this study, have required me a complete qualitative interpretation of information.

Therefore, I conducted focused group discussions and individual informal interviews/ discussions, in particular, in an unstructured way. That is, there was no a well structured guide for both interviews and focused group discussions. Rather, I initiated the discussion and the interview by raising a relatively broader agenda related to the objectives, research questions, and related to the conceptual framework of the study like by saying “may we discuss/talk about necessary preconditions that enable teachers involve in curriculum material evaluation”; “practices of curriculum material evaluation by teachers”; “materials evaluated by teachers”; “strategies they used”; “challenges encountered”; “results attained from this evaluation”; and “ the actions taken based on the results” (for more, refer Appendices 4 and 6). Then, I continued the discussion in a more specific and detailed manner, through the use of the three basic skills/procedures of questioning. To this end, I used redirecting skill where I phrased the same agenda in different ways like “who else”, “another one”, and “who will summarize what is mentioned so far” for the different participants so as to get varied and consolidated response. I used prompting skill that I gave them hints and introductory remarks when participants remained silent. I also used probing skill of questioning that I encouraged them to speak more through the use of probing questions like “ what do you mean by this” and “will you give me an example” and so forth and thereby I secured more detailed and well-explained response. In the discussion and interview processes, I encouraged all ideas, I have made no restrictions, and I explained that there is no right or wrong answer.

In short, focused group discussions and informal discussions/interviews were like brainstorming sessions where I recorded all ideas using digital voice recorder upon the agreement of focused group discussion members except the informal interview/ discussions. In these processes, I selectively taken short notes (for more, refer Appendix 1). This practice allowed me to give attention to the focused group discussion members rather than concentrating on note taking. However, I also took notes while the informal discussion/interview and discussion were on progress and immediately after each of the informal discussion/interview and discussion sessions.

I made every effort so as to minimize the effect of using audio recording upon the participants' responses, and I explained to these participants that all what I will record from focused group discussions will remain my sole possessions.

Therefore, in this process, I raised different questions and even when I posed similar questions, questions were not in the same order from one focused group discussion and informal discussion/interviewee to the other whereas each question required participants, one way or the other, give similar responses. Nevertheless, I made such questions to remain allied to the objectives, research questions, and the conceptual framework of the study. Finally, during information interpretation, I reorganized similar responses which were in the different orders but that were for the same agenda; and I discarded those ideas which have no relevance to the objectives, research questions, and to the conceptual framework of the study (for more, refer 4.7 herein below and chapters five-seven) for the different focused group discussions and informal discussions/Interviewees.

Interviews-this, in a sense, according to Best and Kahn (2005), is an oral questionnaire. With a skillful interviewer, these scholars added that interview is often superior to other information gathering instruments. Interviews, according to Hancock (2002), can highly be structured, semi-structured, or unstructured. Semi-structured interviews sometimes are referred to as focused interviews which involve a series of open-ended questions based on the topic areas of the study. Moreover, Hancock has noted that the interviewer has the freedom to probe the interviewee so as to make him/her elaborate on the original response. In this regard, interview, according to Mack, et.al. (2005), is a technique designed to elicit a vivid picture of the participant's perspective on the research topic where the individual being interviewed is considered as the expert. Hence, I used interview in two forms: semi-structure and informal or unstructured types. I used semi-structured interviews with mathematics teachers whom I have observed them and informal interviews with school authorities and critical case subject teachers so as to respectively get information regarding teachers' participation in evaluation and adaptation.

Semi-structured interviews-in this form of interview, I initiated the discussion in a much unstructured way (I used open-ended starting questions-for more, refer Appendix 10) which I sensed them are in accordance with the research questions, objectives, the conceptual framework of the study, and based on real practices of each case secondary school. I also used skills of questioning, just as mentioned herein above, and in particular, I probed interviewees where appropriate. For instance, can you give me an example for what you are talking about; tell me more about this, will you; and what do you mean by this so as to secure detailed or in-depth answers for my questions. Immediately after such semi-structured interviews, I took important notes for my later reference purposes. This has allowed me to give maximum attention to the participant rather than concentrating on note taking. However, I also took notes while the informal interview/discussion was on progress on critical issues and when we took relatively longer time.

I conducted the semi-structured interviews using two languages: Amharic, the national language of Ethiopia, and English, the media of instruction in secondary schools of Ethiopia. Therefore, I facilitated the interview and thereby interviewees felt free and they were comfortable to respond. Consequently, I minimized the barrier of communication that could have been created as a result of the only use of English (a foreign language). Accordingly, participants' direct-voices were my information. When they were in good English, I directly took their information. Nonetheless, when voices were in Amharic or in mixed language, I used my translations. When voices were in poor English, I used my translation mainly in the subject-verb agreements and tenses. I made my all translations to remain consistent with the message of the respective participant.

Informal interviews-in this form of interview; I interacted with school authorities, critical case subject teachers on teachers' involvement in curriculum material evaluation as I found them in any corner of the school. In this process, I used neither a guide for interview nor I recorded informal ones. I only took notes just immediately after I stopped chatting with them.

Focused group discussions-this is a form of interview where two or more participants involve in the discussion. This technique will be in use and preferable, according to Hancock (2002), when there is a need to collect information from groups of people where the size of the group consists of 6-10 individuals, less than this limits the potential on the amount of collective information, and more than this makes it difficult for everyone to participate and interact rather than from a series of individuals. It is a qualitative information generation mechanism in which two or more participants meet as a group to discuss on a given research topic (Mack, et.al, 2005). These discussion sessions, Mack continued, are usually tape-recorded and sometimes, videotaped. In focused group discussion, different individuals sharing common factors (characteristics which are important to the topic of investigation) should be identified.

Focused group discussion is a useful information generation instrument because it involves group interaction which in return has the potential for greater insights to be developed. That is, participants influence each other through their presence and their reactions to what other people say (Mack, et.al, 2005). This tool, according to Cohen, Manion, and Morrison (2000), is useful to the interchange of views on a topic of mutual interest. Furthermore, focused group discussion, according to Mack, et.al, (2005), is especially effective for capturing information about the variety of views within a population. The richness of focused group discussion information emerges from the group dynamic; that it is helpful to generate qualitative information which makes use of participants' feelings, perceptions, and opinions (Hancock, 2002).

By similar reasoning, in this study, I used focused group discussion as a technique for information generation so as to obtain evidence from school improvement committee members (I assumed that these members can help each other and there is a mutual understanding with each other, and they did so, about their experiences regarding teachers' involvement in the evaluation of the learning-teaching process). I also conducted focused group discussions with different number of teachers in

each critical case subjects as independent focused group discussion groups; and group of curriculum experts where members of each group interacted with each other regarding teachers' involvement in the evaluation of their own practices based on the experience they have (for more, refer Table 4 above). To this end, I prepared two types of unstructured starting questions (for more, refer Appendix 4 for teachers and Appendix 6 for curriculum experts) based on the nature of objectives, research questions, and based on the conceptual framework of the study.

In the discussion process, I recorded the discussion using digital voice recorder upon their consent (for more, refer Appendix 1); I took notes which served me for my after discussion collection of documents (to find the different school and education bureau documents). The information I recorded served me as a source of information for the interpretation of the what, how, why, and the why not of teachers' involvement in curriculum material evaluation and documents have consolidated this fact. Like the semi-structured interviews, I made focused group discussions effective through the alternative use of the two languages. Accordingly, participants' direct-voices were my information. Hence, in cases when they were in good English, I directly took the information; nonetheless, when voices were in Amharic or in mixed language, I used my translations; and in cases when voices were in poor English, I used my translation mainly in the subject-verb agreements and tenses. I made my all translations to remain consistent with the message of the respective participant. Just immediately after focused group discussions with school improvement committee members and members of the critical cases, I let each participant to independently vote in paper-pen form using Appendix 5. I did this so as to consolidate, particularly, interests and problems that can restrict teachers' involvement in evaluation respectively through the determination of the first to third responsible bodies who should initiate curriculum material evaluation and through their suggestions for teachers' involvement in curriculum material evaluation. In particular, I used the determination of the responsible body and their suggestions so as to indirectly check respectively teachers' interest and the challenges to involve in curriculum material evaluation. That is, after having the experiences they had in the

discussions, I presented them list of factors (for more, refer Appendix 5) so as to rank the first three most important respectively three bodies and factors for an agenda or issue regarding teachers' involvement in curriculum material evaluation. I constructed these voting items based on the nature of research questions, objectives, and based on the conceptual framework of the study, which all of them were based on information I got from chapter three.

Documents-are important sources of information in many areas of investigation. Documents as sources of information, according to Best and Kahn (2005), are records kept and written by actual participants in, or witnesses of, an event. Documents, these scholars went to add that can be laws, charters, constitution, official minutes or records, letters, diaries, census information, and the like.

In this study, documents include different ministry of education policies, strategies, rules and regulations, minutes, directives, teachers' job descriptions, teacher selection criteria for certificate of involvement and prize, teacher portfolio (result-oriented plans), case secondary school reports, and so on. My documents from region education bureaus include directives, memos, rules and regulations, etcetera. Moreover, the results of curriculum material evaluation by teachers and implemented English and Mathematics periodic lesson plans (last week's from the date of starting generating information in each school) were my documents. I considered daily lesson plans, so as to check current teachers' practices regarding their reflections on the status of-effective and ineffective-implementation of their respective plans. My purpose was to check how they commented the appropriateness of lesson plans or not and on the quality and proper utilization of learning-teaching materials they used. In these documents, I outlined information related to research questions, objectives, and related to the conceptual framework of the study in theme and I consolidated them using my reflections based on my experience and understanding of secondary school teachers and curriculum material evaluation in Ethiopia.

Teaching Staff Profile Form and Voting Items-I also used these two means of information generation techniques respectively for school authorities and case school teachers who took part in the focused group discussion. I prepared teaching staff profile form based on my understanding of the PIRA framework in a way to help school authorities clearly write teachers' profile (for more, refer Appendix 3). I also constructed voting items per the research questions and the conceptual framework of the study based the related literature and research (for more, refer Appendix 5). Case secondary school teachers who participated in the focused group discussions individually completed this voting item.

Observation-it is a technique used to generate information where it provides the researcher the opportunity do so live. In this regard; Patton (1990) in Cohen, Manion, and Morrison (2000), has noted that the researcher has the opportunity to look at what is taking place, the reality rather than at second hand. That is, according to Morrison (1993) in Cohen, Manion, and Morrison (2000), observation helps the researcher to see the physical setting where he/she is going to generate information. Furthermore, observation provides value added from the perspective it is associated with the opportunity to get closer to people in the study and share a common experience (Anderson, 2007). By the same reasoning, I conducted observations so as to see real practices.

Accordingly, I purposely selected mathematics from my critical cases for I have better training and experience in it than the English language. Furthermore, I purposely chose one teacher for each grade level which I assumed that he/she is rich of information, and he/she did so. Here my intention was to go for department heads. However, in reality, there is one department head for grades nine and ten. Hence, I took one department head and one voluntary teacher whom the head regarded him/her has rich information in teaching mathematics in each of the cases. In the process of my observation, I used an observation check-list or observation schedule (for more, refer Appendix 9) so as to remain focused in line with my research questions, objectives, and the conceptual framework of my study. In this regard, Best and Kahn (2005) and Flick (2006) noted that checklist is like simple

laundry list; systematizes and facilitates the recording of observations and helps to ensure the consideration of the important aspects of the act to be observed. Moreover, observation schedules, according to Anderson (2007) are often developed to collect systematic observation on educational settings. To this end, I prepared this checklist based on my understanding of the literature vis-a-vis the requirements of my study. Moreover, to maintain its dependability and credibility; my thesis supervisor has given his comments and hence, I did important amendments; I come ethical during observation (I got permission from the respective teachers and I was neutral); and I triangulated observation with interview results.

Nevertheless, the presence of alien observer, according to different scholars, for instance, Simon (1974) in Bennett and McNamara (1979), Berg (2001), Flick (2006), and Anderson (2007) has reactive effects; Flick calls it as *Hawthorne Effect*. That is, a teacher might not do under direct observation what he/she can do when not under direct observation. Therefore, to ensure that my presence does not alter the personality of teachers, I observed each of them for three different consecutive 42 minutes long sessions. In this regard, Simon and Boyer (1974) in Bennett and McNamara (1979) noted that the most widely used observational system requires the presence of one or more observers over a period of from one to three 30 minutes sessions. Moreover, I got consents from teachers observed and we agreed on ethical principles of the study.

4.5 Credibility and Dependability of Information

Validity and reliability, according to Cohen, Manion, and Morrison (2000) and Patton (2001) in Golafshani (2003), are two factors which any qualitative researcher should be concerned with while designing a study, analyzing results and judging the quality of the study. This corresponds to the question, according to Lincoln and Guba (1985) in Golafshani (2003) that *how can an inquirer persuade his/her audiences that the research findings of an inquiry are worth paying attention to?* To answer this question, Healy and Perry (2000) in Golafshani (2003) assert that the quality of a study in each paradigm (qualitative and quantitative) should be judged by its own paradigm's terms. For example, while the terms reliability and validity are essential criteria for

quality in quantitative paradigms, in qualitative paradigms the terms credibility, neutrality or conformability, consistency or dependability and applicability or transferability are to be the essential criteria for quality (Lincoln and Guba, 1985 in Golafshani, 2003 and Cohen, Manion, and Morrison, 2000). To be more specific, Lincoln and Guba (1985) in Golafshani (2003) use the term dependability in qualitative research which corresponds to the notion of reliability in quantitative research. In short, the conventional/quantitative terms validity, reliability, and objectivity, according to Lincoln and Guba (1985) in Hoepfl (1997), respectively correspond to the qualitative terms such as credibility and transferability, dependability, and conformability.

The concept of validity is described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept, but rather a contingent construct, inescapably grounded in the processes and intentions of particular research methods and projects (Winter, 2000) in Golafshani (2003). Although some qualitative researchers have argued that the term validity is not applicable to qualitative research, but at the same time, they realized the need for some kind of qualifying check or measure for their research. For example, Creswell and Miller (2000) in Golafshani (2003) suggest that the validity is affected by the researcher's perception of validity in the study and his/her choice of paradigm assumption. As a result, many researchers developed their own concepts of validity and have often generated or adopted what they considered to be more appropriate terms, such as, quality, rigor and trustworthiness (Lincoln and Guba, 1985; Seale, 1999; Mishler, 2000; Stenbacka, 2001; Davies and Dodd, 2002 all in Golafshani, 2003). Furthermore, validity in qualitative research, according to Cohen, Manion, and Morrison (2000), should be seen as a matter of degree rather than as an absolute state for information can become subjective from the subjectivity of respondents, their opinions, attitudes, and perspectives. Therefore, at best, a researcher should strive to minimize invalidity and maximize validity.

In this study, I raised dependability and credibility of the information I generated and thereby to the conclusions and implications that I made, as mentioned above,

through the use of focused group discussions in each school for cross-checking purpose (case of cases with each other and one another), I employed informal discussions/interviews with school authorities and individual teachers, I examined different school and education bureau documents, I demonstrated my skill in facilitating and moderating the group discussion, and I encouraged for the contribution of each member of the group. Furthermore, besides demonstrating my ethics and skill in the discussions, I trusted the information that I secured from curriculum experts in each education bureau for they might got the post by appointment and/or through their professional expertise and I also assumed that they are much responsible who feel accountability and hence, they are genuine in their responses. On top of these assumptions, I took much responsibility (carrying out a research for the fulfillment of the requirements of a PhD degree) so as to keep the credibility, trustworthiness, conformability, applicability, or faithfulness of my meaning remained allied and consistent with the information I secured; that I have interpreted information which were only consistent with the research questions, objectives, and the conceptual framework of the study. Moreover, I have discarded information which were not related to my research questions, objectives, and the conceptual framework of the study; and by-no-means, I did not distort any part.

Furthermore, because I examined different types of documents for cross-checking purposes and hence, I took the trustworthiness and credibility or applicability of information from such documents for granted (all of these were government documents). I also selectively used information which was only consistent with the objectives, research questions, and to the conceptual framework of the study; that is, I was selective when taking information from documents.

Therefore, I employed different focused group discussions, informal discussions/interviews, individual focused group voting items, and different types of documents for triangulation purpose. That is, I checked information secured in one technique from one source against the other. In line with this, Hancock (2002) contends that it would be wrong to rely only on the views of just one group. That is, the purpose of triangulation that I employed here has helped me to cross-check information that I

secured it from different sources via different techniques. This in return has helped me to decide that the information was credible, dependable, and applicable; and hence, I reached to more transferable, applicable, and credible conclusions and implications.

Nevertheless, it is very uncommon to expect and secure worth paying information from all participants at all times. Rather, I might secure less-credible, less-dependable, and less-conformable information, at least, due to two biases. First, the positions and responsibilities participants hold (school authorities, school improvement committee members, teaching staff, and curriculum experts) compared to the current practices of bringing quality in education through the school improvement program in Ethiopia, might led me to some sort of bias. Second, information from documents, minutes, letters, and memos as a result of the opinions and attitudes of their respective writers, might led me to some other type of bias.

Therefore, from the very start of securing information, I minimized such types of biases and thereby I increased the issue of credibility, dependability, and conformability of information of the study, as it is noted in Best and Kahn (2005) and as I repeatedly mentioned it in the above paragraphs, through the use of cross-checking of information secured from the different sources. In this regard, I also feel, I carefully moderated each of the discussions and I sought and raised the consistency of responses by restating a question slightly in different forms at a later time in the discussion through the techniques of questioning I employed. Moreover, in the discussions I carried out with focused groups, I required each member (only teachers) of the focused group discussion to independently vote for some of my specific agendas like on teachers' interests and on challenges that limit them from taking part in curriculum material evaluation (for more, refer Appendix 5) which I prepared them based on ideas I got from chapter three of this study; because I spent much time with the participants/the sources of information, I also tried to get further information in an informal way from individual teachers as we met in the different sites of the school and in teachers' centers. On top of these practices, I first agreed with participants on interview and focused group discussion principles,

stating that “I will not record one’s views in an identifiable way; and I declared that information that I will secure from the different individuals and group of participants will remain confidential” (for more, refer 4.6 and Appendix 1).

Triangulation

Triangulation, according to Cohen, Manion, and Morrison (2000), can be defined as the use of two or more instruments of information generation in an inquiry process. Furthermore, triangulation, according to Mathison (1988) in Golafshani (2003) has come as an important methodical issue in naturalistic and qualitative approaches to research in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology. Even though triangulation is used in quantitative paradigm for confirmation and generalization of a research, Barbour (1998) in Golafshani (2003) does not disregard the notion of triangulation in qualitative paradigm and she states the need to redefine triangulation from a qualitative research’s perspective. For example, in using triangulation of several information sources in quantitative research, any exception may lead to a *disconfirmation of the hypothesis* where exceptions in qualitative research are dealt to *modify arguments* and are fruitful.

Therefore, triangulation includes multiple techniques of information generation and information interpretation, but it does not suggest a fixed technique for all researches. The methods chosen in triangulation to test the credibility and dependability of a study depend on the criteria of the research. Triangulation as used in quantitative research to test the reliability and validity can also illuminate some ways to cross-check or maximize the credibility and dependability of a qualitative study.

Similarly, in this study, I maintained the dependability and credibility of information through the use of similar information which I secured them from different sources (school authorities, teachers, curriculum experts, school improvement committees, and from documents) through the use of different information generation techniques (informal discussion/interview, focused group discussions, and documentary

interpretation). With this procedure, I cross-checked the different information that I secured them from different sources via different information generation techniques with each other and in the different cases during information interpretation and meaning construction.

4.6 Ethical Principles during Information Generation and Meaning Construction

The nature of information generation and interpretation techniques, especially, in qualitative information, force researchers to consider ethical issues associated to his/her confidentiality that participants must not feel at risk and to this end, researchers are highly responsible. Because research information will be collected from people, according to Creswell (2009), researchers need to protect their research participants. To this end, researchers must develop trust with them; promote the integrity of research; explain the purpose of interview and focus group discussions as they fit within the broader context of the research study; and guard against misconduct. Furthermore, the researcher must make clear how each research participant is selected, get permission or agreement of individuals, need to respect research sites so that participants will be left undisturbed, that the researcher must be trustful and straight forward about the objectives of the study, and the researcher needs to explain that the research result is beneficial for both him/her and the participants (Mack, et-al, 2005 and Creswell, 2009)). By the same reasoning, I generated more credible, dependable, and conformable information from informal discussion/interviews, focused group discussions, formal interviews, and from observations. To this end, I first reached an agreement with focused group discussion groups, teachers whom I observed, and interviewees per the researcher ethical principles (for more, refer Appendix 1) stating that the interviewee and/or any member of the focused group discussions has the right to quit at any time without any precondition where he/she does not feel secured; I got permission from participants; I explained the purpose of interview, observations, and focused group discussions; and I explained my confidentiality for keeping their names/identities hush-hush. When needed, I explained and used only codes/abbreviations together with the date of discussion, observation, formal interviews, and informal discussion/

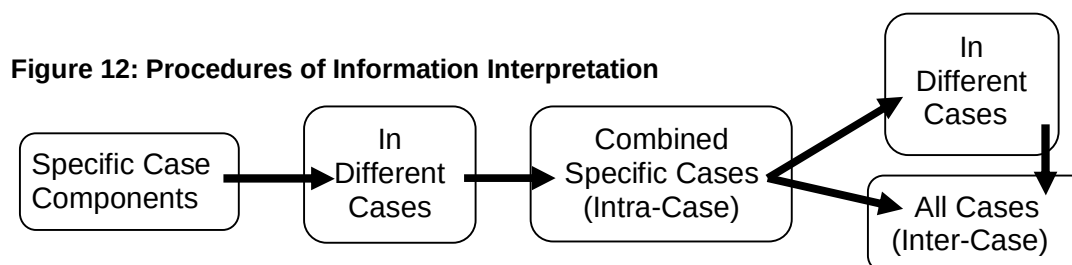
interview in place of the names of the respective locality, school, group, and interviewee. In this process, I used codes respectively 1 to 4 and 1 to 6 for one city administration and three regions according to their alphabetical order/ secondary school in the particular city or region and the respective sources of information (SEEMH₁H₂ for the three focused group discussions, two detailed interviews with heads of mathematics departments and teachers, and expert of curriculum from city and region education bureaus; date of discussion or informal discussion/interview; and the year for each of the cases). That is, for the six groups of sources of information from the case secondary school in Addis Ababa, the coding was SEEMH₁H₂/11,12,13,14,15, and 16/date/year; in Amhara region, SEEMH₁H₂/21,22, 23,24,25 and 26/date/year; in Oromia region, SEEMH₁H₂/31,32,33,34,35 and 36/date/year; and in SNNP, SEEMH₁H₂/41,42,43, 44, 45 and 46/date/year. On top of this, I explained the reasons why I selected each of these sources of information that I expected them to be fruitful regarding the what, how, why, and the why not of teachers' involvement in curriculum material evaluation and adaptation and they did so accordingly and all were voluntary.

Furthermore, I sought their permission and consent for recording focused group discussions and interviews and I also assertively explained to them that this recorded information will remain my sole property and possession, that I will not transfer it to any other body, that I only will use information only in written form for the thesis. In short, I tried to be ethical, trustful, careful, and I demonstrated my integrity/honesty, effort and rigor/strictness in the inquiry process.

4.7 Techniques of Meaning Construction

I interpreted practices of teachers' involvement in curriculum material evaluation, or not their involvement, what they have evaluated, why they have participated, how they have evaluated, the problems encountered in the involvement process, the results they found, and the measures they have taken per the type of the information I have generated. To this end, I have sorted out information that I have generated through focused group discussions, informal discussions/interviews and from documents in themes. That is, I determined major and sub-themes based on

the nature and order of objectives, research questions, and based on the conceptual framework for investigating teachers' involvement in curriculum material evaluation. Case analysis, according to Patton (2002:447), *involves organizing data by specific cases for in-depth study and comparison*. Accordingly, I separately interpreted each theme (each specific case component) for each case site through the comparisons of different information from different sources through different techniques and using my own reflection and understanding about the practices of secondary education, curriculum materials and teachers in Ethiopia. That is, I first interpreted specific case components (sub-themes like within preconditions) for each of the case sites; second, combined specific case components (themes like preconditions) for each of the cases (intra-case); and then, I interpreted these combined case components for all cases at a time (cross-case or inter-case). In this regard, Patton (2002:449) has noted that though a scholarly or evaluation project may consist of several cases and include cross-case comparisons, the analyst's first and foremost responsibility consists of doing justice to each individual case. All else depends on that. Accordingly, this scholar has noted that case studies may be layered or nested. That is, one may do case studies of several participants. In such a way, the analysis would begin with individual case studies followed by the cross-case pattern analysis of individual cases. Likewise, if a national program consists of several project sites, the analysis can consist of three layers of case studies. Patton (2002:447) further explained this procedure of analysis as follows. *Individual participant case studies at project sites combined to make up project site case studies; project site case studies combined to make up state program case studies; and state programs combined to make up a national program case study*. I summarized this procedure of interpretation of information, according to Figure 12, as follows.



I, in particular, did this procedure of interpretation by subdividing the whole information in three chapters (chapters five-seven). First, I considered a chapter

(chapter five) on enabling situations-preconditions-for teachers' involvement in curriculum material evaluation. In this chapter, I treated the different cases independently using different themes and sub-themes, I also compared and contrasted information generated from the different sources and up on the intra-case (within-a-case) and inter-case (across the cases) interpretation based on similar and different themes in the different critical cases. In this process, I gave due attention for teachers' willingness (interest) to involve in curriculum material evaluation through the interpretation of interrelated but different agendas like the support participants have to the idea that teachers should involve in curriculum material evaluation, benefits, teaching loads, teaching experiences, and through the determination of the primary responsible body/individual for initiating curriculum material evaluation. To do so, I used information generated from school authorities, focused group discussions, and from informal discussions/interviews.

Second, I interpreted teachers' involvement in curriculum material evaluation in another independent chapter (chapter six) for each of the cases independently, intra-case, and as inter-case interpretations based on their similar and different themes that I had decided them per the conceptual framework and I interpreted them. In doing so, I secured information from different sources through different information generation techniques. In this chapter, I emphasized the type of curriculum materials teachers evaluated (teachers' guides, student textbooks, lesson plans, teacher-made tests and examination, and on the qualities and proper utilization of learning-teaching materials), why they did and/or did not make evaluations, the strategies they followed, and the challenges encountered.

Third, I treated evaluation results and the measures they took independently as a separate chapter (chapter seven) based on similar and different themes and sub-themes for each of the cases, intra-cases, and for inter-case interpretation purposes. In this process, I gave emphasis to what teachers found from their evaluations, what and how they did with the results, and the challenges restricted them from taking actions.

CHAPTER FIVE

5 Preconditions for Case Secondary School Teachers' Involvement in Curriculum Material Evaluation in Ethiopia

The objective of this study is to investigate how secondary school teachers are involved, not involved, and why they did not involve in curriculum material evaluation and adaptation. To this end, I first have to answer my first research question which reads as herein below.

What enabling conditions are there for teachers to get involved in curriculum material evaluation?

That is, I found it imperative to examine preconditions or prerequisites helpful for teachers to take part in curriculum material evaluation based on information I generated from different sources. I considered these preconditions from two angles. While some of them are external to secondary school teachers (non-teacher-based preconditions), the other some are within them (teacher-based preconditions). Therefore, I gave much emphasis to non-teacher-based, teacher-based, intra-case (different case components within a case), and inter-case (different case components across the different cases) interpretations in three parts.

In the first part, I examined the situation of non-teacher-based preconditions. In the second part, I considered teacher-based preconditions necessary for case secondary school teachers to involve in the determination of the qualities of those materials of the curriculum. In the last part, I made intra-case (within-a-case) and inter-case (cross-case) interpretation on these preconditions based on my findings from parts I and II.

PART I

5.1 Non-Teacher-Based Preconditions for Case Secondary School Teachers' Involvement in Curriculum Material Evaluation

In this part, I presented and interpreted information based on the objectives, research questions and based on the conceptual framework. In particular, in this part, I gave due attention to one of those preconditions which I called them as non-teacher-based ones (for more, refer Figure 7 of the PIRA Framework) that can help and/or obstruct teachers from taking part in curriculum material evaluation.

Non-teacher-based preconditions are those which need to be given and/or arranged and made supportive to teachers by different authorities at the school, region, and/or MoE levels. Some of the non-teacher-based preconditions include policy mandate, teacher reflection spaces in periodic lesson plans, resources, support, and teacher teaching load. Hence, in the following sections, I interpreted the status of each of these case components for each of the cases.

5.1.1 Policy Mandate

This precondition is concerned with the permission ministry of education has given to teachers so as to able to carry-out curriculum material evaluation. To this end, as I thoroughly explained it before (for more, refer 2.1), the education and training policy has reflected this permission. Furthermore, one of the education sector strategies of the Ministry of Education of Ethiopia (Federal Democratic Republic of Ethiopia, 1994) and the governing guideline for school improvement program (MoE, 2007c) support the need for teachers' involvement in curriculum material evaluation. Policy statements are indicators not only to the permission but also the type of duties and responsibilities ministry of education has given to teachers. Therefore, for the realization of those duties and responsibilities, what does the reality look like in each of the cases?

Secondary School in Addis Ababa City Administration

Information from the different sources explained this precondition, nearly, in the same way and hence, I presented better explained information. Accordingly, information from one of the focused group discussions shows the following.

To help teachers take part in curriculum material evaluation, we are encouraging and rewarding them who conduct action research [one of their professional responsibility] by issuing prizes and certificates of involvement at Woreda, Sub-City, and at City Administration education bureau levels besides granting career promotion. It is a must for him to do these types of works if a teacher wants to get career promotion. ... Evaluating matters of the curriculum is one of the job descriptions and one of the criteria respectively used to determine teachers' efficiency and career promotion. Therefore, involvement in curriculum material evaluation is their job and they know this (my translation from the discussion with SEEMH₁H₂/12-09/11/10).

Furthermore, information from documents of the education bureau consolidates this. That is, the Addis Ababa City Administration Education Bureau has prepared and distributed circulars consisting of list of criteria. These criteria are three in their nature and each has given different emphasis on the different materials of the curriculum. The first shows forty specific criteria used to evaluate the three curriculum materials (teachers' guides, student textbooks, and the syllabus) in seven major criteria areas concerning *objectives; contents; teaching-learning methods and techniques; learning-teaching materials; monitoring and evaluation; illustrations in textbooks like the use of pictures; and concerning other important considerations of the curriculum like language, style of writing, punctuation marks, and others* (my translation from documents of the education bureau). The second-Form 1-is similar to the first type but consisting of twenty specific criteria in four major criteria areas concerning the *strength and appropriateness of textbooks to carry; general quality of textbooks; exercises and discussion points; and concerning the availability and relevance of reference materials* (my translation from documents of the education bureau). The third-Form 2-consists of seventeen specific criteria in two major criteria areas related to the *availability and accessibility of attention points for providing support [like availability of records, policy documents, and directives]; and concerning the existence of safe situations for the learning-teaching process* (my translation from documents of the education bureau).

Besides this, information from school documents show that duties and responsibilities of teachers related to their involvement in evaluation are reflected in their job descriptions; and in their selection criteria for prize and encouragement. From teachers' job descriptions, four of seventeen points are related to their responsibilities to curriculum matters. That is, teachers are responsible to *conduct*

action research; use active/participatory learning-teaching methods and conduct continuous assessment; arrange laboratory materials and chemicals in a way suitable to use; and they are responsible to prepare and use learning-teaching materials (my translation from case secondary school teachers' job description). Teachers' selection criteria for prize show that three of fifteen are related to teachers' involvement in curriculum material evaluation. That is, *the teacher must have prepared supporting worksheets and others and distributed to students; must have carried out action research and must have introduced new ways of doing the job through his/her new innovations; and must have participated and used in the school's pedagogical center* (my translation from case secondary school teachers' selection criteria for prize). On top of these practices, there are different opportunities that case secondary school has created which can initiate teachers to involve in curriculum material evaluation (for more, refer 5.1.4 under case secondary school in Addis Ababa). Nevertheless, information from the other focused group discussion shows that teachers do not have a guide to evaluate the different curriculum materials; this is explained problem as follows.

One problem that hinders teachers from evaluating the curriculum or other materials is lack of guiding materials. Even not only in the school but also in the level of what you call sub-city, there is no any material that shows how teachers can evaluate curriculum materials; there is no guideline for teachers on how to evaluate the material (my translation from the discussion with SEEMH₁H₂/13-10/11/10).

After having this information, I raised this question. What about the guide education bureau has sent to you? And then, I showed the three formats and guidelines. The reaction I got from this focused group discussion shows this: *I think you have got these materials at the level of education bureau. But we don't have such types of materials; it is not available. So, if such materials were available, we may have done the evaluation work; teachers could have been motivated; they could have evaluated textbooks.* This evidence deconstructs the assumption of the education bureau so as to help teachers to involve in evaluation though the guideline it has prepared was dispatched to them. With this deconstructing conception of teachers in one hand, on the other, information from the school's document related to teachers' teaching portfolio/result-oriented teachers' semester plan format reveals that core activities of teachers are related to the learning-teaching domain of the school improvement program. None of them directly show teachers' duties and responsibilities in curriculum material evaluation.

For instance, nine of thirty one sub-key activities of ten key activities of one of three core activities show the following.

The extent of content covered; respect and utilization of time; selection and utilization of learning-teaching materials; student evaluation mechanisms; number of teaching materials prepared; number of teaching methods used in a session; their practicality and attractiveness; practical change of behavior reflected from students; increasing student achievement than those promoted; and number of sessions he/she has used teaching materials (my translation from the teachers' semester result-based plan format).

Even though teachers disagree with the guide provided, most of their curriculum related responsibilities in their job descriptions are not directly related to the determination of the curriculum, and though their semester result-oriented plan does not directly show their specific duties and responsibilities related to curriculum material evaluation; former evidences from documents of the education bureau and the school and other supporting practices of school (for more, refer 5.1.4 on case secondary school in Addis Ababa) made clear the responsibilities of these teachers to involve in evaluation. Therefore, policy mandate is in place; nonetheless teachers did not use this opportunity.

Secondary School in Amhara Regional State

Education Bureau of the region has prepared and distributed a circular consisting of list of criteria in six pages written on 10/04/09 with a reference number *f u-2/615/S-2/01*. This is for teachers to evaluate the three curriculum materials-syllabus, teachers' guides, and student textbooks (Amhara Regional Education Bureau, 2009)-to all secondary schools and preparatory programs of the region through zone education offices. Then, to see the actual implementation of the policy guidelines and the evaluative criteria prepared at the region education level, I conducted three focused group discussions in the school and one discussion with two curriculum experts in the education bureau. The information reveals that no such criteria are reached to them but participants from the bureau claimed that they sent it and I saw the copy. However, information from school authorities (SEEMH₁H₂/21-15/10/10) and research participants (SEEMH₁H₂/23-18/10/10) revealed that they did not receive such criteria. It appears to me that there exists a gap between school authority and teachers and/or school authority and zone

education offices, or the school and teachers may deliberately look for an excuse for not doing so using that guideline.

On the other hand, my research participants confessed that involvement in the determination of the qualities of textbooks is part of their responsibilities and duties which is also available in the case secondary school document though they are not able to discharge it. Information from the case secondary school document on secondary school teachers' job descriptions and information from one of the focused group discussions respectively reveal the following.

Enables teachers to use and improve the contents of their teaching through his evaluations of the learning-teaching process in his and neighboring schools and through the identification of new lesson presentation methods; introduces teachers on necessary improvements made in student textbooks, teachers' guides, workshop manuals, and in other additional writings in his training area through the evaluations he is conducting against their suitability to new findings, facts, and information; prepares materials that can supplement and help the curriculum to be related to the environment, readable and helpful to students as exercises, and helpful to teachers' lesson presentation; and provides constructive comments and professional support to teachers under his supervision through his evaluations of their lesson presentation, assessment mechanisms, and their record keeping (my translation from the job descriptions of Head Secondary School ሃገራዊት—ሰፊ ስራ ስህተት in Amhara). Most of the time, textbooks are changed not because of their problems reported from teachers, but it is when the government wants to do so. In fact, the pressure is there from the department so as to let us evaluate textbooks and doing this is one of our responsibilities. However, because there is no any change upon our comments done before, now-a-days, we do not involve in this evaluation (my translation from the discussion with SEEMH₁H₂/21-15/10/10).

These evidences imply that the bureau has prepared and distributed guidelines for teachers to use it. Four of fifteen of their duties and responsibilities from their job descriptions are directly related to curriculum material evaluation. There is pressure from the respective departments, and teachers are aware of these later two conditions. But those criteria for the determination of the efficiency of teachers in the case secondary school do not include specific criteria related to curriculum material evaluation like those in their duties and responsibilities. Current practice reveals that teachers ignored all these specific duties and responsibilities that can reinforce them to involve in curriculum material evaluation. That is, rules and regulations remained one-sided, policy mandate exists.

Secondary School in Oromia Regional State

I conducted three focused group discussions in the case secondary school in Oromia and one discussion with three curriculum experts in the region education bureau. Three focused group discussions explained this precondition, nearly, in the same way, and the remaining focused group discussion, somewhat in a different way and hence, I presented both views. For instance, information from one of the focused group discussions reveals the following.

There is no specific written document [circular] for the implementation of those general permissions and responsibilities. Specific duties and responsibilities of individual teachers in this regard are not explicit; these, rather, are relatively made clear for different domain subcommittees of the school improvement committee (SEEMH₁H₂/31-29/09/10).

This implies that there is no specific duty and responsibly that reinforce teachers to involve in evaluation. Nevertheless, the other focused group discussion participants do not agree with this evidence. Even teachers of the other focused group discussion members confessed that taking part in evaluation is one of their duties and responsibilities. Information from focused group discussions shows the following.

Curriculum material evaluation by teachers raises such question. Why I? I know that it is my duty to involve. I can see many things that are out of the instruction and I can check and I can evaluate; but deliberately simply sitting (SEEMH₁H₂/33-29/09/10). The education bureau has made it clear that involvement in curriculum material evaluation is one of their responsibilities and it is included as criteria for the determination of the efficiency of teachers. To this end, teacher development program office is made to organize portfolios of each teacher regarding what a teacher has done in relation to his/her teaching, tests, students, textbooks, and so on. Better achievements on such portfolios have led us to recognize teachers at the region level (my translation from discussions with SEEMH₁H₂/32-02/11/10).

Because I generated two contradicting evidences from the different focused group discussion participants, I examined what are called portfolios for the determination of teachers' efficiencies. Evidence I secured from my inspection of the components of the portfolio (first semester plan for 2010/11 school year of teachers) of the case secondary school reveals that nearly all plans are the same for all teachers focused on two key administrative activities- main and sub. For instance, six of the nine main key activities and five of the six sub key activities of the plan for the first semester of the 2010/11 school year of one of my critical case teacher show the following.

To raise students' achievement in Mathematics from 54.37 to 64.37; wise use of time and compensating when wasted; reduce late coming students; raise students' achievement through the use of student-centered lessons, continuous assessment, encouraging students to use library, and through providing tutorial classes to those selected low achieving students; respect time; and so on [main key activities] and; to respect and make to be respected of the flag ceremony; keep and make to be kept the security of the school; voluntarily execute additional tasks of the school; to become efficient in participating in more than two co-curricular clubs; participating in school-based and/or department-based meetings; and so on [sub key activities] (my translation from the first semester plan of a Mathematics teacher for 2010/11).

Therefore, from the policy mandates' point of view, the education bureau has given no specific duty and responsibility to teachers. Even those components of the portfolio (result-oriented teachers' plan activities) for determining the efficiency of teachers are not all directly related to the focus of the study. Neither the bureau nor their school has mentioned what and how teachers are going to evaluate curriculum materials. This implies that policy is unfavorable in the case school of Oromia.

Secondary School in SNNP Regional State

The regional state education bureau has prepared and distributed a checklist for content analysis for the evaluation of Natural Sciences and Mathematics curriculum materials for grades 9-12. This checklist consists of the syllabus, textbooks, teachers' guides, and on other general comments. Each curriculum material has its own main and specific components that teachers need to evaluate with the respective main and specific criteria which teachers can base their evaluation. For instance, the education bureau has provided four major criteria useful to evaluate different aspects of curriculum materials. That is, with fourteen specific criteria related to contents of a textbook; ten specific criteria related to exercises/activities; four specific criteria related to language; and with four specific criteria related to illustrations. Therefore, such type of checklist for content analysis is a good opportunity for case secondary school teachers' to take part in curriculum material evaluation and I can take this as one specific means for realizing those policy guidelines. In this regard, information from focused group discussions reveal that *in some cases, we go to selected schools and we give instruments [curriculum material evaluation questionnaires] which can help teachers to evaluate textbooks and teachers' guides* (SEEMH₁H₂/42-06/12/10).

Furthermore, job description and result-oriented activities of level three teachers (Associate Head Teachers }vv] S] SUI^” and Head Teachers, S] SUI^”) related to the learning-teaching domain of the school improvement program shows that one responsibility of the seven with one point of the ten is directly related to the focus of this study. That is, ministry of education/bureau has required these teachers to *solve learning-teaching problems through action research and through the use of the results of other studies* (my translation from the job description of level three teachers in SNNP). In this regard, information from SEEMH₁H₂/42-06/12/10 reveals that *there is a possibility for teachers to conduct an action research because it is one of the requirements for their career promotion*. On top of their job descriptions, model teacher selection criteria require teachers to involve in curriculum matters. For instance, three of the twenty five of such criteria which are directly related to the focus of this study read as follows.

One who has presented suggestions so as to improve students’ achievement by carrying out action research; ready for change by making the school center of creativity and research; and one who has given practical solutions to the curriculum through evaluation (my translation from model teacher selection criteria from SNNP Education Sector).

In short, the above evidences clearly reveal that different specific duties and responsibilities are there for the implementation of those regulations in policy and strategic documents of the MoE regarding teachers’ involvement in curriculum material evaluation. That is, policy is consistent among participants but unused in the case secondary school in SNNP (for more, refer 6.1.1 under SNNP).

5.1.2 Teacher Reflection Spaces in Daily Lesson Plans

This is helpful for teachers’ involvement in curriculum material evaluation through the use of their reflections about the status of the implementations of their lessons and/or how the learning teaching process was conducted (for more, refer 2.6.2). Therefore, I examined the real practice of this precondition based on information from periodic lesson plans for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

The lesson plan that I considered in use (for more, refer Appendix 2A), gives space for teachers to write their reflections. The last row of each day which is headed as

Remark is for writing teacher reflections about the status of the implementation-effective and/or ineffective-of the periodic lesson plan (for more, refer 2.6.2). The reality in the school, nonetheless, is different. One week implemented (01-05/11/10) critical case lesson plans show that the row headed as *remark* is left blank. According to one of my critical case teacher (11/11/10), the row headed as *Remark* will be used when there is irregularity in the implementation of the lesson may be due to holidays, teacher excused times, staff meetings, or due to other irregularities. On top of this, the row headed as *Evaluation*, according to one of my critical case teacher (11/11/10) and according to my observation (11/11/10) of implemented lesson plans (01-05/11/10), it is for writing the type of evaluation mechanism like individual/group class works and oral questions that the teacher has used.

Those spaces given to the department and vice director are to sign and write their respective signatures and dates in confirmation for the preparation of lessons before their implementations. I confirmed this through my inspection of two implemented periodic lesson plans of my critical cases on 11/11/10 prepared for one week (01-05/11/10). Therefore, teachers failed to use this good opportunity to write their reflections about the qualities of lesson plans and on the qualities and proper utilization of learning-teaching materials; they failed to evaluate curriculum materials using opportunities from lesson plans; and follow up by the school is only to check the preparedness of lessons. That is, teacher reflection space is provided but it is not used.

Secondary School in Amhara Regional State

The periodic lesson plan I considered in use (for more, refer Appendix 2B), does not give space for teachers to write their reflections. The last row of each day which is headed as *Evaluation* is not for writing teacher reflections on the status of the implementation of the periodic lesson plan. Rather, according to one critical case subject teacher (15/10/10) and according to my observation (18/10/10) of implemented periodic lesson plans (11-16/10/10), it is to write the type of evaluation mechanism like individual/group class works and oral questions that the teacher has used so as to check the attainment of his lesson objectives.

The spaces given to the department and vice director are to write, sign, and write respectively their respective names, signatures, and dates in confirmation to the preparation of lessons before implementation. I confirmed this through my inspection of two implemented periodic lesson plans of my critical cases on 18/10/10 prepared for one week (11-16/10/10). Therefore, there is no good opportunity for teachers to write their reflections about the qualities of lesson plans and on the qualities and proper utilization of learning-teaching materials; and they did not get the opportunity of getting initiated that they could have got from lesson plans to participate in curriculum material evaluation. That is, teacher reflection space is not provided.

Secondary School in Oromia Regional State

The periodic lesson plan I observed in use (for more, refer Appendix 2C), does not give space for teachers to write their reflections. The last column which is headed as *Evaluation* is not for writing teacher reflections on the status of the implementation of the periodic lesson plan, rather, according to one critical case subject teacher; *it is to write types of evaluation mechanisms the teacher has used so as to check the understanding levels of his students and thereby the attainment of his lesson objectives* (my translation from informal discussions with one of my critical case subject teachers on 30/09/10).

Those spaces given to the department and vice director for their respective remarks are not used. I confirmed this through my inspection of two implemented periodic lesson plans of my critical cases on 04/10/10 prepared for one week (27/09-02/10/10). Therefore, there is no good opportunity for teachers to write their reflections about the qualities of learning-teaching methods and techniques and on the qualities and proper utilization of learning-teaching materials and they did not get the opportunity to take part in curriculum material evaluation that lesson plans could have played the role. That is, teacher reflection space is not provided.

Secondary School in SNNP Regional State

The status of periodic lesson plan I observed in use (for more, refer Appendix 2D), gives space for teachers to write their reflections. The last column of the table which is headed as *Remark* is for writing teacher reflections about the status of the

implementation-effective and/or ineffective-of the periodic lesson plan (for more, refer 2.6.2). The reality in this school, nevertheless, is different. One week implemented (29/11-03/12/10) critical case subjects' lesson plans show that the column headed as remark is not used. According to one of my critical case subject teachers (10/12/10), the column headed as *Remark* will be used when there is an irregularity in the implementation of the lesson plan may be due to holidays, teacher excused times, or due to staff meetings. On top of this, the column headed as *Evaluation*, according to one of my critical case subject teacher (10/12/10) and according to my observation (10/12/10) of these implemented periodic lesson plans (29/11-03/12/10), it is for writing the type of evaluation mechanism like individual/group class works and oral questions that the teacher has used so as to check the attainment of his lesson objectives.

The *remark* under the table (for more, refer Appendix 2D) is for the signature of the Deputy Director or the delegated in confirmation to the preparation of lessons before their implementations. I confirmed this through my inspection of those two implemented periodic lesson plans of my critical cases on 10/12/10 prepared for one week (29/11-03/12/10). Therefore, teachers failed to use this good opportunity to write their reflections about the qualities of learning-teaching methods and techniques and on the qualities and proper utilization of learning-teaching materials. Follow up by school authorities is only for the preparedness of lessons. That is, teacher reflection space is provided; however, it is not used.

5.1.3 Resources

This precondition consists time, recordings, and finance that affect teachers' involvement in curriculum material evaluation. I interpreted the reality of resources necessary for teachers' involvement in evaluation for each of the case secondary schools based on information from focused group discussions and based on information from informal interviews according to the following paragraphs.

Secondary School in Addis Ababa City Administration

No focused group directly mentioned scarce of resource. Even, time does not look a problem at least when I see it from the teachers' teaching load point of view for the

maximum teaching load including government policy is 20 periods per week. Nevertheless, according to my observation, teachers have short of time, even to conduct focused group discussions. To know the reality for the cause of this shortage of time, I conducted an informal discussion with one member in my critical case subject teacher. Information from this discussion shows the following.

When teachers get free time being in the school, they will go for part-time job; our salary is not sufficient to live. Though we are getting housing allowance, it is not enough; we have to add 200 or 300 Birr for a small room to live in. Besides, today you know what a kilo of potato, tomato, or what a kilo of onion costs us. Therefore, unless we subsidize our income in this way, it is much difficult to live (my translation from my informal discussions with one teacher of the critical case subject, 11/11/10).

This evidence implies that despite the fact that teachers are not loaded in school affairs and in teaching; they do not have the time to remain in the school. Therefore, resource, particularly time, is inconsistent among participants.

Secondary School in Amhara Regional State

Participants raised the existence of scarce in the different resources useful to carry-out curriculum material evaluation. Three focused group discussions explained this situation in similar fashion and the fourth somewhat in contradiction with these three groups. I presented the well-explained information in the following paragraphs.

One of the problems that limited us not to involve in the evaluation is teaching load, we teach 25-30 periods per week. If you are loaded, then, most of the time, you will not be initiated to do other tasks. This does not allow us to give attention to this practice of evaluation. ... In cases when few teachers participate in research [evaluative type], there is lack of support, no computer and paper to write their research findings and the like. Even the incentive is not that much that can satisfy you, no incentive (SEEMH₁H₂/24-14/10/10). There is no situation which is conducive. For example, if you like to evaluate; pens, papers, and other writing materials should be supplied, but not. Simply they order us do that, do that and there is nothing; there is no incentive; and there is no feedback on what we have commented. So, why we evaluate? If there is no any response, why we simply loose our energy (SEEMH₁H₂/23-18/10/10)?

The above evidences demonstrate that teachers do not participate in evaluation because of the shortage of time, other resources, and due to lack of incentive and support. Though teachers have complaints on the time they have to evaluate, time constraint however, is not accepted by the other focused group participants. For instance, information from focused group discussions reveals the following.

The problems mentioned by teachers are not problems. These are problems that are called or said problems by teachers. Because if you consider the time, you know! Any teacher when he prepares himself to teach, even when preparing one single daily lesson plan; he can evaluate the textbook at that time and he can write something and tomorrow he can write again something. Then if he compiles all these, that will be an evaluation. Therefore, shortage of time is not a problem (SEEMH₁H₂/22-25/10/10).

In short, all these evidences show the complaints of teachers not to involve in evaluation, while the other focused group participants are against to these complaints. Therefore, resource is inconsistent among my research participants.

Secondary School in Oromia Regional State

My research participants made it clear that shortage of human-teachers-and time resources are critical problems. Because of lack of teachers in the sciences like Physics, Chemistry, and Biology and in my critical case subjects (English and Mathematics), existing teachers are highly loaded in teaching and hence, they complained that there is no time to involve in curriculum material evaluation. In particular, the discussions that I made with one of the focused group discussions emphasized the following.

The load we have made it difficult to involve in curriculum material evaluation. It is difficult because to make good learning-teaching process for example in sciences like physics, chemistry, and biology it should use laboratory works. but to use laboratories, it is difficult as a teacher has carried 24 periods per week in two shifts which led to a problem of time to do laboratory works and then to determine the quality of his work (SEEMH₁H₂/31-29/09/10).

Furthermore, other resources related to budget and materials are scarce. On top of these problems, the case secondary school does not have an independent office responsible for curriculum material evaluation with a budget allocated to it. Information from one of the focused group discussions reveals the following.

In order to conduct this curriculum material evaluation; school management and the school officials do not encourage you; because in order to evaluate this curriculum, we need to have sufficient materials. So, who provides that material? They are not responsible; they cannot provide that; and they cannot encourage you. So, how can we evaluate without sufficient material? ... There is no any due attention given; say for example, there is no an office which has been assigned for the evaluation of the curriculum. If there is a condition which is conducive or office assigned for the evaluation of the curriculum, I will involve in that section. So there is no any office assigned for this (SEEMH₁H₂/33-29/09/10).

All these evidences imply that financial and material constraints, problems related to their teaching load (for more, refer 5.1.5 on case secondary school in Oromia herein below and Appendix 3C) made teachers to work in tight situation. This in return has made them get away from evaluation. That is, resource is scarce.

Secondary School in SNNP Regional State

The status of resources in the case secondary school is not as such an important problem that can limit teachers from taking part in curriculum material evaluation. Information from one of the focused group discussions confirms this situation as follows. *There is support from the school and departments in the form of materials, support of ideas or experience sharing, duplicating and binding teachers' action research works, and so on* (SEEMH₁H₂/41-08/12/10). Furthermore, information from school authorities reveals that teachers' teaching load is not as such a problem (for more, refer Appendix 3D). This implies that time, when it is seen from the teachers' teaching load point of view, is not a problem that can restrict teachers from taking part in curriculum material evaluation. Nevertheless, when I examined it alongside other out of school interests of teachers, time as a resource has restricted case secondary school teachers from taking part in curriculum material evaluation. Information from one of focused group discussions consolidates this assertion as follows.

In order to save time and in order to save materials, we didn't do more on the evaluation of the different matters of the curriculum; we perform our activities only upon our capacities. Because we work here, we also work in other places. To compromise our in-school and out-of-school times, we don't evaluate these curriculum materials (my translation from discussions with SEEMH₁H₂/43-08/12/10).

This evidence clearly implies that case secondary school teachers are not doing one of their default professional duties and responsibilities because they do not have the time; out of school interests are dominating though they tried to externalize that it was to save time and materials. In short, resource is inconsistent among participants.

5.1.4 Support

It is concerned with assistance or helps that need to be given to teachers by the school and/or other concerned body so as to encourage them to involve in the curriculum material evaluation. To know the real status of support in the different

cases, I generated information from the different sources and I summarized such information for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

Different participants perceived the status of support mainly in the same way except minor misunderstandings. In fact, information from the different sources shows the existence of different support systems. For instance, information from focused group discussions shows the following.

All teachers are invited to participate in the curriculum validation workshops. That is, before a new curriculum or a new textbook introduce is introduced, the bureau invites teachers in their subject areas to criticize and to evaluate the curriculum materials. ... In curriculum revision, teachers were invited to give their comments and to evaluate all the materials of the curriculum. In this activity, representative teachers [those active participants in each school] are made to participate and their input is included in curriculum review practices. For instance, last time MoE has published new textbook for Civics and Ethical Education. But before its publication, subject area teacher representatives have forwarded their comments based on criteria the education bureau has prepared; the bureau has compiled and submitted it to MoE. ... At the end of each semester, experts from education bureau leave to each school. They collect examinations prepared by teachers; assess the quality and relevance of these examinations; and then provide feedback to each school for correction. Even, in supervisory visits, the bureau uses to check how far they are involved in action research, curriculum material evaluation, and the evaluation of their own practices, and we use to tell and encourage them to do so and so on (my translation from discussions with SEEMH₁H₂/12-09/11/10). When we raise the question of curriculum material evaluation, textbooks are one of the materials that teachers, as one of the stake holders, use to participate to evaluate them. For instance, before the textbook is changed, there was a practice to revise textbooks every two years. I have participated in such practices in 2007/08 school year. The comments we have provided are incorporated in the new textbook; our feedback is used. This makes teachers to be efficient and gives them good direction for their job (my translation from discussions with SEEMH₁H₂/14-12/11/10).

Besides to the invitation of teachers for their inputs to the revision of those materials, the assessments of teacher-made examinations by experts, telling and encouraging, and the criteria given to teachers so as to evaluate curriculum materials; different level trainings are done by the city administration education bureau and MoE. Information from focused group discussions shows the following evidence.

Upon the introduction of new textbooks, all teachers of all schools will be introduced how they can use it and how they can teach it through training the trainers. For instance, last week, there was an induction program intensively for two full days for subject area teachers in chemistry, biology, physics, and ICT. Upon the completion of this induction

program on textbooks, representative teachers have done the same for all teachers in their respective schools (my translation from discussions with SEEMH₁H₂/21-09/11/10).

Furthermore, the school is demonstrating its best so as to help teachers involve in its different affairs for bringing quality in education. Information from different documents of the case secondary school, for instance, show the following supporting practices for teachers to involve in the determination of the quality of their respective works. The school's three-year (2010/11-12/2013) plan is posted on the different corners of the school including in teachers' center and office. Three of twelve key sub activities of one of the four core activities (the learning-teaching domain of the school improvement program) and information from focused group discussions read as follows.

To encourage teachers to participate in action research; create school-based experience sharing and learning from each other programs and establish strengthened supervision system; and to encourage teachers to participate in curriculum material evaluation (my translation from the case secondary schools three-year plan [2010/11-12/2013]). To check the quality of learning-teaching methods, especially when a beginning teacher is there, we use to conduct department based observation while a teacher teaches. At the end of this observation, we will give him feedback by saying this is good and that is bad. Besides to our department, there are supervisors from the sub-city who frequently observe the quality of the learning-teaching process (my translation from the discussion with SEEMH₁H₂/13-10/11/10).

If teachers of this school are willing to involve in evaluation, then the opportunity is created by their three-year school plan; teacher and supervisor-observing-teacher for improvement are also other good opportunities for them. The school also has formed twelve committees and twelve co-curricular clubs to contribute to its affairs for bringing quality in education. Accordingly, four of the twelve committees, *School Improvement*, *Internal Quality Audit*, *Monitoring and Evaluation*, and *Curriculum Improvement Committees*, and one of the twelve co-curricular clubs, *Research club*, according to my translation from my readings from a notice board in teachers' offices (12/11/10), are directly related to the focus of this study and these are good opportunities for teachers to involve in curriculum material evaluation. Furthermore, from my informal discussions with one of my critical case subject teacher on 12/11/10, I understood the existence of three academic related unions. These are *Department Heads' Union* (used to be conducted *once in two weeks*), *Homeroom Teachers' Union* (used to be

conducted *once in a month and upon the urgency of cases of these teachers*), and Drink Coffee programs, *“ÖÖ”* (used to be conducted *once in two weeks*). The first two unions, according to my informal discussion with one of my critical case participants (12/11/10), are used to formally and the latter to informally discuss on the following areas.

Members formally discuss school affairs related to how to bring quality education, how to raise the motivation of teachers and students, create awareness, and how to raise belongingness of each teacher on school matters (my translation from my informal discussion with one of my critical case participant, 12/11/10).

These evidences imply the existence of good opportunities for case secondary school teachers' involvement in curriculum material evaluation. Furthermore, a notice posted on 02/11/10 in the different corners of the school like in teachers' center and office, and in the different school authority offices to the case secondary school students, teachers, and administrative bodies regarding discussion results with students held on 22/10/10, has presented important opportunities for teachers to reconsider how they are discharging their responsibilities. According to this notice, the discussion has shown three major problems observed from students, reflected from teachers, and reflected from school authorities. Eleven of the twenty five problems reflected from teachers can help them to see themselves through their involvement in curriculum material evaluation. These problems include the following.

Other than few teachers who are working on exercises and writing notes, teaching is not there; teachers do not respect their entrance and exit classroom times; existence of some teachers who use to insult students who failed answering; science teachers do not teach us in laboratories; let most teachers monitor their teaching methods; there is too much note writing but unable to explain it; making the lesson non-participatory; unable to give corrections to class and homework they have provided; teachers who wrongly dismiss students from the learning-teaching process and unwillingness to accept comments; and existence of some teachers who have language problem (my translation from the notice posted on 02/11/10 regarding the results of the discussion with students conducted on 22/10/10, 14/11/10).

This evidence clearly gives good opportunities for teachers so as to involve in the determination of the quality of their work, teaching. The case secondary school also has a system called coaching and mentoring teachers' work on a one-to-one basis between more experienced teacher to observe and give constructive feedbacks for

improvement and inexperienced/beginning teacher to observe the experienced so as to gain experience. The main purpose of this system is to help beginning teachers to improve their teaching skills from the feedbacks of experienced teachers and from their observation of such teachers. Feedback giving and taking system is guided with a weekly-based form, according to my translation (14/11/10), this form consists of such components as topic for the week's discussion; *activities accomplished*; *problems encountered*; *measures taken*; and *attention-seeking affairs*. After agreeing on this feedback giving and taking process, the experienced and the beginning teachers will write their respective names, sign, and the date of agreement and then it will be submitted and kept in the personal file of the beginning teacher. Therefore, this type of practice is another good opportunity for experienced and beginning teachers to take part in curriculum material evaluation.

Despite the fact that much trial is there so as to encourage and support teachers to involve in curriculum material evaluation, teachers still have complaints on the support. Teachers even doubt and question the practicality, trustworthiness, and usability of the different information posted in the different corners of the school, in their center and office. Information from one of the focused group discussion deconstructs the above positive support practices as follows.

To evaluate teachers' guides, student textbooks, and others, I don't think there is a favorable condition to do that; they don't need us. For example, at present the textbook is changed but we don't have any contribution to this change. ... I don't think that teachers have the interest to participate in curriculum material evaluation. First of all, there must be a chance. In fact, words are there. There is a proverb related to this. 'Actions Speak louder than Words'. I don't see teachers participating in this evaluation; I haven't seen a teacher invited to participate; and I didn't see a teacher forced to evaluate the curriculum. ... You know! There is no encouragement how to participate; there is no option to do something; the situation is not comfortable to participate. You know! Somebody simply goes and participates without something; without professional knowledge; they simply change texts; immediately you get something simple error. This is the result of the lack of professionals' involvement (my translation from the discussion with SEEMH₁H₂/13-12/11/10).

In general, the status of support, unless teachers want to externalize their default professional duties and responsibilities, is more encouraging than discouraging. I observed a good number of practices like teacher-observing teacher, the documents and formats prepared for this sake, evaluative discussions with students

and posting the results of this for all, establishment of committees and clubs related to the same, and so forth. In all, there is support but teachers did not use it.

Secondary School in Amhara Regional State

Participants from the school and region education bureau perceived the status of support nearly in different ways. The responses from three focused group discussions are similar with each other and hence, I took the well-explained information and I compared each response with what I secured from the other focused group discussions as follows. Though they appear regretted for failing to discharge their responsibility, case secondary school teachers perceived the status of support given to them so as to involve in curriculum material evaluation negatively. Information from different focused group discussions has consolidated this problem of support as follows.

There is no any environment which is conducive to make the curriculum useful. However, because we are implementers of the curriculum, we should have played our roles; and we could have given the place to forward our suggestions. ... In fact, to feel the gap, we discuss matters of the curriculum at the department level. However, to make it at broader/school level, no chance is given to teachers, there is no inviting situation, there is no incentive, and hence, we use to say 'why I kill my time for non-accepted and non-paid practices', and so forth (my translation from discussions with SEEMH₁H₂/21-15/10/10). There is no situation which is conducive. ... Simply they order us do that, do that and there is nothing; there is no incentive; and there is no feedback on what we have commented. So, why we evaluate? If there is no any response, why we simply loose our energy (SEEMH₁H₂/23-18/10/10)? Even when they come [education bureau authorities], we use to orally inform them the problems of the different materials of the curriculum, but the feedback we have given is not accepted, we do not see any improvement in the textbooks. ... For instance, I have evaluated grade ten Chemistry, I have submitted the result in writing. However, nothing is improved in the textbook (my translation from discussions with SEEMH₁H₂/21-15/10/10).

According to these evidences, problems restricted teachers not to involve in evaluation are not only lack of support, incentive, and lack of inviting situation but also they seem get discouraged for they did not get feedback on their previous evaluative practices. Nevertheless, such perception of teachers is supported by those participants in the other focused group discussions. For instance, information from one of my focused group discussions reveals the following.

In my opinion, there is condition which is conducive for teachers to evaluate learning materials. For example, the education bureau has sent some criteria to evaluate the learning-teaching materials, syllabus, textbooks, and teachers' guides. This is an

important specific criterion to evaluate, just as an initial. So this is one opportunity. ... The continual professional development program for teachers is aimed at helping them evaluate learning materials. This is another good opportunity for teachers to involve in curriculum material evaluation (SEEMH₁H₂/22-25/10/10). All teachers cannot participate to give their input to curriculum change. But three teachers in each zonal administration have been sent to MoE to participate. The principle was that these teachers can reach to individual teachers in each school, but the reality is not. The problem is attitudinal; they are not internally initiated to do that. ... In our region, researches are encouraged; we have a research program. Actually, we don't consider the evaluation of one textbook as one research paper; it cannot weigh as one basic research paper. ... Evaluation results by teachers are not well-organized; but simply like an individuals' report; simply showing wording, proof reading, or some addition, or something like that; and we write letters/circulars to all schools to make corrections. ... Even the education bureau has created different conducive environment to help teachers evaluate curriculum materials. Besides to certifications, there are material and financial incentives for teachers who evaluated curriculum materials (SEEMH₁H₂/22-25/10/10).

Regarding the former aspects of this evidence, I feel there is a gap between the education bureau and case secondary school teachers. It may be due to this that most of them are discouraged not to involve in curriculum material evaluation. Nevertheless, the system of encouraging those teachers who use to involve in the determination of the qualities of their work is acknowledged and supported by the case secondary school authorities in Amhara. For instance, an individual teacher who has conducted an action research on *Amharic Language Speaking Skill Problems and Solutions of Grade 9 Students* (2009/10) is given the recognition. Information from this school authorities shows that *the action researcher has presented the result of his study to concerned stakeholders in the region. As a result, he has received material incentive worth two thousand birr and an oral promise to work for his master's degree* (Case Secondary School Authorities in Amhara, 15/10/10). The above evidences imply that those who did not participate in the determination of the quality of their work have complaints; those who tried-though very few-have got the support; and the education bureau has presented this support, at least, useful to start curriculum material evaluation. Nevertheless, the overall status of support is inconsistent among participants.

Secondary School in Oromia Regional State

The status of support given to teachers is not an encouraging practice. Information from focused group discussions reveals the following.

Particularly, teachers are not motivated or are not supposed to do or to participate in the curriculum activities. So, they wouldn't have expected us what to do something or to have any benefit from the school. They simply consider teachers as simply serve for the sake of their own money; they consider us in this way, we consider them simply they give us work, we work together towards this for the sake of this business, we don't have additional objectives. ... There is no a conducive environment to initiate us to do further (SEEMH₁H₂/33-29/09/10).

These evidences show that teachers are not expected and at the same time, they are not supported to evaluate their practices. Even these evidences reflect teachers' sense of insecurity in their work that teachers feel that they are not trusted and different level authorities dominated them. Consequently, these teachers have complaints on the school management and other concerned bodies of the curriculum which they explained it as follows.

The right person to the right place is very important. If we evaluate the Ethiopian curriculum, this thing is missing. The concerned body didn't give due attention to such things. ... So, such things stuck teachers' mind. It raises such question. Why I? I know that it is my duty to involve. I can see many things that are out of the instruction and I can check and I can evaluate; but deliberately simply sitting. ... Nobody gives attention to teachers to give or to contribute what is wanted from them. Such and such things hinder not to be involved wisely, earnestly, and freely. ... No help/support. Hence, teachers do not have the initiative. The school management does not have the ability, they don't facilitate, they didn't give special attention for that [curriculum material evaluation by teachers], rather they simply sketch the program, giving the timetable for teachers, and then they go (SEEMH₁H₂/33-29/09/10).

Similarly, the other focused group discussion participants emphasized this lack of support from the different bodies for teachers' involvement in curriculum material evaluation, particularly, from the school management. They explained this lack of support and materials from the school to be much worse as follows.

We have to have some incentive. Since we don't have incentives, why do we spend time? Instead, what we will do in our spare-time is to try to find some other jobs. Because basically, our salary is not enough; because we are living only for subsistence, for that sake, we run here and there to seek some supplementary jobs to exist. If we are paid highly, in normal pay, we may exhaustively evaluate these things [teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the quality and proper utilization of learning-teaching materials] being in the school (SEEMH₁H₂/33-29/09/10)? There were evaluation programs before 20 or 15 years and there were evaluation formats, even to say this is good, this is bad, that must be included, that must be excluded, and so on. But this time, even there is no support or there is no initiative from the government body itself like MoE or Education Bureau (SEEMH₁H₂/34-04/10/10).

Though this lack of support may have some element of truth in it, according to the other focused group participants, nevertheless, it is not true. Participants explained that at least training has reached to each teacher which in return is an important input to him/her so as to involve in curriculum material evaluation. Information from focused group discussion shows the following.

Training is given to teachers on how to evaluate curriculum materials and this has reached to all teachers of all schools. However, when we check the actual, teachers and schools were not found performing as they were expected to do so. ... Though there are no encouraging and initiative conditions, teachers have attitudinal problems to participate in curriculum material evaluation. We have realized this from our frequent visits to the different schools and from the formal and informal attachments we have created with teachers. Half of them are involved in part-time jobs and the others are employed in other additional jobs so as to subsidize their income. Consequently, as a means to be excused from their failure, teachers use to say 'curriculum material evaluation results by teachers cannot be used' and 'we are required to evaluate just to make us busy/to make us tight'. However, the real and pressing problem which makes teachers away from curriculum material evaluation is attitudinal and what makes them busy is the out of school interests/part-time jobs (my translation from discussions with SEEMH₁H₂/32-02/11/10).

All these evidences clearly demonstrate the lack of incentive and support. Support is looked down; salary is low; and school management is incompetent. This made teachers loose the interest to involve in evaluation. On their spare-times, teachers are said to go for part-time jobs. Nonetheless, teachers' involvement on part-time jobs looks the challenge that restricted teachers not to involve in curriculum material evaluation. In general, support is lacking.

Secondary School in SNNP Regional State

Besides those supportive practices mentioned in the policy guidelines for this region (for more, refer 5.1.1 on case secondary school in SNNP herein above), information from focused group discussions show the following.

Usually, at the school level, teachers participate in inbuilt supervision. That is, teachers among themselves help each other to improve their teaching learning process. This provides the possibility of looking the qualities of textbooks, teachers' guides, as well as the actual teaching learning process in classrooms. This practice, by default, is teachers' day-to-day activity. ... Different types of trainings on curriculum material evaluation and textbook evaluation are provided to teachers in pre-service and in-service programs. Teachers are highly attached with such programs (SEEMH₁H₂/42-06/12/10).

These evidences clearly imply that classroom observation of a teacher by the other teacher and short term trainings in different forms are means to support teachers to

take part in curriculum material evaluation. Moreover, information from the other focused group discussion consolidates the above evidences as follows.

In fact, there are so many open things for teachers to participate in curriculum material evaluation. The school supports in every materials, in all their needs, the school completely understands the need to provide support. The support is mainly done, as I have mentioned it, in the form of materials, sharing of ideas or experience sharing, and by duplicating and binding action research works of teachers (SEEMH₁H₂/41-08/12/10).

Furthermore, creating opportunities for teachers to participate in curriculum related committees can be taken as another means of support to help teachers to involve in curriculum material evaluation. From the different notices posted in teachers' office, three of twelve committees for 2010/11 school year committees *school improvement*, *curriculum improvement program*, and *examinations* are directly related to curriculum works (My observation of notice-boards on 06/12/10). Nevertheless, information from focused group discussions indirectly in the form of suggestion for the betterment of teachers' involvement in curriculum material evaluation shows the following.

The bureau has to be highly involved in accelerating the in-service and pre-service programs so that every activity will be supported by research; out of and in school supervision services should be delivered so that teachers will involve in their every day activity in research; they should be supported and appreciated for what they did by their schools and others; reference materials should be accessible and they have to be allowed to internet access (SEEMH₁H₂/42-06/12/10).

This evidence clearly implies that the support given to teachers so as to involve in curriculum material evaluation is not sufficient, more training and different resources are still needed. In short, support is inconsistent among participants.

5.1.5 Teacher Teaching Loads

This component is related to the time that teachers are going to be involved in their actual work, teaching. According to MoE policy, though I am not able to find written evidence, each teacher's teaching load goes up to 30 periods per week (1period= 40minutes). For teachers to involve in curriculum material evaluation, in fact, they need to have spare-time. To see the reality, I summarized the information from different focused group discussions and information from case secondary school authorities for each of the cases using Appendix 3 in the following ways.

Secondary School in Addis Ababa City Administration

The situation of teaching load, even what is decided by the government, is encouraging for teachers' to participate in curriculum material evaluation. Information from school authorities reveal that the maximum teaching load is 20 periods per week and the minimum is 8. Teaching load in my critical case subjects teachers is also encouraging; 20 periods per week is the maximum for the English language teachers and it is 12 periods for Mathematics teachers (for more, refer Appendix 3A). Therefore, teacher teaching load is consistent among participants; it is per the rule of MoE.

Secondary School in Amhara Regional State

The situation of teaching load is one of the problems limited teachers from taking part in evaluation. Information from one of the focused groups shows that *one of the problems that limited us not to involve in the evaluation is teaching load, we teach 25-30 periods per week. If you are loaded, then, most of the time, you will not be initiated to do other tasks. This does not allow us to give attention to this practice of evaluation* (SEEMH₁H₂/24-14/10/10). Moreover, out-of-school interests of these teachers are said to compete with their in-school time interests. For instance, information from one of the focused group discussions reveals the following.

Even we do not formally evaluate our teaching methods, our tests and exams, and on how we can use teaching aids because there is no incentive for teachers. The teacher, first of all, has to live; therefore, instead of using his spare-time in preparing and evaluating curriculum matters in the school, he considers other alternatives for additional income, looks for part-time jobs (my translation from discussions with SEEMH₁H₂/21-15/10/10).

Furthermore, information from school authorities reveals that the maximum and normal teaching loads respectively are 30 and 20 periods per week. The maximum and normal teaching loads of the critical case subject teachers are respectively 30 and 25 periods per week. In both cases, the maximum teaching load and what is expected by the government policy are equal, 30 periods per week (for more, refer Appendix 3B). All these practices clearly imply that teaching load, together with teachers' out of school interests; made teachers to run short of time to take part in evaluation. Though teachers have complaints, teaching load is per MoE regulation.

Secondary School in Oromia Regional State

I presented and interpreted the situation of teachers teaching load using information from the school authority and from focused group discussions. According to the school's authority information, teachers are highly loaded (for more, refer Appendix 3C) where the minimum teaching load is 20 periods, the normal load-average-is 24 periods, and the maximum teaching load is 30 periods per week. In this regard, teachers appear to be overloaded in teaching. Information from focused group discussions shows their complaints as follows.

The load we have made it difficult to involve in curriculum material evaluation. It is difficult because to make good learning-teaching process for example in sciences like physics, chemistry, and biology it should use laboratory works. but to use laboratories, it is difficult as a teacher has carried 24 periods per week in two shifts which led to a problem of time to do laboratory works and then to determine the quality of his work (SEEMH₁H₂/31-29/09/10).

On top of this, during my informal interaction with teachers in their center (30/09/10), I heard three teachers chatting each other in this way. One teacher raised this question. *Oh! How can I carry 28 periods in two shifts?* A colleague of him commented him *as you will be excused from gym!* A second colleague of him added *it is a good opportunity for you to decrease your weight!* All laughed. These evidences clearly demonstrate that teachers are loaded in teaching. This load together with out-of-school interests implies that they do not have the time to go through the determination of the quality of their respective work. However, teaching load is per the rules of MoE though these teachers have complaints.

Secondary School in SNNP Regional State

The situation of teaching load is encouraging for teachers' to participate evaluation. Information from school authorities reveal that the maximum teaching load is 21 periods per week and the minimum is 12. Teaching load in my critical case subjects teachers is also encouraging; 20 periods per week is the maximum for both critical case subject teachers and 12 periods per week is the minimum for both (for more, refer Appendix 3D). Therefore, teacher teaching load is consistent with the regulations of MoE in the case secondary school in SNNP.

PART II

5.2 Teacher-Based-Preconditions for Case Secondary School Teachers' Involvement in Curriculum Material Evaluation

Teacher-based preconditions are those prerequisites which need to be there within teachers so as to be able to involve in curriculum material evaluation. In theory, when such preconditions are there, teachers will involve in curriculum material evaluation and when they are not there, teachers will not do so. These preconditions are of various types where some of them include teacher's interest, knowledge, experience in teaching, and teacher preparation and level of education. In this part, I presented and summarized the real practice of the presence or otherwise of such preconditions in the case secondary schools of this study case-by-case in the following sections.

5.2.1 Teacher Interest

Teachers' interest is one of those teacher-based preconditions that enable them take part in curriculum material evaluation-if the interest is there-and not to do so- if the interest is not there. Though it is difficult to clearly explain whether an individual teacher has the interest or not, it is possible to explain it using different indicators which in return can be checked using different indirect ways. I presented and summarized information from focused group discussions on these different indicators of teachers' interest to take part or not to participate in curriculum material evaluation in the following paragraphs for each of the cases.

Secondary School in Addis Ababa City Administration

One of my indirect questions so as to check teachers' interest to involve in curriculum material evaluation was related to their default professional duties and responsibilities only by being teachers. Information from focused group discussion reveals that *sometimes, it is possible to observe problems like related to the teaching profession that they consider it as a tentative or as bridge to secure other their better job; to use the teaching profession only to get salary until finding a new job* (my translation from the discussions with SEEMH₁H₂/12-09/11/10). This evidence clearly implies that case secondary school teachers do not have the interest to work in the teaching profession leave alone to involve in curriculum material evaluation; they simply joined this profession for they

did not get employment; and they used it only as a stepping-stone to their other jobs. I also checked their interest to involve in curriculum material evaluation through my indirect individual teacher voting items regarding the first responsible individual/body who should initiate curriculum material evaluation using item 1 of Appendix 5. Accordingly, information reveals that *group of teachers* is voted to be the first responsible body (six of thirteen); *curriculum experts* and *group of students* to be the second (each three of thirteen); and *Ministry of Education* to be the third (three of thirteen votes) responsible body to initiate curriculum material evaluation. This information implies that individual teachers are not willing to take the lead responsibility so as to initiate curriculum material evaluation. Therefore, teacher interest is negative.

Secondary School in Amhara Regional State

One way that I used to check teachers' interest to involve in curriculum material evaluation was through my indirect question concerned with the support they have to the principle that teachers' involvement in curriculum material evaluation. Information from focused group discussions reveals the following.

Of course, teachers must participate in curriculum material evaluation. Teachers are the main accomplishes [implementers] of the curriculum. Therefore, they are the stakeholders who are more associated with the curriculum. So, they must participate in curriculum material evaluation. But in our country, I didn't see teachers' involvement in curriculum material evaluation (SEEMH₁H₂/24-14/10/10).

This evidence implies that though teachers support the principle of their involvement in curriculum material evaluation; practically nonetheless, they did not do so. Information from one of the other focused group discussions has consolidated this principle of teachers' involvement in curriculum material evaluation as follows.

Yes! We have to evaluate our activities. As we evaluate our activities, we can improve our knowledge, we can give our students better knowledge. So we have to evaluate ourselves. ... Teachers are owners, they are practitioners; hence, they have to participate in the preparation and evaluation of these materials (SEEMH₁H₂/23-18/10/10).

Here, it is also clear that teachers explained that they have the support for their involvement in curriculum material evaluation. However, this response is somewhat in contradiction with the former evidence. Therefore, what is the reality? To get a

more concrete response, I redirected my indirect question by saying “what else?” Information I got for this question shows the following.

The reason why you learn is to get something good to live and interest is associated with what you will get at the end. Genuinely speaking, the status or the life of teachers is the last from all other civil servants. ... Interest is very much related with your life. If you live a good life, you will be inspired; you will be initiated to do a good work; and you will try to remain in your work. ... If there is an opportunity to other jobs, I openly speak to you that all teachers happily leave their work, including myself. ... No one is willing to live with a salary which is so insufficient for survival. In fact, there is nothing as good as changing the human kind. But to accomplish this, you have to get inviting conditions. ... In short, interest is dependent on way of living, working environment, and so on and without these, it is difficult to have the interest to involve in other non-paid activities (SEEMH₁H₂/24-14/10/10).

This evidence looks to show that teachers do not have the interest to involve in curriculum material evaluation; even they are on toes to leave the profession. For this, they associated their lack of interest with their salary which they called it very less to live. Consequently, I continued raising my indirect question and one of the other focused group discussions further consolidated the dissatisfaction or lack of interest of teachers to involve in curriculum material evaluation as follows.

We do not have the interest. Do you know why? Just because we evaluate and send it, as one of my colleague said that, the feedback is nothing, you know! We never got. They [authorities in education bureau] never even correct the textbook. Therefore, unless we get the feedback, why we just simply evaluate it? This is why; and there is no something benefit or something just that initiate us to evaluate the textbook; no payment; no something. Simply, just evaluate they said that (SEEMH₁H₂/23-18/10/10).

Moreover, information as a result of the use of my redirected question of the above one by relating it with teachers' inherent professional duties and responsibilities for the other focused group participants, has consolidated this teachers' lack of interest even to the amount of hating the profession leave alone to involve in curriculum material evaluation; and these participants strengthened their lack of interest using an Amharic proverb in the following way.

Yes! Of course! We support teachers' involvement in curriculum material evaluation, because they are curriculum implementers. To implement that curriculum, teachers have to involve in the design, implementation, and in its evaluation. We are the first and primary experts who need to involve in the work of curriculum. But in this country, most of the time, we are neglected. ... The commitment of teachers to work, only by being teachers, were there before five-six years; the teacher lives because he is a teacher; if I am a teacher, I have to work because I have historical responsibility, responsible for the generation, and I

immediately after the Italian occupation. Today, the same is true on teachers' professional responsibility (my translation from the discussions with SEEMH₁H₂/21-15/ 10/10).

The Amharic proverb has a literal connotation that whereas one who has struggled for the freedom of the country is killed and/or denied his/her privileges, the other who has contributed nothing to this sovereignty/who rather has been in alliance to the enemy is privileged; which also implies that teachers who did not contribute to the well-being of the teaching profession are beneficiaries but those who did are neglected. In short, this evidence implies that teachers do not have the interest to involve in curriculum material evaluation for benefits are gone to others who are not direct and primary users of the curriculum; or because they are disregarded, they are not happy in their profession; or because they have realized that those who had the commitments are ignored, did not get what they have deserved. Therefore, the current position of these participants towards their involvement in curriculum material evaluation is 'why do we involve'.

On top of this, I tried to find indicators on teachers' interest to involve in curriculum material evaluation in an indirect way in the discussion I carried out with participants of the other focused group discussion. One way or the other, this discussion has consolidated the above evidences. For instance, for the question I raised "do you support the principle that teachers should involve in curriculum material evaluation", participants explained it as follows.

In principle, teachers should evaluate the curriculum materials. But when we see the practical or the reality, teachers rarely participate; most teachers do not enter or do not participate in curriculum material evaluation by creating different problems or different reasons. [For example], lack of incentives, lack of time, and so on. They create their own different reasons not to participate in curriculum material evaluation. Even they have problems of capacity (SEEMH₁H₂/22-25/10/10).

Furthermore, besides to the information from the four focused group discussions in the case secondary school and from region education bureau in Amhara, I presented voting item 1 in Appendix 5 for teachers to determine the most responsible individual/body so as to initiate curriculum material evaluation. This is an indirect way so as to check their interest to involve in the determination of the quality of their work and hence, the result of this vote reveals that most teachers (seven of nineteen) gave the first responsible body to be *group of teachers*. They are not interested to take the lead up on individual teacher level (zero of nineteen). Furthermore, these participants made *curriculum experts* and *group of students* respectively to be the second (eight of nineteen) and the third (four of nineteen votes) so as to initiate curriculum material evaluation.

In short, though case secondary school teachers believe the need for their involvement in curriculum material evaluation, all the evidences imply that they are not happy; they do not have the interest to take the lead for initiating curriculum material evaluation at the individual teacher level. For this, they presented different reasons like shortage of time; insufficient salary; lack of incentive and support, lack of interest, and lack of feedback for those who tried the evaluations; and so forth. In all, teacher interest is negative.

Secondary School in Oromia Regional State

Like teachers of the other cases, teachers in Oromia appear to have theoretical interest to involve in evaluation. In practice, nevertheless, they do not seem formally participate in curriculum material evaluation for different reasons. Information from one of the focused group discussions shows the following.

The teacher has interest to involve in curriculum material evaluation. But this is affected by heavy loads; because one teacher teaches in two shifts. One cause for teaching in two shifts, as I understand, is Plasma program which does not allow us to teach in one shift. Also shortage of teachers is another problem. Another is teachers are involved in other out-of-school different work areas like teaching on part-time basis; because their salary is less (SEEMH₁H₂/31-29/09//10).

This evidence implies that teachers do not involve in curriculum material evaluation not because lack of interest but because of the teaching load they have and in particular, the last statement that competition of out-of-school interest (part-time job)

with in-school time has made them to get away from taking part in the determination of the quality of their work, teaching. Their lack of interest to involve in curriculum material evaluation is also boldly explained as follows.

There is no initiative, we don't have initiative, and even we ourselves don't take the initiative; most of us are disregarded, I mean, disappointed. You know why? What it is? We are less paid, and the pupil and teachers are not very much interested in evaluation, even in teaching. To your great surprise, there are teachers who have come today after three weeks [from the start of the new school year] (SEEMH₁H₂/34-04/10/10). Simply the life of teachers is not as such interesting. Even the teacher by himself does not want to be interested, he is not interested to teach, and he is not interested in the profession. ... Teachers are not motivated or they are not supposed to do or to participate in the curriculum activities. ... There is no a conducive environment to initiate us to do further (SEEMH₁H₂/33-29/09/10).

I also tried to confirm teachers' interest to involve in curriculum material evaluation in an indirect way in the discussion I carried out with the different groups. One way or the other, they consolidated the above evidences. For instance, for the question I raised (Who shall be the first person/body or group of persons responsible to initiate curriculum material evaluation); participants explained it as follows.

Actually, it is obvious, teachers; we ourselves. But what I want to mention is that there must be something that initiates me to involve in the curriculum. ... The right person to the right place is very important. If we evaluate the Ethiopian curriculum, this thing is missing. The concerned body didn't give due attention to such things. ... So, such things stuck teachers' mind. It raises such question. Why I? I know that it is my duty to involve. I can see many things that are out of the instruction and I can check and I can evaluate; but deliberately simply sitting. ... Nobody gives attention to teachers to give or to contribute what is wanted from them. Such and such things hinder not to be involved wisely, earnestly, and freely. ... No help/support. Hence, teachers do not have the initiative (SEEMH₁H₂/33-29/09/10).

All the above statements clearly reveal that teachers, theoretically have the interest, nevertheless in practice, they inclined to externalize one of their default professional duties and responsibilities-to involve in curriculum material evaluation-using lack of incentives, support, recognition, initiative, and using the absence of attention given to teachers as good means for their failures. Moreover, my indirect interactions with participants based on the support they have to teachers' involvement in curriculum material evaluation and based on their duties and responsibility reflected in teachers certifications which reads as ... *with all Honours, Privileges, and Obligations thereto* ... has vividly exemplified this tendency of externalization views of teachers as follows.

I think the teacher is the first for evaluating. But as the reality, it can be done by the experienced; it can be done by the government (SEEMH₁H₂/31-29/09/10). Teachers have attitudinal problems to participate in curriculum material evaluation. We have realized this from our frequent visits to the different schools and from the formal and informal attachments we have created with teachers. Half of them are involved in part-time jobs and the others are employed in other additional jobs so as to subsidize their income. Consequently, as means to be excused from their failure, teachers use to say 'curriculum material evaluation results by teachers cannot be used' and 'we are required to evaluate just to make us busy/to make us tight'. However, the real and pressing problem which makes teachers away from curriculum material evaluation is attitudinal and what makes them busy is the out of school interests/part-time jobs. ... While we are working, I am afraid that, we think that version what you are telling us written in our degrees ['... with all Honours, Privileges, and Obligations thereto ...']; it is the environment we are working in or the school that shapes us; but what is written on the degree becomes more of a propaganda, it is more of theoretical (my translation from discussions with SEEMH₁H₂/32-02/ 11/10).

I also strengthened the above evidences on teachers' lack of interest to involve in curriculum material evaluation by redirecting my indirect question to the other participants (Who shall be the first responsible person/body or group of persons to initiate curriculum material evaluation?). "What else?" Consequently, I generated evidence which exaggerated the externalizing view of their involvement in curriculum material evaluation as follows.

When we come to curriculum material evaluation, most of the time, all teachers including me, give the priority to the top level, I mean to the central level. So all the time, we give this responsibility for top bosses. So we leave for them this to evaluate; let they evaluate and bring down and then we implement it. [Why?] Because here there is no any due attention given; say for example, there is no an office which has been assigned for the evaluation of the curriculum. If there is a condition which is conducive or office assigned for the evaluation of the curriculum, I will involve in that section. So there is no any office assigned for this. ... It will be evaluated up there and delivered down. For that sake teachers think this job to be a job for the top leaving aside the downward [bottom, teachers] (SEEMH₁H₂/33-29/09/10),

Finally, I also let case secondary school participants to vote independently by ranking the first three responsible bodies starting from the most responsible individual/body to initiate curriculum material evaluation using item 1 of Appendix 5. Their response shows that *Ministry of Education* (five of twelve), *Region Education Bureau* and *Department Curriculum Committee* (each four of twelve), and *Curriculum Experts* (three of twelve votes) are respectively the first, second, and the third responsible bodies for initiating curriculum material evaluation. In short, seven of twelve participants

made non-teaching posts the first responsible for initiating curriculum material evaluation. It is only (four of twelve and one of twelve respectively for individual and group of teachers) who voted for teachers to be the first responsible body to initiate curriculum material evaluation. This implies that case secondary school teachers are not willing (individually or in groups) to take the lead-first responsibility-so as to initiate curriculum material evaluation; that they are passing one of their duties and responsibilities to the other groups. In general, the evidences I directly and indirectly generated from four focused group discussions and from the voting items reveal that teachers have theoretical interest to involve in the determination of the qualities of their work, teaching. In practice, nonetheless, they confessed their failure, presented a good number of justifications to be excused from this responsibility, and their other out-of-school interests dominated their in-school time so as not to involve in curriculum material evaluation. Therefore, they passed one of their inherent professional duty and responsibility of evaluating the curriculum to the others who are not in the teaching position. In short, interest is negative.

Secondary School in SNNP Regional State

Like teachers of the other cases, teachers in SNNP look to have theoretical interest to involve in curriculum material evaluation. For instance, information from one of the focused group discussions reveals that *teachers are willing and they actively participate in curriculum material evaluation process* (SEEMH₁H₂/41-08/12/10). Nevertheless, the reality shows deconstructing experiences, that an important number of the case secondary school teachers did not formally involve in the determination of the qualities of teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the determination of the qualities and proper utilization of learning-teaching materials (for more, refer 6.3 on case secondary school in SNNP). Furthermore, information I secured indirectly using individual teacher voting items regarding the first responsible individual/body who should initiate curriculum material evaluation reveals that *group of teachers* and *Ministry of Education* are ranked first (each four of fifteen voices); *curriculum experts* to be the second responsible body (six of fifteen voices); and *individual teachers, Ministry of Education, and Region Education Bureaus* to be the third responsible bodies (each three of fifteen voices). This implies

that individual teachers are not willing to take the lead responsibility so as to initiate curriculum material evaluation. I also conducted informal discussions with one of my critical case subject teachers about different affairs of the school and in particular, about teachers and the curriculum. In the mean time, in our discussion, he raised his experiences of certificate of involvement and prize issuance systems in his school. I summarized his experiences as follows.

In the 2009/10 school year, two candidate model teachers were nominated based on their efficiency and active involvement in the school affairs in the general teaching staff assembly. From these two, one who is the member of a political party has won the competition but the other who was more creative and action researcher in different areas of the learning-teaching domain is won. From this practice, teachers are discouraged to participate in school affairs. They used to say 'what is done for Ato X? Where did he reach? So why we kill our time?' (My translation from my informal discussions with one of my critical case subject teacher, 08/12/10)

This evidence implies that case secondary school teachers in SNNP do not have the interest to involve in their school activities, in the determination of the quality of their work. For this, they took model teacher selection and recognition systems as good opportunities. Nevertheless, when I ask what did they do before this event, their practice has demonstrated that a good number of them did not formally involve in curriculum material evaluation (for more, refer 6.3 on case secondary school in SNNP). During my stay in this case secondary school, I also comprehended rumors and criticisms from an important number teachers in opposition to school authorities and even one teacher is said claimed that he has conducted quarreling-like argument with the school authority and some others petitioned to the authority next to the case secondary school. To know the cause of this phenomenon, I conducted an informal discussion with one of my critical case subject teachers. I summarized the information from this teacher as follows.

Many teachers are complaining because their November 2010 monthly salary is held by the school's management. Because a commonly agreed decision was passed regarding the determination of 2010/11 grade nine students' entry behavior in the general teaching staff assembly which was conducted at the end of the 2009/10 school year so as to see the change the school is going to bring on these students at the end of the 2010/11 school year. Accordingly, in October 2010, examinations have been prepared, administered, distributed to different teachers to make corrections, rank students and to submit the result to the school. While some teachers have done their agreed responsibilities, the other some did not discharge their agreed responsibilities until the first week of December 2010 (my translation from my informal discussion with one critical case subject teacher, 09/12/10).

This evidence implies how some teachers are less accountable to their agreed responsibilities leave alone for what they tend to present lots of excuses not to formally involve in curriculum material evaluation. In short, interest is negative.

5.2.2 Teaching Experience

This is another teacher-based precondition helpful for teachers' involvement in curriculum material evaluation (for more, refer 2.6.2). I summarized and presented real experiences of case secondary school teachers based on information from focused group discussions and information from school authority using Appendix 3 for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

Teaching experience seems discouraging. This is for the very reason that information from school authority reveals that a good number of teachers (fifty nine of sixty five) have a teaching experience of five years and below. This is also true in my critical case subject teachers. A good number of them (five of seven in English and ten of eleven in Mathematics) have a teaching experience of less than five years (for more, refer Appendix 3A). This implies that teaching experience is low.

Secondary School in Amhara Regional State

Teaching experience looks encouraging. Information from school authorities reveals that most teachers (seventy-seven of one hundred and ten) have an experience of more than 20 years. Or if I consider those teachers whose experiences are more than five years, a very good number of them (one hundred and six of one hundred and ten) have the experience necessary to involve in the determination of the qualities of teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the determination of the qualities and proper utilization of learning-teaching materials. Furthermore, teaching experiences of the critical case subject teachers is also inviting. It is thirteen of fourteen and ten of fourteen years respectively for the English and Mathematics teachers with a teaching experience of more than 20 years (for more, refer Appendix 3B). This implies that teaching experience is appropriate.

Secondary School in Oromia Regional State

The situation of teaching experience appears encouraging. If I take, for example, the maximum years of teachers' teaching experience, then a good number of them (fifty nine of one hundred and four) have a teaching experience of more than 20 years. Or if I take those teachers whose teaching experiences are above five years, a very good number of them (ninety six of one hundred and four) have the experience necessary to involve in curriculum material evaluation. Teaching experiences of the critical case subject teachers is also inviting. It is ten of thirteen and seven of fifteen years respectively for the English and Mathematics teachers whose teaching experience is more than 20 years (for more, refer Appendix 3C). This implies that teaching experience is appropriate.

Secondary School in SNNP Regional State

The status of teaching experience seems encouraging. Information from school authorities reveals that most teachers (sixty of ninety eight) have an experience of more than 20 years. Or if I consider those teachers whose experiences are more than five years, a very good number of them (eighty three of ninety eight) have the experience necessary to involve in the determination of the qualities of teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the determination of the qualities and proper utilization of learning-teaching materials. Furthermore, teaching experiences of the critical case subject teachers is also inviting. It is above twenty years for fifteen of fifteen and seven of thirteen respectively for the English language and Mathematics teachers (for more, refer Appendix 3D). This implies that teaching experience.

5.2.3 Teacher Level of Education

Level of certification of a teacher is still another teacher-based prerequisite helpful to involvement in curriculum material evaluation. Teachers' level of education required in secondary schools of Ethiopia is B.Ed. or above in the different subject areas. I summarized and presented information from school authorities using Appendix 3 for each of the cases according to the following paragraphs.

Secondary School in Addis Ababa City Administration

Teachers' level of education looks encouraging. Information from school authorities reveals that all teachers have BA/B.Sc. degrees (for more, refer Appendix 3A). Therefore, they all meet the requirements to teach in secondary schools. This implies that level of education is per MoE regulation.

Secondary School in Amhara Regional State

Teachers' level of education appears to be encouraging. According to the information from the school authorities, all (one hundred and ten of one hundred and ten teachers) meet the requirement (BA/B.Sc. and above) to teach in secondary schools and this is a helpful precondition for teachers' involvement in curriculum material evaluation. When I raise this level of education to my critical cases, their level of education is also complete, fourteen of fourteen for both the English and Mathematics teachers (for more, refer Appendix 3B). This implies that level of education is per MoE regulation.

Secondary School in Oromia Regional State

Teachers' level of education seems encouraging. According to information from the school authorities, ninety four of one hundred and four teachers meet the requirement (BA/B.Sc. and above) to teach in secondary schools and this is a helpful teacher-based precondition for teachers' to involve in curriculum material evaluation. When I raise this level of education to my critical cases, their level of education is complete. That is, thirteen of thirteen and fifteen of fifteen of these teachers have BA/B.Sc. degrees respectively for the English and Mathematics teachers (for more, refer Appendix 3C). This implies that level of education is per MoE regulation.

Secondary School in SNNP Regional State

Information from school authorities reveals that one teacher has M.Sc. degree and the remaining, ninety seven, have BA/B.Sc. degrees (for more, refer Appendix 3D). Therefore, they all except one meet the requirements to teach in secondary schools. This implies that level of education is per MoE regulation.

5.2.4 Teacher Preparation

This is teacher-based precondition for teachers' involvement in curriculum material evaluation. For a teacher to take part in curriculum material evaluation, he/she should have knowledge of evaluation, curriculum, and knowledge in research methods. Consequently, the teacher as a researcher, according to McKernan (1996), must first be a *competent observer*; without this scientific progress would become *nonsense as science depends on it*. That is, teachers need to be keen observers of their practices, must have research skills and expertise which will allow them go through the improvement and innovative practices in their work, teaching (for more, refer 2.6.2). Therefore, in this section, I presented the situation of case secondary school teachers' knowledge of research and curriculum material evaluation case-by-case based on information from focused group discussions and information I secured from school authority using Appendix 3.

Secondary School in Addis Ababa City Administration

The situation of teachers' preparation on research and curriculum material evaluation looks encouraging. Information from school authorities reveals that all teachers in this case, sixty five of sixty five were trained to be teachers (for more, refer Appendix 3A). This formal training is helpful for teachers' involvement in curriculum material evaluation. This evidence implies that teacher preparation is appropriate.

Secondary School in Amhara Regional State

The situation of teachers' knowledge of research and curriculum material evaluation seems encouraging. Information from school authorities reveals that all teachers (one hundred and ten of one hundred and ten) were trained to be teachers (for more, refer Appendix 3B). This formal training is helpful for teachers' involvement in curriculum material evaluation. However, information from one of the focused group discussions deconstructs this experience as follows.

Shortage of time is not a problem. ... The problem, however, is lack of skill, lack of knowledge. Now-a-days, students close the doors not to let most teachers enter in their class. ... Most teachers even didn't have enough knowledge about the subject matter they teach leave alone the skill to evaluate and the pedagogical knowledge. ... Especially this lack of knowledge is significant on the recently graduated teachers,

those who completed their preparatory education and studied their degree in three years. ... Anyway, there is a knowledge gap to evaluate (SEEMH₁H₂/22-25/10/10).

Teachers have the level of training required (Appendix 3B). But in practice, as the above evidence shows, they are criticized. Even my observation from my focused group discussions, demonstrates this lack of knowledge, at least in the English language. But the language of instruction in secondary schools is English. When teachers' knowledge of curriculum, research, and evaluation as one of the teacher-based preconditions is considered from their certification point of view, it is consistent. Theoretically, teacher preparation is appropriate.

Secondary School in Oromia Regional State

The situation of teachers' knowledge of research and curriculum material evaluation looks an encouraging precondition for teachers' involvement in curriculum material evaluation. Information from school authorities reveals that all teachers (one hundred and four of one hundred and four) were trained to be teachers (for more, refer Appendix 3C). This formal training is helpful for teachers' involvement in curriculum material evaluation. Moreover, information from focused group discussion supports this evidence as follows.

The experience that we have earned from the university helps us because when we were in the university, we have evaluated certain textbooks whether they go with the students' knowledge standard or not. So this helps us to evaluate the current textbook whether it is helpful to the student or not. ... This is generally to say that the knowledge that we have gained from the university and from the experience that we have passed through in our day-to-day life activity while we are teaching have helped us to acquire knowledge of curriculum material evaluation. So this helps to enrich the intended curriculum; to make it better curriculum (SEMM/33-29/09/10).

All these evidences show that teacher preparation is appropriate.

Secondary School in SNNP Regional State

The status of teachers' knowledge of research and curriculum material evaluation seems encouraging. Information from school authorities reveals that ninety seven of ninety eight teachers were trained to be teachers (for more, refer Appendix 3D). That is, this evidence implies that teacher preparation is appropriate.

PART III

5.3 Intra-Case and Inter-Case Interpretations on Preconditions for Secondary School Teachers' Involvement in Curriculum Material Evaluation

In this part, I interpreted preconditions in their totality within a case (intra-case) and across the different cases (inter-case) so as to get a complete picture regarding the status of preconditions respectively for each and all cases useful for teachers to take part in curriculum material evaluation.

5.3.1 Intra-Case Interpretation on Preconditions for Secondary School Teachers' Involvement in Curriculum Material Evaluation

In the previous parts of chapter, I examined the specific themes or components of preconditions necessary for teachers' involvement in curriculum material evaluation for each of the cases. However, I also have to consider the status of preconditions, encouraging or discouraging (in their totality) to each of the cases. To this end, I interpreted the status of preconditions based on the findings or interpretations I did in parts I and II of chapter five for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

My interpretation of the different specific prerequisites in these parts showed me that from the non-teacher related specific preconditions, four of five (policy mandate, reflection spaces in lesson plans, support, and teaching load) are helpful. However, the status of the remaining, one of five (resource) is blurred, it is inconsistent among participants. Moreover, from teacher related specific preconditions, while teacher level of education and knowledge are appropriate; the remaining, teacher interest and teaching experience are not helpful (for more, refer Table 6 of 5.3.2 under column Addis Ababa herein below). Despite the fact that two of four teacher-based and four of five non-teacher-based specific preconditions or six of nine of all specific preconditions are encouraging, the current actual practice reveals that teachers are not formally participating (for more, refer 6.1.3 on case secondary school in Addis Ababa). This is for the very reason that these teachers defended that specific preconditions are not there and yet this looks true only for resources, interest and teaching experience. Therefore, these teachers tended to

externalize their failure from discharging one of their default professional duties and responsibilities; and they have good reasons for this.

Some of the possible reasons for teachers to get away from one of such duties and responsibilities are related to non-clearly communicated and an unused policy mandates. That is, these teachers appear to externalize because duties and responsibilities are not made clear in their result-oriented plans. Credit given for teachers' to participate in curriculum works is less because it is four of seventeen in their job description and three of the fifteen criteria for their selection for certificate of involvement and prize. There is also communication gap between teachers and other concerned stakeholders of the curriculum. For instance, teachers say no guide but experts say it is here. Furthermore, there is no follow-up on the proper utilization of daily lesson plan formats (the row on *remarks* is unused); lack of follow-up on the relevance and authenticity of teachers' portfolios (teachers copy portfolios from each other); school reports are prepared for the sake of reporting (there is mismatch between the reality and what is reported, for instance, on the research practices of teachers, for more, refer 6.1 under Addis Ababa); and so forth.

Therefore, all these problems together with teacher attitudinal problems and lack of teaching experience; created good opportunities for teachers to incline to externalize their failure from taking part in curriculum material evaluation. Moreover, case secondary school teachers challenged the support and resources helpful to take part in curriculum material evaluation. That is, teachers used such types of gaps as good opportunities to remain away from one of their inherent professional duties and responsibilities; and hence, teachers did not use those preconditions the school and education bureau created and which were helpful for their involvement in curriculum material evaluation; teachers tend to externalize. Nevertheless, the overall status of preconditions is more helpful (five of nine) than not.

Secondary School in Amhara Regional State

The findings of my interpretation regarding non-teacher related preconditions reveal that resource and support are inconsistent among participants; and teacher reflection spaces in daily lesson plans are not given. Moreover, from teacher related

preconditions, interest is negative and teacher knowledge is challenged though it is per the MoE regulation (for more, refer Table 6 of 5.3.2 under column Amhara). This implies that a good number of preconditions (five of nine) are working. However, the real practice of teachers' formal involvement is nearly non-existent or it is more informal (for more, refer 6.1.1).

The interpretations I made in the above sections also showed me that different weaknesses from different angles gave teachers the chance to remain away from taking part in this curriculum material evaluation. For instance, there is a gap between teachers and experts and/or zone education officers and/or school authorities because the guideline the education bureau has prepared did not reach to teachers, even the school management does not know that guideline. The attention given to teachers' duties and responsibilities related to curriculum works in their job description is minimal (four of fifteen for the Head Teacher) and no mention is made in their result-oriented plans; the pressure from departments is informal; and teacher reflection spaces in daily lesson plan formats are not provided. All these situations together with teachers' attitudinal problems/lack of interest made case secondary school teachers not to involve in curriculum material evaluation. Though deciding on the quality of their work is one of their default professional duties and responsibilities, teachers took those gaps as good opportunities to get away from this activity.

In short, teachers have a number of problems that they presented not to take part in curriculum material evaluation. Teachers are dissatisfied in their profession, hence, instead of evaluating materials of the curriculum and keep the status of their profession; teachers are on toes to leave it, their interest is to migrate to other professions. This implies that those preconditions related to teachers like level of education and experience though they are positive from documents, did not help them to involve in evaluation. These experienced teachers are there not because of the commitment they have to the teaching profession but they did not seem get another profession to migrate. Teachers are complaining, they tend to externalize one of their duties and responsibilities, and they are presenting an important

number of pretexts for their failure. Nevertheless, many of (five of nine) those preconditions (teacher and non-teacher-based types) are there. Ill-functioning preconditions (four of nine) limited teachers from formally taking part in evaluation.

Secondary School in Oromia Regional State

My interpretation regarding non-teacher related preconditions reveal that four of five components are lacking. No specific guides are available for the implementation of policy mandate. Teacher reflection spaces in lesson plans are not given; resources are scarce; teachers do not have the time though teaching load is per MoE regulation but due to out-of-school interests; and they lack the support from concerned bodies. Moreover, from teacher-based preconditions, teachers are said to have attitudinal problems (for more, refer parts I and II of this chapter five under Oromia and Table 6 of 5.3.2 under column Oromia). This implies that most of the preconditions-five of nine-are not working and the real practice of teachers' involvement in evaluation is mainly informal than formal (for more, refer 6.1.1).

The interpretations also showed me that different weaknesses from different angles gave teachers the chance to remain away from taking part in curriculum material evaluation. For instance, no curriculum material evaluation format is provided to teachers; no mention is made regarding teachers' duties and responsibilities related to curriculum works in their result-oriented plans and there is no a clearly defined job description communicated to them; and teacher reflection spaces in daily lesson plan formats are not provided. All these situations together with their attitudinal problems made teachers not to take part in curriculum material evaluation. Though deciding on the quality of their work is one of their duties and responsibilities, teachers took those gaps as good opportunities to get away from this practice.

In short, teachers have a number of problems that they presented not to involve in evaluation. They are dissatisfied in their profession. Instead of evaluating curriculum materials and keep the status of their profession; teachers are running here and there so as to subsidize their income. This implies that although those three of four preconditions (level of education, experience, and knowledge) are positive from documents, they did not help teachers to involve in curriculum materials evaluation.

These experienced and qualified teachers are there in their secured employment not because of the commitment they have to the teaching profession but they appeared to use it as a good backing to run to their tentative jobs without risk. With this situation in one hand, on the other, case secondary school teachers are complaining, they tend to externalize one of their default professional duties and responsibilities, and they are presenting an important number of pretexts for their failure. Therefore, teacher and non-teacher-based preconditions (five of nine) are not there and the existing ones (three of nine) are not helpful. Though teaching load is per MoE regulation, teachers are complaining and in general, preconditions are lacking.

Secondary School in SNNP Regional State

The status of preconditions useful for teachers to participate in curriculum material evaluation are encouraging; six of nine of them exist. Nevertheless, the finding regarding non-teacher-based preconditions reveal that policy mandate and teacher reflection spaces in daily lesson plans are unused; and the situation of resources and support are inconsistent among participants. Moreover, from teacher related conditions, interest is negative (for more, refer parts I and II of this chapters five on case secondary school in SNNP and Table 6 of section 5.3.2 under column SNNP). This implies that though a good number of preconditions (six of nine) are there, they are not working and the real practice of case secondary school teachers' formal involvement in curriculum material evaluation is nearly non-existent, it is mainly informal than formal (for more, refer 6.1.1).

The interpretations I made in the above parts also showed me that different weaknesses from different angles gave teachers the chance to remain away from taking part in curriculum material evaluation. For instance, the attention given to teachers' duties and responsibilities related to curriculum works in their job description and result-oriented activities is minimal (one of seven activities or one of ten points for level three teachers) and in model teacher selection criteria, the credit given to curriculum related practices is minimal (three of twenty five criteria); and teacher reflection spaces in daily lesson plan format is not used. Even, those

positive preconditions (six of nine) did not help these case secondary school teachers to involve in curriculum material evaluation. Because teachers appeared to take those gaps as good opportunities so as to get away from this activity and to involve in other out-of-school interests.

In short, teachers in SNNP have a number of problems that they presented not to take part in evaluation. That is, despite the fact that those six of nine preconditions (related to policy, reflection spaces in lesson plans, teachers' level of education, knowledge of research and curriculum, and experience; and from the non-teacher-based preconditions, teaching load) are all positive from documents; all did not help them to involve in the same. This implies that these experienced teachers remained employed in the teaching profession not because of the commitment they have to it but they took this as a guaranteed form of employment and work to other firms on tentative basis. Case secondary school teachers tend to externalize one of their default professional duties and responsibilities; they were not happy to talk about their involvement in the determination of the qualities of their respective lesson plans they prepare and use, the tests and examinations they use to construct, and their abilities of selecting and using learning-teaching materials. Because I run short of information on these materials of the curriculum and my participants were mainly to the other materials and they were telling me mainly on different externalizing practices. While I repeatedly probed and redirected them to such materials of the curriculum, nonetheless, one of the focused group discussions has said *I don't know why you only stick on these matters* (SEEMH₁H₂/44-07/12/10) and then these participants resumed on those trials of externalizing. They are not happy to talk about determining the qualities of the materials of the curriculum which are under their complete control; they are presenting an important number of pretexts for their failure. Therefore, although preconditions (teacher and non-teacher-based types) are mainly there (six of nine), they are not helpful for teachers to participate in curriculum material evaluation. Nevertheless, the overall status of preconditions is appropriate.

5.3.2 Inter-Case Interpretation and Meaning Construction on Preconditions for Secondary School Teachers' Involvement in Curriculum Material Evaluation

In the preceding parts, I interpreted both types of preconditions for each of their components and within these components to each of the case secondary schools. In this section, I shortly discussed the status of these preconditions in their totality across the cases based on the findings in the above parts and sections vis-a-vis related literature and research.

The finding shows that an important number of the case components of non-teacher related preconditions (seven of ten) are discouraging for two of the four cases. These components are either lacking, unused, or they are inconsistent among participants in Amhara and Oromia regional states (for more, refer parts I and II of this chapters five and Table 6 herein below). Moreover, among teacher-based preconditions, interest is negative for all. On the other hand, most of the teacher-based preconditions are there (eleven of sixteen) for most of the cases, and most of the non-teacher-based preconditions are in place (seven of ten) for Addis Ababa and SNNP. Despite the fact that teaching load and most of the other preconditions exist for teachers in Addis Ababa and SNNP, and though many of the teacher-based preconditions are there for all cases; these preconditions did not help teachers to formally involve in evaluation. This is for the very reason that an important number of their evaluations are mainly informal and this is not an all inclusive one for the different materials of the curriculum (for more, refer 6.2.1 and 6.1.2). Furthermore, though teaching experience is appropriate for all cases except in Addis Ababa; it is not helpful for those teachers to involve in evaluation for their practices are mainly informal. All these interpretations imply that those preconditions which were necessary for teachers to formally involve are there. But these did not help them to take part in evaluation. Consequently, an important number of teachers are less likely discharging one of their inherent duties and responsibilities related to evaluation. They do not have documented evidence on the qualities of the same. These teachers presented an important number of justifications for not discharging such duties and responsibilities.

In fact, what they called problems may be problems to evaluate teachers' guides and student textbooks. In this regard, White (1992) in Saban (1995) identified three major constraints to teachers' involvement in curriculum decision making: limited time, if teachers run short of time so as to involve in evaluation; training, if teachers lack necessary knowledge and skill in evaluation; and funding, if resources necessary to conduct evaluation by teachers are non-available and/or are scarce. Furthermore, administrative support also plays a key role in teacher satisfaction and involvement in curriculum material evaluation, which nevertheless may not be as one may expect it (Killion, 1993 in Saban, 1995).

Nevertheless, how can each of these problems become constraints in determining the qualities of self practice? These limiting practices which are called problems by teachers, therefore, can mainly become ways of externalizing their default professional duties and responsibilities. For instance, information I generated using item 1 of Appendix 5 from the votes of independent individual teacher participants of focused group discussions regarding the determination of the first three responsible bodies who should initiate curriculum material evaluation reveal that *group of teachers* is the first by twenty of fifty nine votes; *curriculum experts*, the second by seventeen of fifty nine votes; and *Ministry of Education* is made the third responsible body by ten of fifty nine votes (for more, refer Table 5 of the total column herein below).

Table 5: The First Responsible Body who should initiate Curriculum Material Evaluation as Voted by Case Secondary School Teachers in Ethiopia

Responsible body	Rank by Case Secondary School Teachers in														
	Addis Ababa			Amhara			Oromia			SNNP			Total		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Group of students	0	3	1	1	1	4	0	1	0	2	0	1	3	5	6
Group of teachers	8	2	0	7	2	3	1	3	1	4	2	2	20	9	6
Individual students	1	0	1	0	0	1	0	0	1	0	1	0	1	1	3
Individual teachers	1	2	2	0	1	2	4	0	0	3	1	3	8	4	7
Curriculum experts	3	3	2	3	8	1	1	0	3	2	6	0	9	17	6
Ministry of Education	0	1	3	4	1	2	5	0	2	4	0	3	13	2	10
Region Education Bureaus	0	1	0	0	2	2	0	4	2	0	1	3	0	8	7
Parent-Teacher Association	0	1	1	2	1	2	0	0	1	0	0	1	2	2	5
School Curriculum Committee	2	0	1	0	1	2	1	0	1	0	2	0	3	3	4
School Improvement Committee	0	0	2	0	0	0	0	0	0	0	0	1	0	0	3
Department Curriculum Committee	0	0	0	2	2	0	0	4	1	0	2	1	2	8	2
Total	13	13	13	19	19	19	12	12	12	15	15	15	59	59	59

This implies that teachers are not willing to take the lead for initiating curriculum material evaluation responsibility at individual teacher level; it is only eight of fifty nine votes who are willing to take this leading responsibility at the individual teacher level. Therefore, those problems mentioned above can be taken as means of externalizing for failing from discharging one of their inherent professional duties and responsibilities. The problems are attitudinal and lack of time; teachers are also busy by their out-of-school interests, involvement in part-time jobs.

All such situations clearly imply that teachers do not have the time and the interest to involve in curriculum material evaluation. They rather are involved and they are trying to involve in other part-time jobs; they are not happy in their teaching profession; even, they are on toes to migrate to other professions; and so forth. This finding, particularly which is related to teachers' interest in their profession, is consistent to the findings of Pfaffe et.al (2012) that the low motivation of teachers towards their profession constitute challenges to the educational system of Ethiopia. Moreover, this finding is consistent with that of Birhanu which he has reported it as herein below.

The teachers looked to have unrealistic interest and competence of their English teaching profession. That is, while both the survey and interview results revealed the teachers' sense of professional interest and competence in conducting classroom interactions effectively, the classroom observation data could not confirm it (Birhanu, 2012:154).

Furthermore, my finding is consistent with what Young (1989) has found. In this regard, Young (1989) in Saban (1995) has commented that if teachers perceived the curriculum work to be an addition to their already full-time teaching load or if it is competed with their other interests, they were unwilling to involve. Accordingly, teachers used their salary which they called it low as a means to get excused from one of their duties and responsibilities. In fact, this does not mean that time and other resources cannot limit teachers' involvement in curriculum material evaluation; limited materials, according to Worthen and Sanders (1988) can diminish their effectiveness. Moreover, Arnold (1989) has noted that the greatest hurdle and, in many ways, the most difficult to overcome, is the problem of finding the time needed to conduct a worthwhile evaluation. In fact, my finding has shown me that teaching load of teachers is per the regulation of MoE though teachers of the two cases have

complaints. Nevertheless, even those teachers who have the time and whose most of their teacher and non-teacher-based preconditions are positive in Addis Ababa and SNNP did not formally involve in curriculum material evaluation. Furthermore, teachers have other justifications so as to get excused from taking part in evaluation (for more, refer parts I and II of this chapter five). Nevertheless, an important number of such problems, may become problems that restrict teachers from evaluating student textbooks and teachers' guides. Moreover, injustice chance to academic authority and the associated merits may be given to green and less efficient staff members who are called loyal to the politics which in return discouraged those experienced and qualified teachers, has made them remain sited, unable to speak their minds, get frightened with the politics, and so forth. However, how can each of these conditions become problems in the determination of the quality of one's practices like lesson plans and tests and examinations?

Therefore, whatsoever the problem is associated with the politics, materials, and/or related to weak school management for getting away from curriculum material evaluation; these teachers used these situations as good opportunities so as to tend to externalize their failure from discharging one of their duties and responsibilities. Indeed, lack of follow up has played its part in strengthening this externalization process. For instance, teacher reflection spaces in daily lesson plans are unused in two cases and are not given in the other two cases. Nonetheless, regarding the importance of teacher reflection on the status of lesson implementation, in spite of the matter how well teachers get prepared, Nikolic and Cabaj (1999), noted that *lessons often do not proceed according to plan. Therefore, as classroom practices unfold, observant teachers might realize that lesson implementation practices are not following the script, and adaptations and digression might be made on the spur of the moment.* This directly implies that effective lesson plans should include notes about any changes, jotted down points such as went well, too challenging, took much time than planned, and *can be done in a different way if I teach this same topic the other time* during and just immediately after lesson implementation for their latter considerations of their job for improvement. Such notes, according to these scholars, promote teachers' reflections about the quality of their teaching practices and guide teachers as they develop plans for future

lessons. Nevertheless, teachers, more specifically, the critical case subject teachers failed to do so for two reasons. First, the chance is not there for two of the cases; second, teachers failed to use the opportunity provided in the other two cases and follow up and controlling of this failure by the concerned body is non-existent. The credit given to one of teachers' duties and responsibilities related to evaluation in their job description, teacher result-oriented plans, and in model teacher selection criteria are also minimal and the attention given to teachers' involvement in the same is minimal. Even, the latest manual on teacher professional license issuance and renewal of the ministry of education gave minimal attention to teachers' duties and responsibilities related to their involvement in evaluation. It is only one of twelve points (MoE, 2012a). Moreover, from seven standards of national professional standards for teachers, ministry of education does not boldly include an independent standard what it expects from teachers in relation to their involvement in evaluation and adaptation (MoE, 2012b). It is only few of an important number of points of the seven standards and their respective standard descriptors which present teachers' responsibilities related to the same. That is, rules and regulations of MoE, especially related to evaluation and adaptation seem intended only to give lip service to the active participation of teachers in evaluation and adaptation. Rules and regulations on the same are more of rhetoric than reality. School reports are mainly on activities which do not have direct relevance to the focus of this study; no report component or no committee-based evaluation show on evidence-based feedbacks given to individual teachers and/or the measures taken for failing from discharging duties and responsibilities per job descriptions; and so forth. In fact, it is true that school managers, according to Macroff (1988) in Sardo-Brown et.al (1995) have the *fear of exposing the dirty laundry and opening the school or the self and/or group of teachers to criticism*; that administrators are very concerned with the *image or public relations of the school*; that they *want their school appears to be reputable*. Therefore, these are some of the indicators that can be considered as good opportunities for teachers to incline to externalize one of their duties and responsibilities and hence, they remained away from formally taking part in curriculum material evaluation.

To sum up, a good number of the case components of non-teacher and teacher-based preconditions are not there in Amhara and Oromia; the few existing ones in these cases are not used, did not help these teachers to formally participate in curriculum material evaluation. Furthermore, though an important number of the case components of non-teacher and teacher related preconditions are there in Addis Ababa and SNNP, these components did not help teachers to involve in curriculum material evaluation (for more, refer Table 6 below).

Table 6: Status of Preconditions for Case secondary School Teachers' Involvement in Curriculum Material Evaluation

Preconditions		Case Secondary Schools in			
		Addis Ababa	Amhara	Oromia	SNNP
Non-Teacher-Based	Policy *	Available	Available	Unavailable	Consistent
	Reflection spaces	Available	Unavailable	Unavailable	Available
	Resources	Inconsistent	Inconsistent	Scarce	Inconsistent
	Support	Available	Inconsistent	Lack	Inconsistent
	Teaching load	Per MoE rule	Per MoE rule	Per MoE rule	Per MoE rule
Teacher-Based	Interest	Negative	Negative	Negative	Negative
	Teaching experience	Low	Appropriate	Appropriate	Appropriate
	Level of education	Per MoE rule	Per MoE rule	Per MoE rule	Per MoE rule
	Teacher Preparation	Appropriate	Appropriate	Appropriate	Appropriate

*= Regulations and/or curriculum material evaluation guidelines prepared by the respective education bureau for the realization of those of MoE

These teachers do not have stable thought to remain in their teaching profession; a good number of them have taught for many years not because of the love of the teaching profession but they failed to find other employment opportunities; always they are on toes to migrate to other professions; in-school and out-of-school interests are competing; these teachers presented an important number of justifications for getting away from one of their inherent professional duties and responsibilities where attitudinal and time problems are emphasized; follow up for the practical implementation of rules and regulations is weak; and so forth. Nonetheless, they are still discharging their teaching responsibility and accordingly evaluate their students' achievement only to obey the rule. The overall status of preconditions for teachers to take part in curriculum material evaluation, nevertheless, mainly appropriate than not.

CHAPTER SIX

6 Case Secondary School Teachers' Involvement in Curriculum Material Evaluation: Current Practices, Strategies and Challenges

The objective of this study is to investigate how secondary school teachers are involved, not involved, and why they did not involve in curriculum material evaluation and adaptation in Ethiopia. To this end, I generated information from different sources using different techniques so as to answer my second research question which reads as herein below.

What does the current practice of teachers in curriculum material evaluation look like? Which materials did they evaluate? How did they perceive the need for their involvement in this evaluation? How did teachers evaluate such materials? What challenges limited them from taking part in curriculum material evaluation?

That is, in this chapter, I examined the current practice of teachers' involvement in curriculum material evaluation together with the justifications (the why of), materials of the curriculum case secondary school teachers evaluated (the what of), strategies they employed (the how of), and the challenges that obstructed them from taking part in curriculum material evaluation (the why not of) based on information from different sources for each of the cases in three parts.

In the first part, I examined current practices and case secondary school teachers' perception for their involvement in the determination of the qualities of those materials of the curriculum; the second part is concerned with those strategies and challenges respectively employed and encountered by these teachers involvement in the discharge of one of their default professional duties and responsibilities; and in the third part, I considered the intra-case and inter-case interpretation and meaning construction based on my findings in the first two parts of this chapter.

PART I

6.1 Current Practices and Case Secondary School Teachers' Perceptions for their Involvement in Curriculum Material Evaluation

In this part, I examined current practice of teachers' involvement in curriculum material evaluation together with justifications or their perception for their participation (the why of) and materials of the curriculum these teachers evaluated (the what of).

6.1.1 Current Practices of Teachers' Involvement in Curriculum Material Evaluation

Current practice of curriculum material evaluation by teachers in all cases can be considered from two angles: individual and/or department-based and committee-based types. Accordingly, I presented and interpreted information regarding teachers' involvement in evaluation both at the individual and/or department-based and at committee-based levels. I did this based on information from focused group discussions, informal interviews, and based on information from school and education bureau documents for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

At present, individual and/or department-based and committee-based teachers claimed that they involved in the evaluation of student textbooks, lesson plans, and teacher-made tests and examinations. Information from focused group discussions, informal interviews, reports from school, and education bureau documents show the following individual and/or department-based and committee-based teachers' involvement in curriculum material evaluation.

Current Practices of Individual and/or Department-Based Teachers' Involvement in Curriculum Material Evaluation

Information from the different sources of information are nearly similar, even within the different critical cases. This information reveals that, if not all, teachers in Addis Ababa use to participate in curriculum material evaluation. For instance, the following evidence confirms this assertion.

It is a must for a teacher who wants to get career promotion to carry-out action research. Therefore, for me, it is too difficult to say teachers do not involve in curriculum works; there are many teachers who have participated. In fact, there are other many teachers who do not participate; they can present their own numerous problems not to participate; one who is not voluntary to work, cannot work whatever you may present him. Whatsoever, curriculum work is done upon the involvement of representative teachers of each school of each subject area. Non-teacher involvement is not as such observable. Even one of the problems of the curriculum in the past was the absence of their involvement (my translation from the discussions with SEEMH₁H₂/12-09/11/10).

This evidence indicates that some individual teachers' involvement in curriculum material evaluation. Furthermore, information from documents from the education bureau reveals that teachers, at the Addis Ababa City Administration level, participated in curriculum material evaluation. For instance, among the different evaluation works by teachers in the 2008/09 school year, I found evaluation results for Civic and Ethical Education syllabus and student textbook for grade nine. Education bureau has submitted these evaluation results to MoE using a letter written on 29/01/2009 with a reference number ›Ç-/1122/>28-40/13 respectively in 1 and 2 pages for the syllabus and student textbook. For the second time in this same school year, the bureau has submitted 7 pages draft evaluation result for Civic and Ethical Education student textbook by teachers to MoE using a letter written on 18/05/09 with a reference number ›Ç-/1835/>28-40/13. Furthermore, school-based practices show that individual and/or department-based teachers' involvement in curriculum material evaluation is conducted in their informal discussions in the respective departments (to check qualities of tests) and formal teacher-observing-teacher for improvement purposes (to check qualities of learning-teaching methods and techniques). For instance, information from two of the focused group discussions has disclosed the following.

Though necessary preconditions are not fulfilled, there is a practice by teachers to establish the precondition. For instance, concerning teacher-made tests, we will not first directly take them to students; tests will first be evaluated by the department, then they will be submitted to the school's examination committee which consists of all department heads. This committee discusses on the quality of the questions by raising such questions as: Which question will be beyond the student? Which can go with the students' abilities? Which is difficult and easy? We also compare our examinations with neighboring school ones... Regarding learning-teaching methods, we observe with each other; we comment with each other by saying 'it is good if you do this or that'; we also use to conduct classroom observation horizontally in other related subject teachers

in other departments in our school; similar subjects from neighboring schools in the same and different sub-city to share experiences and get feedback with each other (my translation from the discussion with SEEMH₁H₂/14-12/11/10). To check the quality of learning-teaching methods, especially when a beginning teacher is there, we use to conduct department-based observation while a teacher teaches. At the end of this observation, we will give him feedback by saying 'this is good and that is bad'. Besides to our department, there are supervisors from the sub-city who frequently use to observe the quality of the learning-teaching process. ... To evaluate teacher-made tests and examinations, as we are in the same department, we can informally discuss what kind of examination to prepare, and we evaluate what teachers have prepared. ... When we prepare examinations, we observe questions critically with one another (my translation from the discussion with SEEMH₁H₂/13-10/11/10).

This evidence clearly shows that teachers took part in the evaluation of learning-teaching methods and techniques and teacher-made tests and examinations. Nevertheless, all these evaluation are informal and do not have documents for later reference purposes (except teacher-observing-teacher for improvement purposes). Together with such practices, what is called best practice by one of the focused group discussions; show the following evidence how teachers use to evaluate the quality of their respective tests.

Different teachers use different techniques to evaluate their respective students. For instance, I have used different techniques. When I test students, most of them score lower. Then what I have done was that I have required each student to prepare ten questions with their answers; I have selected and modified questions from these questions as my test. From this practice, most students who have scored lower before have performed better. This has initiated me to evaluate myself, and I have realized that my questions were difficult (my translation from the discussion with SEEMH₁H₂/14-12/11/10).

On top of these practices, the school, according to its 2009/10 plan, has required all teachers to individually *organize teaching portfolio* and *up to 20% of all teachers to conduct action research* for the 2009/10 school year. Accordingly the annual school's report to sub-city education office (2010), written on 23/06/2010 with a reference number school's name/029161, has disclosed that *eleven teachers have conducted research in different topics on which 92 percent of its plan is achieved*. Nevertheless, information from this school authority implies that only one teacher has done the research with his students. The so called better research conducted by the teacher and students is on *Student Discipline Problems* (2010). The other research which is carried out only by this same teacher is on *Student Late Coming* (2010). All these research works carried out

in 2009/10 school year are not directly related to the determination of the quality of curriculum materials but they may be one of the inputs to bring quality in education. All these practices imply that a good number of individual teachers did not formally involve in curriculum material evaluation.

Current Practices of Committee-Based Teachers' Involvement in Curriculum Material Evaluation

The subcommittee responsible for the learning-teaching domain of the school improvement program in Addis Ababa is called curriculum committee. For 2010/11 school year, this committee is formed during my information generation weeks. As a result, I did not conduct focused group discussion with this committee for it is not resourceful. Therefore, I generated information for committee-based evaluation in from the school's plan and from its annual report to the sub-city education office for 2009/10 school year. Evaluations of this curriculum committee were not directly related to the focus of this study. For instance, according to this school's annual report for 2009/10 school year to sub-city education office written on 23/06/2010 with a reference number school's name/029161 shows the following.

Discussions are conducted with stakeholders on the problems and solutions of curriculum implementation; teachers are made to use student-centered method; to strengthen the learning-teaching process, supporting research practices are conducted; continual internal classroom observation is conducted; and so forth (my translation from the annual report of the case school).

This evidence clearly implies that efforts to improve the quality of education are there but there is no clear indicator regarding teachers' involvement in curriculum material evaluation and/or the feedback given to them for improvement.

Secondary School in Amhara Regional State

Information from the different sources of information is nearly similar regarding the practices of evaluation, even within the different critical cases. Therefore, in the following paragraphs, I interpreted current practices of individual and/or department-based and committee-based teaches' involvement in evaluation based on information from focused group discussions, informal discussions, and based on information from school and education bureau documents.

Current Practice of Individual and/or Department-Based Teachers' Involvement in Curriculum Material Evaluation

The current practice of individual and/or department-based teachers' involvement in curriculum material evaluation looks much more informal. It is mainly done upon tradition; a good number of teachers do not seem regularly involve in it. Information from different focused group discussions, for instance, shows the following.

We sometimes, look at the quality of our tests, simply upon our tradition; we do not have any criteria; we simply say this question is good and that question should be canceled; and so on. We do all these informally and orally. We do this way, because we have lack of experience in evaluating tests. ... Even, we don't have any contribution to the currently changed textbooks. I didn't have any information on these currently changed textbooks; I have heard this only when it is called new and advertized in television (my translation from the discussion with SEEMH₁H₂/24-14/10/10). All teachers cannot participate to give their input to curriculum change. But three teachers in each zonal administration have been sent to MoE to participate. ... The principle was that these teachers can reach to individual teachers in each school, but the reality is not. The problem is attitudinal; they are not internally initiated to do that. ... When we see the practical or the reality, teachers rarely participate; most teachers do not enter or do not participate in curriculum material evaluation by creating different problems or different reasons. For example, lack of incentives, lack of time, and so on. They create their own different reasons not to participate in curriculum material evaluation; they also have problems of capacity (SEEMH₁H₂/22-25/10/10).

This evidence clearly reveals that the bureau has tried to help teachers to involve in evaluation. It has created the chance for them to get training. But in reality, teachers' involvement in curriculum material evaluation is much shadowy; informal, and it is a one-time activity. The following information consolidates this argument.

We cannot say teachers' involvement in this evaluation is completely zero. There are few participants who use to carry-out research. ... Most of the time, in certain schools, one or two teachers may be selected for curriculum material evaluation; they go to the center, to Addis; they participate in certain activity in curriculum material evaluation. Then after, they came back, no one will try to orient or brief the other groups who did not participate in that practice. As a result, most of us do not have any involvement in evaluating the curriculum whenever a certain curriculum is changed (SEEMH₁H₂/24-14/10/10). This does not mean that we have completely ignored our roles. When tests are prepared, we discuss on each of the questions in terms of the objectives and content coverage of the respective subjects. ... After the exam, we also evaluate it; we analyze and evaluate student results. If many students have scored below 50 percent, then we question ourselves and use to say the exam was poor and/or there were problems in our teaching methods. For instance, four or five of us are teaching the same subject, and then we analyze the exam in this way: whose teacher's students have scored better? Why? How? In case when there is a teacher whose most of his students have scored low, this teacher will be questioned how he has done his subject for his students (my translation from discussions with SEEMH₁H₂/21-15/10/10).

Furthermore, information from the other focused group discussion consolidated my argument as follows.

In the learning-teaching process, we have just done lots of things. For example, first we evaluate ourselves before we go to class. Ok! First we will discuss how we will present our lessons. Just at the beginning, we meet together then discuss and decide the type of continuous assessment and the teaching methodology that we will use throughout the semester. So, before the class, we all teachers [teachers of one department] meet and decide how we are going to do. The second one is, even we help each other; there is supervision. We have two supervisors in each department. They go and observe while the teacher teaches and they take some comments, whether negative or positive. At the end, we share experiences to improve the teaching learning process; we discuss on those experiences; we learn each other; we take positive experiences; and work on the weaknesses (SEEMH₁H₂/23-18/10/10).

Information from the school's annual report to zone education office written on 30/06/ 2010 has also supported that all these types of individual and/or department-based teachers' involvement in evaluation. This report shows that an individual teacher is on the way of studying on *How can I Improve Grade 9-12 students' Mathematics result* (2010); the study is on progress, a survey questionnaire is dispatched. One department has completed its evaluation on *An Evaluation of Grades nine and ten Amharic Textbooks* (2010) and the result of this evaluation is submitted to education bureau. However, so far, no practical action is taken based on the result. Another individual has conducted and completed a study on *Amharic Language Speaking Problems and Solutions of Grade nine Students* (2010) and he has presented his finding for concerned stakeholders and he got the recognition. Though these individual and/or department-based teachers' involvements (two of one hundred and ten teachers and one of fourteen departments) are very few, they are encouraging practices. The overall current participation of individual and/or department-based teachers' in evaluation, however, is much more informal; it is mainly done upon tradition; a good number of them do not involve in it.

In short, the above evidences demonstrate that most individual and/or department-based teachers' involvement in curriculum material evaluation is informal. Only very few (three) evaluative practices are formal. The formal practices are not continual. This implies that an important number of individual teachers did not formally involve in curriculum material evaluation.

Current Practices of Committee-Based Teachers' Involvement in Evaluation

The subcommittee responsible for the focus of this study is called school curriculum committee. There were 14 members of which all of them were heads of academic departments for the last school year (2009/10). In this school year (2010/11), the school does not establish this committee, at least until 23/10/10. Therefore, voluntary and available four members of the last school year's curriculum committee were my sources of information. Nevertheless, during my interaction with these members, they acted like those in my critical cases. Thus, I alternatively used well-explained information from this group for individual teacher and/or department-based evaluation. For this part, I rather used information from my informal interview with the chairperson of the last school year's school curriculum committee and information from the school's annual report to zone education office.

Committee-based involvement in the determination of the quality of the learning-teaching domain of the school improvement program appears both formal and continuous. Nevertheless, this practice is not directly related to teachers' participation in curriculum material evaluation. It rather has given attention to other activities of the learning-teaching domain of the school improvement program (for more, refer 6.1.3 under Amhara). Therefore, the lesson that was acquired out of it can be so minimal for only fourteen of one hundred and ten teachers involved in the determination of the learning-teaching domain of the school improvement program. Moreover, their activities were not directly related to the focus of this study; and only twenty eight of one hundred and ten teachers (two teacher observers in each of the fourteen departments) might get real experience from this evaluation. This implies that committee-based evaluations did not give feedbacks to individual teachers for improvement.

Secondary School in Oromia Regional State

Information from the different sources of information is nearly similar, even within the different critical cases. Therefore, I interpreted current practices of teachers' involvement in curriculum material evaluation based on information from different focused group discussions, informal interviews, and school documents.

Current Practices of Individual and/or Department-Based Teachers' Involvement in Curriculum Material Evaluation

Individual and/or department-based teachers have theoretically accepted their involvement in curriculum material evaluation. In this regard, one of my focused group discussions has explained this situation as follows.

Yes, in principle, and even they sometimes participate in each department of each school; there is a trend called curriculum material evaluation. At the end of the school year, each teacher evaluates the subject he/she has taught. The result of this evaluation, passing through the different channels in the region reaches to education bureau. ... Whenever we feel that the evaluation result has an input to improve or change textbooks, we use to refer it to MoE [the bureau does not have the mandate to make changes or improvements for secondary and above levels of education] (my translation from discussions with SEEMH₁H₂/32-02/11/10).

The real practice of individual and/or department-based teachers' involvement, however, looks mainly informal and it does not seem a compulsory task for teachers. For instance, information from one of the discussions shows this.

When we teach, we have read teachers' guides and student textbooks. But we are not evaluating these for the office. We are evaluating for ourselves. For example, when I am teaching English last year for 10th grade, I have realized that the book is very-very big and the time allotted is short. ... We evaluate for ourselves, and speak for ourselves, and leave that. ... Some teachers are selected from school and they go up Oromia level or Federal something like that, they involve in curriculum material evaluation, we have such practice, only few teachers repeatedly, not all (SEEMH₁H₂/33-29/09/10).

This evidence clearly shows that individual teachers' involvement in evaluation is informal. Even when some are said involved formally at the region and/or MoE level, participants explained that the number of participants is few and only these few repeatedly involve in that evaluation. Furthermore, one of the focused group participants vividly explained this informal individual and/or department-based teachers' involvement in curriculum material evaluation, as follows. *As simple evaluations, we use to talk to each other, not all, not in the form of assembly or in the form of a meeting. Rather, we simply talk with teachers in the same shift informally, not formally* (SEEMH₁H₂/34-04/10/10). In short, the above evidence from focused group discussions demonstrates that most individual and/or department-based teachers' involvement in is informal.

Current Practices of Committee-Based Teachers' Involvement in Evaluation

The subcommittee of the school improvement program responsible for the school's self evaluation consists of two members where one of them is a deputy director. The task of this committee seems mainly on follow ups and monitoring of different activities related to the learning teaching domain of the school improvement program (for more, refer 5.1.3 under Oromia). In this regard, evidence shows that committee-based involvement in the determination of the quality of the learning-teaching domain of the school improvement program appears both formal and continuous. Nevertheless, the lesson teachers learnt out of it is minimal for only two of one hundred and four teachers took part. Besides, activities considered for evaluation are not directly related to the agenda of this study. This implies that teachers did not get feedbacks for improvement.

Secondary School in SNNP Regional State

Information from the different sources of information, like the other cases, is nearly similar, even within the different critical cases. Therefore, I interpreted current practices of individual and/or department-based teachers' involvement in evaluation based on well explained information from different focused group discussions, informal interviews, and school and education bureau documents.

Current Practices of Individual and/or Department-Based Teachers' Involvement in Curriculum Material Evaluation

Like the other cases, individual and/or department-based teachers' involvement in curriculum material evaluation looks more informal. Teachers seem to do it rarely. For instance, information from focused group discussions reveals the following.

Yes! Every teacher participates in curriculum material evaluation; when he teaches, he has to know what, when, and where to teach. That is, teachers decide where to start, where to end up, and how to teach. Here, teachers informally evaluate such practices. ... After getting test/examination items constructed by selected three-four teachers, we discuss by saying which item is relevant and which is not, and which items are appropriate for all students and which are not and so on (my translation from the discussions with SEEMH₁H₂/ 44-07/12/10).

This evidence implies that teachers informally decide on the qualities of textbooks and tests both at individual and department levels. They did not conduct formal evaluations, particularly on teachers' guides and student textbooks for they

experienced non-encouraging practices from those for whom these teachers have submitted their comments. For instance, information from discussions shows the following.

We sometimes submit our evaluation results to concerned bodies using questionnaire-like guide from education bureau. However, most of the time, we don't get feedback. For instance, there were many mistakes in textbooks like sequence and writing style. We have presented our comments on such situations but new textbooks are introduced without incorporating our feedbacks or our comments; those problems have again appeared in these new textbooks. ... We don't have any contribution to the currently changed textbook, I heard that it is changed and I am given the new, enough. Even, I didn't hear any idea about the need for changing the textbook (my translation from the discussions with SEEMH₁H₂/44-07/12/10).

However, teachers seem find ways to externalize one of their default professional duties and responsibilities related to the evaluation of textbooks and teachers' guides. These teachers try to appear confident for determining the qualities of those materials of the curriculum and yet an important number of them do not have written evidences. But, the response that I got from one of my probing questions, 'if so, why quality education suffers', they continued to cover their failure as follows.

More or less, we are doing it, but we can't say that teachers are discharging their default professional responsibilities optimally. However, we are not the main causes to the declining of the quality of education; mainly, students are the causes (my translation from the discussions with SEEMH₁H₂/43-08/12/10). Teaching-learning methods, examinations, and teaching aids are not problems to quality education. Rather, the problem is more of an affair of a policy [free promotion]. For instance, our students are those who have attended eight or nine years of schooling; from their very base and at their lower stages, they have come inefficient. Therefore, here, for one who is inefficient from the base, unless we are going to worsen it, it is too difficult to give corrective measures, too difficult to bring efficient students (my translation from the discussions with SEEMH₁H₂/44-07/12/10).

Therefore, from this evidence, I realized that an important number of individual and/or department-based teachers' involvement is informal and they resist taking part in evaluation. Information from the school's annual report to zone education office written on 13/07/2010 with a reference number 1/461/35/02 consolidates this idea. Despite the fact that this report shows that up to five action researches are under way and they are reached near completion, my observation of the different documents on the research practices by teachers showed me that nine action researches are conducted and one teaching material is prepared for the last four

school years (2006/07-2009/10). For instance, a teacher from this school has prepared a teaching material on *Self-Guide Learning of Chemistry for Grade Ten* (2009); and some other teachers conducted action researches on *How to Improve Speaking Skills Among Grade Nine 'A' Sidama Mother Tongue Female Students* (2009); *Item Analysis on Model Multiple Choice Items Biology for Grade Ten* (2010); and on *Problems on Grade Ten Female Students Studying Habit of Civic and Ethical Education* (2010) in the last two school years by which all of these are consistent with the focus of this study.

In short, the above evidence from focused group discussions, school report, and from my observation of the different research works; demonstrates that only very few (ten) evaluative practices of the last four school years are formal. The formal practices are not continual. All these practices imply that an important number of individual teachers did not formally involve in curriculum material evaluation.

Current Practices of Committee-Based Teachers' Involvement in Evaluation

The committee responsible for evaluation is called curriculum improvement program committee. This committee was new during my information generation weeks. Furthermore, the committee for the 2009/10 school year, according to my informal discussion with school authorities on 07/12/10, was weak. It did not perform and present important accomplishments in relation to its duties and responsibilities. At the same time, it was difficult for me to find those members. Hence, I made my discussion with the then chairperson. The practices of this committee, like those of the other cases, are not directly related to the focus of this study. Rather, it was to follow up and monitor those activities of the learning-teaching domain of the school improvement program (for more, refer 5.1.3 under SNNP). Therefore, there is no indicator regarding feedbacks given to individual teachers.

6.1.2 Perceptions of Case Secondary School Teachers for their Involvement in Curriculum Material Evaluation

This section is concerned with the reasons why individual and/or department, and committee-based teachers' involvement in evaluation are needed. To this end, I generated information from focused group discussions for each of the cases and I presented and interpreted this for each of them in the following paragraphs.

The Why of Committee-Based Evaluation

The need to evaluate curriculum materials at the committee level is similarly recognized in all case secondary schools. It is to execute those responsibilities on learning-teaching domain of the school improvement program because it is responsible to do so by MoE. School self-evaluation is also a responsibility of each school with the main intention to bring high student learning outcome; improve the functioning of schools (they will be able to see where they are, what they will do in the future, and plan to work to the type of concrete result schools want to get); and thereby quality of education. In all, upon the responsibilities given and upon discharging these responsibilities; all the practices of the committee were on activities which are not directly related to the focus of the study.

Secondary School in Addis Ababa City Administration

The Why of Individual and/or Department-Based Curriculum Material Evaluation

Teachers assume that without their involvement, evaluation cannot become effective. Information from focused group discussions reveals the following.

Teachers' involvement in curriculum material evaluation is crucial because every teacher has the right to participate; no curriculum work can become effective without teachers' involvement; and they closely see the curriculum and students in action and hence, can easily identify the strength and weakness of the curriculum. Therefore, teachers' involvement in curriculum material evaluation is unquestionable; their involvement is mandatory. In fact, their degree of involvement may vary from level to level and from school to school (my translation from the discussions with SEEMH₁H₂/12-09/11/10).

These evidences clearly imply that teachers recognized the need for their involvement in curriculum material evaluation. Furthermore, information from the other focused group discussion consolidated the above evidence as follows.

Of course! No doubt; teachers should participate in curriculum material evaluation. For the sake of evaluating the curriculum, teachers as professionals, should put their input. Why because, in many cases, teachers through their life experiences may have faced different obstacles or hindrances from students. Hence, to evaluate these, they have to participate. ... Teachers are backbones, without teachers, nothing can be done; because he is the one who guides his students; he is the one who facilitates the educational environment. So, it is undeniable for teachers' involvement. ... Textbooks are prepared for teachers and students to use; they are not for higher officials. Hence, teachers should participate in curriculum material evaluation; it is our profession, hence, we should design and evaluate our profession (my translation from the discussion with SEEMH₁H₂/13-10/11/10). Yes! Because teachers know every aspect of the curriculum; teachers are always in contact with students, they have direct relationship with the

curriculum; curriculum work shall be done by professionals and hence, teachers are the professionals. Therefore, teachers should be asked to participate in curriculum material evaluation; this develops their sense of belongingness and motivation (my translation from the discussion with SEEMH₁H₂/14-12/11/10).

This evidence also implies that individual and/or department-based involvement in evaluation is needed for they are the right professionals in the action of the curriculum. Teachers know the strengths and weaknesses of students for whom materials are prepared. Teachers are also pillars or strengths of the curriculum. Materials are for students and teachers to use and hence teachers must participate in curriculum works; and so forth. In short, though the actual current practice of individual and/or department-based teachers' involvement in evaluation, as I cited it above, is mainly informal; nonetheless, they believe that their involvement is important as they are the first and primary stakeholders on curriculum matters.

Secondary School in Amhara Regional State

The Why of Individual and/or Department-Based Curriculum Material Evaluation

Participants feel that teachers' involvement in curriculum material evaluation is important for the following reasons.

Teachers are the main accomplishees of the curriculum. Therefore, they are the stakeholders who are more associated with the curriculum. So, they must participate in curriculum material evaluation (SEEMH₁H₂/24-14/10/10). As we evaluate our activities, we can improve our knowledge, we can give our students better knowledge. So we have to evaluate ourselves. ... Teachers are owners, they are practitioners; hence, they have to participate in the preparation and evaluation of these materials (SEEMH₁H₂/23-18/10/10).

Furthermore, teachers' involvement in curriculum material evaluation is essential because it, according to my participants, gives them the following benefits.

To revise textbooks, there must be an input. So this curriculum material evaluation result will help to revise these textbooks, even to update/correct such materials by teachers themselves, circulars were written to schools (SEEMH₁H₂/22-25/10/10). Because they [teachers] are curriculum implementers; to implement that curriculum, teachers have to involve in the design, implementation, and in its evaluation. We are the first and primary experts who need to involve in the work of curriculum (my translation from discussions with SEEMH₁H₂/21-15/10/10).

In short, though the actual current practice of individual and/or department-based teachers' involvement in curriculum material evaluation, as I cited it above, is mainly

informal; nonetheless, they believe that their involvement is important since they are the first and primary stakeholders on curriculum matters.

Secondary School in Oromia Regional State

The Why of Individual and/or Department-Based Curriculum Material Evaluation

Teachers' involvement in curriculum material evaluation, according to participants, is important for the following reasons.

Individual teacher's involvement in curriculum material evaluation is important because they are implementers of this work [the curriculum], who teaches it are teachers, and hence, they can easily understand the problems of the curriculum. Also, curriculum material evaluation by individual teachers provides wider sampling; that too many teachers can participate in curriculum material evaluation (SEEMH₁H₂/31-29/09/10). Teachers have to participate in curriculum material evaluation because they regularly interact with books and students and they are primary sources of information on the status of the qualities of curriculum materials. Therefore, their involvement results in such practices are helpful to bring quality education, to improve curriculum materials, they can take results for their consumption, they can send these evaluation results to region and MoE which in return are important inputs for improvement, and so on (my translation from discussions with SEEMH₁H₂/32-02/11/10). Because teachers are users of the curriculum; they know every aspect of the curriculum; and even because teachers know the strength and weakness of students and the curriculum (SEEMH₁H₂/34-01/10/10).

This evidence implies that teachers recognized the need for their involvement in evaluation. This is for the very reason that teachers know problems of materials of the curriculum, evaluation by teachers gives chance to many teachers to be knowledgeable in the same, and so forth. In practice, nonetheless, they did not make it formally and continuously due to the problems they called them challenges.

Secondary School in SNNP Regional State

The Why of Individual and/or Department-Based Curriculum Material Evaluation

Like teachers of the other cases, teachers positively perceived the need for their involvement in curriculum material evaluation for the following reasons.

Yes! I agree with teachers' involvement in curriculum material evaluation. Because, they are the main implementers of the curriculum; they know the success and failure of their students while interacting with curriculum matters in the 40 minute period and hence, teachers evaluate how students utilize textbooks and what difficulties they have; and they can see teachers' guides when they prepare annual and daily lesson plans (SEEMH₁H₂/ 42-06/12/10). Yes! I believe, absolutely I believe in teachers' involvement in curriculum material evaluation. Because, they know what they practically did in class (SEEMH₁H₂/41-08/12/10). Yes! Because teachers are basis of the whole curriculum; they know lots of things about students, administration, and about the society; and

curriculum is the reflection of teachers. Hence without teachers, there will not be a curriculum (my translation from discussions with SEEMH₁H₂/43-08/12/10).

This evidence implies that teachers favorably perceived the need for their involvement in curriculum material evaluation. The actual current practice, however, deconstructs this perception. The current practice of an in important number of teachers is mainly informal; they use to do it by tradition.

6.1.3 Types of Curriculum Materials Evaluated

Materials of the curriculum are those such as teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and learning-teaching materials. That is, types of materials are concerned with the 'what' teachers have to evaluate. In this regard, individual and/or department-based and committee-based teachers tried to involve in curriculum material evaluation. Therefore, in this section, I shortly presented the reality on the types of curriculum materials teachers evaluated based on information from focused group and informal discussions; and based on information from different school and education bureau documents for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

Individual and/or Department-Based types of Curriculum Materials Evaluated

Information from the different sources reveals that teachers mainly informally tried to evaluate student textbooks, lesson plans, and teacher-made tests and examinations (for more, refer 6.1.1 under Addis Ababa). Moreover, information from focused group discussions reveals the following.

Concerning teacher-made tests, we will not first directly take them to students; tests will first be evaluated by the department, then they will be submitted to the school's examination committee which consists of all department heads. We also compare our examinations with neighboring school ones. Regarding learning-teaching methods, we observe with each other; we comment with each other by saying 'it is good if you do this or that'; we also use to conduct classroom observation horizontally in other related subject teachers in other departments in our school; similar subjects from neighboring schools in the same and different sub-city to share experiences and get feedback with each other (my translation from the discussion with SEEMH₁H₂/14-12/11/10).

In short, this evidence implies that teachers informally evaluated student textbooks, lesson plans, and teacher-made tests and examinations.

Committee-Based types of Activities Evaluated

Information from the case secondary school's 2009/10 school year plan related to the learning-teaching domain of the school improvement program shows that all its key activities are not related to the focus of this study. For instance, some of the core activities include the following.

To create strong and organized movement towards assuring quality education; implement the curriculum prepared for all subject of all levels; provide professional support and follow up so as to offer quality education per its standard; and to accomplish induction program for beginning teachers and continual professional improvement program for existing ones (my translation from the school's annual report to Sub-City Education Office, 23/06/10).

This evidence reveals that the curriculum committee in the case school in Addis Ababa did not include curriculum material evaluation as some of its core and/or key activities. In fact, the entire activities look related to curriculum material evaluation. Nonetheless, the following contents of the report regarding the accomplishments of the plan show that all activities were different from the focus of this study.

Strong and organized movement towards assuring quality education are created; the curriculum prepared for all subjects of all levels is implemented; professional support and follow up so as to offer quality education per its standard are provided; and induction program for beginning teachers and continual professional improvement program for existing ones are accomplished (my translation from the school's annual report to sub-city education office, 23/06/10).

Secondary School in Amhara Regional State

Individual and/or Department-Based types of Curriculum Materials Evaluated

As I presented them in the above paragraphs (for more, refer 6.1.1 under Amhara), individual and/or department-based teachers tried to evaluate tests, teaching methods, and textbooks. Information from focused group discussions and school reports show that teachers evaluated the following curriculum materials.

We most of the time, discuss with students why they have failed in the tests. But we don't have written document; we do not have the experience to do so (SEEMH₁H₂/22-24/10/10). Just at the beginning, we meet together then discuss and decide the type of continuous assessment and the teaching methodology that we will use throughout the semester (SEEMH₁H₂/23-18/10/10).

In short, these evidences imply that teachers informally evaluated student textbooks, lesson plans, and teacher-made tests and examinations. In the formal evaluations, only two of one hundred and ten individual teachers conducted action

research on *How can I Improve Grade 9-12 students' Mathematics result* and on *Amharic Language Speaking Problems and Solutions of Grade 9 Students* and one of fourteen departments on *An Evaluation of Grade 9 and 10 Amharic Textbooks* (Case Secondary School Report to Zone Education Office in Amhara, 30/06/2010) for 2009/10 school year. Nonetheless, I did not find neither informal nor formal evidence for evaluating teachers' guides and on the qualities and proper utilization of learning-teaching materials.

Committee-Based types of Activities Evaluated

Information from my informal interview with the chairperson for the last year's curriculum committee reveal that in this school year, school's self-evaluation is not yet warmly began. Nevertheless, last year, the focus of evaluation by the secondary school's curriculum committee was the following.

Teachers' ability of teaching and their skill of using instructional materials through classroom observations (in each department, we have two teachers who observe the remaining teachers); and tests and student textbooks through assignments to respective departments (my translation from informal discussions with the chairperson for the case secondary school's curriculum committee).

Though this face-to-face informal discussion provided me such explicit information on the types of curriculum materials the school curriculum committee has evaluated; its annual report to zone education office shows accomplishments which are not directly related to the agenda of this study as follows.

All subjects are taught; wasted school time is compensated; special examination rooms are prepared and hence, student cheating during examinations is minimized; student achievement results are properly recorded and kept; first semester results of each subject is discussed and evaluated among participants consisting of teachers, student representatives, and consisting of parents and the result of this discussion is taken as a basis to determine how learning-teaching can be done in the second semester (my translation from the annual report of the case secondary school in Amhara to zone education office, 30/06/2010).

This evidence does not show the qualities and formal lessons learnt from the results of evaluations by the school's curriculum committee. It does not make clear the strength and weakness of each teacher's way of teaching. It does not explain the qualities of the different teacher-made tests and examinations; and the committee has closed the quality, availability, and accessibility of learning-teaching materials and how they were used by individual teachers.

Secondary School in Oromia Regional State

Individual and/or Department-Based types of Curriculum Materials Evaluated

Teachers claim for taking part in curriculum material evaluation (for more, refer 6.1.1 under Oromia). Hence, information from focused group discussions reveals the following types of curriculum materials they evaluated.

The teacher evaluates textbooks he/she teaches. ... For example, the chemistry teacher evaluates chemistry textbook and the Physics, the Physics textbook. ... [Theoretically], textbooks can be evaluated by teachers and problems can be identified and the result will be documented and reported to education bureau. But in practice, it cannot be prepared in the form of written document; whereas all teachers have participated in this evaluation. ... They evaluated contents of textbooks, also notes, exchange of pages of textbooks, and they have decided which topic comes first, which one is good and bad, and so on. ... The quality of tests is determined by the department. All teachers prepare tests and final examinations. Then the department collects all these papers. Then committee is organized. This committee selects questions from each paper based on their suitability and ability of students. But we do not have written document for these evaluation. This practice is repeatedly done after each semester, after each test, and the like. ... If there is a problem on a specific teacher, the department sees that teacher and gives him support. Besides, information regarding the determination of the quality of tests is obtained from student mark lists and from comments of students (SEEMH₁H₂/31-29/09/10). We evaluate our tests. We just take tests and examinations from other school; we compare and contrast it; we consider the result of students against our tests; and so on (SEEMH₁H₂/34-04/10/10).

The above evidence gave attention to student textbooks, and teacher-made tests and examinations. This implies that individual and/or department-based teachers failed to evaluate other specific curriculum materials. Furthermore, individual and/or department-based teachers' involvement is informal; they do not have tangible evidence for the results of their evaluations.

Committee-Based types of Activities Evaluated

Information from focused group discussion reveals that this subcommittee formally evaluated the different materials of the learning-teaching domain of the school improvement program like the following.

The quality of the learning-teaching methods and techniques [one of those components of lesson plans], teacher-student interactions and relationships, teacher punctuality, tests and examinations, laboratory practices, teacher absenteeism, tutorial classes, teacher abilities of managing classroom practices including the use of instructional materials, and on the quality of teacher-made tests and examinations (SEEMH₁H₂/31-30/09/10).

The above evidence on curriculum material evaluation is formal and continual, as I explained it in one of the sections of this study, it is line with the objective of my

investigation (for more, refer 2.6.2). Though these face-to-face discussions provided me such explicit information on the types of curriculum materials evaluated by the committee, its quarterly plan reported to zone education office shows general activities which are not directly related to curriculum material as follows.

To strengthen science laboratories and the school library; provide tutorial classes; decrease late-coming students and dropouts; to strengthen the school pedagogical center and departments; clean classrooms and the schools compound; and so on (A colleague's [PhD candidate in Curriculum Design and Development] translation on 29/10/10 from the case secondary school's fourth quarter report to zone education office in Oromia, 16/07/2010 with a Reference number 1165/A/61).

Theoretically, curriculum committee evaluated those curriculum materials per the focus of this study; nevertheless in practice, it gave due attention to the different affairs of the learning-teaching domain of the school improvement program.

Secondary School in SNNP Regional State

Individual and/or Department-Based types of Curriculum Materials Evaluated

Though evaluation is informal, teachers did the different materials of the curriculum.

Information from focused group discussions shows the following.

Through action research, teachers evaluate contents of textbooks, objectives, and the different methods suggested (SEEMH₁H₂/42-06/12/10). In fact, we know that the textbook is not to the experience of students; mainly it reflects and applies a foreign culture. For instance, students don't know who Helen Keller is, they don't know her. But here we have many people who have great historical achievements. In this case, students could have learnt better. But to do so, the teacher doesn't have the mandate and capacity. ... To check the qualities of tests, we comment it upon the result of students. More than this, we don't have the time; we will get tired to proceed further. In fact, we use to discuss upon the moderation of our coordinator by saying 'is this item appropriate or not' and so on. ... Though we don't have input to the changing of textbooks, we discuss on the problems of textbooks and teachers' guides (my translation from the discussion with SEEMH₁H₂/43-08/12/10). In fact, we don't teach all those mistakes as they are. Rather, we try to correct them based on the experience and abilities we have. For instance, there are different definitions that have mistakes. Here, as far as we can, we try to present the correct one. ... After getting test/examination items constructed by selected three-four teachers, we discuss by saying which item is relevant and which is not, and which items are appropriate for all students and which are not and so on (my translation from discussions with SEEMH₁H₂/44-07/12/10).

These evidences demonstrate that teachers informally evaluated textbooks, tests and examinations, and learning teaching methods. In the formal practices, nonetheless, only two teachers (two of ninety eight) for the 2009/10 school year,

evaluated respectively an examination and female students' study habits through action research. One is on *Item Analysis on Model Multiple Choice Items of Biology for Grade Ten* (2010) and the other is on *Problems of Grade Ten Female Students Studying Habit of Civic and Ethical Education* (2010). Nevertheless, teachers' guides, and the quality and proper utilization of learning-teaching materials did not get the attention.

Committee-Based types of Activities Evaluated

Information from focused group discussion reveals that curriculum committee has evaluated teachers' guides and student textbooks. However checking the quality of tests and examinations is the responsibility of departments. One of the focused group discussions has explained this as follows.

So far, teachers' guides, and student textbooks are evaluated. For instance, if you take me from Chemistry department, we have evaluated Chemistry textbook and one of our colleague has prepared a guide for this subject. But quality of tests is checked by the respective departments, that is, they discuss on such issues and decide their tests (SEEMH₁H₂/41-08/12/10).

Despite the fact that discussions show these types of materials of the curriculum the committee has evaluated, the school's annual report to zone education office written on 13/07/2010 with a reference number 1/6-2-2/35/02 reveals that what was evaluated is not directly related to the focus of this study. For instance, among these accomplishments, three of the nine activities show the following.

Discussions are conducted on the implementation of continuous assessment in the monthly teachers' forums and hence, teachers have recognized the need to conduct continuous assessment; teachers are conducting worksheets, assignments, and projects so as to help motivate and help students give attention to lessons; and academic question-answer competitions on Civics, Mathematics, Biology, Chemistry, and Physics are conducted among grade ten students against similar government schools (my translation from the case school's annual report to zone education office).

Nevertheless, one of the nine accomplishments related to the focus of this study is on progress. This accomplishment reads as *not less than five action research practices by teachers reached near to completion* (my translation from the case school's annual report to zone education office). This implies that type of curriculum material evaluated by the committee-based not directly targeted to the focus of this study.

PART II

6.2 Strategies and Challenges on Case Secondary School Teachers' Involvement in Curriculum Material Evaluation

The objective of this study is to examine how secondary school teachers are involved, not involved, and why they did not involve in curriculum material evaluation and adaptation. Therefore, in this part, I examined those strategies (the how of) and challenges (the why not of) these teachers respectively employed and faced in their involvement in the discharge of one of their professional duties and responsibilities. Strategies are ways/mechanisms or specific procedures that individual and/or department-based and committee-based teachers used for the evaluation of the different materials of the curriculum. Nevertheless, challenges are those practices that can hinder teachers from taking part in curriculum material evaluation. I examined the real practice of these subcomponents of the PIRA framework for each of the cases according to the following sections.

6.2.1 Strategies used in Curriculum Material Evaluation

Individual and/or department-based and committee-based participants in curriculum material evaluation claimed for employing different strategies. I summarized these strategies based on information from different focused group and informal discussions and based on information from school documents for each of the cases in the following paragraphs.

Individual and/or Department-Based Teacher Curriculum Material Evaluation Strategies

Information from different sources reveal that all cases employed similar strategies like informal discussion; portfolio organization; research; classroom observation within and in neighboring schools on the same and similar subject areas; comparisons of examinations with similar subject area examinations from different schools; and feedback sessions.

Committee-Based Evaluation Strategies

Though committee-based evaluations were on the different tasks of the learning-teaching domain of the school improvement program; all cases used similar

strategies like classroom observations, discussions with teachers and students in their general forums, induction programs, and short-term trainings were the strategies they used to bring quality in education. Nevertheless, evaluation is not vividly there and hence, I do not expect strategy for doing so.

6.2.2 Strengths and Weaknesses of Current Practices of Case Secondary School Teachers' Involvement in Curriculum Material Evaluation

Both ways of taking part in curriculum material evaluation (individual and/or department-based teachers and committee-based) have their own respective strengths and weakness. I shortly summarized some of these for all cases in one according to the following paragraphs.

Individual and/or Department-Based Teachers' Involvement Strengths

Informal individual and/or department-based teachers' involvement in evaluation, at least, moves them away from common-sense and one-spot judgment on the quality of their work. They rather can use their experience-based knowledge and skill. This can move them away from trial-and-error types of talking about the quality of the different materials of the curriculum. Furthermore, though very few, individual and/or department-based teachers' involvements are formal and the finding of these practices are also documented in a way that this investigation has aimed at. This can become good source of lesson for the self and the others if they want to do so the other time on similar issues related to the different materials of the curriculum.

Weaknesses

Informal individual and/or department-based teachers' involvement in evaluation, does not lead to credible and dependable informed decision about the quality of curriculum materials. Even, informal decisions by individual and/or department-based teachers will remain invisible and do not contribute good lessons to other teachers. The experience gained will not go beyond one-spot decision by individual and/or department-based teachers, does not provide an important evidence for further decision to policy or other decision-makers. In short, evidence-based current practice for curriculum change/improvement by individual and/or department-based teachers in all cases is so minimal.

Committee-Based Teachers' Involvement

Strengths

Committee-based evaluation is good in the different case secondary schools for many reasons. Different individuals shared the task of evaluation. They generated documented evidences. They determined the strength and weakness of the practices of their school based on evidence. Accordingly, results of evaluation can lead to a better way of doing the learning-teaching process. Even it is a good means to evidence-based decision for policy and/or decision-makers; for evidence-based teachers' promotion and/or demotion; and so forth.

Weaknesses

Whereas my objective for teachers' involvement in curriculum material evaluation is to help individual teachers make informed day-to-day judgment about the quality of their teaching, the real practice of curriculum material evaluation is by a committee. Even the number of members of each committee is so few compared to the total number of teachers in each case which is in contradiction with my premise and assumption of conducting this study (for more, refer the introductory section of chapter two). That is, an unimportant number of teachers in each of the cases got the chance to acquire knowledge and skill as a result of taking part in curriculum material evaluation. This implies that an excellent number of teachers in each of the cases did not get the opportunity to formally acquire this knowledge and skill. Or they cannot be able to make evidence-based day-to-day informed judgment about the quality of their teaching by their own; or in short, they are not formally empowered. On top of these weaknesses, the focus of committee-based evaluation is not directly related to the focus of this study. Rather, it was on other different activities of the learning-teaching domain of the school improvement program which in return results of such practices of all cases do not show specific qualities-problems and strengths-of an individual teacher's skill on the preparation and use of lesson plans, tests and examinations, and on the quality and skill of using learning-teaching materials.

To sum up, the above interpretations show that weaknesses of each of the groups in curriculum material evaluation are stronger than the strengths. This implies that

each group has problems that restricted it from actively and formally taking part in curriculum material evaluation. In the following section, I generated and presented information on this regard for each of the cases.

6.2.3 Challenges that Limited Teachers' Involvement in Curriculum Material Evaluation

Unable to formally involve in curriculum material evaluation by individual and/or department-based teachers; failure in the direct determination of the quality of their respective work; unable to carry-out action research using topics directly related to curriculum materials; and so forth are problems. This can lead teachers not to formally acquire knowledge and skill in the subject they are teaching; preparation and implementation of lesson plans; test making; and on the knowledge and skill of determining the quality and proper utilization of learning teaching materials. Hence, they cannot be able to make informed judgment how their teaching is progressing; they cannot present written evidence about the quality of their work; and so on. If this is the case, then what are the real problems that made teachers not to participate in curriculum material evaluation? Therefore, to see the reality (the challenge that restricted teachers' involvement in curriculum material evaluation), I directly and indirectly generated information from focused group discussions and using individual teacher voting items for each of the cases.

Directly, I generated information from focused group discussions and from individual teacher independent voting responses using item 2 of Appendix 5. Indirectly, I tried to dig-out the real challenge that has limited individual teachers' from their formal involvement in curriculum material evaluation in the form of suggestions. That is, I required participants to suggest ways as different alternative mechanism useful to facilitate secondary school teachers' involvement in curriculum material evaluation based on independent voting response from teachers using item 3 of Appendix 5 and item 4 of Appendix 6. My assumption here is when the suggestion shows that something is lacking, that shortage is a challenge; or when they recommend something to be avoided, this is again a challenge; or when there is something to be done, that thing is not there and hence, it is a challenge; and so

forth that have restricted teachers from taking part in curriculum material evaluation. Therefore, using such direct and indirect mechanisms, I presented challenges that have hindered teachers' involvement in curriculum material evaluation based on information from different sources for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

Individual and/or Department-Based Teacher Curriculum Material Evaluation Challenges

One of the challenges is the ill-functioning of the preconditions which was necessary for teachers to involve in curriculum material evaluation like lack of time, interest, encouragement, and lack of teaching experience (for more, refer parts I and II of chapter five on case secondary school in Addis Ababa). Furthermore, information from focused group discussions shows the following challenges.

When we raise teachers' involvement in curriculum material evaluation against their salary, it is a problem of all teachers; it is a country-wide problem (my translation from the discussion with SEEMH₁H₂/12-09/11/10). Upon our informal discussions to determine the quality of our examination, one member will forward a comment. But the other may not accept this comment. We use to say 'who is less than whom' and hence, regardless of the quality of questions, sometimes, we use to say 'let it be, let it be, take it'. Then whether you like it or not, we take the question and we say 'let it be' (my translation from the discussion with SEEMH₁H₂/13-10/11/10). When curriculum revision is thought, representative teachers are required. But the quota given to us is very small. For instance, we have ten departments, but only two teachers represent our school. Therefore, when the number of representative teachers is getting few, interaction at the sub-city level is inefficient, even may not get heard (my translation from the discussion with SEEMH₁H₂/14-12/11/10).

These evidences show that individual and/or department-based evaluations besides being informal and non-documented type of practices, there are conditions when members of a department are not able to reach consensus on the quality of examination questions and unable to convince to each other (disagreement among members) is a challenge. In cases when formal revisions upon the mediation of the sub-city are conducted, lack of representation is a challenge that has limited the active involvement of individual teachers in curriculum material evaluation.

Furthermore, information from independent votes of the critical case members using item 2 of Appendix 5 shows those three problems: *financial problems*, *lack of recognition*, and *evaluation of curriculum materials is used for political purposes* are number one

challenges (by three of thirteen votes each); other four problems: *lack of interest, results of evaluation are not used, lack of incentive or no extra payment, and teachers do not have the mandate to evaluate curriculum* are equally number two challenges (by two of thirteen votes each); and three problems: *lack of advisor, lack of incentive or no extra payment, and lack of knowledge in curriculum material evaluation* are number three challenges (by two of thirteen votes each) that limited teachers' involvement in evaluation.

Committee-Based Evaluation Challenges

According to the case secondary school's annual report to the sub-city education office, I did not observe important challenge for an important number of its accomplishments are complete (100%).

Nevertheless, I tried to get information in an indirect way so as to find other individual and/or department-based and/or committee-based challenges restricted teachers' involvement in evaluation as my research participants suggested. Some of these, according to information from discussions show the following challenges which participants presented them in the form of alternative strategies.

First of all, teachers should know their rights and responsibilities. They should not only run for their rights; considering their duties and responsibilities is also important. ... They should have sense of ownership of their profession, and hence, their say has to be included in the curriculum making them to feel responsible to give solutions of curriculum problems (my translation from the discussion with SEEMH₁H₂/2-2-09/11/10). These days, I don't know the reason [may be political fear], teachers don't speak; they are not able to convince on what they are not convinced. For instance, we have a culture to write portfolio which was assumed to bring quality education; it is good but teachers are careless and irresponsibly copy it from colleagues. Portfolios are organized only to meet self interests and requirements. Teachers are not able to speak about it. ... I doubt that there is a teacher who discharges his responsibilities as may be expected. Many teachers don't have the plan to continue in their profession; it is only to collect the salary until another job is secured. Even most of them don't think their retirement time in the teaching profession. This by itself is a problem; does not bring quality education. Only those who are willing to continue in their profession can bring change (my translation from the discussion with SEEMH₁H₂/13-10/11/10). The task of curriculum material evaluation should be one of the main responsibilities of teachers; and sense of ownership and belongingness by individual teachers should be created. To this end, teachers, departments, and schools should be fully authorized and responsible; full right and academic freedom shall be given to teachers; capacity of departments should be strengthened; we should not be told 'evaluate this or that', teachers have to do it by themselves; authority with accountability should be given to teachers; teachers, departments, and school managers should work closely, they should create empathy; 'ordinate-subordinate' or the 'do this, do that' principle should be

avoided; the culture of control and working only upon control should be avoided; and smooth and friendly relationships should be created (my translation from the discussion with SEEMH₁H₂/14-12/11/10).

These evidences imply that teachers who only seek for their rights; lack of sense of ownership or the lack of commitment to work in the teaching profession or lack of sense of belongingness; lack academic freedom to speak and to reject on what he/she is not convinced to do and hence, who use to adhere or who only to look respect the rules and regulations of MoE; unable to include all teachers' says in the curriculum; unable to consider the individual teacher as the first person who has the right to speak about the curriculum; unable to give the responsibility of curriculum work to teachers with accountability; and so forth are the challenges limited teachers from taking part in curriculum material evaluation in Addis Ababa.

Furthermore, information from independent votes in an indirect way as a form of conducive situations helpful for teachers' to involve in curriculum material evaluation from my critical cases focused group discussion members- teachers-using item 3 of Appendix 5 shows that *teachers who have participated should get additional pay; teachers should be given the mandate, and teachers should be given continual training* are respectively the first alternative strategies (by three of thirteen participants), the second (by three of thirteen participants), and the third (by five of thirteen participants) alternative strategies for teachers to involve in evaluation. This evidence implies that no or lack of additional pay for teachers who participated; teachers who do not have the mandate; and lack of continual training respectively are the first, second, and third most challenges limited their involvement in evaluation.

Secondary school in Amhara Regional State

Individual and/or Department-Based Teacher Curriculum Material Evaluation Challenges

Those problems which teachers leveled them as problems (for more, refer parts I and II of chapter five on case secondary school in Amhara) like related to lack of support, time, resources, attitude, high teaching load, low salary, lack of internal initiatives, and lack of incentives are the challenges restricted individual case secondary school and/or department-based teachers from taking part in the

determination of the quality of their respective work. Furthermore, I required these participants to individually rank problems/challenges that made them away from curriculum material evaluation using item 2 of Appendix 5. Information from these case secondary school teachers reveal that *lack of incentive or absence of extra payment* is ranked to be the most influential problem (first rank by six of nineteen participants). Furthermore, *high teaching load*, and *again lack of incentive or no extra payment* are respectively ranked to be the second and third influential problems limited teachers from taking part in curriculum material evaluation. In addition to the challenges I cited above, there is no specific and measureable duty and responsibility given to teachers and as what will be done if they are going to breach their specific and measureable duties and responsibilities related to the determination of the quality of their work, teaching (for more, refer 2.6.2).

Committee-Based Evaluation Challenges

In the process of its learning-teaching domain evaluation; the curriculum committee has faced different problems that affected the quality of its work. These problems, according to the last year's chairperson for the case secondary school curriculum committee (18/10/10), include such challenges as *delay and lack of comprehensive report from departments*, *lack of willingness to carry-out learning-teaching domain related research activities from individual and/or group of teachers*, and *tight working conditions*.

I also, indirectly, tried to identify other challenges restricted teachers' involvement in curriculum material evaluation at the individual and/or department-based and at committee-based levels through my questions that required participants give practices that are helpful for secondary school teachers to involve in curriculum material evaluation. Accordingly, different focused group discussions presented different suggestions or alternative strategies. I presented the well-explained suggestion as follows.

Effort shall be done so as to help teachers love their task, teaching. For instance, those with my level of education in the other offices are getting high pays; and even when they go outside their offices, daily allowances are there. However, in our case, there is no such practice. For instance, when I go for model test preparation, I don't feel happy; I become careless; why I worry on what they [authorities in education bureau and office] did not think about. I am economically weak; hence, I have to first think for myself. Therefore, there must be something that can help me love the work that I will do. ... The

door should be opened to teachers; the task of evaluating the curriculum should come to teachers. We use to conduct meetings. If the time we have spent on these meetings were on academic matters, we could have contributed much to quality of the curriculum (SEEMH₁H₂/24-14/10/10). Keep the moral of teachers; provide them competitive incentives to those who will conduct problems solving research. However, birr 200-300 kills his interest (my translation from SEEMH₁H₂/21-15/10/10)

These evidences clearly reveal that teachers do not love their task due to lack of incentive or due to low salary; the door to curriculum material evaluation is closed to teachers; the task of evaluating the curriculum did not come to teachers; the moral of teachers is not kept; and competitive incentives are not provided for those who conducted problem solving research. That is, all these practices are challenges that restricted teachers for not taking part in curriculum material evaluation. Nevertheless, most of these situations do not convince me to be challenges for teachers. Because student textbooks, tests and examinations they prepared, their own skill and knowledge of using lesson plans are, at least, with them; they interact with these materials all the time when they are on duty; and so forth. This implies that these secondary schools teachers appear to see an excuse, that is, they want to pass their failure to other bodies for not executing one of their default professional duties and responsibilities. Moreover, the other focused group discussion has further consolidated this externalization of teachers' default professional duties and responsibilities as follows.

In addition, the task of teaching shall be left to teachers. It is good if the interference of other bodies is avoided. By the name of bringing quality education, why non-experts of education, those who are not in the profession, those who are out of educational practices, or those from the politics do interfere in our responsibility? Why such individuals warn us by saying 'unless you raise the number of students, you will not be paid your salary' and so on. ... On these days, professional affairs are given on appointment basis. However, to be a director and/or an academic deputy director is a professional work; it must be left for those who were teachers for many years. However, if it is done only by appointing those who are loyal to the politics, it will kill the moral of the other teachers; our dignity shall be respected (my translation from the discussions with SEEMH₁H₂/21-15/10/10).

These evidences clearly opened the challenges that teachers have in relation to other non-professional, non-expert, and politician interferences with their tasks; injustice academic merit; and the dignity given to their profession-not respected. These imply that interference, lack of merit, and unable to get the respect are the

challenges; hence, they do not have the confidence to involve in curriculum material evaluation. Moreover, the other focused group discussion has consolidated these challenges that limited teachers' involvement in evaluation by saying this: *we should work closely with teachers to search or find out the real problem. We have to investigate the problems that hinder curriculum material evaluation by teachers* (SEEMH₁H₂/22-25/10/10).

This implies that there is a gap between teachers and the others who have the assumption that they are responsible to curriculum works. That is, such a gap is a challenge that made teachers away from discharging one of their inherent professional duties and responsibilities. Furthermore, information from focused group participants through the ranking of alternative strategies that can help them involve in curriculum material evaluation using item 3 of Appendix 5 shows that the need for *continual training to teachers* is ranked first (by five of nineteen participants); the need for *administrative support* and *the making of teachers accountable to quality of curriculum materials* are ranked second (each by three of nineteen participants); and the need to *consider curriculum material evaluation as part of the teaching load* is ranked third (by four of nineteen participants).

These evidences clearly imply that something additional (but one of the second rank) should be done in order to help them execute one of their duties and responsibilities (determining the quality of their teaching); the duties and responsibilities given only by being teachers is not working. That is, lack of continual training; less accountable teachers to curriculum; the merge of evaluation load with their teaching load are challenges that restricted case secondary school teachers from taking part in evaluation. Here, all these practices also imply that case secondary school teachers in Amhara look mainly to externalize one of their default professional duties and responsibilities than promoting.

Secondary School in Oromia Regional State Individual and/or Department-Based Teacher Curriculum Material Evaluation Challenges

Challenges seem teachers' lots of externalizing mechanisms like lack of support, interest, time, materials, high teaching load, lack of budget, low teacher salary, and

so forth (for more, refer chapter five on case secondary school in Oromia). For instance, information from one of the focused group discussions confirms this externalization practice of teachers not to take part in evaluation as follows.

Though there are no encouraging and initiative conditions, teachers have attitudinal problems to participate in curriculum material evaluation. We have realized this from our frequent visits to the different schools and from the formal and informal attachments we have made with teachers. Half of them are involved in part-time jobs and the others are employed in other additional jobs so as to subsidize their income. Consequently, as means to be excused from their failure, teachers use to say 'curriculum material evaluation results by teachers cannot be used' and 'we are required to evaluate just to make us busy/to make us tight'. However, the real and pressing problem which makes teachers away from curriculum material evaluation is attitudinal and what makes them busy is the out of school interests/part-time jobs (my translation from discussions with SEEMH₁H₂/32-02/11/10).

This evidence shows those teachers' attitudinal problems and out of school interests as challenges that limited case secondary school teachers from taking part in curriculum material evaluation. Furthermore, I summarized information from case secondary school focused group discussion individual votes using item 2 of Appendix 5 regarding the problems that limited them from taking part in curriculum material evaluation. From all the problems, *lack of recognition* is number one that has restricted teachers' involvement in evaluation in the case secondary school in Oromia. Furthermore, *lack of incentive or absence of extra payment* and again *high teaching load* are respectively number two and three problems that limited individual and/or department-based teachers' involvement in the determination of the quality of their work. In addition to the challenges I mentioned them above, there is no specific and measureable duty and responsibility given to teachers and as what will be done if they are going to breach their specific and measureable responsibilities related to the determination of the quality of their work, teaching (for more, refer 2.6.2 and 6.1.1 on case secondary school in Oromia).

Committee-Based Evaluation Challenges

In the process of its learning-teaching domain evaluations; the subcommittee has faced different problems like lack of cooperation from teachers, shortage of time to carry-out meetings, and teachers' silence during meetings. Some of the challenges for this less quality of evaluative work, according to one of the focused group

discussions include *shortage of teachers and period distribution which are dependent on plasma program are our problems. Also lack of teacher interest is another problem. We know this from the quality of their works and we also read from their faces* (SEEMH₁H₂/31-29/09/10).

I further tried to find challenges that restricted case secondary school teachers from taking part in evaluation indirectly in the form of their suggestion helpful for teachers to involve in evaluation. Accordingly, participants presented different suggestions that can help teachers to involve in the determination of the quality of their respective work, teaching. Information from discussions reveals the following.

I think it is better to prepare feedback paper after the chapter or after the lesson rather than simply gathering information when we need to evaluate or to change the curriculum just like a bird-fly observation. It is better to observe the problems [and] to have got the real weakness of students by feedback questionnaire [and] guidelines for all schools. ... One aspect of the solution is that the teacher must think his country; he has to have the initiative without any incentive [how?]. We can give him some workshop to give awareness; we have to make them think. This can be done using workshops, seminars, or by just distributing some published materials like booklets, brochures, and so on. ... We don't have to say this must be done referring to the government or referring some material or referring something only. That I agree with that there must be some guideline, there must be some support. Besides that, we have to play our own part; we have to love our people. If you love your people, you must even go to the extent of dying, giving your life. Ok! So we must have the initiative (SEEMH₁H₂/34-04/10/10). To help individual teachers to independently participate in curriculum material evaluation, good training should be given; orientation on relevant documents of the bureau and MoE should be provided; necessary resources should be allocated; and continual follow up and monitoring should be done for the proper implementation of all these practices (my translation from discussions with SEEMH₁H₂/32-02/11/10).

These evidences show that absence of evaluation formats; lack of teacher commitment and initiative to evaluation and to the profession; externalizing own duties and responsibilities; lack of good training; and lack of continual follow up and monitoring are the challenges that made teachers get away from evaluation. Furthermore, the mainly informal way of curriculum material evaluation by teachers is a one-time activity; they are not continual types of practices, and do not use different feedback generation mechanisms like questionnaire and guidelines. In addition to these challenges, the following information demonstrates the challenges teachers have in relation to the lack of academic freedom; that they do not feel free so as to involve in the determination of the qualities of their work, teaching: as follows. *There are two points. Load allotment should be reduced, at least, to a minimum of fifteen to*

twenty periods so teachers can get time to involve themselves in curriculum material evaluation. Secondly, give teachers continuous short-term courses. ... Also teachers should have academic freedom (SEEMH₁H₂/33-29/09/10).

Clique formation from schools up the education bureau has discouraged teachers not to take part in curriculum material evaluation, according to my understanding of these participants' discussion, this has made them to remain silent; participants raised this issue in lowered voice; at a glance, they looked at each other; all of them talked at a time; and one participant in a tone has said *I will not afraid them! Every individual knows me* (SEEMH₁H₂/33-29/09/10).

On top of such challenges, participants' forwarded recommendations as alternative strategies that will be helpful for teachers to involve in evaluation at the individual and/or department-based and at committee-based levels whose implications can become as challenges that restricted them from taking part in curriculum material evaluation. Accordingly, information from independent votes of participants using item 3 of Appendix 5 reveals that *teachers should be given the mandate, teachers who participated should be recognized, salary of teachers who have participated should be raised, and teachers should be given expertise/professional support* are primary (each two of twelve votes) alternative strategies that can help case secondary schools teachers to involve in curriculum material evaluation in Oromia. This implies that lack of the mandate, recognition, unable to increase the salary of participating teachers, and lack of expertise/professional support are the challenges that limited these teachers from taking part in curriculum material evaluation. Furthermore, these participants have respectively recommended that *teachers should constantly seek ways of improving the curriculum; curriculum material evaluation should be made part of the right responsibility for teachers; curriculum material evaluation should be an integral part of the teaching profession; and teachers should be given expertise/ professional support* to be respectively the second (by two of twelve votes each) and third (by three of twelve votes) alternative strategies that promote teachers' involvement in curriculum material evaluation. This also implies that teachers do not constantly seek ways for improving the curriculum, curriculum material evaluation was not the right responsibility to teachers, it is not

an integral part of the teaching profession, and professional support is not given to teachers are challenges that made teachers get away from curriculum material evaluation. In general, my research participants in the case secondary school in Oromia recommended that teachers shall take the lead which implies that unable to take this lead is a challenge for their involvement.

Secondary School in SNNP Regional State

Individual and/or Department-Based Teacher Curriculum Material Evaluation Challenges

One of the challenges is the ill-functioning of the preconditions necessary for these teachers to take part in curriculum material evaluation like lack of time, interest, encouragement, and lack of support (for more, refer parts I and II of chapter five on the case secondary school in SNNP). Moreover, information from focused group discussions members independent votes using item 2 of Appendix 5 regarding problems that can restrict their involvement in curriculum material evaluation reveals that *lack of recognition, lack of research skill in education, and teachers do not have the mandate to evaluate curriculum materials* are number one problems (each three of fifteen votes); *lack of interest* is number two problem (three of fifteen votes); and *evaluation of curriculum materials is used for political purposes* is number three problem that has restricted case secondary school teachers from involving in curriculum material evaluation.

Committee-Based Evaluation Challenges

In the process of its learning-teaching domain evaluation; the committee for curriculum improvement program, is regarded as inefficient by the case secondary school authorities, that it did not have the moral to discharge its responsibilities. Furthermore, information I indirectly generated in the form of a suggestion for teachers to involve in curriculum material evaluation reads as *we have to improve the quota of teachers who will participate in curriculum improvement program more than what it is now so that they can give detailed comment or what they have* (SEEMH₁H₂/41-08/12/10). This evidence implies that number of committee members or representation of teachers from the different departments was small. As a result, the committee did not work its responsibilities as expected. That is, lack of interest and representation are challenges in committee-based curriculum material evaluation.

I, indirectly, also tried to identify challenges that restricted teachers' involvement in curriculum material evaluation at the individual and/or department-based and at committee-based levels in the form of suggestions for the betterment of teachers' involvement in curriculum material evaluation using information from focused group discussions. For instance, information from focused group discussions reveal the need to have *an independent form shall be there so that individual teachers can record their reflections on problems and errors they see and teachers of the same subject can easily exchange their ideas* (my translation from discussion with SEEMH₁H₂/43-08/12/10). This evidence implies that forms useful to initiate evaluation are lacking. That is, an unavailability of form useful to reflect on the qualities of their work is a challenge. Furthermore, information from independent participant votes using item 3 of appendix 5 shows that *teachers should be given the mandate* is number one recommendation (four of fifteen votes); *teachers should be given continual training* is number two suggestion (three of fifteen votes); and *teachers should take the responsibility for asking curriculum questions* is the third recommendation (four of fifteen votes) helpful for teachers to involve in curriculum material evaluation. This implies that teachers respectively seem perceived that they do not have the mandate, they are not given continual training, and they look perceived that asking curriculum question is not their responsibility. In short, lack of awareness regarding one of their default professional duties and responsibilities is the challenge that has limited case secondary school teachers from taking part in curriculum material evaluation. Furthermore, I informally created chatting session with one of my critical case subject teacher regarding her suggestion helpful for teachers to involve in curriculum material evaluation. She said that *school-based curriculum experts shall be employed so that individual teachers will get the awareness to involve in curriculum works* (my translation from my informal discussion with one of my critical case subject teacher, 09/12/10). This implies that continual support and encouragement from experts is required and absence of it is one of the challenges that make teachers get away from curriculum material evaluation in SNNP.

PART III

6.3 Intra-and Inter-Case Interpretation on Current Case Secondary School Teachers' Involvement in Curriculum Material Evaluation

In the preceding two parts of this chapter six, I examined current practices, perceptions, types of curriculum materials, strategies, and challenges on teachers' involvement in curriculum material evaluation for each of the cases. Therefore, in this part, I made clear the total status of these specific case components (the practice, why, what, how, and the why not) of teachers' involvement in evaluation for each of the cases (intra-case) and across the different cases (inter-case) based on information I got as findings of my interpretation from parts I and II herein above.

6.3.1 Intra-Case Interpretation on Secondary School Teachers' Involvement in Curriculum Material Evaluation

In this section, I have given due attention to the general current status of case teachers' involvement in curriculum material evaluation within each of the cases.

Secondary School in Addis Ababa City Administration

From my interpretations in the preceding parts, I realized that an important number of individual teacher and/or department-based practices are done mainly by tradition, in an informal way, with no tangible evidence for the materials of the curriculum they evaluated. Committee-based practices are done so as to discharge duties and responsibilities given by MoE. Furthermore, the use of portfolio and research practices by individual teachers is weak in curriculum material evaluation. For instance, two of the eleven relatively called better research conducted by the teacher and students are on *Student Discipline Problems* (2010) and the other research only by the teacher is on *Student Late Coming* (2010). All these research works carried out in 2009/10 school year are not directly related to evaluation though they may be one of those good inputs to bring quality in education.

Despite the fact that current practices are not per the objectives, research questions, and conceptual framework of this study; teachers individually or in groups perceive that their involvement in curriculum material evaluation is very essential. This is for the very reason that these teachers feel that they are the right

professionals in the action of the curriculum; teachers know the strengths and weaknesses of students for whom the curriculum is prepared; teachers are pillars or strengths of materials of the curriculum; materials of the curriculum are for students and teachers to use and hence teachers must participate in curriculum works; and so forth. However, in reality they did not formally involve in curriculum material evaluation by presenting their different problems and teachers tend to externalize their failures (for more, refer 6.1.1 under Addis Ababa). This implies that teachers' perceptions regarding the need for their involvement and their real practices in curriculum material evaluation contradict with each other. Because the real practice shows that they are loose from formally taking part in it however, theoretically they adhere to take part.

Accordingly, with this situation, while individual and/or department-based teachers informally evaluated textbooks, tests and examinations, and learning-teaching methods; the committee-based evaluations were on other activities related to the learning-teaching domain of the school improvement program (for more, refer 6.1.3 under Addis Ababa). On top of this, though I do not expect formal strategies for informal activities, in this informal evaluation, teachers claimed that informal discussion; portfolio organization; research; classroom observation within and in neighboring schools on the same and similar subject areas; comparisons of examinations with similar subject area examinations from different schools; and feedback sessions (for the sake of improvement and raising student achievement purposes) are the strategies they used so as to get information regarding the strengths and weaknesses of their work.

Teachers presented justifications why they do not formally evaluate curriculum materials. For instance, financial problems, lack of recognition, evaluation of curriculum materials is used for political purposes, lack of interest, results of evaluation are not used, lack of incentive or no extra payment, teachers do not have the mandate to evaluate curriculum materials, lack of advisor, and lack of knowledge in curriculum material evaluation are some of the challenges that restricted them from taking part in curriculum material evaluation. If I assume these

problems are true for evaluating teachers' guides and student text books; nevertheless, how can each of these problems will be challenges in the determination of the qualities of an individual teacher's lesson plans, tests and examinations he/she has prepared, and on the quality and proper utilization of learning-teaching materials? Because, all teachers were trained to become teachers and they met the level of education required to teach in general secondary school. Nevertheless, teacher participants in focused group discussions were hesitant to react to my probing questions related to the determination of the qualities of these specific materials of the curriculum and they did not mention about the determination of the qualities and proper utilization of learning-teaching materials.

Therefore, this implies that teachers simply tend to look for an excuse for their failure from discharging one of their default professional duties and responsibility (taking part in curriculum material evaluation); though teachers favorably perceived the need for their involvement in curriculum material evaluation, it is not more than a mere sympathy; they appear to become whereas they are not; they formally did not do it and for this, they presented a good number of pretexts as challenges that limited them from taking part in these practices; and so forth. In short, an important number of teachers are not formally discharging one of their default professional duties and responsibilities; they are less likely accountable to their profession.

Secondary School in Amhara Regional State

The findings of my interpretation in parts I and II on the case secondary school in Amhara reveal that the current practice of curriculum material evaluation in this school is conducted at the individual and/or department-based teacher levels. Accordingly, there are three practices which are done formally. These are an individual teacher's study which is on progress on *How can I Improve Grade 9-12 students' Mathematics result* (2010); one department which has completed its evaluation on *An Evaluation of Grades nine and ten Amharic Textbooks* (2010); and another is by individual teacher who has conducted and completed a study on *Amharic Language Speaking Problems and Solutions of Grade nine Students* (2010). Though these individual and/or department-based teachers' involvements are very few, they are encouraging

practices. The overall current practice of individual and/or department-based teachers' involvement in curriculum material evaluation, nonetheless, is much more informal than formal; it is mainly done upon tradition; an important number of teachers do not involve in it; and it is done rarely than regularly.

Despite the fact that an important number of teachers did not formally involve in curriculum material evaluation, theoretically they feel that their involvement is very important. Because, according to them, they are the main accomplishes of the curriculum, they are stakeholders associated to the curriculum and its implementation, and they are owners and practitioners of the curriculum; hence, they have to participate in the preparation, implementation, and in the evaluation of curriculum materials. Nevertheless, the real practice shows that teachers are not formally participating. This implies that these teachers have a desire that cannot be used and that cannot move them forward in curriculum material evaluation.

In their non-applicable claim about the need for their involvement in curriculum material evaluation, teachers informally evaluated student textbooks, tests and examinations they prepared, and the learning-teaching methods. Committee-based evaluations were on the learning-teaching domain of the school improvement program. In this process, informal discussions, and classroom observation followed by feedback sessions were their strategies in the informal curriculum material evaluation of individual and/or department-based teachers. In those very few (three of one hundred and ten) formal curriculum material evaluations, action research is used as their strategy of evaluation.

Teachers in Amhara did not formally involve in curriculum material evaluation due to numerous hindrances. These are the challenges including those ill-functioning preconditions (for more, refer parts I and II of chapter four under Amhara). On top of these challenges, teachers who do not love their task due to lack of incentive or due to low salary; closed door to teachers to participate in curriculum material evaluation; teachers are not given the task of evaluating materials of the curriculum; the moral of teachers is not kept; and competitive incentives are not provided for

those who conducted problem solving research; and so forth are their challenges. Nevertheless, all these hindrances which are called problems teachers cannot be challenges in the determination of the quality of self-practice, at least, as far as teachers are in the teaching profession. Therefore, these challenges are ways of getting away from accountability for one of their default professional duties and responsibilities. In short, teachers presented lots of problems that can help them get excused from taking part in curriculum material evaluation of which all of these are reflections to remain less accountable. That is, an important number of case secondary school teachers are not formally discharging one of their default professional duties and responsibilities; hence, an important number of them look less accountable to their profession.

Secondary School in Oromia Regional State

From my interpretations in the above sections, I realized that individual and/or department-based curriculum material evaluation is done mainly by tradition, with no documented evidence for the materials they evaluated.

Despite the fact that current practices are not per the objectives, research questions, and the conceptual framework of this study; teachers individually or in groups perceive that their involvement in evaluation is essential. This is for the very reason that these teachers feel that they are implementers of this work-the curriculum; who teaches it are teachers, and hence, they can easily understand the problems of curriculum materials; it provides wider sampling, that too many teachers can participate in evaluation; they regularly interact with books and students and they are primary sources of information on the status of the qualities of curriculum materials; their involvement is helpful to bring quality in education; it is helpful to improve curriculum materials; they can take results for their consumption; they are important inputs for curriculum improvement; they know every aspect of the curriculum; even because teachers know the strength and weakness of students and the curriculum; and so forth. However, in reality they did not formally involve in evaluation by presenting their different problems and teachers have the inclination to externalize their failures. This implies that teachers' perceptions regarding the

need for their involvement and their real practices in evaluation contradict. Because the real practice shows that they are away from formally taking part in curriculum material evaluation, theoretically, however they are sympathizing.

Accordingly, with this situation, while individual and/or department-based teachers informally evaluated textbooks, tests and examinations, and learning-teaching methods; the committee-based evaluations were on activities related to the learning-teaching domain of the school improvement program (for more, refer 6.1.3 under Oromia). To this end, though I do not expect formal strategies for informal evaluations, in this informal ones; teachers claimed that informal discussion, classroom observation within school and feedback sessions, and comparisons of tests and examinations with similar subject area examinations from different schools are the strategies they used so as to get information regarding the strengths and weaknesses of their work.

In short, teachers did not formally evaluate their practices, they did not use formal strategies, and they do not have written evidences. This implies that they cannot make evidence-based judgment about the qualities of their work, they cannot be formally empowered in their job, and they cannot provide evidence-based input for decisions on quality of curriculum material; even I do not have any evidence to concretely say they did this or that. Therefore, this is a problem by which these teachers presented a number of justifications for this effect. For instance, on top of the ill-functioning preconditions, financial problems; lack of recognition; evaluation of curriculum materials is used for political purposes; lack of interest; results of evaluation are not used; lack of incentive or no extra payment; teachers do not have the mandate to evaluate curriculum materials; lack of advisor; absence of evaluation formats; lack of teacher commitment and initiative to curriculum material evaluation and to the profession; externalizing one of their inherent professional responsibilities and duties; lack of good training; lack of continual follow up and monitoring; and lack of knowledge in curriculum material evaluation are some of the challenges that restricted them from taking part in curriculum material evaluation. If I assume these problems are true for evaluating teachers' guides and student text books; how can

each of these problems will be challenges in the evaluation of an individual teacher's lesson plans, tests and examinations he/she has prepared, and on the quality and proper utilization of learning-teaching materials?

Nonetheless, all teachers were trained to become teachers and they meet the level of education required to teach in general secondary school. Even, teacher participants in focused group discussions were hesitant to react to my probing questions related to the determination of the qualities of these specific materials of the curriculum and they did not mention about the determination of the qualities and proper utilization of learning-teaching materials. Therefore, this clearly implies that teachers simply look for an excuse for their failure from discharging one of their default professional duties and responsibilities; though teachers constructively perceived the need for their involvement in curriculum material evaluations, it is not more than a mere sympathy; they seem to become whereas they are not; they formally did not do it and for this, they presented a good number of pretexts as challenges that limited them from taking part in these practices; and so forth. In short, case secondary school teachers are not formally discharging one of their default professional duties and responsibilities; hence, these teachers tend to become less accountable to their profession.

Secondary School in SNNP Regional State

The findings of my interpretation in parts I and II of this chapter six reveal that the current practice of evaluation by teachers in SNNP is conducted mainly informally at the individual and/or department-based levels. However, there are two practices which were done formally for the 2009/10 school year. These are action researches on *Item Analysis on Model Multiple Choice Items Biology for Grade Ten* (2010); and *Problems on Grade Ten Female Students Studying Habit of Civic and Ethical Education* (2010). Though these individual teachers'-based involvements are very few, they are encouraging practices. The overall current practice of individual and/or department-based teachers' involvement in evaluation, nonetheless, is much more informal than formal; it is mainly done upon tradition; an important number of them (ninety six of ninety eight) do not involve in it; and they use to do it rarely than regularly.

Despite the fact that an important number of teachers did not formally involve in curriculum material evaluation, theoretically they feel that their involvement is important. Because they are the main implementers of the curriculum; they know the success and failure of their students while interacting with curriculum materials in each of the 40 minutes long period and hence, teachers evaluate how students utilize textbooks and what difficulties they have; they can see teachers' guides when they prepare annual and daily lesson plans; they know what they practically did in class; they are basis of the whole curriculum; they know lots of things about students, administration, and about the society; and curriculum is the reflection of teachers. Nevertheless, the real practice shows that teachers are not formally participating. This implies that these teachers have a theoretical desire that cannot be used and that cannot move them toward curriculum material evaluation.

In their non-applicable claim about the need for their involvement in curriculum material evaluation, teachers informally evaluated student textbooks, tests and examinations they prepared, and the learning-teaching methods; committee-based evaluations were on the different activities of the learning-teaching domain of the school improvement program. In such practices, informal discussions were employed as their strategies. In those very few (two of ninety eight) formal curriculum material evaluation, action research is used as a strategy in curriculum material evaluation.

Teachers in SNNP did not formally involve in curriculum material evaluation. This is a problem; because these teachers cannot tell how their work is progressing, they cannot make evidence-based decision about the quality of their work, they cannot be formally empowered in their job, and so forth. This has happened, according to teachers, because of different non-enabling situations. These are the challenges including those ill-functioning preconditions (for more, refer 5.3.1 under SNNP). On top of these challenges, lack of curriculum materials evaluation formats; lack of mandate, lack of continual training, and their wrong perception on one of their default professional duties and responsibilities that asking curriculum question is not their responsibility, or in short, lack of awareness regarding one of their inherent

professional responsibilities; lack of teacher representatives for their committee and central-based (region and/or federal levels) evaluations; lack of continual push from experts for there are no school-based experts; and so forth are the challenges that limited case secondary school teachers from taking part in curriculum material evaluations. Nevertheless, all these hindrances which are called problems by case secondary school teachers cannot be hindrances in the determination of the quality of self-practice, at least, as far as teachers remain in the teaching profession and at least in the determination of the qualities of learning-teaching methods and techniques (one of those components of lesson plans), teacher-made tests and examinations, and in the determination of the qualities and proper utilization of learning-teaching materials. This, nonetheless, is a contradiction with their claim to the need for their involvement in evaluations. Therefore, these challenges are excuses that these teachers are presenting and in return getting away from one of their duties and responsibilities. In short, teachers presented lots of problems that can help them get excused from taking part in curriculum material evaluation of which all of these are their reflections helpful to remain less accountable in the judgments to be done about how their work is progressing. That is, an important number of teachers are not formally discharging one of their default professional duties and responsibilities; hence, an important number of these teachers are less accountable to their profession.

6.3.2 Inter-Case Interpretation and Meaning Construction on Secondary School Teachers' Involvement in Curriculum Material Evaluation

In this section, I shortly discussed the status of the current practices of teachers' involvement in evaluation in their totality across the cases based on the findings I got in the preceding sections vis-a-vis related literature and research.

From the findings of my interpretation of the above section (for more, refer 6.3.1), I realized that committee-based evaluation is done so as to discharge duties and responsibilities given by MoE. However, individual and/or department-based current curriculum material evaluation is done mainly by tradition, in an informal way, with no written evidence. Nevertheless, informal evaluation lacks system; it is carried-out

by common sense, and does not employ systematically and objectively collected evidence (Worthen and Sanders, 1988). This implies that judgments/actions these teachers can make are routine types. However, routine action, according to Dewy (1933) in Pollard (2005), are traditional, unsystematic, unstructured, their orientation is reactive by attributing problems to students and/or others, consider themselves as victims of circumstances, consider classroom circumstances as beyond their control, and teachers are at risk in their actions. In this informal practices, while the individual and/or department-based practices are geared mainly to tests and learning-teaching methods and techniques, committee-based practices gave due attention to activities related to the learning-teaching domain of the school improvement program; and portfolio/result-oriented teachers' activities are away from curriculum material evaluation, they rather are on other activities related to the learning-teaching domain of the school improvement program.

All such current individual and/or department-based teachers' involvement in curriculum material evaluations imply that these teachers are not formally empowered in their profession. That is, they did not formally acquire skill, knowledge, and attitude that they could have done so from their formal involvement in curriculum material evaluation. Therefore, they will remain dependent on what is available and will be mere knowledge users. They will be incompetent in their teaching; they cannot be able to help their students better achieve with understanding; quality of education will continue suffering; and hence, these teachers are less accountable to their teaching profession. This is for the very reason that one of the advantages of taking part in the determination of the qualities of own practice for the practitioner was to get the authority (being empowered) on the skills, knowledge, and attitude that his/her profession demands; to take informed and evidence-based judgment how self practice is progressing, and so forth.

On the other hand, the formal curriculum material evaluations by individual and/or department-based teachers are very few; even some of them are not directly related to evaluation. For instance, the relatively called better research conducted by the teacher and students in Addis Ababa is on *Student Discipline Problems* (2010) and the

other research only by the teacher is on *Student Late Coming* (2010). All these research works carried out in 2009/10 school year are not directly related to curriculum material evaluation though they may be one of those inputs to bring quality in education. Nevertheless, some of the other research practices in Amhara and SNNP are mainly related to evaluation. For instance, in Amhara, an individual teacher's study which is on progress on *How can I Improve Grade 9-12 Students' Mathematics Result* (2010); one department which has completed its evaluation on *An Evaluation of Grades nine and ten Amharic Textbooks* (2010); and another is by individual teacher who has conducted and completed a study on *Amharic Language Speaking Problems and Solutions of Grade nine Students* (2010). And in SNNP, action researches on *How to Improve Speaking Skills among Grade Nine 'A' Sidama Mother Tongue Female Students* (2009); and on *Item Analysis on Model Multiple Choice Items Biology for Grade Ten* (2010) are all consistent with the focus of this study. Though all these individual and/or department-based teachers' involvements are few, they are encouraging formal practices and these were the types of practices that this study is looking for. Because formal evaluations are planned, systematical, collect, and analyze data (Worthen and Sanders, 1988). Nevertheless, these practices besides being few, they are one time practices. Hence, it becomes hard to speak out that teachers who have gone through such practices are empowered as one may expect them.

Despite the fact that an important number of individual and/or department-based current evaluations are not per the objectives, research questions, and conceptual framework of this study; teachers, individually or in groups, perceived that their involvement in evaluation is very essential. This is for the very reason that these teachers feel that they are the right professionals in the action of the curriculum; teachers are the main accomplishers of the curriculum; they are owners; they are practitioners; who teaches it are teachers; evaluation by individual teachers provides wider sampling that too many teachers can participate; they regularly interact with books and students and they are primary sources of information on the status of the qualities of curriculum materials; they know every aspect of the curriculum and even because teachers know the strength and weakness of students and the curriculum; they know what they practically did in class; teachers are basis

of the whole curriculum; they know lots of things about students, administration, and about the society and curriculum is the reflection of teachers; teachers know the strengths and weaknesses of students for whom the curriculum is prepared; teachers are pillars or strengths of the curriculum; it is for students and teachers to use and hence teachers must participate in curriculum works; and so forth.

In this regard, Stenhouse noted that *curriculum research and development ought to belong to the teacher* (Stenhouse, 1975 in Adams, 2006)). He also noted that *it is not enough that teachers' work should be studied; they need to study it themselves*. On top of this, according to McKernan (1996), curriculum inquiry belongs to the practitioner; it should also be acknowledged and respected that the intellectual health and interest of teachers in gaining knowledge about the effects of their respective practices. Furthermore, teachers, according to Seng (2008), are seen as the practitioners who know best and whose “with-itness” makes them important players in the classroom. Consolidating these thoughts Sadker and Sadker (2005) and Parkay and Stanford (2007) have noted that teachers, at least, ‘as teachers’/only by being teachers, are responsible to the pursuit and dissemination of knowledge and understanding it through teaching, and research and they should be so careful in the preparation and organization of their subject matter, and should review this periodically in light of developments in their field. Even in the Ethiopian context, one of the professional ethics and responsibilities of teachers related to their profession, according to the Governing Guideline for Teacher Development Program (MoE, 2007d), is to participate in research so as to solve practical problems, get introduced on new findings, broaden their own knowledge, and introduce their creative works.

In short, teachers’ role in curriculum material evaluation is important and case teachers are aware of this fact. Nevertheless, in reality an important number of these secondary school teachers did not formally involve in it by presenting their different problems and these teachers have the tendency to externalize their failures (for more, refer 5.3.1, 5.3.2 and 6.2.3). This implies that teachers’ perceptions regarding the need for their involvement and their real practices in curriculum material evaluation contradict with each other. Because the real practice shows that

they are poor from formally taking part in curriculum material evaluations. However, theoretically they appear to become.

Accordingly, with this situation, individual and/or department-based teachers informally evaluated textbooks, tests and examinations, and learning-teaching methods. But the committee-based evaluations were on activities which do not have direct relationship with the focus of the study (for more, refer 6.1.3 and 6.3.1). On top of this, though I do not expect formal strategies for informal practices, in this informal evaluations, regardless of their qualities, teachers claimed that informal discussion; portfolio organization; classroom observation within and in neighboring schools on the same and similar subject areas; comparisons of examinations with similar subject areas from different schools; and feedback sessions are the strategies. In relation to such practices, Richards (2001) has noted that strategies useful to gather information so as to pass judgment about the qualities of curriculum materials can be observation (visits so as to see how teachers and students use materials); and feedback sessions (group meetings in which teachers discuss issues on the materials); written reports (the use of teachers' reflection sheets or other forms of written feedbacks of teachers about what worked well, what did not work well, or suggestions given on using the materials); reviews (written reviews by a teacher or group of teachers on their experiences with a set of materials and what they liked or disliked about them); and students' reviews (comments from students on their experience with the materials). Nevertheless, formal strategies like written reports which periodic lesson plans could have played the role are not there; reviews in the form of action research are very few; and students' reviews in the form of student forums and research practices with their teachers besides being few, are not common practices in three of the four cases of this study. In short, an important number of teachers failed to use formal strategies like action research, the monitoring and revising teaching, and the portfolio approaches so as to decide the qualities of their practices and curriculum materials.

An important number of teachers did not formally involve in curriculum material evaluation; this is a problem. Because these teachers cannot formally and with

evidence tell how their work is progressing; cannot make evidence-based decision. They cannot be formally empowered in their job and cannot help their students do better. These teachers will remain mere knowledge users and so forth. This has happened, according to these teachers, because of different non-enabling situations. These are the challenges including those ill-functioning preconditions (for more, refer 5.3.1 and 5.3.2). On top of these challenges, findings from my indirect interpretation on the challenges that restricted teachers from taking part in curriculum material evaluation reveals that *lack of recognition* is number one problem (by eleven of fifty nine votes). *High teaching load*, *lack of administrative support*, and *lack of incentive or no extra payment* are number two problems (each by seven of fifty nine votes). Moreover, *lack of incentive or no extra payment* is again number three problem (by eight of fifty nine votes; for more, refer Appendix 7). Nevertheless, all these hindrances which are called problems by teachers cannot be challenges in the determination of the quality of self-practice, at least, as far as teachers remain in the teaching profession and at least in the determination of the qualities of daily lesson plans, teacher-made tests and examinations, and in the determination of the qualities and proper utilization of learning-teaching materials. Therefore, these challenges look excuses that these teachers are presenting and in return getting away from one of their default professional duties and responsibilities. In short, teachers presented lots of problems that can help them get excused from taking part in curriculum material evaluation of which an important number of these are their reflections helpful to remain less accountable in the judgments to be done about how their work is progressing. Furthermore, I tried to get additional challenges indirectly in the form of suggestions helpful for teachers to involve in curriculum material evaluation. Accordingly, I used item 3 of Appendix 3 for an independent vote for teacher focused group discussion participants. The result reveals that *teachers should be given the mandate*; *teachers should be given administrative support*; and *teachers should take the responsibility for asking curriculum questions* are respectively the first; second; and the third (respectively by eleven; seven; and by eight of fifty nine votes) suggestions for teachers to involve in curriculum material evaluations (for more, refer Appendix 8).

This implies that these recommendations are lacking in the case secondary schools which in return implies that these situations are other challenges that restricted teachers from taking part in evaluation. Nonetheless, I am shilly-shally for these conditions to be challenges. Because the question of mandate to evaluation is openly presented, at least, in the school improvement program and though the credit given to it is minimal, it is also reflected in their job descriptions. I have said much that teachers inclined to externalize administrative support (for more, refer 5.1.4). They mystified to realize their responsibility related to curriculum matters, that at one time they accepted that it is their responsibility and at another time, they claim that the task of asking curriculum questions should be the responsibility of others (for more, refer Appendix 8). Even, if I assume these conditions to be challenges for evaluating teachers guides and student textbooks; how can these situations become challenges to determine the skill of preparing and using periodic lesson plans, to check the qualities of the tests and examinations they use to prepare, and in the determination of the qualities and their skill and ability in selecting and using learning-teaching materials?

Therefore, teachers voted for such types of recommendations to consolidate their tendency of externalizing one of their duties and responsibilities. Nevertheless, teachers, according to Spencer (1964) and Cronbach and others (1980) in Worthen and Sanders (1988), have professional duty and responsibility to evaluate the quality of their school programs, and they should constantly seek ways of improving that quality. Furthermore, when the teacher is faced with pressing problems, according to McKernan (1996), he/she should not handover research to others, but has to bear down on ahead with a commitment to seeking out a solution. Raising curriculum questions is inevitable. On top of this, a professional perception of teaching, according to Nevo (2002), regards teaching as a complex undertaking, suggesting that teachers should identify needs, analyze instructional objectives, choose instructional methods and techniques, and plan and monitor their work. Consequently, evaluation becomes an integral part of the teaching profession and no longer narrowly limited to evaluating student achievement.

Furthermore, Sadker and Sadker (2005) and Parkay and Stanford (2007) have noted that teachers, at least, 'as teachers' (only by being teachers), are responsible to the pursuit and dissemination of knowledge and understanding it through teaching, research, and scholarly activities; and they should be so careful in the preparation and organization of their subject matter, and should review this periodically in the light of developments in their field. Even in the Ethiopian context, among the different stake-holders, according to MoE (2007c), teachers are recognized to play the primary role, and academic affair decisions are to be made mainly by teachers and hence, teachers are required to present practice-based solutions on curriculum materials through the evaluations they will make for its compatibility to the level and interests of students, relevance, participatory, and to the non-discriminatory aspects of these materials. They are also expected to demonstrate their efforts so as to solve problems that run into the learning-teaching process by conducting action research. Furthermore, one of the professional ethics and responsibilities of teachers related to their profession, according to MoE (2007d), is to participate in research to solve practical problems, get introduced on new findings, broaden their own knowledge, and introduce their creative works.

CHAPTER SEVEN

7 Results and Actions taken based on Case Secondary School Teachers' Involvement in Curriculum Material Evaluation

The objective of this study was to examine how secondary school teachers are involved, not involved and why they did not involve in curriculum material evaluation and adaptation. To this end, in chapter six, I examined the current practices of teachers in curriculum material evaluation. Therefore, in this chapter, I attempted to answer my third and fourth research questions I formulated them under section 2.2 as herein below based on the interpretation I made in chapter six and based on information from teachers, school authorities, curriculum experts from education bureaus, and from case secondary school and education bureau documents.

What did teachers benefit from their involvement in curriculum material evaluation? What did teachers do with the results of curriculum material evaluation? What did they learn? How did they take the measures, if any? Did they adapt curriculum materials? Why did they adapt? What elements of curriculum materials did they adapt? How did they adapt?

That is, in the preceding chapter, I interpreted information per my second research question, objective, and according to the conceptual framework (for more, refer chapter six). Therefore, here, I presented results teachers found from their evaluations, what they did with these results, the lessons they learnt, and adaptations they did. Because I examined teachers' involvement from two angles (individual and/or department-based and committee-based), I also considered the focus of this chapter based on these two angles but adaptation. I did this for each of the cases based on information from different sources in the following sections.

7.1 Results for Teachers' Involvement in Curriculum Material Evaluation

The interpretations and discussions showed that individual and/or department-based teacher's evaluated materials mainly through their informal involvement. But committee-based formally evaluated different activities of the learning-teaching domain of the school improvement program (for more, refer 6.1.3) which provided them some sort of results. Because I generated similar information from the different focused group discussions on such results for each of the cases, I only

presented well-explained information. Therefore, in this section, I presented results that individual and/or department-based and committee-based teachers found respectively from their mainly informal and formal evaluations for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration

Individual and/or Department-Based Curriculum Material Evaluation Results

Mainly informal and rarely formal involvements of individual and/or department-based teachers in evaluation showed them different results. For instance, information from the different sources shows the following.

At the end of our discussion on our examination, we can identify our mistakes. Mistakes are the science of learning, and when we discuss, we share our experiences (my translation from the discussion with SEEMH₁H₂/13-10/11/10). After examinations, if most students have failed, we say this question is difficult. Even there were times of conducting examinations again by preparing another examination. Different teachers use different techniques to evaluate their respective students. For instance, I have used different techniques. When I test students, most of them score lower. Then what I have done was that I have required each student to prepare ten questions with their answers; I have selected and modified questions from these questions as my test. From this practice, most students who have scored lower before have performed better (my translation from discussions with SEEMH₁H₂/14-12/11/10).

The above evidence shows that evaluation results helped teachers to identify their mistakes/weaknesses in the tests they prepared, helped them to share experiences, and to identify the degree of difficulty of their questions. Furthermore, information from teaching portfolio (which the school authority has selected it as the better one) of an individual teacher on what he/she has found as his/her General Self-Evaluation shows his/her strength and weakness as follows.

Though my stay in the learning-teaching process is not long, in this short time, I have tried to bring quality in the learning-teaching process with perseverance and determination and I feel I have discharged my responsibilities. In this process, I have encountered both strengths and weaknesses as follows.

Strengths-I have successfully implemented my plan and hence, I have brought behavioral changes in my students; I did not lag behind upon peoples' sluggish thoughts; I have been successful working according to my plan; I was successful upon enhancing my professional efficiency and upon fostering students' sense of academic competition; and so on.

Weaknesses-I was not able to consider problems at ease; taking immediate action; and unable to work in collaboration with obstructive individuals (my translation from a portfolio of a teacher in the case secondary school).

Though organizing teaching portfolio is an encouraging practice in the case secondary school in Addis Ababa, the portfolio, according to my observation on 12/11/10, do not show specific accomplishment/result on the determination of the quality of teachers' guides, student textbooks, lesson plans, teacher-made tests and examinations, and on the determination of the qualities and proper utilization of learning-teaching materials.

Committee-Based Evaluation Results

Committee-based evaluation results, according to the school's authority (12/11/10), are said to show the strengths and weaknesses of each of the core and key activities of its plan. Nevertheless, according to the annual report to sub-city education office, all activities are not directly related to the focus of this study.

Accomplishments of the core activities, for instance, show the following.

Strong and organized movement towards assuring quality education are created; the curriculum prepared for all subjects of all levels is implemented; professional support and follow up so as to offer quality education per its standard are provided; and induction program for beginning teachers and continual professional improvement program for existing ones are accomplished (my translation from the school's annual report to Sub-City Education Office).

In fact, such results can be one of those useful accomplishments to bring quality in education. Nevertheless, these accomplishments are not according to the nature of research questions, or objective, or they are not according to the nature of the conceptual framework of this study. In short, the formal and evidence-based evaluation results are all on activities related to the learning-teaching domain of the school improvement program. There is no vivid indicator for the case secondary school's efficiency regarding results on the determination of the strengths and weaknesses of individual teachers in terms of his/her ability of using the different lesson plans, about the qualities of teacher-made tests and examinations, and so forth. Whatsoever is the quality of the school's self-evaluation results, according to my informal discussions with the school authority on 12/11/10, the result is one of the case school's input or starting point in planning next school year's plan and it is reported to sub-city education office in the form of an annual report.

Secondary School in Amhara Regional State

Individual and/or Department-Based Curriculum Material Evaluation Results

The result of individual and/or department-based case secondary school teachers' involvement in curriculum material evaluation can be considered as informal and formal for their involvement in curriculum material evaluation was respectively informal and formal. The results teachers found are also respectively informal and formal and documented types. Informal findings showed them the strengths and weaknesses of the tests they prepared and the weaknesses of student textbooks. On the other hand, formal involvement results, though few they are, gave them good lessons to those who evaluated their respective practices. For instance, an individual teacher who conducted an action research in 2009/10 school year, on *Amharic Language Speaking Skill Problems and Solutions of Grade 9 Students* (2010) claimed that he learnt and understood the following.

I have understood that action research is a decisive instrument for professionals and/or teachers so as to offer an efficient lesson and to shortly be able to alleviate potential problems around them; I have learnt the need for conducting action research across subjects and the possibility of accomplishing ones work effectively and efficiently with action research; and I have understood that lecture method of teaching is not an efficient means for simplifying problems of speaking skill in the Amharic language (my translation from the action research conducted in my case secondary school in Amhara in 2009/10).

This evidence clearly demonstrates the knowledge acquired by those who use to check the quality of their work; it is a good means to empower the self besides the incentives and recognitions given to the individual. This is a typical example that this investigation is looking for from teachers' involvement in curriculum material evaluations.

Committee-Based Evaluation Results

The results of committee-based evaluation, according to the chairperson for the case secondary school's curriculum committee (18/10/10), are said to show the *strength and weaknesses* of each teacher. Nevertheless, evidence from this school's annual report to zone education office shows accomplishments related to the learning-teaching domain of the school improvement program like the following.

All subjects are taught; wasted school time is compensated; special examination rooms are prepared and hence, student cheating during examinations is minimized; student

achievement results are properly recorded and kept; first semester results of each subject is discussed and evaluated among participants consisting of teachers, student representatives, and consisting of parents and the result of this discussion is taken as a basis to determine how learning-teaching can be done in the second semester (my translation from the annual report of the case secondary school in Amhara to zone education office, 30/06/ 2010).

This evidence does not show the qualities and the lessons learnt from the results of evaluative activities by the school's curriculum committee; the strength and weakness of each teacher's way of teaching are not made clear; the qualities of the different teacher made tests and examinations are not explained; the quality, availability, and accessibility of learning-teaching materials and how they were used by individual teachers are closed; and so on. Therefore, when I compare these evidences with information from my informal interviews, there exists some sort of contradiction. Because I read the report and all self-evaluations of the school were related to activities of the learning-teaching domain of the school improvement program. In short, committee-based evaluation is not in relation to research questions, objective, and in relation to the conceptual framework of this study and so does its evaluation results.

Secondary School in Oromia Regional State

Individual and/or Department-Based Curriculum Material Evaluation Results

Like case secondary school teachers of the other cases, individual and/or department-based case secondary school teachers in Oromia found results for their informal involvement in evaluations. Information from focused group discussions shows that *if there are ten teachers, then the ten teachers discuss and arrange and take the correct one. ... They evaluated contents of textbooks, also notes, exchange of pages of textbooks, and they have decided which topic comes first, which one is good and bad, and so on* (SEEMH₁H₂/31-29/09/10). These evidences clearly show the results of individual and/or department-based case secondary school teachers' informal involvement in curriculum material evaluation. The result has showed them the strengths and weaknesses, for instance, in relation to the order of the materials of the curriculum they evaluated. This practice, nonetheless, cannot go beyond one time practice, cannot give them chance for other later time reference, or the result cannot help them to present an evidence-based suggestion for further decision, and so on. That

is, individual and/or department-based teacher's evaluation results are informal. I also consolidated this assertion using information from focused group discussions as follows.

Informally, I tried to observe the textbook. What good thing I have got from this is making things simple; say terms which have been used in that textbook, somehow, were difficult, were not to the level of students, and they are not colorful (SEEMH₁H₂/33-29/09/10). We usually, informally talk on each topic of the subject and say this part must be included and that part must be excluded. But we didn't make it formal. ... We may improve the type of tests, the type of examinations for the next year or for the next semester, and so on; I cannot say, we did this thing, we don't usually put it on paper, we don't usually write the evaluation result formally (SEEMH₁H₂/34-04/10/10).

These types of evidences (informal evaluation which led teachers to informal results) demonstrate that, more or less, the non-existence of individual and/or department-based formal and documented type of teacher's involvement in evaluations, the absence of concrete and documented results on the weaknesses and strengths of the different materials of the curriculum they informally evaluated, and hence, lack of knowledge and skill that could have been acquired accordingly and thereby facilitating students' learning and in return increasing their achievement with understanding. At the same time, results cannot be further used again and again by individual and/or department-based teachers; they made no input to decision and/or policy makers for improving and/or changing curriculum materials and so forth.

Committee-Based Evaluation Results

The determination of the qualities of the learning-teaching domain of the school improvement program in the case secondary school in Oromia regional state; as I cited it before (for more, refer 6.1.3 of chapter six on case secondary school in Oromia), only two members took part and even one of them does not have a teaching responsibility (he is deputy director). The formal evaluation they conducted, according to SEEMH₁H₂/31-30/09/10) and the case secondary school's quarterly report to zone education office for 2009/10 school year show the *strengths and weaknesses* of those materials of the curriculum they evaluated. Nevertheless, these results are general; do not exactly show the strengths and weaknesses of individual teacher practices (the qualities of individual teacher skill of preparing and

using periodic lesson plans, teacher-made tests and examinations, and on the qualities and proper utilization of learning-teaching materials). For instance, information from this report reveals the following accomplishments related to the learning-teaching domain activities of the school improvement program.

Students have effectively used Biology, Chemistry, and Physics laboratories according to their respective groups; library services is provided on fulltime basis on Saturdays; model and national examinations for grade ten and regular examinations for grade nine are successfully conducted; tutorial classes are conducted for all students on Saturdays and twice a week for female students on their spare-time; the school pedagogical center is equipped with teaching aids prepared by each department; and so on (A colleague's [PhD candidate in Curriculum Design and Development] translation on 29/10/10 from the case secondary school's fourth quarter report to zone education office in Oromia written on 18/07/2010 with a Reference number 1165/A/61).

Therefore, committee-based evaluations, though they are formal and documented and though they may be one of those inputs to bring quality in education, all are not in relation to the research questions, objective, and they are not in relation to the conceptual framework of my study. The result does not show the knowledge and skill gained by individual teachers. There is no documented evidence regarding individual teacher's practices and the corresponding feedback given to them.

Secondary School in SNNP Regional State

Individual and/or Department-Based Curriculum Material Evaluation Results

The result of individual and/or department-based teachers' involvement in evaluation can be considered as informal and formal for their involvement in curriculum material evaluation was respectively informal and formal. That is, the results teachers found are also respectively informal (tentative), and formal and documented types. Informal findings showed them the strength and weaknesses of the tests they prepared and the weaknesses of student textbooks. For instance, information from focused group discussions reveals the following. *Teachers comment on the preparation of textbooks. They usually say, the content is large; it cannot be covered within the given time; they also find definition and calculation mistakes* (SEEMH₁H₂/42-06/ 12/10).

On the other hand, formal involvement results gave them good lessons to those who evaluated their respective practices. For instance, an individual teacher who conducted an action research on *How to Improve Speaking Skills among Grade Nine 'A'*

Sidama Mother Tongue Female Students (2009), found different results related to teaching methods. Accordingly, this teacher comprehended the need to perform the following.

The first task of a teacher who is assigned to teach language is to identify the entry language ability of students using different methods; the need to teach using different teaching methods; when he/she teaches lessons on speaking, the teacher has to encourage students to speak so that they will be able to explain their ideas, inclinations, aspirations, hesitations, etc. by letting them make continual speaking practice; has to base activities of speaking practices on topic-oriented and practice-oriented activities like dialogue, discussion, conversation, jocks, etc. (my translation from this action research).

Furthermore, the other teacher who has conducted action research on *Item Analysis on Model Multiple Choice Items of Biology for Grade Ten* (2010), has found that *44 items have high discrimination power; 16 items, medium; 14 items, marginal; 14 items, very low; and 2 items have negative discrimination powers*. These evidences clearly demonstrate the knowledge the respective researchers acquired while checking the quality of their respective work; these are good means to empower the self besides the incentives and recognitions given to individual teachers. In short, these are typical examples that this investigation is looking for from teachers' involvement in evaluation.

Committee-Based Evaluation Results

The results of committee-based evaluation, according to the chairperson for the case secondary school's curriculum committee (08/12/10), is said to show the *strength and weakness* of each teacher. In particular, information from focused group discussions reveal this *we have got many problems, issues, and errors that need to be amended* (SEEMH₁H₂/41-08/12/10). Nevertheless, evidence from the school's annual report to zone education office written on 13/07/2010 with a reference number 1/461/35/02 reveals that an important number of its activities were related to the learning-teaching domain of the school improvement program. For instance, as I have mentioned it above, among its accomplishments related to the learning-teaching domain of the school improvement program (curriculum improvement), according to this report, three of nine activities show the following.

Discussions are conducted on the implementation of continuous assessment in the monthly teachers' forums and hence, teachers have recognized the need to realize continuous assessment; teachers are conducting worksheets, assignments, and projects so as to help, motivate, and help students give attention to lessons; and

academic question-answer competitions on Mathematics, Biology, Chemistry, Physics, and Civics are conducted among grade ten students with compatible government schools (my translation from the case school's annual report to zone education office).

This evidence does not show the qualities and the lessons learnt from the results of evaluative activities by the school's curriculum committee. The strength and weakness of each teacher's way of teaching are not made clear. The qualities of the different teacher-made tests and examinations are not explained. The quality, availability, and accessibility of learning-teaching materials and how they were used by individual teachers are closed; and so on. Therefore, when I compare these evidences with information from discussions, there exists some sort of contradiction. Because I read the report and all but one self-evaluation of school related to curriculum improvement program were not all related to the focus of this study, I have the reservation to say committee-based evaluation did direct evaluation.

7.2 Actions Taken Based on Curriculum Material Evaluation Results

Actions are the measures those I assumed teachers will take as a result of their curriculum material evaluation findings. I considered these measures from two angles: reporting and adapting (for more, refer Figure 11 of 2.6.2). In this section, therefore, I presented and interpreted information on what teachers did with the results of their curriculum material evaluations conducted at the individual and/or department and at committee-based levels together with the strategies and challenges in action taking practices and the lessons they learnt for each of the cases in the following paragraphs.

7.2.1 Reporting as a Way of Action Taking

Individual and/or department-based and committee-based evaluation results, according to my research participants, helped teachers to take different measures and learn lessons. Informally conducted evaluations led informal results and hence, the measures can be regarded as informal and/or one-time shot types and none-evidence-based lessons. Nonetheless, formally conducted curriculum material evaluations gave teachers formal results and hence, formal measures, mainly presentations and reporting to the next higher authority, are taken besides to one time concrete lessons.

Secondary School in Addis Ababa City Administration

Individual and/or Department-Based Actions and Lessons Learnt

After identifying the strengths and weaknesses of the materials of the curriculum they evaluated; teachers took different measures for improvement and they learnt lessons. Information from different focused group discussions reveals the following.

Mistakes are the science of learning, and when we discuss, we share our experiences; we improve our questions for the next time. Also we bring those questions which are easy at the first and at the beginning; why because this may pave the way for students to do the test and feel motivated to do so (my translation from the discussion with SEEMH₁H₂/13-10/11/10). After examinations, if most students have failed, we say this question is difficult. Even there were times of conducting examinations again by preparing another examination. Different teachers use different techniques to evaluate their respective students. For instance, I have used different techniques. When I test students, most of them score lower. Then what I have done was that I have required each student to prepare ten questions with their answers; I have selected and modified questions from these questions as my test. From this practice, most students have scored lower before have performed better. This has initiated me to evaluate myself, and I have realized that my questions were difficult. ... The comments we have provided are incorporated in the new textbook; our feedback is used. This makes teachers to be efficient and gives them good direction for their job (my translation from discussions with SEEMH₁H₂/14-12/11/10).

These evidences imply the lessons teachers learnt from their mistakes and hence, they will not repeat the same for the other time; they improved the arrangement of their items for their examination; they prepared other examination; they designed new technique of preparing examination questions; and they are initiated to conduct self-evaluations. From the results of their textbook evaluations, they gave feedback regarding problems; they got their comments incorporated; and they realized that their contribution helped to improve the textbook.

Furthermore, an individual teacher whose self-evaluations from his//her portfolio and research practices on *Student Late Coming* (by a teacher) and on *Student Discipline Problems* (by this same teacher and students) led him/her get recognition at school, sub-city education office, and at city-administration education bureau levels. For instance, information from my informal discussion on 18/11/10 with one of this school's authorities shows that the researcher on the above topics is *issued certificate of involvement, Birr one thousand, and he is given the chance to study for his Master's degree and this chance is materialized* (my translation from discussion with case secondary school's authority, 18/11/10).

Strategies and Challenges during Action Taking

Informally conducted curriculum material evaluation results, as I mentioned them above, are informally used by the respective evaluators so as to improve their practices. In doing so, I did not find specific strategy these teachers identified and used; they did not encounter specific challenge; and I did not find any concrete evidence whether teachers genuinely did those actions or otherwise. Nevertheless, in the formally conducted types, formal presentation is the strategy of action taking and I did not find any challenge.

Committee-Based Actions

As I mentioned it above, the results of committee-based evaluation are on activities which are not directly related to the focus of this study (for more, refer 7.1 on case secondary school in Addis Ababa). Accordingly, they took no specific action helpful for individual teachers to improve their respective skills and knowledge in their subject areas and on the different curriculum materials. Because the case secondary school in Addis Ababa has submitted its accomplishments to the sub-city education office, then I can simply regard the action they took as reporting.

Strategies and Challenges during Action Taking

Reporting the accomplishments of their activities in the form of a report; is one of the duties and responsibilities of schools. Hence, reporting to concerned next higher level office is the strategy and challenge in doing so is unexpected.

Secondary School in Amhara Regional State

Individual and/or Department-Based Actions and Lessons learnt

Based on the mainly informal and rarely formal evaluation results, as I presented them above, the respective practitioners took their own respective actions and they claimed the lessons they learnt. For instance, information from school authorities regarding an individual's action research shows the following evidence on the measures taken.

The action researcher has presented the result of his study to concerned stakeholders in the region. As a result, he has received material incentive worth two thousand birr and an oral promise to work for his master's degree (my translation from my informal discussion with Case Secondary School Authorities in Amhara, 15/10/10).

Furthermore, information from other focused group discussions has consolidated the benefits of taking part in curriculum material evaluation for individual and/or group of teachers. Participants explained this as follows.

Based on our experiences from the analysis of our exams and teaching methods against student results, we will improve our forth coming practices, our teaching (my translation from SEEMH₁H₂/21-15/10/10). At the end, we share experiences to improve the teaching learning process; we discuss on those experiences; we learn each other; we take positive experiences; and work on the weaknesses (SEEMH₁H₂/23-18/10/10).

These evidences show that working to improve onward practices, learn from each other, and work on their weaknesses are the actions these teachers took. Nevertheless, I did not find written evidence what they formally learnt from their informal evaluations. On the other hand, formal involvement results (though few they are) gave them good lessons to those who evaluated their respective practices. For instance, an individual teacher who conducted an action research in 2009/10 school year, on *Amharic Language Speaking Skill Problems and Solutions of Grade 9 Students* (2010), as I mentioned it above, claimed that he learnt and understood the following lessons.

I have understood that action research is a decisive instrument for professionals and/or teachers so as to offer an efficient lesson and to shortly be able to alleviate potential problems around them; I have learnt the need for conducting action research across subjects and the possibility of accomplishing ones work effectively and efficiently with action research; and I have understood that lecture method of teaching is not an efficient means for simplifying problems of speaking skill in the Amharic language (my translation from the action research conducted in my case secondary school in Amhara in 2009/10).

This evidence demonstrates the knowledge that can be acquired by those who use to check the quality of their work; it is a good means to empower the self besides the incentives and recognitions given to the individual. This is a typical example that this investigation is looking for from teachers' involvement in evaluations.

Strategies and Challenges during Action Taking

As I mentioned it above, formal evaluations used presentation strategies and informal ones used own implementation as their strategies. Nonetheless, in doing so, both the formal and the informal practices, did not encounter challenges.

Committee-Based Actions

Based on the results of its evaluative practices of the learning-teaching domain of the school improvement program, the case secondary school's curriculum committee, according to the chairperson, has taken such actions as the following.

Report submitting to zone education office; experience sharing programs on good practices are done among teachers within a department; keeping up on the strengths, we are working on our problems (my translation from informal discussion with the chairperson for the case secondary school's curriculum committee, 18/10/10),

All such evidences imply that case secondary school's curriculum committee evaluation results though formal they were, they are general; the actions taken are also general; lessons that can be learnt accordingly can be general; and it does not have specific input for individual teacher's improvement in curriculum material evaluations. Therefore, knowledge and skill that I expected individual teachers to formally acquire in relation to the research questions, objective, and in relation to the conceptual framework of this study will remain nil. It cannot formally empower individual teachers; and cannot help them make day-to-day informed judgment how their respective work is progressing in the case secondary school in Amhara.

Strategies and Challenges during Action Taking

Reporting and own consumption (own implementation like experience sharing sessions and keep working on the weaknesses) are the strategies used in action taking practices and no challenge is encountered.

Secondary School in Oromia Regional State

Individual and/or Department-Based Actions and Lessons Learnt

Though the results of curriculum material evaluation are informal and non-documented types; teachers took informal measures per their results. Information from focused group discussions, for instance, shows the following.

The result helped us to focus upon the weakness and work upon the strength, to work hard to solve the problem (SEEMH₁H₂/31-29/09/10). We may improve the type of tests, the type of examinations for the next year or for the next semester, and so on; (SEEMH₁H₂/34-04/10/10). In teaching, I have used them [those difficult words] in simplified form (SEEMH₁H₂/33-29/09/10).

These evidences clearly reveal the actions teachers took based on the results those participants found. Nonetheless, the actions they took should be informal. This

implies that knowledge and skill that I expected individual teachers to acquire in relation to my research questions, objective, and in relation to the conceptual framework of this study will remain nil. It cannot formally empower them; and cannot help them give day-to-day informed judgment how their respective work is progressing.

Strategies and Challenges during Action Taking

Informal strategies like working on the weaknesses, solving problems, and improving next semester's and/or next school year's practices are used; and in this action taking practice, no challenge is encountered.

Committee-Based Actions

This subcommittee of the school improvement program has taken actions based on the results it has found from its evaluations. For instance, information shows the following.

Feedback is given to teachers so as to improve their respective practices; quarterly reports are prepared; at the end of the academic year, annual report is prepared which is one of the fundamental sources of information for planning the coming academic year activities of the school; and this annual report is submitted to zone education office which later will be sent to region education bureau (SEEMH₁H₂/31-30/09/10). The result of evaluations, passing through the different channels in the region reaches to education bureau. ... Whenever we feel that the evaluation result has an input to improve or change textbooks, we use to refer it to MoE (my translation from SEEMH₁H₂/32-02/11/10).

Though the type of feedback is not bold, these evidences show that the committee has given feedback to individual teachers for improvement; reporting the result (quarterly and annual) to zone education office; using results as sources of information in planning next school year's plan; and referring important evaluation results to MoE to be used as inputs to improve and/or change textbooks are the actions taken.

Strategies and Challenges during Action Taking

While discussions, reporting, and using results for the school's consumption are the strategies; no challenge is observed in action taking practices.

Secondary School in SNNP Regional State

Individual and/or Department-Based Actions and Lessons Learnt

Based on the mainly informal and rarely formal curriculum material evaluation results, as I presented them above, the respective practitioners took their own actions. For instance, information from focused group discussions shows the following on the measures taken.

Some teachers use their action research results at their school level; when their findings are lead them to important conclusion, they send it to the bureau through district and zone education offices and sometimes directly to the bureau; and after analyzing their findings, the bureau uses to refer it to MoE. ... Based on the feedback, the bureau improves textbooks required at its level (SEEMH₁H₂/42-06/12/10). Based on the results of our discussion on textbooks and teachers' guides, we teach the corrected form but to make formal reports for corrects, we don't know the channel, we don't know for whom to submit (my translation from discussions with SEEMH₁H₂/43-08/12/10). Based on student results, we discuss on the quality of the items, we use to ask 'what are the problems of students?' With this we can identify and decide by saying this item was difficult to students and that was not. Also we discuss on the qualities of our teaching methods we have used (my translation from discussions with SEEMH₁H₂/44-07/12/10).

Furthermore, individual researchers took their own respective measures (theoretical) in the form of suggestions. For instance, the action researcher on *How to Improve Speaking Skills among Grade Nine 'A' Sidama Mother Tongue Female Students* (2009) has forwarded the following suggestions for action.

Every language teacher should be able to take remedial measures on problems that can be reflected in language lessons by identifying, knowing, and by comprehending students' language proficiency [mother tongue or second language users]; should give special attention to lessons on speaking; in speaking lesson classes, encourage and support students to make practice using only the concerned language and refrain from translation; without getting bore, should conduct continual speaking skill practices by raising classroom involvement step-by-step through paired and small group discussions; the teacher should be a resource person, coordinator, inspector, and evaluator for his/her students (my translation from this action research).

Furthermore, the other teacher who has conducted action research on *Item Analysis on Model Multiple Choice Items of Biology for Grade Ten* (2010), found that 44 items have high discrimination power; 16 items, medium; 14 items, marginal; 14 items, very low; and 2 items have negative discrimination powers. These evidences clearly demonstrate the knowledge the respective researchers acquired while checking the quality of their respective work; these are good means to empower the self. On top of these theoretical actions and lessons learnt by individual action researchers, information from my informal

discussions with school authority and with one of the 2010/11 school action researchers on 08/12/10 in the case secondary school in SNNP shows that all practitioners are issued certificate of involvement and one of them has also got birr three hundred. Nevertheless, this later prize winner has explained his/her complaints as: *I couldn't have carried out this research practice, had I have known such discouraging recognition* (my interpretation with informal discussion with one of the action researcher, 08/12/10).

Strategies and Challenges during Action Taking

Informal evaluation results from informal involvements using informal strategies led an important number of teachers to take informal actions/own implementation, own consumption. In cases when they need to report for universal correction per their evaluative results, teachers do not know for whom to make the report. Actions for the very few formally conducted evaluations are presentations to concerned stakeholders and in return receiving certificates of involvement and keeping the theoretical lessons learnt and the actions to be taken as files of the school are the strategies; getting dissatisfied with the material incentive and for whom to make reports for further actions are the challenges. Formal research result documents are documents of school authorities; unless they request, such documents are not accessible to the other teachers.

Committee-Based Actions

This subcommittee of the school improvement program has taken actions based on the results it has found from its evaluations. For instance, information from focused group discussion reveals that *we have amended those in our level and for the others, we have written a letter to education bureau. But it is difficult for me to find the copy of this letter; I don't know where I have placed it* (SEEMH₁H₂/41-08/12/10).

Strategies and Challenges during Action Taking

While own implementation (make corrections) and reporting to the concerned were strategies of action taking, no challenge is recognized other than unable to keep documents of evaluation and reporting.

7.2.2 Adapting as a Way of Action Taking

The action taking process in all cases, as I interpreted it in the above section is weak. It is not up to the expectation of the objective of this study. Because, teachers' involvement in curriculum material evaluation is mainly informal than formal and teachers rarely do this responsibility than regularly. Consequently, I found no important indicator whether teachers adapt curriculum materials or not per their respective evaluation results. Therefore, I have consolidated my finding using information from classroom observation based on observation checklist (for more, refer Appendix 9) and interview using starting questions for interview (for more, refer Appendix 10) on whether case secondary school teachers are adapting curriculum materials or not, what they are adapting, how they are adapting, and why they are adapting in the following paragraphs for each of the cases.

Secondary School in Addis Ababa City Administration

The Need for Adapting Elements of Curriculum Materials

Mathematics teachers have similar blurred understanding about the very concept of adaptation; but the need for making it appears plain to them. Because they have mixed understanding about the concept and the need to make it which, according to them, is as follows.

We use to adjust curriculum materials so as to relate our lessons with existing environmental and technological needs and thereby it is to meet students' needs. Because adaptation means evaluating curriculum materials with respect to my own understanding, students' level, and with respect to the objectives of topics and subtopics (my translation from interview with SEEMH₁H₂/15-05/10/12). It is to make lessons very clear to students for students understand problems step-by-step (SEEMH₁H₂/16-05/10/12).

Furthermore, these teachers told me about the need to make adaptations after I asked them why they did changes from teachers' guides and students' textbooks to lesson plans and from lesson plans to implementations. Therefore, based on such understanding of adaptation/ adjustment and the need to make it, mathematics teachers did adaptations in three stages (from teachers' guides and students' textbooks to their respective lesson plans; from teachers' guides to their implementation; and from their lesson plan to their implementation) on the different elements of curriculum materials.

Content Adaptation

Both teachers adapted contents for instance, by reordering, deleting activities, examples, exercises, and the like (for more, refer Appendices 9A-B) from teachers' guides and student textbooks to their respective lesson plans and their implementations. I also observed mathematics teachers while they are using examples and exercises that are not available in student textbooks. Though adaptation is not limited on such elements, these are good indicators for adapting the elements of contents of the curriculum (for more, refer Appendices 9A-B).

Another important indicator of adaptation by the mathematics teacher for grade ten is his ability of reordering contents. This teacher was solving exercises on the division of polynomials on page 18 of the student textbook (MoE, 2010c). The remainder of one of such exercises was zero. Then, he generalized about the factor theorem by taking ideas from page 24 of the same textbook. In this regard, during my interview with this teacher; I raised him why he did so as it is neither suggested in teacher's guide nor it is preplanned in his daily lesson plan. This teacher has explained the reason why he has done this type of adaptation. He has said that this is to create awareness. If it is taken as rearrangement, it is to make the lesson easy to students (SEEMH₁H₂/16-05/10/12). Nevertheless, the frequency of making such adaptations, this teacher went to note that, is when circumstances or situations oblige or derive us to make such arrangements (SEEMH₁H₂/16-05/10/12). Furthermore, I found the grade nine mathematics teacher do well on adapting some elements of students' textbook by writing some important notes which are not explicitly there in the textbook. For instance, he clearly stated the steps that students need to follow in determining the greatest common factor and the least common multiple of two or more natural numbers. In this regard this teacher, during my interview, has noted the following.

The steps of listing method for determining common factors and multiples and thereby the greatest common factor and the least common multiple are not clearly there in students' textbooks; but the way is there. If I do according to the textbook, students will easily get confused and forget those concepts. Hence, my ground for adjusting contents is students' level of understanding (my translation from interview with SEEMH₁H₂/15-05/10/12).

These evidences clearly imply that the basis for making adaptations of contents by both teachers is their respective experience and their respective students' level of

understanding. Nevertheless, most of the elements of contents of curriculum materials those I expected teachers to adapt are not there. In cases when teachers use to adapt, they did them in way students would not benefit. For instance, according to my observation result of mathematics teachers (02-04/10/12), they reordered contents from teachers' guides and student textbooks to their respective lesson plans and ordered these same contents from their respective lesson plans back to teachers' guides and student textbooks during implementation; they did not use activities and examples students' textbooks suggested. Furthermore, these teachers neither added new contents nor they replaced existing ones; and they neither reordered nor they prioritized exercises in a way suitable to students (for more, refer Appendix 9A-B). The grade nine teacher, for instance, both in his lesson plan and presentation has taught common factors and the greatest common factor of two or more natural numbers separately, and common multiples and the least common multiple of two or more natural numbers independently. This teacher is of the opinion as he has done it and he has confirmed this during my interview with him as follows.

In preparing lesson plans, I use to list main contents. Hence, I separated common factors and the greatest common factor because it is difficult to students to know about the greatest common factor unless they considered common factors in detail. Otherwise, common factors and the greatest common factor will become vague and ambiguous. I reached to this type of decision because of students' weak learning abilities (my translation from interview with SEEMH₁H₂/15-05/10/12).

Moreover, these teachers presented their justification for not considering activities and examples from students' textbook as follows.

Most of the time, it is difficult to treat all group works and all activities. Because the textbook is vast, it is difficult to cover the subject in the time provided. Hence, you should select contents which you feel are important (my translation from interview with SEEMH₁H₂/15-05/10/12). The textbook is prepared as content-loaded. So, you have to shorten and you have to impart only important things. Activities and examples should be done by students. I take only from the exercises certain selected problems helpful to solve all the problems in the exercises. If I go through all activities, examples, and then to exercises; I will never cover the topic [subject] in one year; it needs more time to cover; I have to pick out the most important things and I have to deal with that. I use my own example so as to clear the lesson in a very nice way; this is my belief, I hope (SEEMH₁H₂/16-05/10/12).

Though these teachers complained about the content-loaded nature of student textbooks, on the other, they witnessed that problems are not as such critical as follows.

There are no important problems in mathematics materials except some sort of order and sequence in the student textbook. It mainly involves group works and activities which are good (my translation from interview with SEEMH₁H₂/15-05/10/12). Teacher's guide and student textbooks do not have that much problems; have only arrangement problems, particularly that of grade ten (SEEMH₁H₂/16-05/10/12).

Whatsoever, teachers' adaptations of the different elements of contents of curriculum materials were for good or bad (helpful or non-helpful) to students to learn, they did adaptation/adjustments on the basis of the learning ability of students for the grade nine teacher (my translation from interview with SEEMH₁H₂/15-05/10/12) and for the grade ten teacher, problems he was dealing with forced him to make arrangements; problems and activities guided him to do adaptations (SEEMH₁H₂/16-05/10/12).

Adapting Pedagogical Elements

Both teachers adapted methods and techniques of teaching from the respective teachers' guides to their respective lesson plans by deleting what is suggested and by including new ones. They also did not make adaptations by using new methods and techniques of teaching which are suggested from teachers' guides nor have they decided them to use in their lesson plans. I found these teachers using new techniques of teaching like explaining and practice. Nevertheless, they did not use the different methods and techniques of teaching suggested from teachers' guides and they have decided to use in their periodic lesson plans (for more, refer Appendix 9A-B). Teachers have some external justifications for not teaching in a way suggested by teachers' guides. For instance, they noted the following.

Lesson plan is prepared per the guides of the school which provides different alternatives of methods of teaching. The choice of methods of teaching is not per my choice (my translation from interview with SEEMH₁H₂/15-05/10/12). Discussions, practices, and other suggestions will be practiced when students are classified in groups. The group has not been arranged up to now. Homeroom teachers will select five students where the first is best achiever will be group leader, the second is the second best achiever, the third two students are least achiever, and the last is medium achiever. Due to this, we are not using pedagogical aspects as suggested (SEEMH₁H₂/16-05/10/12).

During my inspection of mathematics teachers' lesson plans, I also observed formats of lesson plans. From my observation, I comprehended that the school prepared a format of lesson plan which requires teachers select among four methods and one technique of teaching.

Adapting Teacher-Made Tests and Examinations

For the adaptations teachers may make on teacher-made tests and examinations, I did not find ground which I can take it as a point of reference. Teachers use to make tests and examinations based on their knowledge and experience of test making. In this regard, my participants noted the following.

Most of the time, we prepare three item types: completion, multiple choice, and workout types. Sometimes, we also include true-false item types. We did these practice based on our experience and knowledge we have gained from our university pedagogy courses (my translation from interview with SEEMH₁H₂/15-05/10/12). The topic determines what type of questions should be prepared, especially, for true-false questions. No suggestions are there from teacher's guide as the types of items of tests and examinations. We simply use our experience, topics and subtopics, and the knowledge we gained from measurement and evaluation-a course we have taken in our university lesson (SEEMH₁H₂/16-05/10/12).

Therefore, teachers' experiences, knowledge acquired from their university pedagogy courses, and nature of contents they taught are the basis for preparing tests and examinations.

Adapting Elements of Learning-Teaching Materials

Both teachers ignored the use of learning-teaching materials suggested from teachers' guides both to their lesson plans and in their implementation (for more, refer Appendix 9A-B). Both teachers, nevertheless, explained that the nature of their respective topics do not demand those respective suggested learning-teaching materials. Moreover, ministry of education has given less attention to the values of charts and multiplication table for teaching common factors and the greatest common factor and common multiples and the least common multiple of grade nine; charts and model graphs for teaching operation on polynomial functions for grade ten. For instance, MoE (2010b: 8) has noted that teaching aids may not be excessively exploited for this unit (unit one). Finally, one teacher has suggested how to help teachers take part in curriculum material adaptations as follows.

To help teachers adapt curriculum materials; capacity building trainings are important, let teachers to widely participate in the designing of materials, allow teachers get detailed experience sharing programs among teachers of the other schools, build the psychological makeup of teachers related to the teaching profession and the living standards. Most of the time, we see teachers losing hope due to living standards, they have challenges and hence, their ideas are divided into their different affairs. Such situations shift teachers' attentions instead of remaining in schools and do more on curriculum materials. Teachers have responsibilities for their families, the self, and building the generation. However, with those situations, it is difficult to make teachers take part in the different matters of curriculum materials (my translation from interview with SEEMH₁H₂/15-05/10/12).

These evidences imply that case secondary school mathematics teachers not only lack the knowledge and experience in adjusting curriculum materials but they also do not have the time to remain in school and discharge duties and responsibilities related to curriculum matters.

Secondary School in Amhara Regional State

The Need for Adapting Elements of Curriculum Materials

Mathematics teachers whom I observed and interviewed them have similar blurred understanding about the very concept of adaptation. However, they have clear understanding about the need to make it. I reached to such an assertion for the very reason that these teachers explained to me their understanding of the very concept and their justifications why they do so the same in mixed way as follows.

I do not make adaptations. However, if not changing, I sometimes rearrange topics and subtopics; and formulate new topics based on the main points/ideas of teacher's guide and students' textbook. I do this upon situations useful for students to learn. In this process, students will learn better (my translation from interview with SEEMH₁H₂/25-01/11/12). I do not make adjustments because the textbook does not have that much problem, even the teacher's guide shows me what I will do and why I will do. But sometimes, I make some adjustments like including new and simpler examples in order to make the subject simple to students (my translation from interview with SEEMH₁H₂/26-01/11/12).

Moreover, these teachers explained to me about the need to make adaptations after I asked them why they did changes from teachers' guides and students' textbooks to lesson plans and from lesson plans to implementations. Therefore, based on such understanding of adjustment and the need to make it, mathematics teachers did adaptations in three stages: from teacher's guide and student textbooks to their respective lesson plans; from teacher's guide to their

implementation; and from their lesson plan to their implementation on the different elements of curriculum materials.

Content Adaptation

In this element of curriculum material adaptation, teachers did so by adding and deleting contents; ignoring activities, exercises, and group works; reducing activities, examples, and exercises; and including new examples and the like respectively from teachers' guides and student textbooks to their respective lesson plans and their implementations. Though adaptation is not limited on such specific elements of contents, these are good indicators for adapting some of the elements of contents (for more, refer Appendices 9C-D). Another important indicator of adaptation by the mathematics teacher for grade nine is her ability of introducing new concepts based on her understanding of activities and examples from teacher's guide and students' textbook. For instance, she formulated two subtopics (Rules of Exponents and Additive and Multiplication Inverses) for the following reasons.

I have formulated new topics like 'rules of exponents' supported with examples will especially help students to learn easily. I have done all such types of adjustments based on my experience of teaching (my translation from interview with SEEMH₁H₂/ 25-01/11/12).

These evidences clearly imply that the basis for making adaptations of contents by both teachers is their respective experience and their respective students' level of understanding. Furthermore, these teachers explained their reasons why they do not include activities, examples, and group works from students' textbook to their respective lesson plans as follows.

Though we do not have problems from curriculum materials you are telling us, lesson plan format is a problem; its spaces are narrow. Hence, it does not accommodate all topics and subtopics we want to teach (my translation from interview with SEEMH₁H₂/26-01/11/12).

Whatsoever, teachers' adaptations of the different elements of contents of curriculum materials were for good or bad (helpful or non-helpful) to students to learn, they did adaptation/adjustments on the basis of the learning ability of students for the grade nine teacher (my translation from interview with SEEMH₁H₂/25-01/11/12) and for the grade ten teacher, teaching is per the order of student textbook except some deletions from examples, activities, group works, and

exercises, which according to him, are redundant (SEEMH₁H₂/26-01/11/12). Despite the fact that both teachers teach per the order of students' textbook; while the mathematics teacher for grade nine is slower than her plan, then grade ten is faster. This is for the very reason that the text is vast (my translation from interview with SEEMH₁H₂/25-01/11/12) and the topics for grade ten are revisions, students considered such topics in their grade nine lessons (my translation from interview with SEEMH₁H₂/26-01/11/12)

Adapting Pedagogical Elements

Both teachers adapted methods and techniques of teaching from the respective teachers' guides to their respective lesson plans by deleting what is suggested and by including new ones. They also made adaptations by using new methods and techniques of teaching which are neither suggested from teachers' guides nor teachers have decided them to use in their lesson plans. I found these teachers using new method like lecturing and new technique of teaching like explaining (for more, refer Appendix 9C-D). Nevertheless, these teachers, most of the time, taught based on suggestions from teachers' guides. That is, their approach of teaching is inductive as teachers' guides suggest and vice-versa. Their respective lesson plans neither exactly show what teachers' guides recommended nor what they actually used them in teaching.

Adapting Teacher-Made Tests and Examinations

Regarding the adaptations teachers can make on teacher-made tests and examinations, I did not find ground which I can take it as a point of reference. Teachers use to make tests and examinations based on the nature of contents and students using their knowledge and experience of test making. Accordingly, participants noted the following.

Nature of students and the textbook [topics which took much time, difficult, easy and the like] are our grounds for preparing tests and final examinations (my translation from interview with SEEMH₁H₂/25-01/11/12). We prepare tests or final examinations based on our observation of students during teaching and based on the nature of contents. However, there is no document that we can take as a point of reference (my translation from interview with SEEMH₁H₂/26-01/11/12).

Therefore, teachers' experiences, nature of students, and contents they taught are the basis for preparing tests and examinations.

Adapting Elements of Learning-Teaching Materials

Both teachers ignored the use of learning-teaching materials suggested from teachers' guides both in their lesson plans and in their implementation (for more, refer Appendix 9C-D). Both teachers, nevertheless, explained that the nature of their respective topics do not demand those respective suggested learning-teaching materials. Both teachers undermined the values of charts and multiplication table for teaching the real number system of grade nine; and pre-made graph common to exponential and logarithmic functions for grade ten. In fact, the teacher for grade ten used pocket calculator to do certain calculations per the recommendation of teacher's guide (MoE, 2010d).

Finally, these teachers told me their suggestions how to help teachers take part in curriculum material adaptations as follows.

To help teachers adapt curriculum materials; they should cooperatively work (my translation from interview with SEEMH₁H₂/25-01/11/12). We have to read different references so as to raise our understanding and thereby to make necessary adjustments on our curriculum materials and thereby to make them suitable to students (my translation from interview with SEEMH₁H₂/26-01/11/12).

These evidences imply that case secondary school mathematics teachers not only lack the knowledge and experience in adjusting curriculum materials but they also do not have agreement working together so as discharge their responsibilities related to curriculum matters.

Secondary School in Oromia Regional State

The Need for Adapting Elements of Curriculum Materials

Mathematics teachers whom I observed and interviewed in the case secondary school in Oromia, like those in Addis Ababa and Amhara, have similar blurred understanding regarding the very concept of adaptation. Nevertheless, the need to make it looks plain to them. This is for the reason that they did not differentiate their understanding of the very concept with the need to make it. According to them, they understood adaptation and the need to make it as follows.

Adaptation/adjustment, according to my understanding, it means making/using the text in an appropriate way so as to finish it in the given time, in the given year (my translation from interview with SEEMH₁H₂/35-18/10/12). Changing the textbook is impossible. But it is possible to make contents appropriate to student learning and to their level of understanding. It is in this way that I understand what you call adaptation (my translation from interview with SEEMH₁H₂/36-18/10/12).

Furthermore, these teachers told me about the need to make adaptations after I asked them why they did changes from teachers' guides and students' textbooks to lesson plans and from lesson plans to implementations. Therefore, based on such understanding of adaptation and the need to make it, mathematics teachers did this task in three stages. That is, it is from teacher's guide and student textbooks to their respective lesson plans; from teacher's guide to their implementation; and from their lesson plan to their implementation on the different elements of curriculum materials.

Content Adaptation

Both teachers made adaptations from teachers' guides and student textbooks to their lesson plans, for instance, by deleting contents and ignoring examples (for more, refer Appendices 9E-F). They also made adaptations from teachers' guides and student textbooks to implementations like by using contents, reducing and by using new examples for grade nine and by using contents, reducing exercises, and by ignoring examples for the grade ten. I observed mathematics teachers while they are mainly teaching per the order of student textbooks. Consequently, adaptation practices are minimal (for more, refer Appendices 9E-F). These teachers consolidated this less adaptation practice of content as herein below.

Actually, even though the textbook is new and has no problems by itself, it is vast to students. We did not make as such curriculum adaptations as the textbook is new which has been in use since 2010/11 school year (my translation from interview with SEEMH₁H₂/35-18/10/12). As I see, we have no problems in these materials. In fact, as a department, we sometimes informally observe the textbook and find some problems like order (my translation from interview with SEEMH₁H₂/36-18/10/12).

Furthermore, during my observation days, I found the teacher for grade ten runs short of time. In all days, the time has got over before completing activities and before considering exercises. Nevertheless, neither I observed these teachers make order changes during their respective teaching nor their respective lesson

plans confirmed me what they claimed. In fact, from my observation of the two teachers, I realized that the teacher for grade nine is relatively faster than his lesson plan and the grade ten is relatively slower than what he has planned. Nevertheless, these teachers made adaptations, mainly from teachers' guides to their respective lesson plans. Teachers use to delete/reduce contents while planning lessons. For such practices, they have different reasons why they did so. They noted the following.

Our adjustments are on activities, group works, and exercises. If you see the time given, according to the guide, for doing activities, for doing group works, and for doing exercises; have their own limitation of time allotment. This has made us to combine activities, ignore class works, and provide exercises as home work. Hence, we make adaptations by condensing activities in a very short time, that is, we increase our pace of teaching. Moreover, we did not include all the specific topics and subtopics in our lesson plan for the space provided in the lesson plan format is not sufficient. Hence, we only write main topics (my translation from interview with SEEMH₁H₂/35-18/10/12). I did not consider examples because I have shortage of time. Even, I have the plan to go for Saturdays. The time gets over before I finish activities and start exercises and before I conclude my lesson (my translation from interview with SEEMH₁H₂/36-18/10/12).

Adapting Pedagogical Elements

Like the adaptations in contents, these teachers use to make pedagogical adaptations from teachers' guides to lesson plans. Moreover, in their actual teaching, I found these teachers using new method of teaching-lecturing; they also used different techniques what they did not plan them to use in their respective lesson plans; and they did not use some of the methods and techniques of teaching suggested from teachers' guides and they decided to use in their periodic lesson plans (for more, refer Appendix 9E-F). Teachers have reasons for not teaching in a way suggested from teachers' guides and per the decisions they did in their respective lesson plans. For instance, they noted the following.

Size of students has determined my choice on the methods of teaching. In my case, with students 85-95 in a class, it is difficult to use methods suggested from teacher's guide (my translation from interview with SEEMH₁H₂/35-18/10/12). I have shortage of time. The time gets over before I finish activities and start exercises and before I conclude my lesson. Time constraint has made me not to teach in a way suggested from the teacher's guide (my translation from interview with SEEMH₁H₂/36-18/10/12).

Adapting Teacher-Made Tests and Examinations

Regarding the adjustments teachers can make on teacher-made tests and examinations, I did not find ground which I can take it as a point of reference. These

teachers use to make tests and examinations based on their knowledge and experience of test making. In this regard, my participants noted the following.

The nature of contents and the respective length of time allocated to teach them are grounds to prepare tests and examinations (my translation from interview with SEEMH₁H₂/35-18/10/12). We consider the nature of contents and understanding level of students. We do this based on our knowledge and experience (my translation from interview with SEEMH₁H₂/36-18/10/12).

Therefore, nature of contents (easy, difficult, short or large), teachers' experience and knowledge acquired from their university pedagogy courses are basis for preparing tests and examinations.

Adapting Elements of Learning-Teaching Materials

Both teachers ignored the use of learning-teaching materials suggested from teachers' guides both to their lesson plans and in their implementation (for more, refer Appendix 9E-F). Both teachers, nevertheless, explained that the nature of their respective topics do not demand those respective suggested learning-teaching materials. Moreover, ministry of education has given less attention to the values of charts and multiplication table for teaching real numbers for grade nine; charts and model graphs for teaching theorems on polynomial functions for grade ten. For instance, MoE (2010b: 8) has noted that teaching aids may not be excessively exploited for this unit (unit one). Finally, one teacher has suggested how to help teachers take part in curriculum material adaptations as follows.

Providing continual capacity building trainings on how to teach is important. We have to continually read the teacher guide as it is an important guide that clearly shows all the practices what teachers should actually do in their teaching (my translation from interview with SEEMH₁H₂/36-18/10/12).

These evidences imply that mathematics teachers not only lack the knowledge and experience in adjusting curriculum materials but they also do not regularly read their respective guides.

Secondary School in SNNP Regional State

The Need for Adapting Elements of Curriculum Materials

Mathematics teachers whom I observed and interviewed in SNNP school have blurred understanding about the very concept of adaptation. But they seem have

clear understanding regarding the need to make it. Because these teachers, during my interview with each one of them, responded that mathematics curriculum materials do not have problems and hence, they also confirmed that they do not make adaptation (my translations from interviews with SEEMH₁H₂/45-24/10/12 and SEEMH₁H₂/46-24/10/12). However, in the actual utilization of these materials, I found them making alterations in different elements of these materials in different ways for the following reasons.

I have made changes from my lesson during teaching [I am not really following what I have planned in the lesson plan] because of the holiday on the coming Friday. We must be fast in order to cover that day's lesson (my translation from interview with SEEMH₁H₂/45-24/10/12). Order adjustment helps to teach students. In the future, I will make adjustments as I proceed with my lessons based on problems I will face, the learning ability of my students, and based on my understanding of my students. For instance, I did not do this for my last year's students because they have easily followed me. However, this year, when I observe my students, I felt that they will easily learn if I make such type of order changes. This is one way of making the lesson easier to students whereas the text does not help. I begin from the simplest, from what the student knows, step-by-step, I will proceed to the level of the text. With this process, the student can easily understand me (my translation from interview with SEEMH₁H₂/46-24/10/12).

Furthermore, these teachers told me about the need to make adaptations after I asked them why they did changes from teachers' guides and students' textbooks to lesson plans and from lesson plans to implementations. Therefore, based on such understanding of adaptation and the need to make it, mathematics teachers did adaptations in three stages (from teacher's guide and student textbooks to their respective lesson plans; from teacher's guide to their implementation; and from their lesson plan to their implementation) on the different elements of curriculum materials.

Content Adaptation

Both teachers adapted contents for instance, by reordering contents; deleting activities, examples, group works; by deleting and reducing exercises; and the like (for more, refer Appendices 9G-H) from teachers' guides and student textbooks to their respective lesson plans and their implementations. I also observed mathematics teachers while they are using examples and exercises that student textbooks did not include. These teachers, nevertheless, most of the time, do not

use activities, examples, group works, and exercises for different reasons. For instance, during my interview with each one of them, they explained their reasons as follows.

I did not consider activities, group works, and exercises for I will give students other chances. Hence, I am here only to give hints. That is, I have left those examples; group works; and exercises because sessions [40 minutes long] are only to create awareness. However, we will consider all on our Saturdays classes. We have classes on every Saturday sponsored by NGO. We adjust contents in a way suitable to students. They are 80-90 in a class. Due to this, I will not cover the whole part of the text (my translation from interview with SEEMH₁H₂/45-24/10/12). I left those specific topics like group works, examples, and activities for students sometimes do not go per our lesson and their background is a bit weak. Therefore, I have taken only main topics of the week. However, if I include all the specifics in my lesson, I may not complete it. In the next day, if there is somebody from the department who wants to follow me, then he may ask me why. Hence, I prepared the lesson in a way suitable to me to use (my translation from interview with SEEMH₁H₂/46-24/10/12).

These evidences clearly imply that time constraints, ability level of students, and fear of inspection are basis for adapting by deleting elements of contents with respect to subtopics, examples, activities, and group works. Nevertheless, most of the elements of contents of curriculum materials those I expected teachers to adapt are not there. In cases when teachers use to adapt, they did them in a way students would not benefit. For instance, according to my observation result from case secondary school in SNNP (22-24/10/12), they prepared their respective lesson plans per the order of student textbooks. However, during teaching the teacher of mathematics for grade ten, for instance, reordered contents in different unplanned ways (for more, refer Appendix 9H). This teacher did such type of adjustments for the following reasons.

My arrangements of order have come from the nature of polynomial functions theorem. I have done this because such arrangements help me to guide the next topic. However, I have done this informally; I am not making at department level. I also have taught this subject last year. From my experience, it has its own mistake of order. So, adjustment of order has come from my experience (my translation from interview with SEEMH₁H₂/46-24/10/12).

Furthermore, these teachers neither added new aspects of contents nor they replaced them; and they neither reordered nor prioritized exercises in a way suitable to students (for more, refer Appendix 9G-H). In cases when these teachers use activities and exercises, they went for different purposes. For instance, the

mathematics teacher for grade nine used few of the activities for a different application purpose (like solve the following) from what student's textbook requires (like simplify) for an application purpose of theorem 1.2 from students' textbook (MoE, 2010a). Whatsoever, teachers' adaptations of the different elements of contents of curriculum materials were for good or bad (helpful or non-helpful) for students to learn, they adjusted on the basis of Saturday classes and the time to cover the student textbook for the grade nine teacher; and the learning ability of students, the time needed to complete the lesson and cover the textbook, and suitability for him for the teacher of grade ten mathematics (my translation from interview with SEEMH₁H₂/45-24/10/12 and SEEMH₁H₂/46-24/10/12).

Adapting Pedagogical Elements

Both teachers adapted methods and techniques of teaching from the respective teachers' guides to their respective lesson plans by deleting what is suggested and by including new ones. For instance, the teacher for grade nine mathematics has made adaptations by using new method-lecture-and techniques of teaching-practice and explaining-which are neither suggested from teacher's guide nor he has decided them to use in his lesson plans (for more, refer Appendix 9G). In short, these teachers have some external justifications for not teaching in a way suggested by teachers' guides. For instance, the mathematics teacher for grade ten has noted the following.

The nature of students has dictated me to use methods and techniques of teaching which are not suggested from teacher's guide. With this situation, students respond to my questions. The other ground for using different methods and techniques and ignoring what was suggested from the teacher's guide is the number of students [80 students in a class] is not suitable to use the discussion method of teaching (my translation from interview with SEEMH₁H₂/46-24/10/12).

Adapting Teacher-Made Tests and Examinations

The adaptations teachers can make on teacher-made tests and examinations; like in the other cases, I did not find ground which I can take it as a point of reference. Teachers use to make tests and examinations based on their knowledge and experience of test making. In this regard, my participants noted the following.

I have some knowledge how to prepare questions for tests and examinations. In fact, students' level of understanding during class determines me what types of questions to

include in mid-semester tests and final examinations (my translation from interview with SEEMH₁H₂/45-24/10/12). My ground in the preparation of tests and examinations is the objectives from student textbooks (my translation from interview with SEEMH₁H₂/46-24/10/12).

Therefore, teachers' experiences, knowledge acquired from their university pedagogy courses, and students' understanding level during instruction for the mathematics teacher of grade nine, and objectives from student textbook for the grade ten teacher are basis for preparing tests and examinations.

Adapting Elements of Learning-Teaching Materials

Both teachers ignored the use of learning-teaching materials suggested from teachers' guides both in their lesson plans and in their implementation (for more, refer Appendix 9G-H). Both teachers, nevertheless, explained that the nature of their respective topics do not demand those respective suggested learning-teaching materials. Moreover, ministry of education has given less value to charts and multiplication table for teaching exponential functions for grade nine; charts and model graphs for teaching on polynomial functions for grade ten. In this regard, the mathematics teacher for grade ten has noted the following.

I left model graphs because what I have taught is silly, too simple. They have learned this as of their grade seven. I simply raised graphs of linear functions just to initiate them to the graphs of polynomial functions (my translation from interview with SEEMH₁H₂/46-24/10/12)

Furthermore, ministry of education, like in the other cases, has noted that teaching aids may not be excessively exploited for this unit, unit one (MoE, 2010b: 8). Finally, one teacher has suggested how to help teachers take part in curriculum material adaptations. According to this teacher (my translation from interview with SEEMH₁H₂/46-24/10/12), members of the department should conduct discussions so as to identify problem areas which can inhibit students' learning. This evidence clearly implies that case secondary school mathematics teachers do not conduct discussions how to make adaptations in the different materials of the curriculum.

7.3 Intra-Case Interpretation on the Results and Actions Taken for Secondary School Teachers' Involvement in Curriculum Material Evaluation

In the above sections, I presented and interpreted the results case secondary school teachers found from their informal evaluations, the corresponding actions they took (reporting and adapting), and the lessons they learnt. In this section, I interpreted these results, actions taken, strategies, and challenges in the action taking process in their totality based on my findings from my interpretations from sections 7.1 and 7.2 herein above for each of the cases in the following paragraphs.

Secondary School in Addis Ababa City Administration Reporting

Case secondary school teachers, individually and/or on department basis, evaluated some of the components of the curriculum mainly informally (for more, refer 6.1.1 on case secondary school in Addis Ababa). As a result, they claimed that they found some sort of results, they took actions based on the respective results, and they reported for learning this and that lesson. For instance, the individual and/or department-based involvement in curriculum material evaluation practices, according to the findings of my interpretation in the above sections (for more, refer 7.1 and 7.2 on case secondary school in Addis Ababa), show that teachers identified the strengths, weaknesses of their tests and textbooks, and they realized the need to conduct self-evaluation. Based on such practices, they affirmed that they shared experiences, learnt from their mistakes, improved their tests and examinations, improved their learning-teaching methods, and so forth. But I did not find tangible evidence that can confirm me such statements of teachers. Even individual teacher's portfolios and research practices do not have any indicator for he/she has evaluated him/herself with respect to the materials of the curriculum that this study is focused. Whatsoever is the truth on the actions individual and/or department-based teachers took to their informal curriculum material evaluation results, no specific strategy is identified and used; no specific challenge is encountered; and there is no concrete evidence whether those actions were genuinely done or otherwise. Nevertheless, in the formally conducted types, formal presentation is the strategy of action taking and no challenge is identified.

Furthermore, findings on committee-based involvement show that all of its accomplishments are not directly related to the agenda of the study. That is, there is no any indicator for identifying the strengths and weaknesses of the materials of the curriculum. There is no documented evidence on such practices of the case secondary school, the annual report does not show the strength and weaknesses of individual teachers and the feedbacks given to them; only accomplishments related the learning-teaching domain of the school improvement program are reported. Whatsoever they may have done, reporting the accomplishments of their activities to concerned next higher level office is the strategy of action taking and challenge in doing so is unexpected. Therefore, how will I trust their claim on what they found this or that result and took this or that measure? That is, an important number of individual and/or department-based and committee-based curriculum material evaluations do not have concrete results on the different materials of the curriculum and no important measures are taken for improvement in the case secondary school in Addis Ababa.

Adapting

Though mathematics teachers have blurred/unclear understanding about the very concept of adaptation, they made some sort of adjustments during planning due to space in lesson plan formats and by their assumption that students will do those what they did not include in their plans and during teaching for the benefit of students and to cover the subject. They did these in three stages; from teachers' guides and students' textbooks to their respective lesson plans, from lesson plans to implementations, and from teachers' guides and students' textbooks to implementations. That is, while they adapt from teachers' guides to their daily lesson plans, teachers deleted and reordered the different elements of curriculum materials. They added, deleted, and reordered some other elements of curriculum materials from their respective lessons to implementations. They still did the same on other elements of curriculum materials from teachers' guides and students' textbooks to their implementations. In such processes, they added few concepts in the form of notes, examples, exercises, methods and techniques of teaching, and they reordered other concepts.

Nevertheless, they deleted examples, activities, exercises, some other pedagogical elements, and learning-teaching materials due to the content-loaded nature of the subject. Examples followed by activities or vice-versa (in groups or individually), however, were helpful for students to learn better. Furthermore, the grade nine teacher who separately taught common factors and the greatest common factor, and common multiples and the least common multiple; according to my experience and per the relatedness nature of these concepts and as per the order of students' textbook, could have been done simultaneously. That is, common factors and the greatest common factor could have been done together and common multiples and the least common multiple could have been done simultaneously. Both teachers' way of teaching during my observation sessions were of the deductive approach whereas students' textbook and suggestions from teachers' guides on such sessions were on the inductive approach. Moreover, they are not using methods and techniques of teaching that their respective guides have suggested them for the selection of the same is external to them.

In short, when I compare teachers' actual classroom adaptations, from their respective lesson plans against observation and from interviews I made with each one of them; they have rumpled understanding and practice on the same. They grounded adaptation per the nature of contents, exercises, and understanding level of students. This implies that their adaptations are not based on concrete evidences other than non-documented experiences. They use to make adaptations using their common sense. Nevertheless, I found it unreasonable to question what, why, and how teachers make adaptations on tests and examinations they use to prepare for there is no ground that I will take it as a point of reference.

Secondary School in Amhara Regional State

Reporting

Case secondary school teachers in Amhara, individually and/or on department basis, evaluated some of the materials of the curriculum mainly informally (for more, refer 6.1.1 on case secondary school in Amhara). As a result, they claimed that they found some sort of results and they took actions based on the respective results.

For instance, the individual and/or department-based informal involvement in curriculum material evaluations, according to the findings of my interpretation in the above sections (for more, refer 7.1 and 7.2 on case secondary school in Amhara), show that these teachers identified the strengths and weaknesses of tests and student textbooks. Based on such practices, they affirmed that they shared experiences, learnt from their mistakes, improved their tests and examinations, improved their learning-teaching methods, and so on. But I did not find written evidence that can confirm me such statements of teachers. Even individual teacher's portfolios/result-oriented teachers' plans do not have any indicator for he/she has evaluated him/herself with respect to the materials of the curriculum that this study is focused. On the other hand, formal involvement results, though few they are, gave them good lessons to those who evaluated their respective practices. For instance, an individual teacher who conducted an action research in 2009/10, on *Amharic Language Speaking Skill Problems and Solutions of Grade 9 Students* has reported that he learnt and understood different lessons in relation to the need to conduct action research (for more, refer 7.2 on case secondary school in Amhara). In such practices, formal evaluations used presentation as a strategy of their actions and informal ones used own implementation as their strategies. Nonetheless, in both formal and informal practices, no challenge is encountered.

Furthermore, findings, on committee-based involvement, show that all of its activities are on different aspects of the learning-teaching domain of the school improvement program. There is no any indicator for identifying the strengths and weaknesses of the materials of the curriculum like teachers' guide, student textbooks, lesson plans, teacher-made tests and examinations, and on the quality and proper utilization of learning-teaching materials. There is no tangible evidence on such practices of the case secondary school, the annual case secondary school's report does not show the strength and weaknesses of individual teachers and the feedbacks given to them; only administrative routine accomplishments are reported. That is, reporting; experience sharing sessions; and keep working on the weaknesses are the strategies used in action taking practices and no challenge is encountered.

Therefore, how will I trust case secondary school teachers' claims on what they found this or that result; and took this or that measure? That is, an important number of individual and/or department-based and committee-based curriculum material evaluations do not have concrete results on the different materials of the curriculum and no important measures are taken for improvement in Amhara.

Adapting

Although case secondary school mathematics teachers have blurred understanding about adaptation, they altered during planning for it has to show main contents; and during teaching, for the benefit of students and the content-loaded nature of textbooks. With this, they made curriculum material adaptations in three stages; from teachers' guides and student textbooks to their lesson plans, from lesson plans to implementations, and from teachers' guides and student textbooks to implementations. That is, while they adapt from teachers' guides to their daily lesson plans, teachers deleted the different elements of curriculum materials like group works, activities, examples, and exercises. They added and reordered some other elements of curriculum materials from their lesson to implementation. They still did the same on other elements of curriculum materials from teachers' guides and student textbooks to implementations. In such processes, they added few concepts in the form of examples, methods and techniques of teaching. Nevertheless, in their actual teaching, I observed them using examples, group works, activities, exercises, some other pedagogical elements like explaining and lecturing, and learning-teaching materials. Furthermore, both teachers' way of teaching is of the inductive approach like what students' textbook has suggested.

In short, when I compare teachers' actual classroom adaptations from their respective lesson plans against observation and from interviews I made with each one of them; they make changes not to make adaptations but for their convenience of teaching; they are more blurred than plain in curriculum material adaptation. They grounded adaptation (if I call those adjustments as adaptation) per the nature of contents and understanding level of students based on their experience. This implies that their adaptations are not based on concrete evidences. Nevertheless, I

found it unreasonable to question what, why and how teachers make adaptations on tests and examinations they use to prepare for there is no ground that I will take it as a point of reference; the nature of students and contents they taught are their point of references.

Secondary School in Oromia Regional State

Reporting

Case secondary school teachers in Oromia, individually and/or on department basis, sensed for evaluating some of the materials of the curriculum mainly informally (for more, refer 6.1.1 on case secondary school in Oromia). As a result, they also responded that they found some sort of results and they took actions based on the respective results. For instance, the individual and/or department-based informal involvement in curriculum material evaluations, according to the findings of my interpretation in the above sections (for more, refer 7.1 and 7.2 on case secondary school in Oromia), show that these teachers identified the strengths and weaknesses of tests and student textbooks. Based on such practices, they affirmed that they shared experiences, learnt from their mistakes, improved their tests and examinations, improved their learning-teaching methods, and so forth. Nonetheless, I did not find documented evidence that can confirm me such statements of teachers. Even individual teacher's portfolios/result-oriented teachers' plans do not have any indicator for he/she has evaluated him/herself with respect to the materials of the curriculum that this study is focused. Whatsoever is the truth in action taking practices; informal strategies like working on the weaknesses, solving problems, improving next semester's and/or next school year's practices, and own consumption of the results are used in this action taking practice. In this process, no challenge is encountered.

Furthermore, findings, according to my interpretations on committee-based involvement, show that all of its accomplishments are not related to the focus of this study. There is no any indicator for identifying the strengths and weaknesses of the materials of the curriculum like teachers' guide, student textbooks, lesson plans, teacher-made tests and examinations, and on the quality and proper utilization of

learning-teaching materials. There is no written evidence on such practices of the case secondary school, the annual case secondary school's report does not show the strength and weaknesses of individual teachers and the feedbacks given to them; only administrative routine accomplishments are reported. Here again, regardless of the truth on the actions taken; while discussions, reporting, and using results for the school's consumption are the strategies; no challenge is observed in this action taking practice.

Therefore, how will I trust case secondary school teachers' reactions on what they found this or that curriculum material evaluation result; and took this or that measure based on this result? That is, it is possible to state that an important number of individual and/or department-based and committee-based case secondary school teachers' involvements in curriculum material evaluation activities in Oromia do not have concrete results on the different materials of the curriculum and they did not take important measures for improvement.

Adapting

Though case secondary school mathematics teachers have blurred understanding about it, they made curriculum material adaptations during planning for lessons should show main topics and during teaching, for the benefit of students and to cover the subject. Accordingly, they like the other cases, did this in three stages; from teachers' guides and student textbooks to their respective lesson plans, from their lesson plans to implementations, and from teachers' guides and student textbooks to their implementations. That is, while they adapt from teachers' guides to their daily lesson plans, teachers deleted different elements of curriculum materials like activities, examples, and group works. They added, deleted, and reordered some other elements of curriculum materials like using activities and examples from their lesson to implementation. They still did the same on other elements of curriculum materials from teachers' guides and student textbooks to implementations like deleting some contents and reducing exercises. In such processes, they added few concepts in the form of notes, examples, exercises, methods and techniques of teaching, and they reordered other concepts.

Furthermore, both teachers' way of teaching during my observation sessions were per the order of student textbook; that is their approach was mainly inductive like what students' textbooks and teachers' guides suggested.

In short, when I compare teachers' actual classroom adaptations practices, from their respective lesson plans against observation and from interviews I made with each one of them; they are more blurred than plain in mathematics curriculum materials adaptations. Despite the fact that these teachers claimed that they grounded adaptation per the nature of contents, exercises, and understanding level of students; evidences I generated from them confirmed me that their minimal adaptation trials are not based on concrete evaluation results. They use to make adaptations using experience; use their common sense. This implies that their adaptations are not based on concrete evidences. Nevertheless, I found it unreasonable to question what, why, and how teachers make adaptations on tests and examinations they use to prepare for there is no ground that I will take it as a point of reference. As they reported to me, teachers use to prepare tests and examinations based on their knowledge, experience, nature of students and contents.

Secondary School in SNNP Regional State Reporting

Case secondary school teachers in SNNP, individually and/or on department basis, reacted that they mainly informally evaluated some of the materials of the curriculum (for more, refer 6.1.1 on case secondary school in SNNP). As a result, they explained that they found some sort of results and they took actions based on the results. For instance, the individual and/or department-based informal involvement in curriculum material evaluations, according to the findings of my interpretation in the above sections (for more, refer 7.1 and 7.2 on case secondary school in SNNP), show that these teachers identified the strengths and weaknesses of tests and student textbooks. Based on such practices, they ascertained that they shared experiences; improved their tests and examinations; that they improved their learning-teaching methods, and so forth. But I did not find documented evidence

that can confirm me such statements of teachers and they admitted that they do not have it. Moreover, neither individual teacher's result-oriented plans nor their periodic lesson plans have any indicator for he/she evaluated him/herself with respect to the materials of the curriculum that this study is focused. In such practices of informal evaluation results of informal involvements; informal strategies like own implementation is used for action taking. In cases when they need to report for universal correction per their evaluative results, teachers do not know for whom to make the report. That is, lack of knowledge for whom to make reports can be taken as a challenge. Actions for the very few formally conducted evaluations; presentations to concerned stakeholders is the strategy they employed and dissatisfaction with the recognition can be taken as a challenge.

Furthermore, findings regarding committee-based involvement show that all of its accomplishments are different from the focus of this study. There is no any indicator for identifying the strengths and weaknesses of curriculum materials. There is no tangible evidence on such practices of the school; even, its annual report does not show the strengths and weaknesses of individual teachers and the feedbacks given to them in relation to the focus of this study; only accomplishments which are not directly related to the focus of this study are reported. That is, reporting such administrative activities are the strategies they employed as an action taking practice and they did not encounter challenges in this process.

Therefore, how will I trust case secondary school teachers' reactions on what they found this or that curriculum material evaluation result; and took this or that measure based on this result? That is, it is possible to state that an important number of individual and/or department-based and committee-based case secondary school teachers' involvements in evaluations in SNNP do not have concrete results on the different materials of the curriculum and no important measures are taken for improvement in their practices. They do not have written evidence that speaks the strengths and weaknesses of their guides, student textbooks, their respective learning-methods and techniques they made use of, the qualities of the tests they constructed, and they do not have documented evidence

about the strengths and weaknesses on the qualities and proper utilization of learning-teaching materials.

Adapting

Secondary school mathematics teachers made curriculum material adaptations though they have blurred understanding about it. They did this during planning for convenience and lesson plans are for formality but during teaching, they did so for the benefit of students and to cover the subject. Like the other cases, these teachers did such adaptations in three stages; from teachers' guides and student textbooks to their respective lesson plans, from their lesson plans to implementations, and from teachers' guides and student textbooks to their implementations. That is, while they adapt from teachers' guides to their daily lesson plans, teachers deleted different elements of curriculum materials like contents, activities, examples, and group works. They added, deleted, and reordered some other elements of curriculum materials like using activities, reducing exercises and examples from their lesson to implementation. They still did the same on other elements of curriculum materials from teachers' guides and student textbooks to implementations like deleting some contents, activities, and group works; reducing examples and exercises; and using new method and technique of teaching respectively like lecture and explaining. In such processes, they added few concepts in the form of notes, examples, exercises, methods and techniques of teaching, and they reordered other concepts. Furthermore, both teachers' approaches of teaching during my observation sessions were mainly deductive while textbooks' approaches were inductive and sometimes, they proceeded inductively while textbooks' were deductive. Class size, according to these teachers, has forced them not to teach in a way their respective guides suggested them to do so.

In short, when I compare teachers' actual classroom adaptations practices, from their respective lesson plans against observation and from interviews; they are more blurred than plain in mathematics curriculum materials adaptations. Despite the fact that these teachers reported that they grounded adaptation per the nature

of contents, exercises, and understanding level of students; evidences I generated from them confirmed me that their minimal adaptation trials are not based on concrete evaluation results. They use to make it using experience; they use their common sense. This implies that their adaptations are not based on concrete evidences. Nevertheless, I found it unreasonable to question what, why, and how teachers make adaptations on tests and examinations for there is no ground that I will take it as a point of reference. As they reported to me, teachers use to prepare tests and examinations based on their knowledge, experience, nature of students and contents.

7.4 Inter-Case Interpretation and Meaning Construction on the Results and Actions Taken for Teachers' Involvement in Curriculum Material Evaluation

In the former sections of this chapter seven, I interpreted the results and the corresponding actions teachers took as a result of their involvement in evaluation for each of their components (results, actions taken, lessons learnt, strategies and challenges in action taking process) and within these components to each of the case secondary schools. In doing so, I considered case secondary school teachers' curriculum material evaluation results, measures they took and lessons they learnt from two angles: individual and/or department-based and committee-based evaluation results, the corresponding actions they took, and the experience they acquired. Hence, herein below, I discussed the status of evaluation results, actions taken and the lessons case secondary school teachers attained in their totality across the cases based on the findings I got in the preceding sections vise-a-vie related literature and research.

Reporting

Teachers, individually and/or on department basis, took part in the evaluation of some of the materials of the curriculum mainly informally (for more, refer 7.2). As a result, they also responded that they found some sort of results and they took actions based on the respective results. In this regard, Fleischman and Williams (1996) have noted that the evaluation should not be considered completed until its results are used to improve instruction and student success as a result of the

knowledge and skill teachers would acquire from their participation in the same. After all, this is one of the ultimate reasons for conducting evaluation. For instance, the individual and/or department-based informal involvement in evaluations, according to the findings of my interpretation in the above section (for more, refer 7.3), show that these teachers identified the strengths and weaknesses of tests and student textbooks. Based on such practices, they affirmed that they shared experiences, learnt from their mistakes, improved their tests and examinations, improved their learning-teaching methods, and so forth. The evaluation result, Fleischman and Williams (1996) went to add that may indicate that an instructional activity is not being implemented according to plan, or it may indicate that a particular objective is not being met. If so, it is then the responsibility of teachers to make appropriate changes to remedy the situation. Furthermore, an evaluation result should describe the accomplishments of the program, identifying those instructional elements that were the most effective; describe instructional elements that were ineffective and problematic as well as areas that need modifications in the future; describe the outcomes or the impact of the instructional process on students, and; complete documentation of the results of evaluation will make the report useful for making decisions about improving curriculum materials and instructional strategies. In other words, according to these scholars, the evaluation report is a necessary tool for supporting decision making, accountability, quality control, and program improvement.

Nonetheless, I did not find documented evidence as to my expectation that can confirm me such statements of case secondary school teachers' curriculum material evaluation results, on the corresponding actions they took, and new lessons they formally learnt. Even individual teacher's result-oriented plans do not have any indicator for he/she has evaluated him/herself with respect to the materials of the curriculum that this study is focused. Moreover, though those very few action researchers claimed that they learnt this and that lesson (for more, refer 7.3) and though they received certificates of involvement, prize, and study opportunities; I did not find important measures taken by individual researchers and/or by their respective schools except lessons learnt by three teachers; and no school report

has shown me the improvement brought as a result of the use of those action research practice results. That is, informal evaluation results led teachers to take informal actions. However, the ultimate purpose of curriculum material evaluation, according to the PIRA framework, was to make planned curriculum material adaptation per current demands of students, make reports to decision makers so as to inform and/or influence them on the preparation of such materials, and it was to help teachers acquire better and concrete experience in their profession.

Therefore, I do not have important evidence to say that teachers formally reported; improved this or that practice; formally acquired this or that skill, knowledge, and attitude as a result of their formal involvement in curriculum material evaluation. In short, those materials of the curriculum did not get the benefit that they could have got as a result of teachers' involvement in the determination of their qualities. Whatsoever is the truth in action taking practices and lessons learnt from curriculum material evaluations; informal strategies like working on the weaknesses, solving problems, improving next semester's and/or next school year's practices, and own consumption of the results are used as the strategies in this action taking practice and no challenge is encountered.

Moreover, findings on committee-based involvement show that all of its activities are not related to the focus of this study. There is no any indicator for identifying the strengths and weaknesses of the materials of the curriculum. There is no tangible evidence even from its annual report. There is no any indicator regarding the strength and weaknesses of individual teachers and the corresponding feedbacks given to them; only accomplishments on the different aspects of the learning-teaching domain of the school improvement program are reported. Regardless of the truth on the actions taken; while reporting was the strategy; and I observed no challenge in this practice.

In general, how will I trust case secondary school teachers' reactions on what they found this or that curriculum material evaluation result; took this or that measure; and learnt this and that sort of knowledge and skill based on this result? That is, an

important number of individual and/or department-based and committee-based case secondary school teachers' involvements in curriculum material evaluations do not have concrete results on the different materials of the curriculum. They did not take important measures for improvement in their practices. This implies that actions these teachers took are routine types. However, routine action, according to Dewy (1933) in Pollard (2005) is traditional, unsystematic, and unstructured. Therefore, these teachers are not formally empowered for they did not formally learn important lessons. Case secondary school teachers cannot formally acquire knowledge, skill, and attitude that could have been acquired as a result of their formal involvement in curriculum material evaluation. These teachers cannot make evidence-based judgment about the quality of their work and how it is progressing. These teachers cannot help their respective students achieve better with understanding. These teachers' contribution to quality of education will remain minimal; and these teachers are not formally discharging one of their default professional duties and responsibilities. Therefore, this implies that student achievement with understanding and quality of education will remain suffering. This finding is consistent with the main challenges related to curriculum, textbooks, assessment, and student achievement which ministry of education has outlined in its ESDP IV as follows.

[There is] lack of focus on higher order thinking in learning-teaching processes and examinations. ... Despite significant investment in quality inputs like teachers, books, buildings and related infrastructures; national learning assessments show deteriorating trends in student achievement (MoE, 2010e: 19)

All such practices imply that such teachers are less accountable to their profession; and they are less professional ones.

Adapting

Teachers have blurred understanding regarding adaptation. Because these teachers confirmed to me that curriculum materials do not have critical problems. Moreover, teachers told me the reasons why they make alterations after I inquired them why they did so. In their lesson plans and implementations, however, I comprehended that they did some kind of alterations in the different elements of curriculum materials like deleting topics, group works, and activities, methods and techniques of teaching; reducing examples and exercises; introducing new methods

and techniques of teaching, topics, exercises, and examples in planning and teaching. In fact, in this regard; Remillard (2005) in Beyer and Davis (2009) argued that adapting should occur simultaneously with evaluating, in the form of creating new tasks, examples, or materials and adding them to the existing materials, replacing one part of a lesson with something else, or omitting part of it.

Nevertheless, teachers made adjustments based on their experience; they do not have written evidence for doing so. With this practice in one hand, on the other, mathematics teachers reported to me that the reason why they made some adjustments like those I mentioned them herein above is to help students learn better. This type of understanding is also consistent with the understanding of different scholars regarding the need to make adaptation. For instance, according to Ball and Cohen (1996) in Drake and Sherin (2006), teachers can make adaptations in response to a number of factors including their own understandings of a lesson, the perceived abilities of their students, constraints of time, materials, and other resources. Moreover, ministry of education suggested and it has given teachers hints how to adjust exercises to the understanding level of students. That is, to help slow/fast learners learn better, ministry of education has suggested teachers to selectively do examples, activities, and exercises among the given ones in the different topics and subtopics for the same (MoE, 2010 b and d). That is, teachers' guides recommend teachers to check and assess whether each student is performing in accordance with the steps entitled in the student textbook or not. Moreover, before students do the questions; ministry of education has recommended teachers to hint and give examples that would serve as a guide for doing question this and that respectively for slow and fast learners (MoE, 2010d). Nevertheless, I am not able to find teachers using this type of recommendation both in my observations and interviews with each one of them.

To sum up, I summarized the what, why, how, and the grounds for making adaptation of case secondary school teachers' understanding of curriculum material adaptation, according to Table 7 herein below.

Table 7: Summary of case Secondary School Teachers' Curriculum Material Adaptations

The What of Adaptations		The Why of Adaptations	The How of Adaptations	Grounds for Adaptations
Contents	• Topics • Examples • Group works • Activities • Exercises	Make contents understandable, suitable, and easy to students	• Adding • Deleting/Omitting • Reordering • Reducing	• Experience • Students
Pedagogical Elements	• Methods • Techniques	Class size and the content-loaded nature of textbooks	• Adding (lecturing) • Deleting (other active learning techniques)	Experience
Tests and Examinations	_____	_____	_____	• Experience • Knowledge • Students • Contents
Learning Materials	_____	Mainly, topics do not require	Deleting	Nature of contents

Because teachers' experience in adaptation is blurred, unplanned, and because it is based on experience; an important of such situations is not helpful to students. Because teachers used to delete group works, activities, and exercises or they mainly did not do examples to the level of ministry of education is expecting-either they deleted, reduced, or they have presented easier examples. Moreover, they mainly used the lecture method of teaching than those active learning techniques their respective guides suggested. This finding is also consistent with what Pfaffe et.al (2012) has reported on teachers in Ethiopia as follows.

Teachers also admitted that most teachers find it difficult to adapt student-centred methods due to large class-sizes. Furthermore, not all teachers seem to clearly digest the pedagogical principles of the student-centred approach and are tied up with the old method of frontal teaching (Pfaffe, et.al. 2012: 68)

Nevertheless, to make important adaptations, Hooves (1990) has noted that as student needs within the classroom remain similar to the curricular needs and expectations, the need to adapt one or more of the curriculum elements is minimal; conversely, as student and curricular needs become unlike, the need to adapt curriculum increases. That is, as content needs become dissimilar to student needs, the need to adapt the curriculum element of content increases. Similarly, as instructional strategy needs become dissimilar to student needs, the need to adapt the strategy of curriculum elements increases.

However, teachers used to make adaptations using their common sense based on their experience and assumption. Their adaptations from teachers' guides to their lesson plans are mainly deletions. Moreover, they use to prepare lesson plans only to meet the formality their respective schools expect them; lesson plans are merely symbolic; I neither find them using their respective lesson plan nor they properly prepared it. This implies that teachers missed those benefits they could have got (questions they can answer) from lesson plans for the betterment of their teaching and thereby for students' learning with understanding. For instance, according to Nikolic and Cabaj (1999), teachers should answer the following questions so as to judge the status-effective or ineffective-of their teaching. How effectively did the lesson involve students in reasoning and problem solving? What signs of active involvement did you notice in your students? What changes could you make to encourage more active involvement? Did the instructional materials support the attainment of the learning objectives? Did you use any adaptations to the lesson? Why? What other adaptations might you make if you are going to teach the lesson again? (For more, refer 2.6.2 on teacher reflection spaces in periodic lesson).

With this in one hand, on the other, the attention ministry of education has given to teachers in adaptation is minimal. It is only one of twelve requirements for professional license issuance and renewal purposes for general secondary school teachers' academic professional knowledge is related to the adaptation of pedagogical elements (MoE, 2012). Ministry of education has made no mention related to the other elements of curriculum materials. Therefore, mathematics teachers use to make adaptation by their personal preference based on their respective experiences. Though they claim that their adjustments are for the benefit of students, deleting and/or reducing the different elements of curriculum materials like examples, group works, activities, and exercises only to cover students' textbook is not adaptation and this will not help students learn better with understanding. Nevertheless, activity, according to Farrant (1988: 116), contributes to learning through the complex interaction it stimulates within the central nervous system. That is, through activity, Farrant added that experience is more readily acquired, skills are more quickly learned and new learning is better understood; it encourages

involvement and this helps more effective learning. Therefore, in Hooves (1990) terms, mathematics teachers' curriculum material adaptation practices are not careful in teacher decision making practices. Moreover, all my participants, during my interview with each one of them, explained to me that mathematics curriculum materials do not have critical problems. They also did not determine whether or not adaptation was necessary; they do not have concrete evidence to do so.

This finding is also consistent with what I found regarding teachers' evaluation results in this same section under the paragraphs on reporting. That is, an important number of teachers' involvements in evaluation do not have concrete results on the different materials of the curriculum and they did not take important measures for improvement. Therefore, teachers' adaptation is not purposeful; they use to make it randomly. In general, teachers' adaptations from teachers' guides and students' textbooks to the lesson plans are mainly deletions; from lesson plans to their implementations are mainly adding and reducing what they omitted them during planning; and from teachers' guides and students' textbooks to implementations are mainly like from lesson plans to implementations except certain rearrangements; teaching, in most cases but certain deletions and reductions, is per the order of student textbooks (for more, refer Table 8 herein below).

Table 8: Step-Based Summary of Case Secondary School Teachers' Curriculum Material Adaptations

The What of Adaptations		From Teachers' Guides and textbooks to Lesson Plans	From Lesson Plans to Implementation	From Teachers' Guides and textbooks to Implementations
Contents	• Topics • Examples • Group works • Activities • Exercises	• Deleting • Adding (one of eight teachers)	• Adding • Deleting • Reducing	• Adding • Deleting • Reducing • Reordering
Pedagogical Elements	• Methods • Techniques	Deleting	• Deleting • Adding	• Deleting • Adding
Tests and Examinations	_____	_____	_____	_____
Learning Materials	_____	Deleting	Adding	• Deleting • Adding

CHAPTER EIGHT

8 Wrapping up the Investigation Process: Case Secondary School Teachers' Involvement in Curriculum Material Evaluation is Mainly Informal

The objective of this study was to investigate how secondary school teachers are involved, not involved, and why they did not involve in curriculum material evaluation in Ethiopia. To this end, I exhausted the job in the preceding seven chapters. In this chapter, I shortly presented all the procedures I followed and decided the current practice of teachers' involvement in curriculum material evaluation. Finally, I derived implications of such conclusions by coining different concepts from the findings.

8.1 Summary

I began the investigation process by creating linkage among development, education, and curriculum (quality curriculum materials are one of those important inputs for quality curriculum). I did so in order to establish a spring board regarding the need for evaluating curriculum materials and the need for teachers' participation in the same. The interrelatedness of these concepts is visualized using Figure 1. Next to this, I clarified some important and repeatedly appearing concepts. I also considered the trend of teachers' participation in curriculum material evaluation since the start of modern education in Ethiopia. This interpretation has shown me that past practices on the same appears to be blurred. That is, I found no bold indicator whether teachers are involved in curriculum material evaluation or not.

In the second chapter, I considered the need and assumptions for teachers' involvement in curriculum material evaluation (for more, refer Figure 2) against current complaints of different stakeholders on quality of education. That is, I explained what inspired me to study on this topic. This is concerned with the discrepancies between one of the default professional duties and responsibilities of secondary school teachers only by being teachers in relation to curriculum material evaluation vise-a-vie poor quality in education. This discrepancy is among the certificates issued to them ... *with all Honours, Privileges, and Obligations thereto ...*; the

tendency of these teachers to present an excuse in the deterioration of quality in education; the support of different studies in this trial; and the current complaints of different stake holders on quality of education. I visualized this discrepancy using Figure 5. To this end, it was imperative to explore how secondary school teachers are involved, not involved, and why they did not involve in curriculum material evaluation. Hence, the objective of this study was to answer the following specific research questions.

- 1 What enabling conditions are there for teachers to get involved in curriculum material evaluation?**
- 2 What does the current practice of teachers in curriculum material evaluation look like? Which materials did they evaluate? How did they perceive the need for their involvement in this evaluation? How did teachers evaluate such materials? What challenges limited them from taking part in curriculum material evaluation?**
- 3 What did teachers benefit from their involvement in curriculum material evaluation?**
- 4 What did teachers do with the results of curriculum material evaluation? What did they learn? How did they take the measures, if any? Did they adapt curriculum materials? Why did they adapt? What elements of curriculum materials did they adapt? How did they adapt?**

In an attempt to answer such research questions, I summarized the theoretical framework based on my understanding from one of teachers default professional duties and responsibilities in curriculum material evaluation, the need to evaluate such materials, and the need for them to take part in the same. I visualized this using Figures 6. Moreover, I developed the conceptual framework by adapting concepts from the Stufflebeam's Context, Input, Process, and Product (CIPP); and the Provus's Discrepancy models for curriculum evaluation. I simply named my conceptual framework as Preconditions, Involvement, Result, and Action (PIRA). I visualized this framework using Figure 7.

I the third chapter, I consulted some theoretical thoughts and experiences of different scholars on teachers and curriculum material evaluation. This chapter has served me as one of the foundations for the preparation of information generation techniques.

In the fourth chapter, I decided procedures of meaning construction. I employed qualitative case study-multiple case embedded-method and purposely took four cases. In each case, I generated information using informal discussions with teachers and school authorities; focused group discussions with critical case teachers, school curriculum committee members, and curriculum experts from education bureaus. I also administered independent voting items for focused group discussion participant case secondary school teachers; and teaching staff profile form for school authorities. Moreover, I used starting interview guides and observation checklist respectively for interviewing and observing mathematics teachers; and I used documents from case schools and education bureaus. I raised the credibility and dependability of information through the cross-checking of information from different sources-a rigorous triangulation-and I stood for ethical principles during information generation and interpretation.

In chapters' five to seven, I interpreted information per case components and subcomponents for each of the cases, intra-case, and on inter-case basis. With this process, I got the following answers to my research questions.

On the Preconditions

Preconditions answer the first research question. What enabling conditions are there for teachers to get involved in curriculum material evaluation? The finding shows that most of the teacher-based preconditions are appropriate for most of the cases, and most of the non-teacher-based preconditions exist for Addis Ababa and SNNP. However, most of the non-teacher related preconditions are discouraging for two of the four cases. Three of five and four of five of these components are lacking and some others are inconsistent among participants respectively in Amhara and Oromia regional states. Moreover, among teacher-based preconditions, interest is negative for all. Despite the fact that teaching load and most of the other preconditions are in place in Addis Ababa and SNNP, and though many of the teacher-based preconditions are appropriate for all cases; all are less helpful. This is for the very reason that an important number of their evaluations are mainly informal and this type of evaluation is not an all inclusive one. Furthermore, though teaching experience is appropriate

for all cases except in Addis Ababa; it is not helpful for those cases to formally take part in curriculum material evaluation for their practices are mainly informal. Moreover, though teaching load is per the regulation of MoE, case secondary school teachers in Amhara and Oromia took it as a justification for their poor involvement in the same.

Problems unrelated to teachers helped them for not involving in curriculum material evaluation. Such problems include weak and/or absence of follow up from schools and offices for the practical implementation of rules and regulations and the less credits given to duties and responsibilities of teachers related to curriculum material evaluation. However, these teachers do not appear to have stable thought to remain in their teaching profession. They are always on toes to migrate to other professions; and an important number of them taught for many years not because of the love of the teaching profession but they failed to find other employment opportunities and a good number of them are involved in other part-time jobs. But they are still discharging their teaching responsibility and accordingly evaluate their students' achievement only to obey the rule until they are able to find or migrate to other professions. The overall status of preconditions helpful for teachers to take part in curriculum material evaluation, however, is mainly appropriate than not.

On the Involvement

Involvement answers the second research question which reads as follows. What does the current practice of teachers in curriculum material evaluation look like? Which materials did they evaluate? How did they perceive the need for their involvement in this evaluation? How did teachers evaluate such materials? What challenges limited them from taking part in curriculum material evaluation? The current practice of teachers' involvement in curriculum material evaluation is of two types: individual and/or department-based and committee-based. The former type is mainly informal and seasonal type where teachers use to do it by tradition. An important number of them did not formally involve. The later type is formal but teachers gave due attention to activities which are not directly related to the focus of this study.

Despite the fact that an important number of individual and/or department-based teachers' involvements are informal, these teachers positively perceived the need for their involvement in curriculum material evaluation. Because these teachers feel that they are the right professionals in the action of the curriculum; main accomplishes and owners of the curriculum; implementers of curriculum materials; and curriculum material evaluation by individual teachers provides wider sampling that too many teachers can participate. They also feel that they regularly interact with books and students and they are primary sources of information on the status of the qualities of curriculum materials. Teachers know every aspect of curriculum materials and even because teachers know the strength and weakness of students and the curriculum know what they practically did in class; and they are basis of the whole curriculum. They also feel that they know lots of practices about students, administration, and about the society, and curriculum is the reflection of teachers. Teachers sense that they know the strengths and weaknesses of students for whom the curriculum materials are prepared; they are pillars of the curriculum; curriculum materials are for students and teachers to use and hence teachers must participate in curriculum works; and so forth. In short, teachers theoretically use to say ' we are responsible' but in practice, an important number of them did not formally take part in curriculum material evaluation.

With this situation, while individual and/or department-based teachers informally evaluated textbooks, tests and examinations, and learning-teaching methods (one of those components of lesson plan); the committee-based evaluations are on activities which are not directly related to curriculum material evaluation. Nevertheless, among the focus areas of this study, teachers' guides and learning-teaching materials did not get the attention of the informal and formal evaluations. On top of this, in this informal curriculum material evaluation, informal discussion; portfolio organization/result-oriented activities; classroom observation within and in neighboring schools on the same and similar subject areas; comparisons of examinations with similar subject areas from different schools; and feedback sessions are the strategies they used so as to get information regarding the

strengths and weaknesses of their work. Nevertheless, formal strategies like written reports which periodic lesson plans could have played the role are not there; reviews in the form of action research are very few; and students' reviews in the form of student forums and research practices with their teachers besides being few, are not common. In short, an important number of case secondary school teachers failed to use formal strategies like action research, the monitoring and revising teaching, and the portfolio ways so as to evaluate different curriculum materials.

Different non-enabling situations like lack of support, time, and lack of interest; and the tendency of externalization practices by these teachers look to impede their formal participation. Moreover, gaps among teachers and school leadership and offices like lack of follow up; the less credits given to those duties and responsibilities related to curriculum material evaluation; absence of school-based curriculum office; injustice academic authority assignment with the corresponding fringe benefits; and low salary which in return has created competition between in-school and out-of-school interests consolidated to get away from formally participating in evaluation. Accordingly, teachers gave less attention to one of their default professional duties and responsibilities only by being teachers.

On the Results

Results answer the third research question on what did teachers benefit from their involvement in curriculum material evaluation? Accordingly, the findings on the results of individual and/or department-based informal involvement in curriculum material evaluation showed me that these teachers have claimed that they identified the strengths and weaknesses of teaching methods (one of the components of lesson plan), tests and student textbooks. Nonetheless, I did not find documented evidence that can confirm me such statements of case secondary school teachers' curriculum material evaluation results. Even individual teacher's result-oriented plans do not have any indicator for he/she evaluated curriculum materials. In fact, those very few action researchers might learn certain procedures in teaching.

On the Actions

Actions answer the fourth research question on what did teachers do with the results of curriculum material evaluation? What did they learn? How did they take the measures, if any? Did they adapt curriculum materials? Why did they adapt? What elements of curriculum materials did they adapt? How did they adapt? Accordingly, based on the results of their informal curriculum material evaluation, teachers affirmed that they learnt lessons and took such actions as sharing experiences, learning from their mistakes, improving their tests and examinations, and the learning-teaching methods, and so forth. In this process, informal strategies like working on the weaknesses, solving problems, and improving next semester's and/or next school year's practices are used as the strategies in this action taking practice and no challenge is encountered. Nevertheless, I found no evidence that confirms this claim. On the other side, those very few action researchers reported the lessons they learnt besides receiving prize, certificates of involvement, and study opportunities. However, I did not find important measures taken by individual researchers and/or by their respective schools on the use of those action research results; no school report showed me the improvement brought as a result of the use of those action research results.

Furthermore, though teachers have blurred understanding regarding curriculum material adaptation, they reported that they did it so as to meet student learning abilities by adding, deleting, reducing, and by rearranging different elements of the different curriculum materials. However, their adaptations are unplanned, experience-based, and an important number of such practices are not helpful to students learn better with understanding. Moreover, their lesson plans are only to meet the formality; lesson plans are merely symbolic; and I neither found them using their respective lesson plans nor they comprehensively prepared it.

8.2 Conclusion

Based on the above findings, I made the following conclusions per the nature of my research questions, objectives, and per the components of the conceptual framework in the following paragraphs.

Preconditions

Preconditions are mainly appropriate. However, they do not help teachers to formally involve in evaluation. Neither teachers nor offices (school managers, education bureaus, and MoE) have given due attention to teachers' duties and responsibilities in relation to their involvement in curriculum material evaluation. Preconditions which were important for teachers to participate in curriculum material evaluation became no one's concern or rules and regulations are more of rhetoric than reality. That is, neither regulations promoting teachers' participation in curriculum material evaluation are strong nor case secondary school teachers-only by being teachers-are discharging one of their professional duties and responsibilities.

Involvement

Individual and/or department-based current evaluation is done mainly by tradition (in an informal way with no written evidence). Consequently, these teachers are not formally empowered in their profession. That is, they did not formally acquire the skill, knowledge, and attitude that they could have done so from their active and formal involvement in curriculum material evaluation. Therefore, they are remained dependent on what is offered them to do and they are mere knowledge users. They do not look more competent than before. Hence, they less likely able to help their students to better achieve with understanding than before and quality of education appears to continue suffering. They are not formally discharging one of their default professional duties and responsibilities; the certificates issued to them ... *with all Honours, Privileges, and Obligations thereto ...*, is not working; they tend to externalize why they do not formally take part in curriculum material evaluation. This implies that judgments/actions of such teachers are unsystematic, unstructured, their orientation is reactive by attributing problems to students and/or others, may consider themselves as victims of circumstances, and consider classroom circumstances as beyond their control. Nevertheless, they have positive but theoretical perception to take part in the same. Furthermore, there is no quality control; teachers may use methods and techniques of teaching only to deliver their lessons; they prepared and administered tests and examinations only to report student achievements; and I did

not get evidence as to the type and their efficiency of using learning-teaching materials. Teachers cannot formally and with evidence tell how their work is progressing; and they cannot make evidence-based decision about the quality of curriculum materials. Therefore, there is no documented evidence contributed from an important number of teachers for improvement or change. This could be one of the good reasons why teachers' guides and student textbooks are used again-and-again; year-after-year; and improvements and/or changes on curriculum materials are made only by the initiatives of MoE.

An important number of teachers failed to use formal strategies like action research, the monitoring and revising of teaching, and the teaching portfolio ways so as to evaluate curriculum materials. Instead they presented a number of justifications for not doing so. However, I do not accept most of these justifications which these teachers called them as challenges. Such challenges cannot be challenges as far as teachers are in the teaching profession and at least from the evaluation of self practice point of view like determining their skills of using and the appropriateness of the different lesson plans they made use of, the qualities of the tests they prepared, and the qualities and their abilities of using learning-teaching materials. Attitudinal problem, nevertheless, is the challenge. Whereas an important number of them are away from the evidence-based and formal involvement in curriculum material evaluation, teachers pretended from taking part in the same. Therefore, teachers are less accountable to one of their default professional duties and responsibilities and hence, they are less professional teachers.

Result

Their informal involvement in evaluation has helped case secondary school teachers to identify informal results like on the strengths and weaknesses of some of the materials of the curriculum. Nevertheless, informal practice lacks system; it is carried-out by common sense, and does not employ systematically and objectively collected evidence; so do results of such informal curriculum material evaluations. Therefore, an important number of individual and/or department-based and committee-based teachers' involvements in curriculum material evaluations do not

have concrete evaluation results on the qualities of the different materials of the curriculum.

Actions

Because curriculum material evaluation results are informal, actions can also become informal. That is, no important measures are taken for improvement. Actions teachers make are routine types; they use to do it by habit and/or by tradition. Moreover, curriculum material adaptation is unplanned which is based on experience; mainly they did deletions and reductions from teachers' guides and student textbooks to their respective lesson plans; lesson plans are symbolic. Nonetheless, teaching, if not in all cases, is mainly per the order of student textbooks. In all, I understood all these practices per the theoretical and conceptual frameworks respectively according to Figures 13 and 14 herein below.

Figure 13: The Theoretical Framework in Action

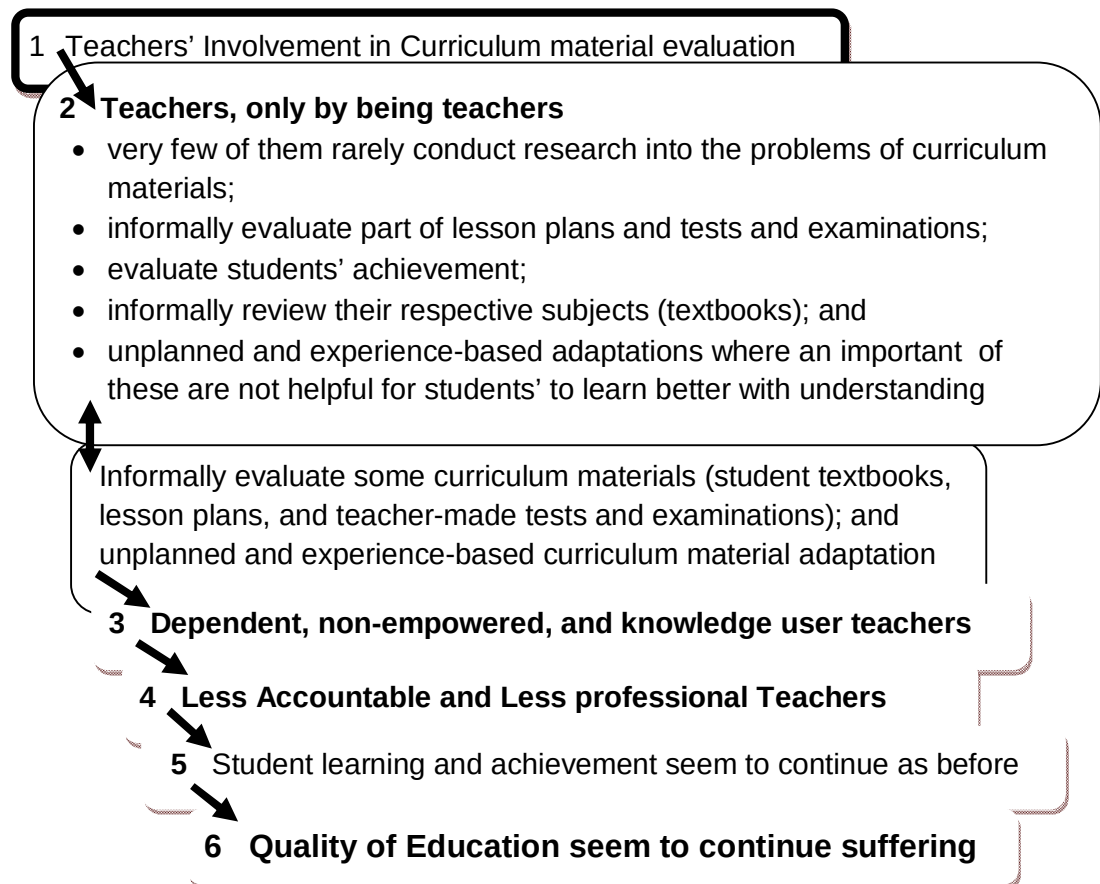
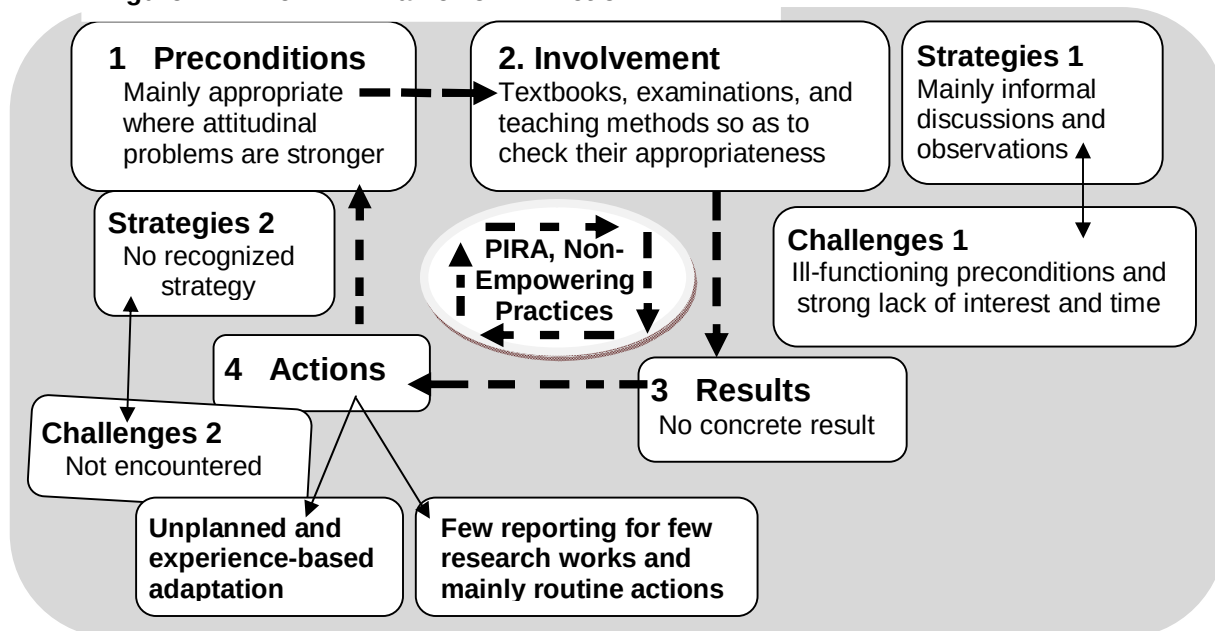


Figure 14: The PIRA Framework in Action



The different components for teachers' involvement in curriculum material evaluation, according to Figure 14 herein above, are connected using broken arrows so as to indicate that both their few formal and mainly informal involvements are not continual practices; also implies that adaptation of elements of curriculum materials is weak/ unplanned and experienced-based type which an important of it is not helpful for students learn better with understanding; the cyclic nature of the PIRA framework is weak; and the practice is not formally empowering. Therefore, what does this imply? In response to this question, I coined two implications based on the findings and conclusions according to the section below.

8.3 Implications

I divided implications in to two: implications/measures ministry of education, education bureaus, school authorities, and/or other concerned bodies including teachers have to take and implications for future research. I explained each of these implications in the following paragraphs.

Implications for Measure

The findings and conclusions on preconditions which were important for case secondary school teachers to involve in curriculum material evaluation mainly are

appropriate. But these teachers are away from formally discharging one of their default professional duties and responsibilities. They, however, presented different justifications so as to get excused from their failures. As a result, important number practices of their involvement in the same are informal which in return has led them get and take respectively informal results and actions. Consequently, I leveled these teachers as dependent; do not have written evidence about the quality of their work; cannot make day-to-day judgment how their work is progressing; mere knowledge users; less accountable to their profession; and hence, I called them as less professionals to teaching. Therefore, what does this imply? Or, what shall the different stakeholders do in order to help case secondary school teachers in particular and all secondary school teachers in Ethiopia in general to actively participate in curriculum material evaluation and adaptation?

In order to answer this question, I coined five interrelated needed mechanisms based on what case secondary school teachers called them challenges; that restricted case secondary school teachers from taking part in curriculum material evaluation; those I found them from my interpretations of information in chapters five to seven; and based on my findings and the conclusions. I explained each of these needed mechanisms in the following paragraphs.

Focusing Duties and Responsibilities of Teachers, Continuous Monitoring and Follow up, and Training are needed

The attention given to secondary school teachers' duties and responsibilities related to curriculum material evaluation is minimal and no mention is made in teachers' result-oriented plans (only activities which are not directly related to the focus of this study are included). This gave good opportunities to these teachers to remain away from discharging one of their default professional duties and responsibilities. Therefore, to help secondary school teachers to take part in curriculum material evaluation, their duties and responsibilities related to curriculum materials should clearly be stated and given greater credits in the determination of their efficiencies, promotion, and/or for their selection in competitions for different academic benefits. Such duties and responsibilities should be communicated, agreed upon; bold copies

should remain posted in teachers' centers and offices; and a copy of the same should be given for each. Furthermore, action research areas should be prioritized where the first priority could be on the determination of the qualities of the materials of the curriculum.

For the practicality of such recognized duties and responsibilities of teachers, continual monitoring and follow up is imperative; possible facilitating situations including short-term trainings should be created; agreed upon accomplishments should be documented; hiring and/or detaining on the status of teachers should continually be done; and practical measures taken upon teachers' concrete and visible performances should continually be disclosed to all.

In the facilitation of this task, even according to the recommendations of my research participants, establishing clustered discipline-based curriculum experts with an office and budget allocated to it is important (regional education bureau curriculum experts are loosely connected and it is not their mandate to secondary school curriculum). In the long run, such experts should be set at school level. This will give the chance to all teachers to involve in the evaluation of their respective guides and student textbooks; the problem on lack of teacher representation at MoE level will be alleviated; the problem for whom to make a report on curriculum material evaluation results and the corresponding feedbacks to the evaluators will become possible and fast (gives the chance to replace the remote curriculum material evaluation system by the grass-root system); lack of consensus among teachers' informal involvement can be solved; and hence teachers' sense of belongingness to one of their default professional duties and responsibilities will become possible. In fact, these curriculum experts should be competent in their respective areas and in curriculum works; they should continually inspect those implemented lesson plans; monitor and follow up on the practicality of those curriculum material evaluation related responsibilities of teachers; conduct training upon demand; and so forth.

Clear Lesson Plan Formats and Curriculum Material Evaluation Guidelines are needed

Periodic lesson plan format was one of the good opportunities for teachers to continually evaluate their teaching through their continual reflections at the end of each lesson. However, the actual practice showed me that these opportunities are unused in two of the four cases and opportunities are not there in the remaining two of the four cases. Moreover, follow up on the qualities of lessons by school authorities is non-existent; their signatures before implementations of lessons are only for checking that lesson plans are prepared. This condition has given teachers the good opportunity to remain away from the determining of the quality of their lesson. Therefore, to help secondary school teachers to continually evaluate their practices through their reflections on the status of implementation of their lessons, lesson plan formats should clearly be prepared and should require teachers to comment on the qualities of the different steps they followed. For instance, spaces should be given to write their reflections on *two-three good practices and why they were good; two-three bad practices and why they were bad; two-three practices that need improvement and why and how can be improved; how will I do it if I teach this topic next time*; and so forth. Furthermore, approval from the concerned curriculum expert for their authenticity should be done just immediately after the implementation of the lesson; to this end, closer follow up is important.

To help secondary school teachers to continually involve in curriculum material evaluation (teachers' guides and student textbooks), curriculum material evaluation guides with clear and specific criteria should be prepared; teachers should be given the orientation on how to use such guides; and such guides should be available and accessible to all teachers on all the times. This will solve the problem on the gaps among teachers, school authorities, zone education offices, and education bureaus. This also alleviates the problems on lack of experience and teachers' knowledge on curriculum material evaluation.

Maintaining Academic Merit for School Management Assignment is needed

Teachers complained on the capabilities and appropriateness of their school management personnel, particularly on the principals and deputy principals. These teachers said that principals and their deputies took the post not due to their efficiencies and competencies in the academics but it is due to their loyalty to the politics. Consequently, these teachers are dissatisfied by school authorities for they are not supportive; teachers frightened them; teachers did not speak their minds; they are frustrated; and hence, case secondary school teachers pretended to discharge their duties and responsibilities whereas they did not do so and their in-school and out-of-school interests are in competition; and monitoring and follow up on such matters by the school management is weak. This has helped case secondary school teachers to incline so as to externalize their failures and an important number of them are away from formal curriculum material evaluation.

Therefore, to help secondary school teachers to optimally discharge their default professional duties and responsibilities and in return keep their integrity and belongingness to their school; individual teachers' academic authority should be recognized. Because such authority is at the operation level, it is at the individual teacher level and hence, it has an important role in the determination of the quality of education. That is, it is the individual teacher who decides why to teach; what and how much to teach; how, with the what of, and the pace of teaching; and he/she decides the types and nature of items of tests and examinations. Accordingly, though it is impossible to separate education from politics, academic meritocracy (being a school manager and get fringe benefits), at least, the academic deputy principal assignment, should be done based on the level of education; level of qualification; teaching efficiency and experience including ability on instructional leadership; nominated and accepted by the teaching staff; and so forth.

Changing the Attitudes of Existing Teachers and Recruiting the Right Ones are needed

Case secondary school teachers do not love the teaching profession; they are not formally discharging one of their default professional duties and responsibilities;

they are complaining; they are dissatisfied; they never have thought their retirements remained in the teaching profession; and above all, they do not have the interest and they confessed this. Hence, they are always on toes to migrate to other professions. Nevertheless, those who want to become teachers should have the commitment, the determination, and willingness to serve the society and in return be able to optimally discharge their default professional duties and responsibilities only by being teachers. To this end, MoE should cater short but intensive courses to existing secondary school teachers on teaching profession, instructional leadership, and on how to discharge their default professional duties and responsibilities. Novice should be with the right profile from university teacher education graduates, recruited based on standardized competency and career inclination test results, and short but intensive induction programs should be conducted.

Raising Teachers' Salary per the Living Standard is needed

Case secondary school teachers complained very much on their salary, they have said it is very low. They began calculating the costs of a kilo of onion, potato, or tomato. Nevertheless, when the idea of curriculum material evaluation by teachers is raised, they said that why do we kill our time on non-paid additional work. Consequently, instead of spending their time in their schools working on the consolidation of their teaching; they are involved in other firms on part-time basis so as to subsidize their income. This practice has made them to work in a tight situation and this is one of the reasons why in-school and out-of-school interests are in great competition. Therefore, for secondary school teachers to involve in the determination of the quality of their work, they have to stop worrying on their basic necessities like on what to eat, drink, or where to live and stop thinking on subsidizing their incomes; they rather have to start working fulltime on how to empower themselves in their default professional duties and responsibilities and in return keep on their integrity and belongingness to their school and teaching profession. To this end, their income should be raised.

Implications for Future Research

My findings showed me that critical case secondary school teachers' involvement in curriculum material evaluation is mainly informal, non-continuous, which they used to do these in a traditional way. Hence, I insist researchers do the same on different subjects and/or on different grade levels so as to see whether such practice is a system in the education of Ethiopian or not.

Moreover, from my findings, I comprehended that critical case secondary school teachers' curriculum material adaptation is based on non-evidence experience-based type; they do not make planned adaptations. Most of their adaptations involve the deletion and/or reduction of activities, group works, examples, and exercises. Does this practice have impact on student achievement?

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APPENDICES

Appendix 1 Researcher Ethical Principles

Dear my Research Partners;

The purpose of this discussion/interview is to generate information regarding teachers' involvement in curriculum material evaluation and adaptation (**teacher's guide, student textbooks, lesson plans, teacher-made tests and examinations, and on the quality and proper utilization of learning-teaching materials**). I will use your response only for academic purpose (to write a PhD thesis) and the success of the study is highly dependent on it. At this point in time, I would like to comfort you that I will keep your name/identity undisclosed; only the date of this discussion will be in place; even your specific locality, school's name, and your group type will remain closed. Hence, I need your permission, consent, and cooperation for recording this discussion/interview for my later reference purposes and I will also assertively explain to you that the information that I will record will remain my sole possession; that I will not transfer it to a third party; that I will neither use any part of it for a different purpose nor I will distort it during information interpretation; that I only interpret your information in relation to the objectives of my study and in return to answer my research questions and finally write my PhD thesis; and upon the completion of the study, if you want, you have the right to go through the study document and comment about it. Furthermore, you have the right to withdraw from the discussion at any time. Hence, please allow me to conduct the discussion/ interview and then, give me genuine information.

Biadgelign Ademe, Researcher.

Appendix 2 Format of a Periodic Lesson Plan

1. Name of the school _____
2. Name of the Teacher _____
3. Subject _____ Chapter/chapter _____
4. Topic(s) _____
5. Grade & Section _____ Duration of the period _____ Date _____
6. Objectives: 1. _____ (General)
 1.1 _____ (Specific)
 1.2 _____ ("), etc.
 2. _____ (General)
 2.1 _____ (Specific)
 2.2 _____ ("), etc.
 Etc.

Time	Topic/sub Topic(s)	M E T H O D S		Teaching Materials	Remarks
		Teacher's Activity	Students' Activity		
		1.Introduction			
		2.Presentation			
		3.Stabilization			
		4.Checking and Evaluation			

Teacher's Signature: _____ Date: _____

Department's Signature: _____ Date: _____

Deputy Director's Signature: _____ Date: _____

Appendix 2A Secondary School in Addis Ababa: Weekly Lesson Plan Format

Name of the Teacher: _____ Subject: _____ Grade: _____

Date: _____ To _____ Number of Periods per week: _____

Chapter: _____		Topic: _____		Sub Topic: _____		Page: _____	
_____ to _____							
Objective:							
Main Content:							
Day	Teacher's Activity			Student's Activity		Teaching Aids	
Monday	Introduction (MIN)						
	Presentation (MIN)						
	Stabilization (MIN)						
	Evaluation (MIN)						
Remark							

Note: The remaining days, to Friday, follow the same format as of this table

Teacher's Signature: _____ Date: _____

Department's Signature: _____ Date: _____

Deputy Director's Signature: _____ Date: _____

Appendix 2B Secondary School in Amhara: Weekly Lesson Plan Format

Teacher's Name _____ Grade and Section _____ Subject _____ Date _____

Topic: _____

Objective- at the end of the lesson, students will be able to

1st Period _____
 2nd Period _____
 3rd Period _____
 4th Period _____
 5th Period _____

Date	Period	Main Content	Time	Teacher's activity	Students' activity	Teaching aids
___/___/2003	1 st			Introduction		
				Presentation		
				Stabilization		
				Evaluation		
___/___/2003	2 nd			Introduction		
				Presentation		
				Stabilization		
				Evaluation		
___/___/2003	3 rd			Introduction		
				Presentation		
				Stabilization		
				Evaluation		
___/___/2003	4 th			Introduction		
				Presentation		
				Stabilization		
				Evaluation		
___/___/2003	5 th			Introduction		
				Presentation		
				Stabilization		
				Evaluation		

Teacher's Name _____

Signature _____

Date _____

Department Head

Name _____

Signature _____

Date _____

Vice Director

Name _____

Signature _____

Date _____

Appendix 2C Secondary School in Oromia: Weekly Lesson Plan Format

Teacher's name: _____
 Teaching dates: _____
 Grade and section: _____
 Subject: _____
 Chapter/Chapter: _____
 Topic: _____
 Duration: _____

Objectives of the Lesson

Days	Weeks	Main Contents	Teacher's Activity	Students' Activity	Teaching materials	Evaluation

Teacher's Sign.

Date: _____

Remark of Dep't Head

Sign. _____

Remark and Sign of V. Director

Sign. _____

Date: _____

Appendix 2D Secondary School in SNNP: Weekly Lesson Plan Format

Teacher's name: _____ Subject: _____ Chapter: _____

Topic: _____ Duration of the plan: _____

Subtopics: _____ Duration of one period: 40'

Grade and Section: _____

Date	Contents of the lesson	Objectives: After completing the this lesson, the student be able to	Teacher's activities	Students' activities	Teaching Aids	Evaluation	Remark

Teacher's Sign. _____

Dep't H. _____

Sig. _____

Remark _____

Appendix 3 Teaching Staff Profile Form

Secondary School in _____ Date _____

	Level of Education	Experience only in teaching in years						Qualification	
		0-5	6-10	11-15	16-20	>20	Total	Teaching	Non-teaching
All teaching staff	MA/M.Sc.								
	BA/B.Sc.								
	Diploma								
	Others								
	Total								
English teachers	MA/M.Sc.								
	BA/B.Sc.								
	Diploma								
	Others								
	Total								
Mathematics teachers	MA/M.Sc.								
	BA/B.Sc.								
	Diploma								
	Others								
	Total								
Teaching load per week									
All teachers		Maximum	Normal		Minimum			Government policy	
	MA/M.Sc.								
	BA/B.Sc.								
	Diploma								
	Others								
	Total								
English teachers	MA/M.Sc.								
	BA/B.Sc.								
	Diploma								
	Others								
	Total								
Mathematics teachers	MA/M.Sc.								
	BA/B.Sc.								
	Diploma								
	Others								
	Total								

Appendix 3A Teaching Staff Profile: Secondary School in Addis Ababa

Date: 11/11/2010

All teaching staff	Level of Education	Experience only in teaching in years						Qualification	
		0-5	6-10	11-15	16-20	>20	Total	Teaching	Non-teaching
	BA/B.Sc.	59	3	0	2	1	65	65	0
	Total	59	3	0	2	1	65	65	0
English teachers	BA/B.Sc.	5	2	0	0	0	7	7	0
	Total	5	2	0	0	0	7	7	0
Mathematics teachers	BA/B.Sc.	10	0	0	0	1	11	11	0
	Total	10	0	0	0	1	11	11	0
Teaching load per week									
All teachers		Maximum		Normal		Minimum		Government policy	
	BA/B.Sc.	20		10		8		20	
English teachers	BA/B.Sc.	20		10		20		20	
Mathematics teachers	BA/B.Sc.	18		10		2-2		20	

Appendix 3B Teaching Staff Profile: Secondary School in Amhara

Date: 14/10/2010

All teaching staff	Level of Education	Experience only in teaching in years						Qualification	
		0-5	6-10	11-15	16-20	>20	Total	Teaching	Non-teaching
	MA/M.Sc.	0	0	0	0	2	2	2	0
	BA/B.Sc.	4	9	9	11	75	108	108	0
	Total	4	9	9	11	77	110	110	0
English teachers	BA/B.Sc.	1	0	0	0	13	14	14	0
	Total	1	0	0	0	13	14	14	0
Mathematics teachers	BA/B.Sc.	0	3	1	0	10	14	14	0
	Total	0	3	1	0	10	14	14	0
Teaching load per week									
All teachers		Maximum		Normal		Minimum		Government policy	
	MA/M.Sc.	30		20		6		Up to 30	
	BA/B.Sc.	30		20		6		Up to 30	
English teachers	BA/B.Sc.	30		25		25		Up to 30	
Mathematics teachers	BA/B.Sc.	30		25		25		Up to 30	

Appendix 3C Teaching Staff Profile: Secondary School in Oromia

Date: **30/09/2010**

All teaching staff	Level of Education	Experience only in teaching in years						Qualification	
		0-5	6-10	11-15	16-20	>20	Total	Teaching	Non-teaching
	MA/M.Sc.	0	2	0	0	2	4	4	0
	BA/B.Sc.	5	21	4	7	53	90	90	0
	Diploma	3	2	1	0	4	10	10	0
	Total	8	25	5	7	59	104	104	0
English teachers	BA/B.Sc.	0	3	0	0	10	13	13	0
	Total	0	3	0	0	10	13	13	0
Mathematics teachers	BA/B.Sc.	1	4	1	2	7	15	15	0
	Total	1	4	1	2	7	15	15	0
Teacher Teaching load per week									
All teachers		Maximum		Average		Minimum		Government policy	
	MA/M.Sc.	30		24		20		Up to 30	
	BA/B.Sc.	30		24		20		Up to 30	
	Diploma	30		24		20		Up to 30	
English teachers	BA/B.Sc.	24		24		20		Up to 30	
Mathematics teachers	BA/B.Sc.	25		25		20		Up to 30	

Appendix 3D Teaching Staff Profile: Secondary School in SNNP

Date: 06/12/2010

	Level of Education	Experience only in teaching in years						Qualification	
		0-5	6-10	11-15	16-20	>20	Total	Teaching	Non-teaching
All teaching staff	MA/M.Sc.	0	0	0	0	1	1	0	1
	BA/B.Sc.	15	6	9	8	59	97	97	0
	Total	15	6	9	8	60	98	97	1
English teachers	BA/B.Sc.	0	0	0	0	15	15	15	0
	Total	0	0	0	0	15	15	15	0
Mathematics teachers	BA/B.Sc.	4	0	1	1	7	13	13	0
	Total	4	0	1	1	7	13	13	0
Teaching load per week									
All teachers		Maximum		Normal		Minimum		Government policy	
	MA/M.Sc.	21		18		12		Up to 30	
	BA/B.Sc.	21		18		12		Up to 30	
English teachers	BA/B.Sc.	20		18		12		Up to 30	
Mathematics teachers	BA/B.Sc.	20		18		12		Up to 30	

Appendix 4 Starting Agendas for FGDs

1. Preconditions for curriculum material evaluation by teachers
 - Experience, knowledge of
 - Load: teaching, administration, out of school,
 - Teacher interest
 - Benefits?
 - First responsible body?
 - The principle that teachers have to evaluate?
 - Circulars?
 - Resources?
 - Support?
 - Advisor?
2. Involvement
 - Practices (good and bad)?
 - Why?
 - What?
- Frequency?
- How?
- Source of information?
- Problems/why not?
3. Result
 - What?
 - Strength?
 - Weakness?
4. Actions
 - Own implementation?
What? Why?
 - Reporting? What? Why?
 - For whom?
 - How?
 - Problems?
5. Alternative strategies. What shall be done to help teachers involve in curriculum material evaluation?

Appendix 5 Voting Items for FGD

1. Who shall be the most responsible body for starting curriculum material evaluation? Rank the first three starting from the most responsible, rank 1, to the 3rd, rank 3, from the following list.

Nº.	Responsible body	Rank
1.1	Group of students	
1.2	Group of teachers	
1.3	Individual students	
1.4	Individual teachers	
1.5	Curriculum experts	
1.6	Ministry of Education	
1.7	Region Education Bureaus	
1.8	Parent-Teacher Association	
1.9	School Curriculum Committee	
1.10	School Improvement Committee	
1.11	Department Curriculum Committee	

2. From the following list of problems, rank the first three most influential problems starting from 1 to 3, according to the degree of influence each factor has on teachers' involvement in curriculum material evaluation.

Nº.	Problems that can limit teacher's involvement in curriculum material evaluation	Rank
2.1	Lack of advisor	
2.2	Lack of interest	
2.3	High teaching load	
2.4	Financial problems	
2.5	Lack of recognition	
2.6	Lack of reference materials	
2.7	Lack of stationery materials	
2.8	Lack of administrative support	
2.9	Results of evaluation are not used	
2.10	Lack of research skill in education	
2.11	Lack of incentive or no extra payment	
2.12	Out of school activities are time-consuming	
2.13	Lack of experience in curriculum material evaluation	
2.14	Lack of knowledge in curriculum material evaluation	
2.15	Teachers do not have the mandate to evaluate curriculum	
2.16	Evaluation of curriculum materials is used for political purposes	
2.17	No clear directive as to the duties and responsibilities of teachers	
2.18	Evaluation of curriculum materials is an additional job to teachers	

3. Teachers can participate in curriculum material evaluation if all or some of the following conducive conditions and/or regulations are implemented. Rank the first three (rank 1 to 3) conditions/regulations where the rank of 1 is the top.

Nº.	Conducive conditions and/or regulations	Rank
3.1	Teachers should be given the mandate	
3.2	Teachers should be given continual training	
3.3	Teachers who participated should be recognized	
3.4	Teachers should be given administrative support	
3.5	Teachers who participated should get additional pay	
3.6	Teachers who did not participate should be demoted	
3.7	Salary of teachers who participated should be raised	
3.8	Teachers should be given expertise/professional support	
3.9	Teachers who participated should be allowed fringe benefits	
3.10	Teachers should be made accountable to quality of curriculum	
3.11	Teachers should constantly seek ways of improving the curriculum	
3.12	Preparing continual course portfolio should be mandatory to teachers	
3.13	Conducting continual action research should be mandatory to teachers	
3.14	Teachers should take the responsibility for asking curriculum questions	
3.15	Preparing continual teaching portfolio should be mandatory to teachers	
3.16	Teachers should take the responsibility for answering curriculum questions	
3.17	Curriculum material evaluation should be considered as part of the teaching load	
3.18	Curriculum material evaluation should be made the right responsibility for teachers	
3.19	Curriculum material evaluation should be an integral part of the teaching profession	

Appendix 6 Starting Questions for Discussion with Head/Expert of Curriculum
Department in Region Education Bureau

- 1 Shall teachers participate in curriculum material evaluation? If so, what enabling situations are there? On what specific areas do they participate? How do teachers participate in this practice? What factors hinder their involvement? What results did they find? What is done with the results? What evidence do you have?
- 2 Does your region support the principle that “teachers have to participate in curriculum material evaluation”? Why? How? If so, do you have documented (plan) evidence?
- 3 What is done in order to implement one of the articles of the Education and Training Policy, 1994, (Create a mechanism by which teachers ... evaluation of the curriculum); one of the profiles of secondary school teacher, TDP 2007 (to conduct research on learning-teaching related practices so as to solve problems and reach to new findings and thoughts); and the key roles given by the school improvement program like to present practice-based solutions on curriculum materials through the evaluations they will make for compatibility to the level and interests of students, relevance, participatory, and to the non-discriminatory materials of these materials.? Do you have documented evidence (may be rules and regulations)?
- 4 What shall be done in order to help secondary school teachers to participate in curriculum material evaluation?

Appendix 7 Problems that Limited Secondary School Teachers' Involvement in Curriculum Material Evaluation

Problems that can limit teacher's involvement in curriculum material evaluation	Rank by Case Secondary School Teachers in														
	Addis Ababa			Amhara			Oromia			SNNP			Total		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Lack of advisor	1	0	2	0	3	1	1	0	1	0	1	1	2	4	4
Lack of interest	0	2	0	2	0	0	0	1	1	1	3	1	3	6	2
High teaching load	0	0	1	0	4	1	1	2	3	0	1	1	1	7	6
Financial problems	3	0	1	3	1	2	2	0	2	0	0	0	8	1	5
Lack of recognition	3	1	0	2	0	3	3	1	0	3	0	1	11	2	4
Lack of reference materials	0	0	0	0	0	1	0	0	0	0	0	1	0	0	2
Lack of stationery materials	0	1	0	0	0	0	0	0	1	0	1	0	0	2	1
Lack of administrative support	2	1	1	1	2	1	1	2	0	2	2	0	6	7	2
Results of evaluation are not used	1	2	1	2	2	1	0	0	2	0	0	0	3	4	4
Lack of research skill in education	0	1	0	1	2	0	0	1	0	3	0	3	4	4	3
Lack of incentive or no extra payment	0	2	2	5	2	4	1	3	1	1	0	1	7	7	8
Out of school activities are time-consuming	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1
Lack of experience in curriculum material evaluation	0	0	1	0	1	1	1	0	1	1	1	1	2	2	3
Lack of knowledge in curriculum material evaluation	0	0	2	1	1	0	2	0	0	0	1	0	3	2	2
Teachers do not have the mandate to evaluate curriculum	0	2	1	1	0	2	0	0	0	3	1	0	4	3	3
Evaluation of curriculum materials is used for political purposes	3	0	0	0	1	1	0	0	0	0	0	4	3	1	5
No clear directive as to the duties and responsibilities of teachers	0	0	1	0	0	0	0	1	0	1	1	1	1	2	2
Evaluation of curriculum materials is an additional job to teachers	0	1	0	0	0	0	0	1	0	0	2	0	0	4	0
Total	13	13	13	19	19	19	12	12	12	15	15	15	59	59	59

Appendix 8 Alternative Strategies that can help Secondary School Teachers to Involve in Curriculum Material Evaluation

Conducive Conditions and/or recognitions that help teachers involve in curriculum material evaluation	Rank of Alternatives by Case Secondary School Teachers in														
	Addis Ababa			Amhara			Oromia			SNNP			Total		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Teachers should be given the mandate	1	3	1	4	2	0	2	0	1	4	1	0	11	6	2
Teachers should be given continual training	0	0	5	5	1	1	0	1	0	1	3	1	6	5	7
Teachers who participated should be recognized	1	2	0	1	0	1	2	1	2	1	0	0	5	4	3
Teachers should be given administrative support	1	1	0	1	3	1	0	1	0	3	2	1	5	7	2
Teachers who participated should get additional pay	3	0	0	3	1	0	1	1	1	0	1	0	7	3	1
Teachers who did not participate should be demoted	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
Salary of teachers who participated should be raised	0	0	1	0	1	1	2	0	0	2	1	1	4	2	3
Teachers should be given expertise/professional support	1	1	1	1	2	1	2	0	3	1	2	2	5	5	7
Teachers who participated should be allowed fringe benefits	0	1	0	0	1	1	1	0	0	0	0	0	1	2	1
Teachers should be made accountable to quality of curriculum	2	0	1	1	3	1	0	0	0	1	0	0	4	3	2
Teachers should constantly seek ways of improving the curriculum	1	0	0	0	1	2	0	2	1	0	0	3	1	3	6
Preparing continual course portfolio should be mandatory to teachers	0	0	0	0	0	0	1	1	0	0	1	1	1	2	1
Conducting continual action research should be mandatory to teachers	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
Teachers should take the responsibility for asking curriculum questions	0	1	3	1	2	1	0	0	0	0	0	4	1	3	8
Preparing continual teaching portfolio should be mandatory to teachers	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Curriculum material evaluation should be considered as part of the teaching load	1	0	0	0	0	4	0	1	1	0	1	1	1	2	6
Curriculum material evaluation should be made the right responsibility for teachers	1	1	0	1	1	2	0	2	1	2	0	0	4	4	3
Teachers should take the responsibility for answering curriculum questions	0	2	1	0	0	0	0	0	1	0	1	0	0	3	2
Curriculum material evaluation should be an integral part of the teaching profession	1	1	0	0	1	2	1	2	1	0	1	1	2	5	4
Total	13	13	13	19	19	19	12	12	12	15	15	15	59	59	59

Appendix 9 Observation Checklist

Secondary school in: _____ Grade: _____ Topic: _____

Teacher level of education: _____ Teaching Experience: _____ years; Observation Day: _____

Elements of curriculum materials from teacher's guides/student textbooks	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators from daily lesson plan and observation (O). Mark (✓)		
Contents		Daily lesson plan	O	
		Added new contents		
		Used contents		
		Deleted/omitted contents		
		Reordered contents		
		Prioritized contents		
		Used activities		
		Reduced activities		
		Simplified activities		
		Used group works		
		Reduced group works		
		Simplified group works		
		Used exercises		
		Used new exercises		
		Reduced exercises		
		Simplified exercises		
		Used examples		
		Reduced examples		
Presented new examples				
Simplified examples				
Pedagogical aspects				
		Used method as suggested		
		Used technique as suggested		
		Did not use method as suggested		
		Did not use technique as suggested		
		Used new method		
		Used new technique		
		Used varied types of methods		
		Used varied types of techniques		
Learning-teaching materials				
		Used material as suggested		
		Used new material		
		Did not use material		
		Highlighted material for emphasis		
		Changed format of material		
		Used variety of materials		

Appendix 9A Observation Result from Secondary School in Addis Ababa Grade: 9

Topic: Common Factors and Common Multiples

Teacher level of education: **B.Ed.** Teaching Experience: **5** years; Observation Day: **02-04/10/12**

Elements of curriculum materials from teacher's guides (MoE, 2010b) and student textbooks (MoE,2010a)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents		1	2	3	O ₁	O ₂	O ₃	
Day 1 - Common factors and GCF - Activity 1.2 - Examples Day 2 - Common Multiples and LCM - Group work 1.3 Day 3 - Activity 1.4 - Examples - Exercises	Day 1 Common factors Day 2 Common Multiples Day 3 Greatest Common Factor (Order of teaching is not per lesson plan but per student textbook)	Added new contents	-	-	-	-	-	-
		Used contents	-	-	-	-	-	-
		Deleted/omitted contents	✓	-	-	-	-	-
		Reordered contents	✓	✓	✓	✓	✓	✓
		Prioritized contents	-	-	-	-	-	-
		Used activities	-	-	-	-	-	-
		Reduced activities	-	-	-	-	-	-
		Simplified activities	-	-	-	-	-	-
		Used group works	-	-	-	-	-	-
		Reduced group works	-	-	-	-	-	-
		Simplified group works	-	-	-	-	-	-
		Used exercises	-	-	-	-	-	-
		Used new exercises	-	-	-	-	✓	✓
		Reduced exercises	-	-	-	-	✓	-
		Simplified exercises	-	-	-	-	-	-
		Used examples	-	-	-	-	-	✓
		Reduced examples	-	-	-	-	-	✓
		Presented new examples	-	-	-	✓	✓	✓
		Simplified examples	-	-	-	✓	✓	✓
Pedagogical aspects								
- Question and answer - Student presentation - Group activities - Group discussion	- Question and answer - Discussion - Lecturing - Demonstration (unplanned techniques are: explaining practice)	Used method as suggested	-	✓	-	-	-	-
		Used technique as suggested	-	✓	-	✓	✓	-
		Did not use method as suggested	✓	-	✓	✓	✓	✓
		Did not use technique as suggested	✓	-	✓	-	-	✓
		Used new method	✓	✓	✓	-	✓	-
		Used new technique	-	-	-	✓	✓	✓
		Used varied types of methods	✓	✓	✓	-	-	-
		Used varied types of techniques	-	-	-	✓	✓	✓
Learning-teaching materials								
- Different charts - Multiplication tables	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 9B Observation Result from Secondary School in Addis Ababa Grade: 10

Topic: **Operation on Polynomials**

Teacher level of education: **B.Ed.** Teaching Experience: **26** years; Observation Day: **02-04/10/12**

Elements of curriculum materials from teacher's guides (MoE, 2010d) and student textbooks (MoE, 2010c)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents		1	2	3	O ₁	O ₂	O ₃	
Day 1 - Activity 1.2 - Addition of polynomials - Examples - Activity 1.3 - subtraction of polynomials - Examples Day 2 - Multiplication of polynomials - Examples - Activity 1.4 - Division of polynomials - Examples - Activity 1.5 - Group work 1.1 Day 3 - Exercise 1.3	Day 1 Addition and subtraction of polynomials [new content is Definition which is not in textbook] Day 2 Multiplication and division of polynomials Day 3 Solving exercises (Reordering includes a note which was on p.24 to p.18 based on solution of an exercise)	Added new contents	-	-	-	-	✓	-
		used contents	-	-	-	-	-	-
		Deleted/omitted contents	✓	✓	-	✓	-	-
		Reordered contents	-	-	-	✓	✓	✓
		Prioritized contents	-	-	-	-	-	-
		Used activities	-	-	-	-	-	-
		Reduced activities	-	-	-	-	-	-
		Simplified activities	-	-	-	-	-	-
		Used group works	-	-	-	-	-	-
		Reduced group works	-	-	-	-	-	-
		Simplified group works	-	-	-	-	-	-
		Used exercises	-	-	-	✓	✓	✓
		Used new exercises	-	-	-	✓	-	-
		Reduced exercises	-	-	-	✓	✓	✓
		Simplified exercises	-	-	-	-	-	-
		Used examples	-	-	-	-	-	-
		Reduced examples	-	-	-	-	-	-
		Presented new examples	-	-	-	✓	✓	✓
		Simplified examples	-	-	-	✓	✓	-
Pedagogical aspects								
- Practice - Discussion - Question and answer - Group work - Presentation - demonstration	- Question and answer - Lecturing - Demonstration (unplanned techniques are: - explaining - practice)	Used method as suggested	-	-	-	-	-	-
		Used technique as suggested	-	✓	-	✓	✓	-
		Did not use method as suggested	✓	✓	✓	✓	✓	✓
		Did not use technique as suggested	✓	✓	✓	✓	-	✓
		Used new method	✓	✓	-	✓	✓	-
		Used new technique	-	-	-	✓	✓	✓
		Used varied types of methods	-	-	-	-	-	-
		Used varied types of techniques	-	-	-	-	✓	-
Learning-teaching materials								
- Different charts - Model graph	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 9C Observation Result from Secondary School in Amhara Grade: 9

Topic: **The Real Numbers System**

Teacher level of education: **B.Sc.** Teaching Experience: **20** years; Observation Day: **30-31/10/12 & 01/11/12**

Elements of curriculum materials from teacher's guides (MoE, 2010b) and student textbooks (MoE,2010a)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents			1	2	3	O ₁	O ₂	O ₃
Day 1 • The four Operations on Real Numbers • Activity 1.2 • Group work 1.6 • Activity 1.3 • Examples Day 2 • Activity 1.4 • exercise 1.8 Day 3 Counting and Measuring • Counting • Measuring Estimation • Rounding • Decimal Places	Day 1 • The four Operations on Real Numbers • Rules of Exponents Day 2 Additive and Multiplicative Inverses Day 3 • Exercise 1.8 • Limits of Accuracy	Added new contents	-	✓	✓	-	✓	✓
		Used contents	-	-	-	-	✓	-
		Deleted/omitted contents	✓	✓	✓	-	✓	✓
		Reordered contents	-	-	-	-	✓	-
		Prioritized contents	-	-	-	-	-	-
		Used activities	-	-	-	✓	-	✓
		Reduced activities	-	-	-	✓	-	✓
		Simplified activities	-	-	-	✓	-	-
		Used group works	-	-	-	-	-	✓
		Reduced group works	-	-	-	-	-	✓
		Simplified group works	-	-	-	-	-	-
		Used exercises	✓	-	-	✓	✓	-
		Used new exercises	-	-	-	-	✓	-
		Reduced exercises	-	-	-	✓	✓	-
		Simplified exercises	-	-	-	-	✓	-
		Used examples	-	-	-	-	-	-
		Reduced examples	-	-	-	✓	-	-
		Presented new examples	-	-	-	✓	✓	✓
		Simplified examples	-	-	-	✓	-	-
Pedagogical aspects								
• Discussion • Practice • Presentation • Question and Answer	• Discussion • Question and Answer • Explaining (unplanned method is lecture and technique is Practice)	Used method as suggested	✓	✓	✓	✓	-	✓
		Used technique as suggested	-	-	-	✓	-	✓
		Did not use method as suggested	-	-	-	-	-	-
		Did not use technique as suggested	-	✓	-	-	-	-
		Used new method	-	-	-	✓	✓	✓
		Used new technique	✓	✓	✓	✓	✓	✓
		Used varied types of methods	-	-	-	-	-	-
		Used varied types of techniques	-	-	-	✓	✓	✓
Learning-teaching materials								
• Different Charts • Multiplication tables	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 9D Observation Result from Secondary School in Amhara Grade: 10

Topic: **Exponential and Logarithmic Functions**

Teacher level of education: **B.Ed.** Teaching Experience: **10** years; Observation Day: **30-31/10/12 & 01/11/12**

Elements of curriculum materials from teacher's guides (MoE, 2010b) and student textbooks (MoE,2010a)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no							
Contents			1	2	3	O ₁	O ₂	O ₃	
Day 1 Exponents • Examples • Opening problems • Exponents Notation • Activity 2.1 • Examples Day 2 Laws of Exponents • Group work 2.1 • Examples • Activity 2.2 • Examples • Group work 2.2 • Examples • Exercise 2.1 Day 3 Rational Exponents • Activity 2.3 • Examples Irrational Exponents • Examples	Day 1 Exponents	Added new contents	-	-	-	-	-	-	
		Used contents	-	-	-	✓	✓	-	
		Deleted/omitted contents	✓	✓	✓	-	-	-	
		Reordered contents	-	-	-	-	-	-	
		Prioritized contents	-	-	-	-	-	-	
		Used activities	-	-	-	✓	✓	✓	
	Day 2 Laws of Exponents	Reduced activities	-	-	-	✓	-	✓	
		Simplified activities	-	-	-	-	-	✓	
		Used group works	-	-	-	✓	-	-	
		Reduced group works	-	-	-	✓	-	-	
		Simplified group works	-	-	-	-	-	-	
		Used exercises	-	-	-	-	✓	✓	
		Used new exercises	-	-	-	-	-	-	
		Reduced exercises	-	-	-	-	✓	✓	
	Day 3 Rational and Irrational Exponents	Simplified exercises	-	-	-	-	-	-	
		Used examples	-	-	-	✓	-	✓	
		Reduced examples	-	-	-	✓	-	✓	
		Presented new examples	-	-	-	✓	✓	✓	
		Simplified examples	-	-	-	-	-	-	
Pedagogical aspects									
• Discussion • Practice • Question and Answer		• Discussion • Question and Answer (unplanned method is lecture and technique is explaining)	Used method as suggested	✓	✓	✓	✓	-	✓
			Used technique as suggested	-	-	✓	✓	✓	✓
			Did not use method as suggested	-	-	-	-	✓	-
			Did not use technique as suggested	-	✓	-	-	-	-
			Used new method	-	-	-	✓	-	✓
			Used new technique	-	-	-	✓	✓	✓
	Used varied types of methods		-	-	-	-	✓	-	
	Used varied types of techniques		-	-	-	✓	-	✓	
Learning-teaching materials									
• Calculator • Pre made Graph Common to Exponential and Logarithmic Functions	(Unplanned but used material is calculator)	Used material as suggested	-	-	✓	-	-	✓	
		Used new material	-	-	-	-	-	-	
		Did not use material	✓	✓	✓	✓	✓	✓	
		Highlighted material for emphasis	-	-	-	-	-	-	
		Changed format of material	-	-	-	-	-	-	
		Used variety of materials	-	-	-	-	-	-	

Appendix 9E Observation Result from Secondary School in Oromia Grade: 9

Topic: **Real Numbers**

Teacher level of education: **B.Sc.** Teaching Experience: **24** years; Observation Day: **16-18/10/12**

Elements of curriculum materials from teacher's guides (MoE, 2010d) and student textbooks (MoE, 2010c)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents			1	2	3	O ₁	O ₂	O ₃
Day 1 - Exponents and Radicals - Roots and Radicals - Examples Day 2 - Exponents and Radicals [cont.] - the nth Root - examples Day 3 - Meaning of Fractional Exponents - Activity 1.8 - Examples - Group work 1.5	Day 1 Exponents and Radicals	Added new contents	-	-	-	-	-	-
		Used contents	-	-	-	✓	✓	✓
		Deleted/omitted contents	✓	✓	✓	-	-	-
		Reordered contents	-	-	-	-	-	-
		Prioritized contents	-	-	-	-	-	-
	Day 2 n th Roots and Radicals	Used activities	-	-	✓	-	-	✓
		Reduced activities	-	-	-	-	-	-
		Simplified activities	-	-	-	-	-	-
		Used group works	-	-	-	-	-	-
		Reduced group works	-	-	-	-	-	-
	Day 3 Fractional Exponents	Simplified group works	-	-	-	-	-	-
		Used exercises	-	-	-	-	-	-
		Used new exercises	-	-	-	-	-	-
		Reduced exercises	-	-	-	-	-	-
		Simplified exercises	-	-	-	-	-	-
		Used examples	-	-	-	✓	✓	✓
		Reduced examples	-	-	-	✓	✓	✓
		Presented new examples	-	-	-	✓	✓	-
		Simplified examples	-	-	-	✓	✓	✓
Pedagogical aspects								
- Discussion - Question and answer - pair grouping - Individual activities - Practice - Explaining	Explaining (unplanned method is lecture and techniques are: - question and answer - practice - grouping in 5-6)	Used method as suggested	-	-	-	-	-	-
		Used technique as suggested	-	-	✓	✓	✓	✓
		Did not use method as suggested	-	✓	-	✓	-	✓
		Did not use technique as suggested	-	✓	✓	✓	-	✓
		Used new method	-	-	-	✓	✓	✓
		Used new technique	-	✓	-	✓	✓	✓
		Used varied types of methods	-	-	-	-	-	-
		Used varied types of techniques	-	-	-	-	-	-
Learning-teaching materials								
- Different charts - Model graph	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 9F Observation Result from Secondary School in Oromia Grade: 10

Topic: **Polynomial Functions**

Teacher level of education: **B.Sc.** Teaching Experience: **21** years; Observation Day: **16-18/10/12**

Elements of curriculum materials from teacher's guides (MoE, 2010d) and student textbooks (MoE, 2010c)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents			1	2	3	O ₁	O ₂	O ₃
Day 1 - Polynomial Division Theorem - Activity 1.6 - Examples - Exercise 1.4 Day 2 - Remainder Theorem - Activity 1.7 - Examples - Exercise 1.5 Day 3 - Factor Theorem - Activity 1.8 - Group work 1.2	Day 1 - Polynomial Division Theorem - Activity 1.6 - Exercise 1.4 Day 2 - Remainder Theorem - Activity 1.7 - Exercise 1.5 Day 3 - Factor Theorem - Activity 1.8 - Group work 1.2	Added new contents	-	-	-	-	-	-
		Used contents	-	-	✓	-	✓	✓
		Deleted/omitted contents	✓	✓	-	-	✓	-
		Reordered contents	-	-	-	-	-	-
		Prioritized contents	-	-	-	-	-	-
		Used activities	✓	✓	✓	✓	✓	✓
		Reduced activities	-	-	-	-	-	-
		Simplified activities	-	-	-	-	-	-
		Used group works	-	-	-	-	-	-
		Reduced group works	-	-	-	-	-	-
		Simplified group works	-	-	-	-	-	-
		Used exercises	✓	✓	✓	✓	✓	-
		Used new exercises	-	-	-	-	-	-
		Reduced exercises	-	-	-	✓	✓	✓
		Simplified exercises	-	-	-	-	-	-
		Used examples	-	-	-	-	-	-
		Reduced examples	-	-	-	-	-	-
		Presented new examples	-	-	-	✓	-	-
		Simplified examples	-	-	-	✓	-	-
		Pedagogical aspects						
- Discussion - Question and answer - Group work - Individual activities - Practice - Presentation	Discussion	Used method as suggested	✓	-	✓	-	-	-
	(unplanned method is lecture and Techniques are: - question and answer - practice - explaining)	Used technique as suggested	-	-	-	✓	✓	-
		Did not use method as suggested	-	✓	-	✓	-	✓
		Did not use technique as suggested	✓	✓	✓	-	✓	✓
		Used new method	-	✓	-	✓	✓	✓
		Used new technique	-	-	-	✓	✓	✓
		Used varied types of methods	-	-	-	-	-	-
		Used varied types of techniques	-	-	-	✓	-	✓
Learning-teaching materials								
- Different charts - Model graph	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 9G Observation Result from Secondary School in SNNP Grade: 9

Topic: **Exponential Functions**

Teacher level of education: **B.Ed.** Teaching Experience: **3** years; Observation Day: **22-24/10/12**

Elements of curriculum materials from teacher's guides (MoE, 2010d) and student textbooks (MoE, 2010c)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents			1	2	3	O ₁	O ₂	O ₃
Day 1 • Theorem 1.2 • Activity 1.8 • Examples • Activity 1.9 • Examples Day 2 • Theorem 1.3 • Examples • Activity 1.10 • Definition 1.10 • Examples • Group work 1.5 Day 3 • Definition 1.11 • Exercise 1.5	Day 1 Theorem 1.2 Day 2 Theorem 1.3 Day 3 Definition 1.11	Added new contents	-	-	-	-	-	-
		Used contents	-	-	-	-	-	-
		Deleted/omitted contents	✓	✓	✓	✓	✓	✓
		Reordered contents	-	-	-	-	✓	✓
		Prioritized contents	-	-	-	-	-	-
		Used activities	-	-	-	-	-	-
		Reduced activities	-	-	-	-	-	-
		Simplified activities	-	-	-	-	-	-
		Used group works	-	-	-	-	-	-
		Reduced group works	-	-	-	-	-	-
		Simplified group works	-	-	-	-	-	-
		Used exercises	-	-	-	-	✓	✓
		Used new exercises	-	-	-	✓	-	-
		Reduced exercises	-	-	-	-	✓	✓
		Simplified exercises	-	-	-	-	-	-
		Used examples	-	-	-	✓	✓	-
		Reduced examples	-	-	-	✓	✓	-
		Presented new examples	-	-	-	✓	✓	✓
		Simplified examples	-	-	-	-	-	✓
		Pedagogical aspects						
• Discussion • Question and answer	Question and answer	Used method as suggested	-	-	-	-	-	-
	(unplanned method is lecture and Techniques are: • practice • explaining)	Used technique as suggested	-	✓	✓	✓	✓	✓
		Did not use method as suggested	✓	✓	✓	✓	✓	✓
		Did not use technique as suggested	-	-	-	-	-	-
		Used new method	-	-	-	✓	✓	✓
		Used new technique	✓	-	-	✓	✓	✓
		Used varied types of methods	-	-	-	-	-	-
		Used varied types of techniques	-	-	-	✓	✓	✓
Learning-teaching materials								
• Different charts • Model graph	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 9H Observation Result from Secondary School in SNNP Grade: 10

Topic: **Exponential Functions**

Teacher level of education: **B.Ed.** Teaching Experience: **20** years; Observation Day: **22-24/10/12**

Elements of curriculum materials from teacher's guides (MoE, 2010d) and student textbooks (MoE, 2010c)	Elements of curriculum materials as decided from daily lesson plans	Adaptation Indicators respectively from daily lesson plans (1-3) and Observations (O ₁ -O ₃) Mark (✓) for yes and (-) for no						
Contents			1	2	3	O ₁	O ₂	O ₃
• Zeros and their Multiplicity • Examples • Exercise 1.7 • Location Theorem • Activity 1.10 • Examples • Exercise 1.8 Rational Root Test • Activity 1.11 • Examples • Exercise 1.9 Graphs of Polynomial Functions • Activity 1.12 • Examples • Activity 1.13 • Group work 1.3 • Examples • Group work 1.4 • Exercise 1.10	• Rational Root Test • Graphs of Exponential Functions (What the teacher has actually done- Day 1 • Rational Root Test Day 2 • Location theorem • Zeros and their multiplicity Day 3 • Graphs of Polynomial Functions)	Added new contents	-	-	-	-	-	-
		Used contents	-	-	-	-	-	-
		Deleted/omitted contents	✓	✓	✓	✓	✓	✓
		Reordered contents	-	-	-	✓	✓	✓
		Prioritized contents	-	-	-	-	-	-
		Used activities	-	-	-	✓	-	-
		Reduced activities	-	-	-	-	-	-
		Simplified activities	-	-	-	-	-	-
		Used group works	-	-	-	-	-	-
		Reduced group works	-	-	-	-	-	-
		Simplified group works	-	-	-	-	-	-
		Used exercises	-	-	-	-	✓	-
		Used new exercises	-	-	-	✓	-	✓
		Reduced exercises	-	-	-	-	✓	-
		Simplified exercises	-	-	-	-	-	-
		Used examples	-	-	-	✓	-	-
		Reduced examples	-	-	-	✓	-	-
		Presented new examples	-	-	-	✓	✓	✓
		Simplified examples	-	-	-	-	-	-
Pedagogical aspects								
• Discussion • Question and answer	• Lecture • Practice • Explaining • Question and answer	Used method as suggested	-	-	-	-	-	-
		Used technique as suggested	✓	✓	✓	✓	✓	✓
		Did not use method as suggested	✓	✓	✓	✓	✓	✓
		Did not use technique as suggested	-	-	-	-	-	-
		Used new method	✓	✓	✓	✓	✓	✓
		Used new technique	✓	✓	✓	✓	✓	✓
		Used varied types of methods	-	-	-	-	-	-
		Used varied types of techniques	-	-	-	✓	✓	✓
Learning-teaching materials								
• Different charts • Model graph	_____	Used material as suggested	-	-	-	-	-	-
		Used new material	-	-	-	-	-	-
		Did not use material	✓	✓	✓	✓	✓	✓
		Highlighted material for emphasis	-	-	-	-	-	-
		Changed format of material	-	-	-	-	-	-
		Used variety of materials	-	-	-	-	-	-

Appendix 10 Starting Questions for Interview with Mathematics Teachers

1. Do you/your colleagues have problems in teaching Mathematics related to curriculum materials? What are these problems? How did you solve them?
2. Do you make curriculum material adaptation/adjustment? How frequent is it? What do you adapt/adjust? How do you adapt? Why do you adapt? (Why changes in your lesson plan compared from teacher's guide and student textbook? If any)
3. May you explain to me what you know about adaptation/adjustment of curriculum materials
4. How do you conduct student evaluation?
5. What is your ground for preparing tests and examinations?
6. How similar or different are your tests and examinations from what is suggested from teacher's guides/syllabus?
7. What shall be done in order to help teachers adapt/adjust curriculum materials?