



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE EFFECTIVENESS OF CIVICS AND ETHICAL EDUCATION IN
BUILDING ETHICAL BEHAVIOR OF STUDENTS: THE CASE OF PUBLIC
SECONDARY SCHOOLS IN BOLE SUB-CITY, ADDIS ABABA, ETHIOPIA

BY
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**A Thesis Presented to the School of Graduate Studies, in Partial Fulfillment of
the Requirements for the Degree of Master of Arts in Educational Leadership
and Management**

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This is to certify that the thesis prepared by Kalkidan Aklilu, entitled: The effectiveness of Civics and Ethical Education in Building Ethical Behavior of Students: The case of Public Secondary Schools in Bole Sub-city, Addis Ababa, Ethiopia, and presented in partial fulfillment for the degree of Master of Arts in Educational Leadership and Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

APPROVED BY THE BOARD OF EXAMINERS

Chairman, Department Graduate Committee	Signature
Advisor	Signature
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Internal Examiner	Signature

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Studying education means a great deal for me because I've considered it as a milestone for the beginning of the career path that I'm truly passionate about. I've faced different challenges in continuing my education while keeping my job on the side and there were many times where I needed the hands of those around me. I'm here to provide my heartfelt gratitude for everyone who have invested on me in any way for that's the reason I'm here now.

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Acronyms

CEE	Civics and Ethical Education
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
HPE	Health and Physical Education
MoE	Ministry of Education
SPSS	Statistical Package for the Social Sciences
UNDP	United Nations Development Program
TDP	Teacher Development Program

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Abstract

The purpose of this research was to investigate the effectiveness of Civics and Ethical Education in building ethical behavior of students; to examine the achievement and the challenges behind the curriculum and its implementation and also, to make feasible recommendations based on the results. The study was conducted in the six government secondary schools found at Bole Sub-city, Addis Ababa. To efficiently undertake the research, mixed methods research design was employed and sampling techniques; cluster sampling and purposive sampling were employed to collect data from a total of 799 students, 25 teachers, five principals and four key informants. Data collection was carried out using instruments; questionnaire, quiz, interview and observation checklist and then, analyzed quantitatively; using frequency, percentage, mean and standard deviation and qualitatively using content analysis technique. The major findings of the research showed that: first, students though they consider Ethics as something important to be learned, they have difficulties in understanding the fundamental meaning, purpose, benefit and its application in life. Second, teachers manifest incompetence in the necessary skill and attitude required by the course and in addition, both the school administration and the educators neither think of themselves as ethical role models and act accordingly nor take the initiation to shape their students behavior ethically. Third, it was realized that Civics and Ethical Education is nowhere near to be considered as the educator of ethics. The content comprehension of morality is close to be called nominal for it to make actual contribution in the moral development of students. Therefore, it was concluded that the objectives that were preset in the policy are not achieved and it's recommended that there is a need for a major curriculum reform in the content and mode of delivery of the course in order to make Civics and Ethical Education the source of ethics and morality to the young. Last but not list, the effect of ethical education in individuals' personal and professional life in the case of Ethiopia and strategies in incorporating ethical education as one of the subjects in Ethiopian schools, were recommended as focal areas for further study.

Chapter One

Introduction

The major portions to be discussed in this section are the background of the study, the problem statement, objectives of the study, significance of the research, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of the Study

The term Ethics is originally derived from Greek word Ethos, which means custom or character (Nur, 2014). Ethics is a guide for what's morally wrong or right. It's a moral philosophy, which is practiced in every minute of our life because it lays the foundation for our values and serves as a reference to all of our decisions. Ethics provides a set of principles that can adjust one's action towards something and leaves the decision entirely to the individual. Ethical principles tend to clarify and eliminate confusion which enables the capability of analyzing a problem from different perspectives and facilitate the formulation of moral judgment by the end.

Ethical values are not facts but a collection of a commonly agreed way of conducts that can serve as an inner guide for actions once they are adopted. The most commonly known ethical values are honesty, integrity, promise keeping, trustworthiness, law abiding, respect and so forth. The practicability of these values revolves around something or someone beyond personal interests and desires and that's actually what makes ethics a fundamental concept to be understood and be practiced in order to enable the existence of stable and healthy community. Differences are the inevitable feature of humanity and in order to realize a peaceful and productive coexistence, adopting ethical values is important for accepting those differences and for employing diplomatic conflict resolution techniques.

Ethical values can be developed from family, religion, media, school, environment and so forth starting from an early age. These parties play a great role on how efficiently these values are transferred to the young but somehow, the values and their priority might vary between families, communities and religions because of different reasons. Besides that, people nowadays are relatively becoming drifted away from religion and on the other hand, in modern families, both parents tend to be occupied by office work and seem to be spending limited time with their children. Though the economic benefits from multiple income is undoubtable, the gap its creating

on proper child bearing which consist of teaching the child the very core values like caring, tolerance, loyalty, togetherness ... etc shows lacking abundantly since recent years. Therefore, including ethics in the education system based on some basic standard is a necessity in order to both fill the parental gap and also to set a common guide of moral principles which can be used as a reference for individuals to mutually co-exist in a community.

The history of teaching Ethics in school is not a new concept in the case of Ethiopia. Although it was known by the name Moral Education, the course constituting the concepts of Civic and Ethical Education were integrated formally in the education policy during the imperial regime (Haileselesie I). Textbooks were prepared and attempts were made to teach the course at different school levels. However, the curriculum of the course was criticized on instrumenting the course to preach and internalize the monarchical rule in the minds of the students. Additionally, contents of the course were considered to be highly characterized by religious views and values. Nonetheless, the contents constitute essential elements in individual and societal ethical character development (Meron, 2006).

Then after, by the time of the Derg regime, the subject had changed its course and started to be referred as Political education. The subject was given starting from grade four with the objective of creating all rounded, hardworking and patriotic citizens. However, the course contents were highly influenced by socialistic ideology and were taken as a tool to spread the communist culture in the society. Following the downfall of Derg, the FDRE introduced Civics and Ethical Education in Ethiopia's education curriculum at primary, secondary and tertiary levels. As stated in MoE, 2004, following the country's transition to democracy in the 1990s, attempts have been made to institutionalize the protection of human and democratic rights of citizens, and also a popular constitution was set in place. To further enhance the ideals of democracy and constitutionalism, Civic education was introduced into the education system. In 1993, after two years of discussion, the first curriculum of civic education was introduced. At first, the subject was called Civic Education, but was then renamed Civics and Ethical Education after a curricular reform in 2000 (Yamada, 2011).

The concept Civics and Ethical Education is not limited to its political schemes but also comprises the social aspects of human life. Some researchers also try to demonstrate the area of concepts covered by the field. For example, as categorized by Levstik and Tyson (cited in Aviv Cohen, 2009) who identify five broad categories representing the main components of this field: US democracy; cross-national comparisons; discussion and decision making; service learning; and cosmopolitan and multicultural education (pp. 2-3). And standing on the shoulder of the previous categorization, Cohen demonstrates a new classification encompassing four main aspects: Political Knowledge, Normative Values, Individualistic Civic Behavior and Communal Civic Behavior (Cohen, 2009). Based on the above statements and ideologies, it's clear to see that civic education teachings and applications are not merely limited to political taught and conduct but also impact the individual's perception in multiple social situations and day to day life bearings.

Additionally, Meron (2006) stated that civics can be defined as a branch of Social Study, which deals with the human character, habit, tradition, political organization, mutual relations of state and citizens and the structure, and working of local, provincial and federal governments. Briefly speaking, it encompasses all aspects of human social life explaining the society where a man lives and works for its own welfare.

So far I've tried to discuss the basic concept and the general categorization of Civics and Ethical Education as a field of study and in this particular research, the focus will be the contribution of Civics and Ethical Education in nurturing students' ethical behavior and its effectiveness in accordance with the objectives set in the policy.

The 1994 Education and Training Policy puts the following goals as one of the general and specific objectives respectively:

- i. Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline
- ii. To provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with moral values.

The policy objectives clearly show what the course stands for and what the field Civics and Ethical Education works to achieve. Despite that, little is known on how effective the course is doing in

cultivating moral values and good citizenship. In addition, ESDP III vision mission statement stated the program ensure that educational establishments are production centers for well-rounded, competent, disciplined and educated people through the inclusion of Civics and Ethical Education with trained, competent and committed teachers (ESDP-III, 2005). And yet, despite what the program envisioned, the practicability starting from producing the right educators to achieve the general goal is something that should be taken under research and be evaluated.

1.2 Problem Statement

Effective delivery of education, in modern terms, is the process of guiding the learner to develop the intended knowledge, skill and attitude toward a specific area of subject. Approaches and teaching strategies may acceptably vary between fields and situations but despite all, the core motive is to put the preferences allied with the general objective which is bringing full understanding on the specific field and further, developing analytical skills such as logical reasoning, critical thinking and creativity of the learner. When we talk about education; the policy, the curriculum, the professional and ethical capability of the teacher, the methods employed on the delivery, the status of the learner, the attention given to the field by the school (administration and staff) and students, among other internal and external factors, play the major roles on the effectiveness of the process.

Education policies and curriculum must be developed in a way to ensure effective practicability of the subject matter to reach the minds of the learner otherwise it's debatable that the professional skill and commitment of the teacher would result the desired outcome alone. Regarding Civics and Ethical Education, the third education sector development program stated that to promote the effectiveness of Civics and Ethical Education, the Ministry of Education has taken different measures so far. The value of Civics and Ethical Education are integrated in all subjects, both at primary and secondary levels, to help students acquire, understand and own the values. On the other hand, efforts have been made to build the capacity of teachers through the provision of training opportunities so that they can effectively teach Civics and Ethical Education. Moreover, Civics and Ethical Education clubs have been established in all schools to let students have the chance to exercise what they have learned in their respective classes and develop their skills for active participation (ESDP-III, 2005).

In Ethiopia, under the implementation of Civics and Ethical Education, significant progresses were made on different major areas. According to Tesfaye et al. (2013), the existing Civic Education curriculum has contributed to introduce youth to the values of democracy and human rights, which had never existed in the country's modern history. This statement emphasizes how the exposure is needed in order for the country to progress in democratization and modernity.

Citizens with the intent awareness of their rights and responsibilities are sources of prolonged social, economic and political development. On the other hand, the social values like tolerance, empathy, respect, equality, solidarity and others, which are included in the field are necessities for a multicultural country like ours. In order to exist in peace and to promote a sustainable unified development, there has to be a study field like Civics and Ethical Education which enlighten the community on such specific areas. That being said, it's obvious that it will be hard to develop this awareness in a shorter period of time as Ethiopia has passed through various political and social ups and downs and keeping the low literacy level in mind but by consistently looking after the curriculum and ways of delivery, it's possible to acquire the best out of the course's benefits.

Regarding this, different studies had been conducted focusing on both the political and ethical themes of the field. These researches tend to produce results that show various short comings in different areas of the discipline's practicability and from those; policy and curriculum inclination to the political portion of the course, content design limitations and teachers' professional and ethical proficiency were some. Birhanu (2012), in his study stated that "Many people including teachers have criticized CEE for its unbalanced emphasis for social and political values. It was argued that the government is more communicated to political values rather than social ones." Moreover, Habtamu (2010), in his book review make an emphasis on the situation that the current Civics and Ethical Education is not convincingly capable of developing important competencies such as; communication abilities (listening, negotiation, proper use of words and phrases), critical thinking abilities (analyzing, predicting, comparing, evaluating), conflict diagnosing abilities (root causes, fairness, focusing on interests, thinking of alternatives, and effects), and emotional abilities (managing anger and fear, reason governing behaviors).

On the other hand, Birhanu (2012), regarding on the approach of teachers in the school, stated that Civics and Ethical Education teachers are completely dependent on the text book only. Even though little effort was made by them to use additional instructional materials, the competence and

commitment of their teaching was inadequate. And also, a study by Gosa (2018) implies that in many secondary schools, teachers who graduated in social studies and non-social studies have been teaching Civics and Ethical Education.

Concerning Civics and Ethical Education meeting its ethical objective, it has become apparent through the years that the expected moral development is not pronounced adequately in the behavior of the young. The moral and ethical values like mutual respect, honesty, integrity, compassion, justice and others are not well exercised in almost all educational levels and different work places. The ethical flaws of experts in different professions have been a burning issue since recent years and this has costed individuals, businesses, families and the country in general a huge price for the outcomes resulting from the lack of ethical principles.

So far various reasons can be mentioned as causes for the diminishing moral virtue but it's quite obvious that the education system is one of the key places to begin with. In past studies, researchers had tried to show that policy objectives are not thoroughly aligned with the curriculum to produce the desired outcome. Habtamu (2010), in his study explained that among the three domains of competencies (knowledge, skill and attitude), the lions share on the contents of Civics and Ethical Education text books is focused on knowledge transfer. Competencies listed in the domains of skills and attitudes/values are less than 10% each for all the four grades (9-12). But, peace and non-violence tend to revolve more around emotions, attitudes, values and skills than just knowledge. This premise emphasizes that much focus should be given on the contents in the area of cultivating the right attitudes and skills.

On the other hand, Gosa (2018), criticized that the curriculum of Civics and Ethical Education was developed through 'copy and paste' of other fields' curriculums such as Political Science, Philosophy and other fields without the proper adoption and contextualization and this was taken as a cause for the course's inefficiency to result the expected skill and behavioral development. More on this, Meron (2006), stated that the present curriculum was not adequately planned. Moreover, different contextual aspects were being subsumed, while greatest numbers of issues were entirely coping western elements of education in general. Additionally, Eyayu (2007), based on the results of his study, mentioned that both teachers and students strongly disagree that

Ethiopian common social values are included in Civics and Ethical Education textbooks and in the learning process in general.

As far as previous studies are concerned, content acquisition of the three domains (knowledge, skill and attitude), the balance of civic and ethics in the curriculum and teachers' competency were studied in depth to evaluate the effectiveness of Civics and Ethical education in resulting a significant behavioral changes both on civic and ethical aspects. On the other hand, students understanding and attitude towards CEE was not given as much emphasis to be considered as a valuable input to understand the shortcomings in the subject area. Students nowadays are well informed and are capable of making stands on the subjects that involve them whether the judgments are right or wrong. The researcher assumed that it's important to know where our students are regarding learning CEE and has given a significant portion to study just that. Moreover, the study emphasizes on investigating on a more effective and convenient way of conducting ethical education in order to pass on a feasible recommendation.

To summarize the main idea, the decline in holding into ethical values and moral principles has become the common issue in our current society. Keeping this into account, the need for effective education towards developing such skills is beyond agreeable. Civics and Ethical Education, as a field of study has put nurturing the ethical behavior of students as one of its objectives. And yet, based on the above discussions it's evident that the practicability and outcome didn't shine out as desired. This study was employed to investigate the main areas of the curriculum design and implementation that affect the effectiveness of Civics and Ethical Education in building the ethical behavior of students in the case of government secondary schools found at Bole sub-city.

In this study, the following research questions were addressed

1. How adequate is the inclusiveness of ethics in the curriculum of Civics and Ethical Education?
2. To what extent teachers and principals are committed in teaching and exercising ethical values in schools?
3. To what extent the students understand the moral objective of the course?
4. To what extent Civics and Ethical Education is contributing to the behavioral development of students?

1.3 Objectives

1.3.1 General Objectives

The objective of this study is to investigate the achievements and the challenges of Civics and Ethical Education in building the ethical behavior of students and to provide a comprehensive review on the major areas that need to be addressed in order to improve its impact.

1.3.2 Specific objectives

- To assess students' understanding of ethics and its principles
- To investigate the attitude and commitment of teachers and principals in teaching and exercising ethical values in school
- To investigate the adequacy in contents of ethics in the curriculum of Civics and Ethical Education
- To investigate the tangible contributions of Civics and Ethical Education in behavioral development since its introduction in the education system

1.4 Significance of the Study

I believe, if Civics and Ethical Education is taught and practiced effectively in schools, it has the capacity to shape the minds of the young and turn them to ethical and again, productive citizens as McDonnell and Russell (cited in Encep, 2015) mentioned that, "it is in schools that we have the greatest potential for overcoming the crisis of character that is raging all around us".

Here I've mentioned the beneficiaries of this study:

- a. This study will benefit curriculum research as it is planned to investigate the course's limitations and also, to visualize where our students are regarding achieving the objectives of Civics and Ethical Education.
- b. The study will benefit the responsible government body to get direction for amendments so as to use Civics and Ethical Education as a tool in building the moral values of citizens.
- c. To initiate further studies on the course

1.5 Delimitation of the Study

The research focuses on studying how effectively Civics and Ethical Education contributes to the development of ethical students in the case of government secondary schools located at Bole Sub-city, Addis Ababa. The study covers all the six government schools found in the Sub-city. The representation for the students' data was 10% of the total students from each school because of both time and financial constraints. Besides, teachers' sampling comprised 75% of the total, which was employed using convenience sampling based on their availability in school which is also due to time constraint.

1.6 Definition of Key Terms

Ethical Education - is abroad term for learning experiences intended to help students develop ethically, whether in terms of increased ethical awareness or greater motivation to act ethically in the world.

Ethical Theories - are attempts to provide a clear, unified account of what our ethical obligations are.

Competency - is a series of knowledge, abilities, skills, experiences and behaviors, which leads to the effective performance of individual's activities.

Moral Virtue - is a trait or quality that is deemed to be morally good and thus is valued as a foundation of principle and good moral being.

Effectiveness - is the capability of producing the desired result or the ability to produce desired output

Ethical Principles - are part of a normative theory that justifies or defends moral rules and/or moral judgements; they are not dependent on one's subjective viewpoints.

Curriculum - refers to the lessons and academic content taught in a school or in a specific course or program.

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Chapter Two

Literature Reviews

This section includes the revision of relevant materials related to the research topic in order to give an insight on the development of Civics and Ethical Education from the past to the present and to capture a better understanding on the object of the research from previous studies. In addition, the researcher tried to highlight on subject matters that could be taken under consideration when studying the topic for the purpose of creating a broader view through comparison and correlation.

2.1. Historical Development of Civics and Ethical Education

The history of Civics and Ethical Education, even though it doesn't exactly constitute its recent form, goes back to the ancient time of Greece and the introduction of democracy. The ancient Greek city state or polis was thought to be an educational community, expressed by the Greek term *paideia*. The purpose of political—that is civic or city—life was the self-development of the citizens. This meant more than just education, which is how *paideia* is usually translated (Stanford Encyclopedia of Philosophy, 2007). Civics and Ethical Education in the ancient Greece context is the development of all humanly virtues in a way they support and benefit the whole sum. It promotes a strong idea of how every individual's excellence in his field and on himself adds up to be the excellence of the community.

The Swiss- born philosopher Rousseau argued that the question each citizen asks himself or should ask himself was not “What's best for me?” Rather, each asks, “What's best for all?” When all citizens ask this question and answer on the basis of what ought to be done, then, says Rousseau, they are expressing and following the general will. Enacting the general will is the only legitimately moral foundation for a law and the only expression of moral freedom. Getting men to ask this question and to answer it actively is the purpose of civic education (Stanford Encyclopedia of Philosophy, 2007). From this, it can be conceptualized that Civic Education or the values incorporated in Civics and Ethical Education in general are considered as vital for keeping peace and order among state and additionally, contributes to the social, economic and political development of the community as a whole. And, this is the main reason that the study field have

been adopted by different regimes in different part of the world at different times transforming itself in a way to meet the requirements of the specific periods.

The field Civics and Ethical Education has been long evolved continually and had taken different names and objectives through time according to the ruling systems' vision and mission. Each regime require its own kind of citizens and the virtues of a good citizen will be of a type that can preserve the regime. The great philosopher Aristotle discussed this condition as “As to the question whether the virtue of the good man is the same as that of the good citizen, the consideration already adduced prove that in some state the good man and the good citizen are the same, and in others different. When they are the same it is not every citizen who is a good man, but only the statesman and those who have or may have, alone or in conjunction with others, the conduct of public affairs.”

In Ethiopia, during the imperial period, Civics and Ethical Education was called as Moral education and also, it was labeled as Political education on the Derg regime. It's arguable that these educations entirely serve as Civics and Ethical Education because the major values in the field such as democratic right and the rule of law had no place in their time of rule. And this is why it's possible to say they were designed in order to meet their own political objectives which were protecting the autonomy of the autocracy in the former and firming the socialist ideology in the later regime.

In 1994, succeeding the down fall of the Derg regime, Civics and Ethical Education was redesigned under the proclamation of the new education and training policy. Unlike the past, the new curriculum holds on to various concepts in democratizing the nation. Critical notions that are constituted under the principles of democracy like citizen involvement in decision making, the rule of law, equality and justice were incorporated as the main chapters on the course design. And on the other hand, moral values and important concepts that are believed to make up a good citizen like self-reliance, industriousness, saving and the pursuit of wisdom were included in the curriculum.

2.2. Categories of Ethical Theories

Ethical theories can be categorized and studied in multiple ways. In this topic, the general and upper level classifications are highlighted:

a. Normative Ethics

This is the theory of ethics which focuses on what's right or what ought to be done. Evans and Macmillan (cited in Steve McCartney and Rick, 2015) define Normative ethics as “theories of ethics that are concerned with the norms, standards or criteria that define principles of ethical behavior.” In addition, Normative ethics reason out the ‘why’ behind the principle or the rule which therefore allows the person to choose taking a certain type of action when confronted with ethical dilemmas.

b. Meta Ethics

Unlike the normative, Meta ethics doesn't focus on which way to behave but instead studies the ethical theory itself. One example of Meta ethics is Moral relativism. Moral relativism studies the interpretation of ethical principle and evaluate their relativity towards culture, religion, and so on. In other word, Meta ethics studies the logic behind the Normative ethics. Pollok (cited in Steve and Rick, 2015) defined Meta ethics as “a discipline that investigates the meaning of ethical systems and whether they are relative or are universal, and are self-constructed or are independent of human creation.”

c. Applied Ethics

An ethical theory that is concerned with the application of Normative ethical theories to a specific practical situation and this includes policies and ethical procedures of organizations and ethical codes of professional fields.

2.3. Ethical Behaviors and Ethical Citizens

2.3.1. Ethical Behaviors

Ethical, according to Cambridge dictionary, is relating to beliefs about what is morally right and wrong. And, Ethical behavior is the application of those moral principles in life. Ethical behavior might vary and be specific between societies, religions and professions. Therefore, in general it means to behave according to the moral standards set by those entities (society, religion, individual and work relationships, etc.) which we agree to live in or be part of. Despite the contextual variations, there are some universally accepted set of ethical principles such as honesty, fairness, integrity, respect, loyalty, responsibility, etc.

2.3.2. Ethical Citizens

An Ethical citizen is the one that comprehend ethical values both in his/her personal and professional life. Citizens, if they are educated correctly, will become competent in the skills of citizenship (Ferrell, 2016). And by this statement, Ferrell borrows Dewey's definition of competency by which citizens are required to "have the ability to judge of the bearing of the knowledge supplied by others upon common concerns" (Problem of Method in Morris 1993, 188). In the above definition, there is one point that can't be missed, ethical citizens' individual sufficiency. Ethical citizens have the ability to stand out of groupthink or unreasoned conformity and are able to discern and analyze ideas, decisions and actions. They are well informed of their rights and responsibilities and also, capable to stay accountable for the consequences of their actions and decisions.

Ethical citizens understand, respects and strives for the common good. They possess the ability on finding balance between the individual interest and the public. Their actions and decisions are characterized and guided by prioritizing the general interest before theirs and they are able to set aside personal interests in situations that could hinder the benefit of the whole.

2.4. Ethics in relation to Social Norms, Religion and Modernity

2.4.1. Ethics in relation to Social Norms

Social norms are a set of rules defined by a society as accepted or forbidden way of acts and are expected to be followed by each individual member of the society. They are informal rules governing the behaviors of the group and can be as powerful as standardized laws enforcing both reward and punishment in their own terms. Social norms does not lay their ground on systematic judgment and reasoning instead, operates on what most people believe or on the ways the majority have thought for a long time.

Most social norms emerge naturally from individual interactions and they often tend to provide a solution to the problem of maintaining social order. Norms refer to actions over which people have control, and are supported by shared expectations about what should or should not be done in different social situations and this way, they contribute significantly on smooth functioning of a social group (Stanford Encyclopedia of Philosophy, 2018). Some social norms are limited to a certain groups and are incapable handling large population because of their discriminatory or non-

inclusive nature and such norms are referred as inefficient norms. On the other hand, there are social norms which are capable of expansion and value adding when they are applied in different social groups. These are the norms we call efficient.

Ethics has a standardized nature of defining what's morally right or wrong. On the other hand, social norms deal with what's acceptable/appropriate and what is not. Although one doesn't replace the other, Ethics and efficient social norms build off of one another. They serve hand in hand in effectively regulating externalities and bringing accountability which then leads to stable and productive society.

2.4.2. Ethics in relation to Religion

Religion is the service and worship of God or the supernatural and also, the commitment or devotion to religious faith or observance (Merriam-Webster's definition). Religious ethics concerns teachings and practices of what is right or wrong, good or bad, virtuous or vicious, from a religious point of view (Ethics & Religion n.d.). Religion is considered as one of the major institutions that contribute on the development of ethical citizens because of people's strong attachment to their spiritual life. Religions fill the heart of their followers with divine hope by promising the afterlife. This promise holds on the precondition that one should abide to the rules and principles stated by the specific religion. These way of conducts are called Religious ethics. As an example here are the views of the two major religions of the world:

Islamic ethics is the ethical system formed by the teachings of the Quran and explained by the Prophet Muhammad through action and words. Islamic ethics deals with those standards that prescribe what Muslims ought to do. It also addresses the virtues, duties, and attitudes of the individual and the society Hashi, 2011, Zaroug, 1999 cited on (Kasetchai, 2018). On the other hand, Christian ethics asks what the whole bible teaches us about which acts, attitudes and personal character traits receive God's approval and which one do not (CROSSWAY, 2018).

Religious ethics, beside its variation between different religions, promotes ethical living while attaching a religious meaning to it. As a reference: love, kindness and charity to the poor and in need, forgiving, respecting parents and elders, loyalty, honesty, truth... etc are considered as few of many common religious ethics shared among different religions which also shows the synergy between religious and ethical principles even if the ultimate goal is different. Additionally, the tendency of the religions insisting on pursuing an ethical way of life, considering it as a door

opener to the heavenly life, puts a strong influence on the follower to abide to those rules in the hope of the promise land.

2.4.3. Ethics in relation to Modernity

Modernity refers to a powerful set of cultural, political, economic, and spatial relationships that have fundamentally influenced the nature of social life, the economy, and the use and experience of time and space. The general characteristics of these relationships include: an emphasis upon rationality and science over tradition and myth; a belief in progress and improvement; confidence in human mastery over nature; a focus on humanism, individuality, and self-consciousness; a close association to the birth and development of market capitalism; and a strong reliance upon the state and its legal and governmental institutions (International Encyclopedia of Human Geography, 2009).

Sometimes modernity is considered as the age of reasoning and enlightenment and the views of secularism and liberalism tend to become more and more apparent. These opinions points to the gradual decline of the power and influence of cultural and religious teachings over people's behavior and action and instead, emphasize on "cause and effect" or practicality and these is where Ethics as a social philosophy play the roles of tradition and religion in establishing a virtuous societies in the modern world.

2.5. Civics and Ethical Education Sensitivity to Politics

Some topics that have been taught in Civics and Ethical Education are highly related to the practices in the political world. These chapters are intentionally designed for the student to get the awareness on how to act abiding to the rule of law, to practice and question the justice system, to fight corruption and other misconducts, to identify one's human and democratic rights, and to take on one's responsibility and accountability.

Teaching Civics and Ethical Education will create a whole sort of encounter in classroom if it's seen in comparison to the actual world reality. Especially, in developing countries like ours, where the basic principles of democracy weren't developed and practiced well enough, it's obvious that the class sessions would be no more than a theoretical manifesto which also results in the lack of interest both in the educators and the students. And the only solution to this is for the responsible

bodies to act in order to realize those democratic and ethical concepts both in the political and nonpolitical sectors from lower to higher level operations.

Regarding government role, “it is important that government is seen not just as one of a number of potential partners but as the pivotal actor, the disposition of which will have a major impact on the ability of Civic Education programmes to function and produce results” (UNDP 2004). This statement shows how the government should take action to create suitable conditions at every step to enhance the practicability of Civics and Ethical Education both in the education environment and outside otherwise, achieving objectives through theoretical and traditional ways will not result the desired output.

The other issue in relation here is the feeling of insecurity in the educators of Civics and Ethical Education. As we as a country are still on the realm of the early age of the modern politics and democracy, trust and honesty isn't something to be achieved shortly. Predictability of the government always lays under question. Decisions and political stands are highly tentative regarding to situations and this prohibits the educational community to speak and act freely on certain matters.

That being said, sometimes this relation between Civics and Ethical Education and politics might lead to wrong perception towards the teachers and the course itself both in school and in the community. As studies indicate, Brihanu (2012), in his study mentioned that Civics and Ethical Education teachers are assumed to be members of the ruling party and the focus area of the course is taken as a propaganda of the party's agenda. These assumptions were taken because of two reasons: lack of adequate awareness on the field; or from wrong content contextualization of the course material itself. Tesfaye cited on (Birhanu, 2012) mentioned that “the lessons devote much time to inform students about the constitution, laws of the land, and policies of the government while international laws and issues generally received very limited time”. From this statement it's apparent that the course lacks an international context which is fundamental for the students to question, compare and analyze the country's policies and laws.

Therefore, the major question that should be asked here is, as was raised by Ferrell (2016) “is it possible to craft a citizenship education program with broad appeal, transcending the deep political divisions within our society?”

2.6. Role of Civics and Ethical Education in Building Ethical Citizens

2.6.1. Role of Ethical Education in Schools

The important characteristics of ethics as a study field is that it can be expressed and practiced anytime anywhere. A student with an ethical background will behave in an ethical manner in all activities within or out of the school environment.

For the education system to run smoothly, both in protecting teachers' and students' rights and in enforcing responsibilities to the respective parties, ethical education must be internalized and practiced adequately in the school environment. Ethical education aware students on their responsibility for their academic success and again, their accountability for their behavior and decisions. It allows student to question, understand and respect school rules and also equip them with the skills to embrace diversity and inclusion. In addition, teaching Ethical Education contribute significantly in developing emotional intelligence of the young.

Besides these, ethical education plays a great role in creating a strong student-teacher bond which tend to form a whole new frontier of trust, respect, productive discussions and problem solving experience. Additionally, practicing ethical education minimize conflicts and bullying among students for the reason of its teaching on strong moral principles and on its role in developing good interpersonal skills and empathy to others.

2.6.2. Role of Ethical Education in Nurturing Citizens' Character and Skill

Aristotle (n.d) emphasized that the major objective of education was to produce good and virtuous citizens for the polis. He stated that, "all who have meditated on the art of governing have been convinced that the fate of empires depends on the education of the youth." This statement stress the idea of how the way we nurture and educate our children determines the country's future well-being.

Ferrell (2016) in his study confirm that citizens are not born in to being, but rather must be educated to become citizens. Ferrell basically shortlisted the core skills that this citizenship education must focus to equip the "citizen-graduate" which are: the ability to write and speak clearly; the ability to research and critically analyze information; the ability to listen empathically; the ability to collaborate constructively and the ability to engage in creative problem solving. These seemingly

basic lists of skills are very essential for individuals at any level of being and situation to operate as smoothly as possible and be productive.

The above points are overviewed in the study because they are essential points to consider when discussing the role of ethical education on citizens. Ethical education, if it's applied fully and strategically, can lead to:

a. Personal benefits

Enable citizens manage their action and life responsibly and most of all, it has the ability to give life a purpose. A person with ethical knowledge and who have practiced the skills enough, won't struggle in loss of direction in life, or be consumed by group think bias but rather is capable of finding the balance between individual independence and group conformity.

b. Professional benefits

A base in ethical education can serve as a ladder for professional success. An ethical person is reliable and possess integrity. He/she is able to measure one's degree of commitment and have the capability to stick to it. On the other hand, as a leader, an ethical person empathizes subordinates which enhance coordination and collaboration for better achievement.

c. Societal benefits

The more educated participants there are, the more perspectives can be applied to societal challenges, and the greater the corresponding range of creative solutions that can be entertained for those challenges (Ferrell, 2016). From this statement it's understandable that an ethically educated society, besides being lawful and stable, it will have the capability of growth and development in different dimensions like intellectual, economic, social and so forth.

2.7. Incorporating Ethical Education in Schools

Even though it's generally believed that teaching ethics to students is significant, its practicability might be challenging for different reasons. Here are some:

a. It's assumed that the teaching of ethics belongs to religion and family.

Therefore, the only way to tackle this challenge is through constructing a commonly agreed up on ethical principles. Bryk cited in (Robert, 1994) once put:

In writings as ancient as Aristotle and as contemporary as Gadamer, Habermas and Arendt, as secular as Dewey, and as religious as Aquinas we find strong support for the contention that the survival of a pluralistic democracy requires a belief that mutual understanding among diverse parties can be achieved through genuine dialogue and critical encounter. The first principle of democracy is the passionate commitment of its citizens to such a discourse.

Although the statement mentioned pluralistic democracy, the concept can be applied to other forms of diversities too. We can start from the wider concepts such as ethnicity and religion; and narrow to: level of intellect, profession, life style and other individualistic differences. And in order for that mutual benefit, understanding and unified growth to take place, there have to be ethical principles that all these parties agreed upon therefore, they can establish the ground for a series of discussions and critical encounter.

- b. A problem of prioritization in the education community. There is a tendency of treating Ethics as a minor or a supplement because of the thought that other academic programs matter the most.
- c. The concept Ethics is confused with social norms which varies from community, religion, political atmosphere, family, period of time and so forth. This by itself is taken as one obstacle hindering the practicability in the education system because the latter lacks standardization.

Robert (1994) stated that “The question facing many schools is this: granting that many people in the community agree that we should teach ethics, how can we do this without a foundation in religion? The question is not so much whether to have ethical schools; rather, the question is how do we do it within the state and federal law?” This statement indicates where to focus as a goal and what strategies to implement. Although it’s generally agreeable that ethical education is needed, it’s the job of the education system to design and apply a standardized curriculum that is capable of clarifying the above concerns and make a real impact on the lives of citizens and the society as a whole.

The school curriculum must be designed in a way students understand the meaning behind the theory and be able to relate it to the actual practices in the real world. This idea is further elaborated by the following statement:

The simple fact is that there is no isolated faculty of observation, or memory, or reasoning any more than there is an original faculty of blacksmithing, carpentering, or steam engineering. These faculties simply mean that particular impulses and habits have been coordinated and framed with reference to accomplishing certain kinds of work. Precisely the same thing holds of the so-called mental faculties. They are not power in themselves, but are such only with reference to the ends to which they are put We need to know the social situation to which the individual will have to use ability to observe, recollect, imagine, and reason ... (Ethical Principles in Morris 1993, 97 - 98)

The above statement briefly explains the necessity of adding meaning to the teaching experience for it's the only way practicality is enhanced. Additionally, the education program must be planned with specific goals like the ones listed on the above sub topics and most importantly, ethical education must not be limited to a single academic course, but rather every other courses and school activities must work aligned with it in order to achieve tangible outcome. And characteristically, the program should be designed in a participatory form involving; the students, the parents, the educators and the society. Therefore, it will create the opportunity for the discipline to be alive and effective in making real changes among every involved party.

2.8. Civics and Ethical Education in Practicing Ethical Education in Ethiopia

Civics and Ethical Education, after the proclamation of the new education and training policy in 1994, the basic democratic concepts seem to be incorporated in the curriculum of the study. To grasp a perspective, here are the concepts raised in the grade 9 Civics and Ethical Education's student textbook: building a democratic system; the rule of law; equality within diversity; justice; patriotism; industriousness; self-reliance; saving; active community participation and the pursuit of wisdom.

As can be seen, most of the portions are inclined to building the culture of democracy, equality and justice which are for sure the basic necessities in society to take on its normal operations. In spite of that, these concepts couldn't also surpass the knowledge state and be practiced in day to day life unless they lay their foundation on ethical bases. If an individual lacks that strong moral conscience to differentiate what's right from what's wrong, not just because the rule obligates it but because he/she develops an ethical guide and value from an early age, or in other words, if one

doesn't know the value of honesty, integrity and other important moral principles, it's difficult to conclude the teaching of democracy or equality within diversity or justice will result in the intended outcome in developing self-aware and reliable; responsible and accountable; just; and actively participative citizens.

Beside this, previous studies argue that there are abundant issues on the content organization and contextualization in Civics and Ethical Education text books. Additionally, the studies list out different reasons for the cause that the effectiveness of the course in building the moral values of citizens falls short to meet its objectives. Here are some reviews regarding content, context and balance in the Civics and Ethical Education textbooks:

Habtamu (2002 E.C) in his review of Civics and Ethical Education textbooks from grade 9th to 12th, concluded that the books syllabuses characterize high redundancies and lacks the balance of consistency of the three basic learning domains which are: knowledge, skill and attitude.

Endalcachew (2016) mentioned that the content of the course lacks international context. There is no question that the subject addresses several enlightened concepts. However, the context in which they are incorporated is reprehensible. Yamada (2011) mentioned that the concepts taught in the Civics and Ethical Education curriculum are seemingly universal. However, tracing the development of the curriculum and textbooks will provide insights on how democracy, human rights, and other related concepts are modified to fit Ethiopian national perspectives, its own political agenda, and social issues.

Gosa (2018), stated in his study that the curriculum of Civics and Ethical Education lacks balance between its civics and ethical themes. He strongly emphasized that the content coverage given to ethics is inadequate to add value in student character building. This statement can show the irony in achieving the objectives in the policy while the subject matter struggles with less coverage and attention which rather can lead to the assumption of a nominal inclusion.

Based on the above arguments raised by local researchers, I would like to add statements from former study emphasizing on how the education should operate, regarding meeting its goals:

Robert (1994), states that “The effort in social studies should not be to make students extensively knowledgeable about every issue. Rather, it should be to enable them to know how to make themselves knowledgeable, where to find appropriate information, what kind of questions to ask of politicians, which advocacy groups are available to pursue certain issues in greater depth and with greater political influence.” This statement stress what the area of focus of such fields must be which is, cultivating the skill and attitude that will equip the learner for further self-reliant and sustainable all rounded development.

“[T]raining for citizenship is formal and nominal unless it develops the power of observation, analysis, and inference with respect to what makes up a social situation and the agencies through which it is modified” (Ethical Principles Underlying Education in Morris 1993, 102). This statement doesn’t particularly imply to ethical education or CEE only but instead, to all every other academic disciplines too. Therefore, they adjust the content; the contextualization and the overall process from program design to implementation in a way assuring students get the practical idea and the meaning behind the experience in relation to the social end.

So far, the historical development of Civics and Ethical Education as a social philosophy and its respective categories and benefits of its application in personal, professional and societal levels were discussed. Moreover, ethics in relation with politics, religion and modernity were briefed in ordered to lay grounds for the discussion in successfully incorporating the education field in school education system both on international and Ethiopian context. As mentioned, incorporating ethical education in schools on a standardized base has its own challenges. In the case of Ethiopia, it was shown that how the education field had been taking different forms and served as instrument for governments at different regimes. Finally, it was stated that the 1994 education policy declared the introduction of the current Civics and Ethical Education in the education system from primary to tertiary levels and has been serving as a study field of citizenship and morality since then.

Previous studies definitely show that there are challenges that can possibly alter the effectiveness of Civics and Ethical Education in building ethical behavior; starting from the curriculum design to its implementation. And this by itself encourages additional researches on the area as the significance of moral principles and ethics need to be re-evaluated and assessed especially by taking the current behavioral and moral crisis, which tends to unleash itself in almost each and every scenario, into a greater account. Student nowadays are exposed to different information both formally and informally due to globalization and the technological advancement. This makes the need for moral guide inevitable in order to distinct what's good from what's bad or in other way, to identify what's significant from what's not and developing this capability shouldn't be underestimated but rather should be given a higher priority as it's a light to the unknown.

Chapter Three

Research Design and Methodology

This topic covers the overall plan and strategy used in conducting the research which includes the design, data sources, data collection instruments, data collection procedure and data analysis techniques that were implemented during the study.

3.1. Research Design

The purpose of the study is to evaluate the effectiveness of Civics and Ethical Education in building the ethical behavior of students. In the process, it identifies the possible challenges that every party participating in the research is facing regarding CEE starting from curriculum design to implementation.

The design employed in the research was the Mixed method research design. It was chosen because half the research questions in the study are supposed to be investigated qualitatively because of the need for deeper understanding and their adherence to subjectivity. And some of the research questions require the investigation of a wider population and involves generalization.

3.2. Research Methodology

This research was conducted using triangulation mixed methods design (QUAN-QUAL model). The methodology was chosen because both quantitative and qualitative data are equally weighted in the study. Besides, the research questions distinctively requires to be addressed using both quantitative and qualitative techniques therefore, data from both type of sources were collected concurrently and then analyzed and interpreted to address the corresponding research questions.

3.3. Data Source

3.3.1. Primary Sources of Data

The primary sources of data were selected on the level of importance and on the roles they play in Ethiopia's Civics and Ethical Education starting from policy design to implementation. The population was believed to provide the desired information on the subject area that can serve as a primary input for the analysis and interpretation and also, for the overall research to serve its purpose in producing a meaningful result that can support the field to improve for the better.

The research data were gathered from secondary school students, Civics and Ethical Education teachers, school principals and focal persons from ministry of education Civics and Ethical Education department and from teacher training center. These individuals were considered to be responsible and were expected to provide a relevant information for their direct involvement on the subject of the study. Additionally, observation checklist was used to understand the types and patterns of disciplinary issues in the students' behavior.

3.3.2. Secondary Sources of Data

As a secondary sources of data, Civics and Ethical Education textbooks from grade 9 - 12 were reviewed in order to assess the components and character of contents. Last but not least, previous studies in the field served as a secondary data source in the research.

3.4. Target Population, Sampling Techniques and Samples

One of the main tasks when conducting research is identifying the target population and selecting samples that can best represent the population both in variety and size. In this study, the researcher tried to investigate the effectiveness of Civics and Ethical Education in government secondary schools that are found in Bole sub-city. The sub-city embraces a total of 24 secondary schools from which 6 of them are administered by the government and those are: Ayer amba, Lem, Bole bulbula, Haddis Alemayehu, Bole community and Bole preparatory school. All these six schools were included in the study as a data source. The total number of students found in these schools are 8295 (3523 male and 4774 female) and from this a sample size of 830 (10%) (450 female and 380 male) were taken to represent the population. Cluster sampling technique was employed in the process to select the sample of students where free classes of students were randomly taken under the study in all the six schools.

There are a total of 38 Civics and Ethical Education teachers working in the six secondary schools and the sample include all available Civics and Ethical Education teachers in each school. The school principal of each school was included in the sample which means a total of six principals were asked to provide information in the research. As key informants, three focal persons from MoE Civics and Ethical Education department and one from Kotebe Metropolitan University were sampled in the study as relevant data source. Purposive sampling technique was employed to select the key informants because of their position and exposure resemblance and significance in relation to the research subject. Their involvement in policy implementation and curriculum design of

Civics and Ethical Education and on teachers' qualification respectively were the reasons behind selecting the samples as key informants.

Table 1: Population and Sample Sizes of Students, Teachers, Principals and Key Informants

No	Schools	No of students		No of teachers		No of principals		No of key informants	
		P	S (10%)	P	S (100%)	P	S (100%)	P	S (100%)
1	Aire Amba Secondary School	1066	106.6	4	4	1	1	4	4
2	Bole Bulbula Secondary School	1197	119.7	6	6	1	1		
3	Bole Community Secondary School	1142	114.2	6	6	1	1		
4	Bole Preparatory School	1729	172.9	8	8	1	1		
5	Haddis Alemayehu Secondary School	922	92.2	4	4	1	1		
6	Lem Secondary School	2239	223.9	10	10	1	1		
Total		8295	829.5	38	38	6	6	4	4

Source: Bole Sub-city Administration Education Bureau

N.B: P = Population size and S = Sample size

Table 2: Target Population, Sample Size, Sampling, Sampling technique and Instruments

No	Target respondents	Population	Sample size	Percentage of sample	Sampling technique	Instrument (s)
1	Students	8295	830	10%	Cluster Sampling	Questionnaire and Quiz
2	Teachers	38	38	100%	All	Questionnaire
3	Principals	6	6	100%	All	Interview
4	Ministry of Education focal person	3	3	100%	Purposive sampling	Interview
5	Kotebe Metropolitan University focal person	1	1	100%	Purposive sampling	Interview
Total		8343	878	10.5%	-	-

3.5. Data Collection Instruments

As mentioned, the research incorporates both qualitative and quantitative data manipulations based on the characteristics of the research questions. Therefore, both qualitative and quantitative data collection instruments were used to gather the necessary data efficiently and effectively. Interview, questionnaire, quiz and observation checklist were used as a primary data collection instruments in the study. In addition, textbooks, education policy and other related studies served as secondary source.

Interview

In situations that require quality and deeper understanding, conducting an interview on the specific area is the most effective way of data collection mechanism. Interviews facilitate free flow of information and knowledge which gives the interviewee the opportunity to share one's experience without any restriction. In this study, interviews were conducted with school principals and key informants. School principals were interviewed specifically on the area of how Civics and Ethical Education is practiced in the school environment and on the overall attitude towards the subject. On the other hand, key informants were interviewed focusing more on the policy and curriculum.

Questionnaire

Questionnaire is a popular data collection instrument which is used in different type of researches for its way of handling large amount of data cost effectively. It consists a series of standard questions to be filled by respondents and it's effective in providing quick and efficient information in case of large sample of people. In this study, both closed and open ended questions were prepared to be filled by teachers and students to collect data regarding the understanding on the objectives of Civics and Ethical Education and to comprehend the overall attitude and attention given to the course in each school.

Quiz

Conducting quiz is a quick and informal evaluation of students' knowledge. They typically consist around 10 questions which may include: multiple choices, true or false and fill in the blanks. Providing quizzes helps to assess students' level of understanding regarding course materials and determines student progress and knowledge gaps. In this study, a quiz with a total of 12 questions, all multiple choices was prepared by the researcher and reviewed by experts in curriculum and

implementation from MoE. It was given to students of one class per each school on the objective of evaluating students' understanding regarding the basic concepts of Ethics.

Observation checklist

Observation checklist is a list of parameters prepared by the researcher to be checked based on what's observed during the study. The purpose of using observation checklist is to support the data collected by other instruments and also to crosscheck the information given by the respondents in respect of what's actually taking place. In this study, the researcher prepared an observation checklist to evaluate the inside-class and outside-class sessions. The data were collected from all the six schools in order to investigate teacher-student interaction during class; students' common disciplinary issues, ethical violation patterns and extents; the level of attention given to the course both by students and teachers; teachers' reactions regarding disciplinary violations in and outside class and morning school routines.

3.6. Data Collection Procedure

As per the schools requirement, a letter from the education office of Bole sub-city was prepared to validate the data collection process. Then after, letters were distributed to the respective schools and date arrangements were made with the principals and then, questionnaires were distributed to the sampled students and teachers of each school according to the arrangement. Concurrently, a quiz was also conducted to students in all the six schools by facilitating free class rooms in coordination with the deputy principals and the Civics and Ethical Education department of the schools.

As the qualitative portion of the research is equally significant, school principals were interviewed after the quantitative data collection was done and also, appointments were made with the selected key informants on their convenience and interviews were conducted accordingly. And finally, all kinds of data were checked, organized and prepared for analysis.

3.7. Method of Data Analysis

The data analysis process combined both quantitative and qualitative analysis techniques as both results were entitled to different research questions. Data from questionnaires and quiz were arranged in tabular forms and their personal characteristics were determined in the forms of frequency and percentages. The gathered data from the questionnaires were tabulated in different

categories and analysis was made by determining mean, standard deviation, frequency and percentages. The analysis was made using SPSS version 25, which is a comprehensive software, capable of quickly displaying data tables and highly convenient for result interpretation.

For the student questionnaire, the tables were organized into two major categories: questions related to students understanding on the moral objective of the course and questions related to the level of commitment of teachers and the administration in teaching and exercising ethical values in school. The first question is expected to determine the attitude of students towards the course and this include how significant they consider learning Civics and Ethical Education and also, what they expect to learn from the course and thus, determining whether they believe they are getting that expected knowledge, skill and attitude. The second question on the other hand determines Civic and Ethical Education teachers' behavior and action both inside class and in the school compound in accordance with ethical values and principles. In addition, reflects the attitude and attention provided by the school administration and teachers towards the course. To measure the students' perspective on the above issues; strongly disagree, disagree, neutral, agree and strongly agree rating scales were applied. The corresponding quantitative values 5 to 1 were given from the highest to the lowest degree of agreement respectively.

Teachers' questionnaire also was organized in tables consisting two major categories: questions related to the extent by which the curriculum of Civics and Ethical Education maintains the balance between its civic and ethical theme and questions focusing on the attitude and commitment of teachers and the school administration towards teaching the course and exercising ethical values in school. The first part of the questionnaire tries to evaluate how adequately Civics and Ethical Education is designed to meet its ethical objectives which is developing morally disciplined and productive citizens. The questions relate on whether the course encompasses the necessary tools both in quality and quantity in order to achieve the objective. In this particular category evaluation was made by rating the teachers' opinion as very poor, poor, neutral, good and very good by assigning the values 1 to 5 from the lowest to the highest level of evaluation. The second portion determines whether the educators and the administration are dedicated enough to enforce ethical education in the school on their respective position. It also evaluates the value and attention given to the course by the school staff in general. Regarding the analysis; strongly disagree, disagree,

neutral, agree and strongly agree were used as a quantitative value, labeled from 1 to 5, indicating the lowest to the highest level of agreement respectively.

The quantitative analysis was made by setting the cutoff point at intervals of length $4/5=0.8$, as the categories are 5 and the range of the data is 4. Therefore, the mean scores in the range of **1.00 – 2.60** are considered as **strongly disagree and disagree (very poor and poor)** where, mean scores in the range of **2.61 – 3.40** fall to **neutral** and mean scores ranging from **3.41 – 5.00** are assigned to **agree and strongly agree (good and very good)**.

On the other hand, the qualitative portion of the research include data from school principals' interview, which focuses on: first, the commitment of the school administration in employing Ethical education and the role they play in building an ethical school and second, the dedication of Civics and Ethical Education teachers in teaching and practicing the course's moral elements in the school environment. The other major data source in the research were key informants. Experts in the area of Civics and Ethical education were interviewed on three different topics: First, evaluating the balance in the contents of civics and ethics in the curriculum. Second, evaluating the contribution of Civics and Ethical Education in the students' behavioral development in accordance with the policy objectives. Third, assessing the educators' commitment on teaching and exercising ethical values in school.

The above qualitative data were analyzed using qualitative content analysis method where data are coded into manageable content categories in order to be interpreted to address the respective research questions. Additionally, data collected using observation checklist were also analyzed qualitatively to support the information collected through the other techniques.

Chapter Four

Data Presentation, Analysis and Interpretation

This chapter deals with presentation, analysis and interpretation of the data collected through questionnaires, quiz, interview and observation checklist; for the purpose of evaluating the effectiveness of Civics and Ethical Education in building ethical behavior of students in the case of government secondary schools in Bole sub-city, Addis Ababa, Ethiopia.

The six government secondary schools that are found in the Sub-city were included in the research. A total of 380 questionnaires were distributed to students from which 361 (95%) were collected back and in addition, a total of 450 quiz sheets were provided to examine the students and 438 (97.3%) were returned for analysis. For Civics and Ethical education teachers, a total of 38 questionnaires were distributed and from those 25 (35.7%) were returned completely filled.

Furthermore, five (83.3%) of the six principals of the secondary schools were interviewed and additionally, four interviews were conducted from which three of them were with focal persons from MoE and one with focal person from Kotebe Metropolitan University. The other source of the qualitative data was the observation checklist, which was collected by the researcher in a journal form. The data from the observation checklist were analyzed and served as a supportive document to the other data.

The quantitative data collected during the research were represented using the 5-point Likert scale measurements ranging from strongly agree to strongly disagree. Descriptive statistical analysis of the fundamental factors that affect the effectiveness of Civics and Ethical Education which are: students understanding of the moral objective of the course; the level of commitment of teachers and the school administration in teaching and exercising ethical values in school; the balance in the curriculum of Civics and Ethical Education between its civics and ethical theme and the overall contribution of the course on ethical behavior development were carried out and interpreted.

The data collected were categorized in to two: the demographic data and the data that provide answers to the research questions. Frequency and percentage of the respondents' personal characteristics were calculated in order to show the pattern in the population representation and on the other hand, mean and standard deviation were used for the analysis of the specific variables.

The mean values resulted from the analysis were classified in different ranges: values in the range of 1.0 – 2.60 were interpreted as disagreement or low implementation; values in the range of 2.61 – 3.40 were interpreted as neutral or indecisiveness and values in the range of 3.41 – 5.00 were interpreted as agreement or good implementation.

4.1. Personal Characteristics of the Respondents

In this section, the distribution of the personal characteristics of students, teachers, principals and key informants were presented in terms of percentage and frequency. The personal characteristics of the respondents were described in terms of Gender, Level of education, Field of study and Work experience.

Table 3: Distribution of Student, Teacher, Principal and Key Informant Respondents' Personal Characteristics

No	Variables	Options	Students		Teachers		Principals		Key informants	
			F	%	F	%	F	%	F	%
1	Gender	Female	461	57.7	7	28	1	20	-	-
		Male	338	42.3	18	72	4	80	4	100
2	Level of education	9 th Grade	78	9.8	-	-	-	-	-	-
		10 th Grade	115	14.4	-	-	-	-	-	-
		11 th Grade	550	68.8	-	-	-	-	-	-
		12 th Grade	56	7	-	-	-	-	-	-
		First degree	-	-	21	84	-	-	3	75
		Second Degree	-	-	4	16	5	100	-	-
		PHD	-	-	-	-	-	-	1	25
3	Field of study	Civic and Ethical Education	-	-	18	72	-	-	3	75
		Other Social Science	-	-	7	28	-	-	1	25
		School leadership	-	-	-	-	5	100	-	-
4	Work experience	5 years or less	-	-	5	20	-	-	-	-
		6 – 10 years	-	-	7	28	1	20	-	-
		11 – 15 Years	-	-	8	32	-	-	3	75
		16 years or above	-	-	5	20	4	80	1	25

N.B:- F = Frequency and % = Percentage

As shown in table 3, a total of 799 students participated in the research from which 461 (57.7%) were female and 338 (42.3%) of them were male. According to the data, the number of male respondents are considerably lower than female respondents. Regarding teachers, a total of 25 teachers were participated in the research from which seven (28%) of them were female and 18 (72%) of them were male. This data shows that the population of female teachers is low in the specific field when compared to males. The same issue was also observed in the principals' personal data distribution. A total of five principals were participated in the research from which four (80%) were males and only one (20%) was female. This shows higher up the ladder, the participation of females tends to get even lower. The key informants participated in the research were all men.

Concerning the level of education of students; 78 (9.8%) students were participated from grade 9, 115 (14.4%) students were selected from grade 10, 550 (68.8%) students were 11 graders and 56 (7%) students were participated from grade 12. The data shows that 11th grade participants were higher in number relative to the other grade levels. This is due to unlike the questionnaire, the quiz was provided to only 11 grade students in order to control variables like language proficiency, maturity, knowledge, understanding skill and other. The education level of teachers falls under the first degree and the second degree category. From the total of 25 teachers, 21 (84%) were first degree holders and four (16%) of them were second degree holders. According to ESDP III, the respondent fulfill the minimum criteria set for secondary school teachers. On the other hand, all the principals participated in the study were second degree holders which is also a standard set to school principals and supervisors according to TDP (MoE, 2007). In the case of the key informants, the focal persons from MoE are all first degree holders and the focal person from Kotebe Metropolitan University has a PhD.

Regarding the field of study of teachers, 18 (72%) of them studied Civics and Ethical education and seven (28%) of them studied other social sciences. This data shows that Civics and Ethical Education is not still fully delivered by the professionals in the field. The principals on the other hand, all of them were graduates of school leadership. In the case of the key informants, the focal persons from MoE, all three of them studied Civics and Ethical Education and the focal person from Kotebe Metropolitan University has a PhD in social anthropology.

Relating to work experience, five (20%) of the teachers have a work experience of five years and less. About seven (28%) of them have a working experience in the range of 6 – 10 years. Eight teachers, which are 32% of from the total have the experience in the range of 11 – 15 years and the rest 5 (20%) have acquired more than 15 years of experience. In the case of the principals, one (20%) has a work experience in the range of 6 – 10 years and the rest have the experience of more than 15 years. Concerning the key informants, all the focal persons from MoE have a working experience in the range of 11 – 15 years and the focal person from Kotebe Metropolitan University has a working experience of more than 15 years in the field.

4.2. Students’ Attitude and Understanding regarding the Moral Objective of the Course

In the study, for the purpose of grasping a better insight on the topic, data were collected using two instruments which were questionnaire and quiz. The quiz evaluates the knowledge the students acquire from learning the course and on the other hand, the questionnaire determine the attitude of students on ethical values and the course in general in relation to the objective of Civics and Ethical education.

4.2.1. Students’ Attitude towards the Moral Objective of Civics and Ethical Education

The first three questions in the questionnaire inquires students about their overall attitude toward Civics and Ethical education and the results are presented as follows:

Table 4: Questionnaire Result of Students regarding their Attitude toward Civics and Ethical Education

No.	Items	N	M	SD
1	I consider Civics and Ethical education as a main and important subject	361	4.39	0.869
2	I believe learning Civics and Ethical Education will make an impact in my present and future life	361	4.34	0.943
3	The teaching learning process of Civics and Ethical Education is well organized and interesting	361	3.24	1.331

N.B:- N = the total number of respondents, M = mean score, SD = standard deviation

Mean Score: - 1.00 – 2.60 = Strongly Disagree and Disagree, 2.61 – 3.40 = Neutral, 3.41 – 5.00 = Agree and Strongly Agree

According to the above data, it's shown that students respond to the question which emphasize on the importance of Civics and Ethical Education, with the mean and standard deviation of 4.39 and 0.869 respectively. This indicates that the respondents consider the subject as significant and worthy to be learned. Second, in the question related to Civics and Ethical Education making an impact on students' today's and future life, the respondents' data resulted the mean score of 4.34 and a standard deviation 0.94. The result shows that the students assume positively that Civics and Ethical Education is capable of making a difference in their life. Third, the students were inquired on how organized and interesting the teaching and learning process of Civics and Ethical Education is and the mean score 3.24 and standard deviation 1.331 were resulted. It can be seen that the mean score for this question falls under the neutral category which shows that the majority of the student respondents are undecided whether the teaching and learning process of the course is organized and interesting.

From the results, it's possible to infer that the majority of the students have no problem in understanding the significance of Civics and Ethical Education or its possible impact therefore, they can provide the required readiness to learn and practice the concepts and principles of the course and yet, they are only unsure if the teaching and learning process is organized or made interesting enough to make that impact.

4.2.2. Students' Understanding on the Moral Objective of Civics and Ethical Education

A quiz with a total of 12 questions were provided to 11th grade students for the evaluation of their understanding of the concepts of morality in Civics and Ethical Education. The questions were all multiple choices which were prepared from Civics and Ethical Education 9th grade student textbook and from other reference materials.

Table 5: Quiz Questions

No.	Question	Choices	
1	What do you most prefer to do at your free time?	a. Study or do homework	b. Entertain and relax
		c. Help parents	d. Any activity that will earn money
2	Do you mind wearing uniform every school day?	a. No, not really that much	b. Yes. I hate uniforms
		c. Nope, not at all	
3	Which of the following would be considered as a violation of ethical standards	a. Clapping at a funeral	b. Murdering a thief
		c. Arguing with parents	d. Not laughing on a friend's joke
4	Being the same or equal in status, opportunity, or right is	a. Courage	b. Equality
		c. Inspiration	d. Respect
5	To show regard or special consideration for others	a. Friendship	b. Excellence
		c. Respect	d. Determination
6	Nathan always raises his hand when he wants to say something in class. He is showing	a. Equality	b. Respect
		c. Friendship	d. Courage
7	Which one is the example of values?	a. Empathy	b. Responsibility
		c. Tolerance	d. All of the above
8	Where does a person get their values from?	a. Parents	b. Media
		c. Friends	d. All of the above
9	Based on the selection, "Why should we attain a moral standard of living?"	a. So I can be famous and win an election	
		b. So many would emulate my action	
		c. So I can gain self-respect, discover and appreciate the goodness inside me	
		d. So I can be who I am	
10	Which of the following is true about self-reliant people?	a. They force others to accept their opinion	
		b. They do not ask for apology when they do something wrong	
		c. They accept the consequences of their decision	
		d. They do not criticize other people	
		e. None of the above	
11	Which of the following refers to readiness to consider or accept the ideas of others?	a. Open-mindedness	b. Being rigid
		c. Civic commitment	d. None of the above
12 is fairness in the relationship among people	a. Equity	b. Values
		c. Justice	d. Norms

Table 6: Quiz Score of Students

Score /12	Frequency of Scores	Percent	Mean	Standard Deviation
1	11	2.5	5.94	2.35
2	16	3.7		
3	46	10.5		
4	53	12.1		
5	69	15.8		
6	67	15.3		
7	62	14.2		
8	43	9.8		
9	32	7.3		
10	33	7.5		
11	6	1.4		
12	-	-		
Total	438	100		

N.B:- Average Score = 6.5

As shown in table 6, the student score out of 12 was analyzed through frequencies and percentages. And also, their mean and standard deviation were calculated in order to understand the characteristics and distribution of the data.

According to the results, the mean score of the students' quiz result is 5.94 which is slightly below the average score (6.5). This shows that students' understanding in moral subject and ethical principles was below the average.

In the open ended questions, student mentioned important factors that negatively influence their understanding and attitude towards the course which are: one, the contents are highly redundant in the textbooks and more, they are outdated relative to the present days of learning styles; two, active methodologies were not employed in the learning process. In fact one student mentioned;

“Teachers don't know anything more than plainly reading the textbook. No other methodologies are implemented to make the class active and interesting and this makes us less motivated to learn.”

Additionally, they stated that the curriculum failed to mention the basic objective and purpose of teaching ethics in schools and doesn't state clearly what impact and contribution it can make on the their present and future life.

4.3. The Commitment of Teachers and the School Administration in Teaching and Exercising Ethical Values in School

In order to evaluate the level of commitment of teachers and the school administration, data were collected using different tools from students, teachers and key informants. Additionally, observation checklist was used to collect data on the overall interaction among the school community.

4.3.1. The Commitment of Teachers and the School Administration in Teaching and Exercising Ethical Values

Concerning the level of commitment of teachers and school administration on ethics, questionnaires were distributed to students and teachers to evaluate the extent. Additionally, questions were also raised during interview to principals and key informants. The analysis of the data is presented as follows:

- i. The third portion of student questionnaire was where the students respond to the commitment of their teachers and school administrators regarding teaching and practicing the values and principles of ethical education. The results are elaborated in the table shown below:

Table 7: Questionnaire Result of Students on the Level of Commitment of Teachers and the School Administration in Teaching and Exercising Ethical values in School

No.	Variables	N	M	SD
1	My Civics and Ethical Education teacher come to class ready to teach the course	361	3.67	1.31
2	My Civics and Ethical Education teacher refers additional resources beside the textbook while teaching	361	2.97	1.47
3	My Civics and Ethical Education teacher employs different learning styles in order to make the class interesting	361	3.12	1.39
4	The school administration promotes extracurricular activities that develop ethical values	361	2.53	1.42
5	The school administrators are ethical role models	361	2.77	1.49
6	The school administration follow, recognize and guide students closely beside setting rules	361	3.04	1.50
7	There is respect and good natured communication between students and the school administration	361	2.73	1.49

N.B:- N = number of respondents, M = mean score, SD = standard deviation

Mean Scores: - 1.00 – 2.60 = Strongly Disagree and Disagree, 2.61 – 3.40 = Neutral, 3.41 – 5.00 = Agree and Strongly Agree

The students effectively responded to seven questions in the questionnaire that relate to teachers and the school administration commitment regarding ethics. Beside these questions, the respondents left notes that express their additional opinions on the specific matter on the open ended question section which will be interpreted right after the quantitative portion is completed.

The first question of the questionnaire asks if their Civics and Ethical Education teacher comes to class being ready to teach the course and the respondents mean score for the question equals 3.67 with a standard deviation of 1.31. As can be seen, the mean scored shows the respondents agree, though not on satisfactory level, that their teachers come ready to class. Second question inquires whether teachers use additional resources other than the textbook as a reference while teaching the course and the mean score resulted from the responses is 2.97 with a standard deviation of 1.47 which shows that the respondents are unsure if that's the case. The third question asks if Civics and Ethical Education teachers employ different learning styles in order to make the class interesting. The respondent reply mean score for the question is 3.12 with standard deviation of 1.39. These results also show the respondents are undecided about their teachers applying alternate learning styles. According to these results, students can't tell whether their teachers utilize additional resources or employ alternate learning styles and by this it can be concluded that their effort if there is any, is not pronounced adequately enough for their students to recognize and follow their footsteps in the process.

In the fourth question, the respondents were inquired about their school administration promoting extracurricular activities that develop ethical values and the mean score for the responses is 2.53 with a standard deviation of 1.42. These results show that the respondents disagree that extracurricular activities are supported by their school administrators. The fifth question asks whether their school administrators are ethical role models and the mean score of the respondents' responses for the case is 2.77 with a standard deviation of 1.49. The respondents seem to be undecided about the question slight away from falling to disagreement. In the prior questions it is shown that the school administration doesn't emphasize on strengthening extracurricular activities for students to practice their learnings. Moreover, the students have difficulties in considering their school leaders as role models which also puts the acceptance and practicability of the rules set by the school under question.

The sixth question emphasize on the school administration follow up, recognizing and guiding students closely beside setting rules and the mean score for responses of the respondents is 3.04 with a standard deviation of 1.50. These results indicate a degree of indecisiveness on the side of the respondents regarding the case. The final question inquires if there exist a respect and good natured communication between students and the school administration. The mean score and standard deviation resulted for the responses are 2.73 and 1.49 respectively. Based on the results it possible to say the respondents are unsure of the behavior of the relation.

Passing to the open ended questions, the respondents mentioned with detailed explanation on the commitment of teachers and the school administrators on teaching and exercising ethical values in school. Here are the major issues stated:

First, there is a problem in efficiently utilizing class hours. Teachers tend to come late to class and also leave early. Moreover, they interchange classes frequently so they don't recognize their students and neither follow nor guide them both in the academic and behavioral development. Second, educators do not possess the right skill, professionalism and ethics to teach the course. Further, they assume the course to be unchallenging. Student A emphasized the issue as follows: "There is a tendency to find it easier to make jokes rather than providing adequate explanation while teaching."

Third, the communication between students and teachers is not well-paved. There are no grounds for discussion on any subject matter. Besides, teachers and the school administration neither exercise moral values nor make efforts on shaping students behavior ethically. According to Student B: "Students' disciplinary issues are not addressed properly where, instead of trying to understand the root cause and search for long-term solutions, teachers and administrators are inclined to taking abusive measures like demoralizing students through insult and hitting."

Fourth, there are shortage of books and reference materials related to the course in the school. Additionally, extracurricular activities and clubs that support the development of ethics are not promoted well enough; hence, they often defuse or fell out of purpose.

ii. The third portion of the teachers' questionnaire also investigated teachers' and the school administration's commitment in teaching and exercising ethical values in school. The table below shows the comprehensive data on the topic.

Table 8: Questionnaire Result of Teachers regarding theirs and the School Administration's Commitment in Teaching and Exercising Ethical Values in School

No	Variables	N	M	SD
1	I'm satisfied in teaching Civics and Ethical Education to my students.	25	3.88	1.09
2	The school makes enough effort in enabling the teachings of Civics and Ethical Education shape students' behavior	25	3.60	0.91
3	Teachers feel uncomfortable about teaching Civics and Ethical Education due to its sensitivity to politics	25	3.12	1.39
4	The educational environment is conducive for moral development	25	3.44	1.15
5	There are adequate teaching aids and reference materials in the school to teach Civics and Ethical Education	25	3.00	1.29
6	The time allocated for the teaching and learning process of Civics and Ethical Education in schools has not been equal as compared with other subjects.	25	2.96	1.56

N.B:- N = number of respondents, M = mean score, SD = standard deviation

Mean Scores: - 1.00 – 2.60 = Strongly Disagree and Disagree, 2.61 – 3.40 = Neutral, 3.41 – 5.00 = Agree and Strongly Agree

The beginning of the question asks about the personal satisfaction of the teacher in being the educator of the course. The respondents' data results a mean score of 3.88 with a standard deviation of 1.09. The results falls in the agreeing range which indicates that the majority of the respondents are satisfied in teaching the course. Next, the respondents were inquired about the school making enough effort in enabling the teachings of civics and ethical education shape students' behavior. The mean result of the question is 3.60 with a standard deviation of 0.91. These results show that the better portion of respondents approve that schools make adequate effort on using the education of Civics and Ethical Education to guide the students' behavior.

Thirdly, the question forwarded was about if teachers feel uncomfortable by any means while teaching the course due to its sensitivity to politics. The mean score of the participants' response for the question is 3.12 with standard deviation of 1.39, which infer that the majority of the respondents chose to stay neutral on the specific subject. Passing to the forth question, which asks

whether the educational environment is conducive for moral development, the respondents show agreement with the mean score and the standard deviation of 3.44 and 1.39 respectively.

The second last question inquires if there are adequate teaching aids and reference materials in the school to teach Civics and Ethical Education. The mean score for the particular question is 3.00 with a standard deviation of 1.29. According to the results, the majority of the respondents are unsure of the availability of the supplementary resources to effectively teach the course. Lastly, there comes the question which asks whether the time allocated for the teaching and learning of Civics and Ethical Education in schools has not been equal as compared with other subjects. The mean score and the standard deviation result for the question are 2.96 and 1.56 respectively. The results show that the majority of the respondents are indecisive or unsure if the time allocated to teach the course is in equal proportion to the other subjects. According to the above results, the majority of teachers are unsure of what supplementary materials are required and whether they are available in the school or not. Moreover, they didn't analyze the time required by the course to decide if it is adequate enough to meet its objectives.

In the open ended questions, the respondents mentioned some factors that challenges them while teaching the course. From those, one is the lack of practicality in the teaching and learning process of Civics and Ethical Education. This kind of situations tend to be dominated by one-sided or passive teaching styles which can make the process of learning less interesting if not boring. The second issue stated was the high redundancy in the topics of the course. The main chapters in Civics and Ethical Education starting from grade 9 to grade 12 are the same. The repetition leads the students to be less attentive and makes them devalue the benefit of the course.

Additionally, other external factors are also forwarded by the respondents such as: parents' inability in guiding their children's behavior in an ethical way, peer pressure among students and the puberty stage were the major ones. It's mentioned that these factors affect the teaching and learning process by adding friction between the teachers and the students or among the students themselves. Lastly, there is also a complaint that what is stated on the textbook contradicts with the actual reality. The undeveloped democratic and bureaucratic system is a challenge for students to relate what they've learnt in the classroom with real life experience.

As a recommendation, the respondents suggested for the course to entertain more practice than the traditional methods of teaching. And again, for influencing parties like the school, family and

religious institutions to make a collaborative effort in developing proper character and personality of the young. Furthermore, the participants emphasized on the subject that government institutions be role models in exercising the concepts of Civics and Ethical Education for students to grasp the meaning behind learning the course.

iii. The responses of key informants in relation to teachers' and the school administration's commitment in teaching and exercising ethical values in school, is organized and presented as follows:

Following the introduction of Civics and Ethical Education in the school curriculum, there were challenges in the case of application due to lack of preparation on the required resources and also absence in creating the proper awareness towards the course. As mentioned by Key informant 1: "One of the major challenges was the availability of trained human resource. Until recent years, Civics and Ethical Education used to be delivered by teachers of other social sciences like History and Geography, given short trainings reaching 15 days – 1 month (Key informant1, MoE, December 13, 2021)."

According to the expert, the lack of proper knowledge, skill and attitude required by the discipline hinders the effective implementation of the course and prevents it from achieving its desired objectives. In addition, these implementation gaps have made the field to be treated as a supplement to other subjects instead of a discipline to be studied independently with the purpose of its own. Additionally, Key informant4 added on the current status of the education process as follows:

Now that universities produce the professionals in Civics and Ethical education, progresses have been made in fulfilling the knowledge gap. Replacing teachers using the right experts have been considerably successful although it's not still completely achieved. Despite the academic accomplishment, teachers of Civics and Ethical Education fall short to drive change in the students' behavioral development because of the curricular limitations of the course in its inadequacy on ethical portions (Key informant4, Kotebe Metropolitan University, January 20, 2022).

The second challenge after the introduction of Civics and Ethical Education was the biased assumption on the purpose of the course which has happened because of the implementation gap and misinterpretation of the curriculum. Key informant² clarified the issue as follows:

Teachers by the time were encouraged, if not pushed, to be the party member of the by then ruling party. Even the short trainings that were provided to the social science teachers in order to overtake Civics and Ethical Education classes were focused in politics. Although this trend has been improved through time, there is still a tendency of associating the course with politics by the school administration, the students, the community and even by the educators themselves (Key informant², MoE, December 13, 2021).

According to the expert, the misled assumption biased the minds of the educators and inhibit them to effectively contribute in the achievements of Civics and Ethical Education. On the other hand, in schools, Civics and Ethical Education doesn't get the proper attention it deserves for the reasons as mentioned by Key informant³: "The course is mostly considered as a supplement to other subjects by administrations and staff and also, it's assumed to be easy because students hardly struggle in their academic results of Civics and Ethical Education (Key informant³, MoE, December 13, 2021)."

For the above reasons, schools doesn't get the urge to support the education through different techniques. There is a lack of reference materials for Civics and Ethical Education in the library of the schools and in addition, Civics and Ethical education school clubs, if they exist, they are mostly nominal. They are neither well-organized nor operate sufficiently to make a significant change.

4.3.2. Exercising Ethics through Communication and Interactions Inside and Outside Classroom

The researcher's observation checklist which deals mostly in interactions between teachers and students and also among student, their parents and the administration were presented in order to assess the spirit of the relation and the ethical culture in the school.

i. Teachers and students interaction

The conversation and arguments between teachers and student resembles the conversation and arguments between peers. The tone of respect was not something observed during class sessions. Students begin listening only if they are forced to which is exactly when the dialog changes its course into violent confrontation. Students' action pronounce arrogance to a certain level. On the other hand, it's hard to conclude the teachers' attitude towards their students but despite that, here are the issues that were being observed during the study. Carelessness in the utilization of time was one of the major concern. Teachers are not sensitive about the time wasted. One time about half of the period was wasted on waiting for students to come back from their prior HPE class. No attempts were made by the teacher to facilitate the situation and start the class soon.

The other issue observed was teachers covering up classes for one another. This might not be considered as a problem if it's done on incidents and emergencies but from the responses of the students, the substitution tend to happen frequently enough to the level it could affect students learning. Learning is not just grasping on what's been told. It requires making a bond; a positive relation that initiate the learner to actually listen, understand and interact when necessary and the same to the educator. These are basically the purpose of introduction and orientation classes. Therefore, the frequent interchange between classes negatively affect the teaching and learning process as it destruct students and also, make teachers lose track of their students' character and overall of progress.

The administration mainly focuses on keeping the students inside the classrooms during the learning hours. Teachers got to class only because they are obligated to. The researcher failed to observe the sign of motivation and enthusiasm in the educators. These decrease the students' motivation to learn. They seem to expect less from their teachers and this marks the relationship in between. The common disciplinary issues observed in classroom are side talks and engaging in different tasks beside what's been taught.

ii. Interaction among administration, parents and students

Parents are called to school due to misconduct of their children. The researcher have got the chance to spend some time and made conversations in order to assess their attitude on the overall process.

Some parents were defensive about their kids. They assume that breaking rules is something to be expected from the students as they are teens. And, they did not think it's necessary to be called to school while they have important places they need to be at like work. They preferred the school would have taken some corrective measures that could be done inside the school. The researcher observed a tendency of shoving responsibilities on the part of the parents in disciplining their children.

Some of the parents just gave up. They seem to be tired of being called over and over again and didn't know what to do about their kids anymore. These show that the children are gone out of their control too.

The communication between the administration and the parents, as far as observed, the administration, mostly the deputy principal would start the conversation by listing the students' misconduct. Students mostly kept silent either because it was true or they just cared less. There was no way to know the truth. After the accusation had been finished, the parents would start making excuses for the misconduct on behalf of their kids and beg for one more chance by making promises that their child would make amendments on the misbehaving.

The morning time is the busiest time of the day for the school staff. Administrators and teachers would be occupied in getting students to their classrooms. Inspection would be made at the school gate for any break of school rules such as uniforms and dress code, school ID card, punctuality and so forth. The common misconduct that were shown in the students were improper wear of uniforms and belatedness. The corrective measures that were taken were either sending the students back to their homes or letting them miss one or more of the morning classes. At some schools it was observed that the arguments at the gate, grown to serious fights between students and whoever responsible in the inspection.

4.4. The Adequacy in the inclusion of Ethics in the Curriculum of Civics and Ethical Education

In this portion the data collected from teachers and key informants on the adequacy of ethical study in the contents of Civic and Ethical Education was analyzed and presented as follows:

The below table show the reflection of teacher respondents, evaluating the adequacy of ethics in the curriculum of Civics and Ethical Education.

Table 9: Teachers Questionnaire Evaluation in the Adequacy of Ethics in the Curriculum

No	Items	N	M	SD
1	Rate the role of CEE in shaping the students' behavior	25	3.96	1.13
2	How do you evaluate the curriculum of CEE in producing disciplined students	25	3.44	1.29
3	How do you evaluate the course content of ethics being in balance with the civics portion in the course curriculum	25	3.36	1.25
4	How do you rate the students' knowledge of understanding towards the objectives of Civics and Ethical Education	25	4.00	0.76
5	How do you rate the discipline of your students	25	3.44	1.12

N.B:- N = number of respondents, M = mean score, SD = standard deviation

Mean Scores: - 1.00 – 2.60 = Very poor and Poor, 2.61 – 3.40 = Neutral, 3.41 – 5.00 = Good and Very good

Initially, the teacher respondents were asked to rate the role of Civics and Ethical education in terms of shaping students' behavior. The mean score resulted for the inquiry is 3.96 with a standard deviation of 1.13. These result indicate that the majority of teachers believe that Civics and Ethical Education plays a significant role in shaping students' behavior. Next, the participants were requested to evaluate the curriculum of Civics and Ethical education on producing disciplined students. According to the results, the respondents seem to show a slight agreement that the curriculum is capable of producing disciplined students. The mean score and the standard deviation for the question are 3.44 and 1.29 respectively.

Thirdly, a question was forwarded to evaluate how balanced the course content of ethics are compared to the civic portions. The majority of the participants' response show uncertainty or indecision with the mean score of 3.36 and standard deviation of 1.25. Then after, there comes another question for the respondents to rate the students' knowledge of understanding towards the

objectives of Civics and ethical education. The mean score resulted for the question is 4.00 with a standard deviation of 1.25 and these data indicate that the participant believe their students capture the basic objectives behind learning Civics and Ethical Educations. Lastly, the participants are inquired to rate the discipline of their students. The resulted mean score and standard deviation for the question are 3.44 and 1.12 respectively. These result lay in the range of “Good and Very good”. According to the result, the majority of the participants see their students as well behaved.

In the open ended question, participant made a statement that the curriculum has political content. And it’s mostly used to pronounce the accomplishment of the by then ruling party (EPRDF) by making comparisons with its predecessors which were the governments of the Derg and the emperor Haile Selassie. The respondents suggested for the education field to be free from any form of political influence. Additionally, contrasting the results in the questionnaire, participants mentioned the inadequacy in the ethical portion in the course curriculum and recommended an improved comprehension on ethical study.

According to key informants, it was mentioned that: “Civics and Ethical education’s curriculum were designed to incorporate three main dimensions: politics, economy and social aspects. And from those, the 11 chapters are designed to be comprised in the secondary textbooks of the course (Key informant2, MoE, December 13, 2021).” Those topics are: Building a democratic system, Rule of law, Equality, Justice, Patriotism, Responsibility, Industriousness, Self-Reliance, Saving, Active community participation and The pursuit of wisdom. That said, overviewing these chapters, Key informant2 emphasized that there is a content abundance in civics related topics relative to ethics.

Additionally, Key informant4 stated that “teachings of ethical values and moral principles are greatly lacking in the curriculum of Civics and Ethical Education and this was claimed for the reason why the achievement of the course are inclined more to civic benefits such as active participation of citizens or exercising one’s human and democratic rights to some extent (Key informant4, Kotebe Metropolitan University, January 20, 2022).” And also it was suggested that the curriculum needs a revision in its ethical theme in order to achieve its objective of building productive and morally disciplined citizens effectively.

4.5. The Contribution of Civics and Ethical Education in Students' Behavioral Development

As mentioned, Civics and Ethical Education was introduced in the education system with the objective of bringing behavioral change both on civic and ethical matters. Therefore in this section the contributions of the course so far were evaluated by school principals and key informants and presented as follows:

According to Key informant1:

One of the main objectives of Civics and Ethical Education is building productive and morally disciplined students. And this objective should be backed with a curriculum which is capable of developing students' knowledge, skill and attitude regarding productivity and morality for it to be effectively achieved. In terms of knowledge, it's possible to say that the objectives are attained at a certain level, specific to the civic portion. And yet, skills and attitude are not the qualities that are mostly pronounced in the students' behavior (Key informant1, MoE, December 13, 2021).

The participants mentioned different reasons for the ineffective output on the desired skill and attitude of students which are discussed below:

To begin with, the lack of practicality in classes and the ineffective learning strategies employed are among the major factors inhibiting the application of the course. Principal1 stated that "there is a tendency of students to exercise their rights autonomously without the responsibilities that carried along inseparably (Principal1, January 26, 2022)" and another principal also mentioned "students score good results in the exams and again, they are seen defying school rules in the contrary of what's been taught (Principal2, January 28, 2022)". These pattern of behaviors show that the curriculum is not adequately developed in a way to make practical changes in students' behavior.

As a support to the above issue, the discipline of students in the schools were also discussed in order to study the patterns of their behavior and relate them to the case of the study. As mentioned by Principal4:

The general causes for students disciplinary issues were subjected to: Firstly, family economic status. Most students in public schools come from low income families. Parents are busy in their days to provide food and other basic necessities to their kids and themselves. They don't have time

to relate to or discipline their children and furthermore, they don't realize the effect it might have on their children's life. For this reason, there comes a higher tendency for the students to be exposed to destructive behaviors like drug addiction and female student may get involved in unfavorable circumstances before age for financial support. Secondly comes environmental influence. Mostly, because of the economic standard, students' surrounding does not promote development and discipline in different angles. Hence, students tend to be drifted by trivial and self-destructing activities. And more, the community also become ignorant to such misbehaving of the youth and this also adds up to the problem (Principal4, February 8, 2022).

The common disciplinary issues observed in students are: ditching classes; jumping over the school fence both to enter and exit school; engaging in conflicts and fights both with their teachers and among themselves; and being late to school. Thus, disciplinary measures are applied to address such issues. These measures include as mentioned by Principal4: "discussion with parents when problems occur and also on regular bases. The discussion involves: information exchange, acquiring clear understanding, reaching to solution and sharing responsibilities (Principal4, February 8, 2022)". Moreover, Principal5 added: "psychological support with the help of a professional will be provided to students involved in the violation and further, suspension from school for definite period of time will also be applied if there is no sign of improvement. On top of that, if they are engaging in the acts in group manner, allocating the students to different schools will be done and lastly, students will be totally suspended from school (Principal5, February 11, 2022)".

As can be seen, most of the action employed to discipline the students are corrective measures. This trend of reacting to problems by carrying out a series of disciplinary measures will not certainly result in the desired behavior unless it's treated from the fundamental cause, which in our case is the lack of a strong ethical background.

Another contributing factor for the ineffectiveness of Civics and Ethical education is the lack in the practicability of the concepts that have been taught (i.e. constitution) by the government and other responsible bodies. On the related issue Key informant1 stated: "Anticorruption, Ombudsman and other law enforcing organizations are not capable, independent and well-organized in realizing their objectives. This creates contrast on what have been learned and devalue the importance and meaning of the course in general (Key informant1, MoE, December 13, 2022)".

Content redundancy in Civics and Ethical Education also adds to the major factors that hinders the effectiveness of the course. According to Key informant4: “the chapters and the major concepts in the textbooks from grade 9 up to grade 12 are the same. This makes the teaching and learning process to be boring both for teachers and students. And also, leads to lack of focus and tend to create the feeling of overlearning on the side of students (Key informant4, Kotebe Metropolitan University, January 20, 2022)”. The redundancy is also claimed for the reason why students often score good results academically, which is mistakenly considered as genuine understanding of the concepts that are taught in the course.

Regarding content, the ethical portion in particular is inadequate to bring any moral development in students’ behavior. As mentioned by Key informant3: “Ethical values and moral principles that are essential for the personal development of an individual have no coverage in the course content. Therefore, it’s possible to say that the curriculum and the objectives are not aligned harmoniously to deliver the right output (Key informant3, MoE, December 13, 2022)”. Moreover, the expert also added that although the defects in the curriculum have been pronouncing themselves in the generation for more than a decade, there hasn’t been any sign of effort in revising or amending the problems in the curriculum to induce a desirable behavioral change in students’ character.

That said, recommendations were suggested by the respondents to make a tangible change for Civics and Ethical Education meet its preset objectives. To begin, it was suggested to provide Ethics as an independent field of study separately from Civics and for it to comprise commonly agreed upon values from the major sources of morality such as religion, culture and tradition. Contextualizing the concepts in the country’s perspective which in other words, identifying the lacking qualities in citizens and strategizing to deliver the desired outcome, was given a strong emphasis. Besides, introducing practicality in the concepts and focusing more on skill and attitude development was also stated as a major area of improvement. Moreover, it was mentioned that it’s necessary to develop a dependable system that can produce educators with the right knowledge, skill and attitude to teach ethical education and finally, it was recommended for responsible bodies such as the government, media, school, community, religious institutions, NGOs and so forth to work jointly to achieve the common objective.

Chapter Five

Summary, Conclusion and Recommendations

This chapter discusses the major findings of the study and conclusion will be drawn based on the results and finally, recommendations will be forwarded by the researcher on enhancing the effectiveness of Civics and Ethical Education in building ethical behavior of students.

5.1. Summary of the Major Findings

The objective behind undertaking this study is to evaluate the effectiveness of Civics and Ethical Education in building ethical behavior of students. And the evaluation results are expected to determine and recognize the achievements and as well as improvement areas that will lead to better implementation and output.

As a reminder, the following research questions were framed at the beginning for each to be addressed by the end of the study.

1. How adequate is the inclusiveness of ethics in the curriculum of Civics and Ethical Education?
2. To what extent teachers and principals are committed in teaching and exercising ethical values in schools?
3. To what extent the students understand the moral objective of the course?
4. To what extent Civics and Ethical Education is contributing to the behavioral development of students?

The research was conducted at Bole sub-city, Addis Ababa, Ethiopia. All the six secondary schools found in the sub-city were participated in the study. Mixed method research design was selected and triangulation mixed method design (QUAN-QUAL model) was employed to make a combined formulation of the quantitative and qualitative data.

Data were gathered through questionnaire, quiz, interview and observation checklist. A total of 418 questionnaires were distributed in the study; 380 to student respondents and 38 to teacher respondents and from those, 361 (95%) and 25 (65.7%) questionnaires were returned from the student and teacher respondents respectively and analyzed in the study. Besides, 450 quiz sheets were provided to the students in all six schools and 438 (97.3%) were returned and analyzed.

Furthermore, interviews were conducted with 5 school principals and 4 key informants which were from MoE and from Kotebe Metropolitan University. Additionally, observation checklist was used to collect data as a supplement to other resources.

Lastly, the data collected quantitatively were analyzed using frequency, percentage, mean and standard deviation and on the other side, data from interviews and the observation checklist were analyzed using content analysis technique.

5.1.1. Students' Attitude and Understanding Regarding the Moral Objective of Civics and Ethical Education

Regarding students' attitude towards learning Civics and Ethical Education, the majority of student respondents consider the course as one of the main and important subject. And also, they believe learning Civics and Ethical Education make an impact on their present and future life. Despite that, the greater portion of the participant were indecisive whether they find the teaching and learning process well organized and interesting.

Concerning the students' understanding of moral and ethics, the mean of their quiz result, which was given out of 12 was 5.94 which was below the average (6.5). This implies that there is a gap in the understanding of the basics of ethics, its purpose and application.

Additionally, the statements of the respondents in the open ended question reveal that the curriculum failed to clearly objectify the purpose of learning ethics and the impact and contribution it will make in the present and future life of the student. Furthermore, they stated that the high content redundancy and the outdated passive way of learning style make the teaching and learning process tedious.

5.1.2. The Commitment of Teachers and the School Administration in Teaching and Exercising Ethical Values in School

Students' opinion regarding their teachers and school administration's commitment on ethics summarized as follow. The majority of the respondents believe their teachers come to class ready to teach the course. Despite that, they are unsure if their teacher utilize supplementary materials to aid the teaching. And again, the best portion of the participants chose to stay undecided when it

comes to teachers' application of different learning style in order to make the class active and interesting.

That said, student respondents' stated specific commitment issues both in the educator and the administration side for them to be addressed. Here are some: Students make complaints on teachers and the staff taking Civics and Ethical Education not seriously enough so that time is not utilized effectively, teachers exchange classes frequently and also no attempts done by them to make the course neither meaningful nor interesting to students. The other major issue mentioned was the lack in proper communication between students and both teachers and the administration. Leading by example is not the quality to be seen in the schools. Students make complaints on the ways disciplinary issues are addressed. The actions are claimed to be dictatorial and not educational at all.

Teachers on the other hand blame the lack of practicality of the course. There is no ground to relate the teachings in the country's current status of democratic development. And more, the high content redundancy in the course affected their effectiveness by making it less interesting to teach and also drain the excitement of students. Additionally, they made remarks on the external factors like parents not properly undertaking their responsibilities in disciplining their students. And therefore, every party should take part in the ethical development of the students.

In schools, Civics and Ethical Education doesn't get the proper attention it deserves for the reasons that: one, the course is mostly considered as a supplement to other subjects by administrations and staff. Which happened because of the implementation gap in providing the human resource with the proper knowledge, skill and attitude. Two, there is a tendency of associating the course with politics which is also a result of misinterpretations of contents in the early years of its implementation. Three, the course is assumed to be easy because students hardly struggle in their academic results of Civics and Ethical Education. For the above reasons, schools doesn't get the urge to support the education through different techniques. There is a lack of reference materials for Civics and Ethical Education in the library of the schools and in addition, Civics and Ethical Education school clubs, if they exist, they are mostly nominal. They are neither well-organized nor operate sufficiently to make a significant change.

5.1.3. The Adequacy in the inclusion of Ethics in the Curriculum of Civics and Ethical Education

Teachers believe that the curriculum of Civics and Ethical Education is capable of making behavioral development in students. Though the results from the questionnaire show indecisiveness, statements were made in the open ended questions that complaint the inadequacy of ethics in the content comprehension relative to civics and additionally, it was stated that there is a tendency to instrumentalize the course contents for political gain.

On the other side, key informants in the interviews emphasized on the teachings of ethical values and moral principles significantly lacking in the curriculum of Civics and Ethical Education. And this was also confirmed to be the reason the achievement of the course are inclined more to civic benefits such as active participation of citizens or exercising one's human and democratic rights to some extent. And yet, ethical values and moral principles that are necessary for one to coexist in the community harmoniously, and also, that are crucial to facilitate individual collaborations and excel productivity in any life circumstances are neglected be covered in the course curriculum.

Therefore, it was recommended that Civics and Ethical Education better incorporate the necessary ethical studies that are primary for the development of a well-rounded personality so that student could surf through their present and future life with caution and less friction.

5.1.4. The Contribution of Civics and Ethical Education in the Students' Behavioral Development

Regarding the impacts Civics and Ethical Education have in building ethical citizens, results show a lacking in making an effective contribution on the subject. Students are good achievers in their academic results and this is because of the redundancy in the course contents in all grade levels. But again, this repetition is also blamed for boring class sessions and for undervaluing the course. However, the academic achievements are seldom complemented by comparable action. And this is subjected to the lack of practicality in the techniques and strategies employed in the teaching learning process. And also, the absence of role models in every sector starting from the educators themselves reaching to government institutions, was mentioned as one of the factors inhibiting the

course to step up to practical implementation. The values and concepts taught in the course are hardly part of the practical reality.

The inadequacy in the comprehension of ethics is also mentioned as one of the major setbacks in facilitating moral development in students. Ethical values and moral principles that are essential for the personal development of an individual have no coverage in the course content. Therefore, it's possible to say that the curriculum and the objectives are not aligned harmoniously to deliver the right output. That said, evaluating the outputs, no revisions or constructive measures were taken on the curriculum for about two decades to adjust the course to bring the desirable moral development in students' personality.

Participants at the end made recommendations to improve the role of Civics and Ethical Education in enhancing moral development. First, it was advised that ethical education is better to be delivered separately from civics. The curriculum was also suggested to comprehend the main contributors of morality such as religious institutions, family, culture and tradition. Second, practicality was encouraged to be the center of the education process and the main focus of the curriculum was also proposed to be in developing the necessary skill and attitude for students to engage in morality throughout their life.

In addition, it was mentioned that the professional development of ethics teachers should be monitored with especial care, assuring they are equipped with the proper knowledge, skill and attitude to drive change in the moral development of students. Last but not least, it was emphasized for the necessity on the collaboration of different parties such as the government, media, community, school, religious institutions, NGOs and so forth to guide students in every stage of their development for them to be better version of themselves.

5.2. Conclusion

The objective of this study was to evaluate the effectiveness of Civics and Ethical Education in building ethical behavior of students. And this major objective was deduced into four distinct questions for them to be analyzed separately and produce results as findings of the research. These questions focused on; content adequacy of ethics, teachers' and principals' commitment, students' understanding of morality and the contributions of CEE in the behavioral development of students.

By the end of the study, it's concluded that the comprehensive picture of what ethics stands for, its purpose, benefit and application in life are not well taught under the provision of Civics and Ethical Education, which could have been a great asset to students in their personal and professional life. The main teachers of ethical principles in the school should be the educators and the school administrators and this could only be applied by incorporating the values in one's own actions and based on the results, this is not the case observed in schools which is because of the lack of adequate skill and attitude regarding ethics. Moreover, based on the investigations, these bodies didn't observe themselves as role models, for their actions could immediately be judged or emulated by their students but rather, consider themselves as monitors, evaluators and disciplinary action takers. From this, it's concluded that the communication and interaction between the students and the educators/administrators is not well-paved to make schools a convenient place to enhance ethical development.

Regarding the present Civics and Ethical Education contributing to the behavioral development of students, traces of progress have shown in cultivating the practices of citizenship education to a certain amount and yet, no tangible progress is observed in its contribution for the ethical development of students' behavior.

5.3. Recommendations

Based on the finds of the study, the following recommendations are forwarded to improve the effectiveness of Civics and Ethical Education in building ethical behavior of students.

- i. Regarding enhancing students' knowledge, skill and attitude on ethics, the following curricular amendments are recommended based on the finds:
 - The discipline Ethics is advised to be delivered as a separate field of study with its definite objectives, comprising essential principles to develop a well-rounded personality.
 - Ethics as a subject is proposed to be delivered starting from an earlier age (KG) in order to shape the behavior of students from the basis
 - The meaning, purpose, benefit and application of the course should be objectified in a way it can be related to a real life experience so that students can understand the 'why' behind the learning.
 - Practical demonstrations that focus on skill and attitude development should be the center of the education process.
 - The teachings of great philosophers of the world on morality and ethics should be incorporated in the course for students to develop their imaginative capacity and set their own role models apart from the limitations of their surrounding and also for them to have the mind of a change maker rather than abiding to the shortcomings of one's external environment.
 - Commonly agreed upon constructive traditional, cultural and religious values should be incorporated in the curriculum for the student to understand the nature of their community and to positively harmonize accordingly.
- ii. Concerning the professional capacity and commitment of teachers and the school administration, in teaching and exercising ethical values in school, the following recommendations are forwarded:
 - The education ethics is capable of addressing the disciplinary issues that have been abundant among the students in school. Therefore, educators and school administrators should give greater attention to drive change by utilizing the fundamental principles of the course.
 - Educators and school administration should be the main practitioners of morality as their actions are in risk of being immediately emulated by their students.

- High academic scores should not be mistaken by educators for a genuine understanding of the concepts unless they are complemented by same level of action.
- Educators and school administration should support and strengthen extracurricular activities and school clubs for them to be able to operate independently and manifest a desirable change.
- A well-organized education system should be developed by the government to produce teachers with the right knowledge, skill and attitude to teach ethical education.
- Proper conflict resolution skills and disciplinary techniques should be possessed by the school staff for their corrective measures to be fundamentally educational

Finally, undertaking timely evaluations and revisions accordingly based on what's lacking on citizens' professional and personal ethical qualities should be a culture in the education sector for a real change to happen. Last but not least, the responsibility of building ethical generation should not be shoved to be carried out by one or two bodies. Living an ethical life by itself is a great teacher for anyone who's up to learn. Therefore, every individual in their respective professional and personal life should thrive to be an ethical role model to the young so the goal will be achieved.

5.4. Areas for Future Research

At the end of the study, the researcher proposes two focal areas for future study:

- ✓ The effect of ethical education in the personal and professional life of an individual in the case of Ethiopia
- ✓ Strategies to successfully incorporate ethical education as a separate field of study in the education system

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Appendices

Appendix-A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Area of study: The effectiveness of Civics and Ethical Education in building ethical behavior of students

A questionnaire to be completed by public secondary school students.

Dear Student,

The purpose of this questionnaire is to gather information on the areas that affect the effectiveness of Civics and Ethical Education in secondary schools. The findings will serve a greater value in identifying the drawbacks and challenges of the education field and help to recommend policy and curricular improvements. Therefore, you are kindly requested to take your time and fill out this questionnaire honestly and responsibly.

Thank you for your cooperation

Note

- ✓ It is not necessary to write your name
- ✓ Please be informed that the information you give will be kept confidential

Instructions

- ✓ Put 'X' mark in the provided space for multiple choice and rated questions

PART I: Demographic information

1. School name _____
2. Gender
 Female Male
3. Grade level _____

PART II: Questions related to students' attitude on the moral objective of the course

Instruction

- ✓ Please rate the questions as per the following scale. Circle the number straight to the choice that best fit your opinion.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No.	Variable	Level of Agreement				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I consider Civics and Ethical education as a main and important subject	5	4	3	2	1
2.	I believe learning Civics and Ethical Education will make an impact in my todays and future life	5	4	3	2	1
3.	The teaching learning process of Civics and Ethical Education is well organized and interesting	5	4	3	2	1

PART III: Questions related to the level of commitment of teachers and the school administration in teaching and exercising ethical values in school

Instruction

✓ Please rate the questions as per the following scale. Circle the number straight to the choice that best fit your opinion.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No.	Variables	Level of Agreement				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	My Civics and Ethical Education teacher come to class ready to teach the course	5	4	3	2	1
2.	My Civics and Ethical Education teacher refers additional resources beside the textbook while teaching	5	4	3	2	1
3.	My Civics and Ethical Education teacher employs different learning styles in order to make the class interesting	5	4	3	2	1
4.	The school administration promotes extracurricular activities that develop ethical values	5	4	3	2	1
5.	The school administrators are ethical role models	5	4	3	2	1
6.	The school administration follow, recognize and guide students closely beside setting rules	5	4	3	2	1
7.	There is respect and good natured communication between students and the school administration	5	4	3	2	1

PART IV: Additional information

1. Do you think you are getting the expected ethical knowledge from Civics and Ethical Education? If not, why?

2. What do you suggest to make Civics and Ethical Education more interesting and attractive to students?

Appendix-B

አዲስ አበባ ዩኒቨርሲቲ

የስነ-ትምህርት እና ስነ-ባህሪ ኮሌጅ

የትምህርት ዕቅድ ዝግጅት እና አስተዳደር ትምህርት ክፍል

የድህረ ምረቃ ጥናት

የጥናቱ ርዕስ: “የስነ-ዜጋ እና ስነ-ምግባር ትምህርት የተማሪዎችን ባህሪ በማነፅ ላይ ያለው ውጤታማነት”

በቦሌ ከ/ከተማ የመንግስት 2ኛ ደረጃ ት/ቤት ተማሪዎች የሚሞላ መጠይቅ

የመጠይቁ አላማ

የዚህ መጠይቅ ዋና አላማ የስነ-ዜጋ እና ስነ-ምግባር ትምህርት የተማሪዎችን ስነ-ምግባር በመገንባት አኳያ ያለው ውጤታማነትን ለመመዘን ብሎም ክፍተቶችን እና ተግዳሮቶችን ለመለየት እና የመፍትሄ አቅጣጫዎችን ለማስቀመጥ እንዲረዳ ለጥናቱ ግብዓት ሆኖ ማገልገል ነው። ስለሆነም ያንተ/ያንቺ ትክክለኛ ግልጽ የሆነ ምላሽ ለዚህ ጥናት የሚያበረክተው አስተዋጽኦ ክፍተኛ መሆኑን ተረድተህ/ተረድተሽ ለዚህ የመረጃ ማሰባሰቢያ መጠይቅ ተገቢውን መልስ በመስጠት እንድትተባበር/እንድትተባበሩ በአክብሮት እጠይቃለሁ።

ስለትብብርህ/ስለትብብርሽ በቅድሚያ አመሰግናለሁ።

አጠቃላይ መመሪያ:

- ✓ ስም መፃፍ አያስፈልግም፤
- ✓ ለባለ ክፍት ቦታ ሙሉ ጥያቄዎች ተገቢውን ቃል/ ሐረግ በክፍት ቦታ ላይ በማስቀመጥ መልስ/መልሽ፤
- ✓ ለባለ ምርጫ ጥያቄዎች መልስ ነው ብለህ/ብለሽ ካልከው/ካልሺው ፊት ለፊት ባለው ሳጠን ውስጥ “X” በማስቀመጥ መልስ/መልሽ፤
- ✓ በሰንጠረዥ ላይ ላሉት የስምምነት ደረጃ ጥያቄዎችን ከጥያቄው ፊት ለፊት ካሉት ቁጥሮች መካከል የምትስማማበትን/የምትስማሚበትን መልስ በማክብብ መልስ/መልሽ፤
- ✓ ለሁሉም ጥያቄዎች መልስ ስጥ/ስጧ፤

ክፍል አንድ፡ ግላዊ መረጃ

መመርያ፡ ለሚከተሉት ጥያቄዎች በክፍት ቦታ ላይ ተገቢውን ቃል/ሐረግ በመሙላት እና ለባለ ምርጫ ጥያቄዎች መልስ ነው ብለህ/ብላሽ ካልከው/ካልሺው ፊት ለፊት ባለው ሳጥን ውስጥ “X” ምልክት በማስቀመጥ መልስ/መልሻ።

1. የትምህርት ቤት ስም _____

2. የታ

ሴት ወንድ

3. የትምህርት ደረጃ _____

ክፍል ሁለት፡ ተማሪዎች በስነ-ዜጋ እና ስነ-ምግባር ትምህርት አላማና ግብ ላይ ያላቸውን አመለካከት በተመለከተ

መመርያ፡ እነዚህ መጠይቆች ለስነ-ዜጋ እና ስነ-ምግባር ትምህርት መሰጠት ዋና እና መሰርታዊ ናቸው። እባክህ/እባክሽ አንተ/አንቺ የምትስማማበትን/የምትስማሚበትን ሀሳብ በምላሽ መስፈርቶቹ መሰረት በጥያቄው ትይዩ ካሉት ቁጥሮች መካከል በማክበብ መልስ/መልሻ።

1 = በጣም አልስማማም 2 = አልስማማም 3 = መወሰን አልቻልኩም 4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ.ቁ		ያንተ/የአንቺ የስምምነት ደረጃ				
		በጣም እስማማለሁ	እስማማለሁ	መወሰን አልቻልኩም	አልስማማም	በጣም አልስማማም
1.	የስነ-ዜጋ እና ስነ-ምግባር ትምህርት ዋና እና ጠቃሚ የትምህርት አይነት ነው፤	5	4	3	2	1
2.	የስነ-ዜጋ እና ስነ-ምግባር ትምህርት መማሪያ ለአሁን እና ወደፊት ለምኖረው ህይወት አስፈላጊ ነው፤	5	4	3	2	1
3.	የስነ-ዜጋ እና ስነ-ምግባር ትምህርት አቀራረብ እና የመማሪያ ሂደት በበቂ ሁኔታ የተደራጀ እና የሚሰጠው ነው፤	5	4	3	2	1

ክፍል ሦስት፡ የመምህራን እና የት/ቤት አስተዳደሩ የሰነ-ምግባር እሴቶችን በማስተማር፣ በማሳወቅ፣ እና በመተግበር አኳያ ያላቸውን ቁርጠኝነት በተመለከተ

መመርያ፡ እነዚህ ጥያቄዎች የሰነ-ዜጋና እና ሰነ-ምግባር ትምህርት አተገባበርን ለመመዘን ዋነኛ ሚና አላቸው። እባክህ/እባክሽ አንተ/አንቺ የምትስማማበትን/የምትስማሚበትን ሀሳብ በምላሽ መስፈርቶቹ መሰረት በጥያቄው ትይዩ ካሉት ቁጥሮች መካከል በማክበብ መልስ/መልሽ።

1 = በጣም አልስማማም 2 = አልስማማም 3 = መወሰን አልቻልኩም 4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ.ቁ		ያንተ/የአንቺ የስምምነት ደረጃ				
		በጣም እስማማለሁ	እስማማለሁ	መወሰን አልቻልኩም	አልስማማም	በጣም አልስማማም
1.	የሰነ-ዜጋ እና ሰነ-ምግባር ትምህርት መምህራ ወደ ክፍል ሲመጣ ለማስተማር በቂ ዝግጅት አድርጎ ነው፤	5	4	3	2	1
2.	የሰነ-ዜጋ እና ሰነ-ምግባር ትምህርት መምህራ ከመደበኛው መፅሀፍ በተጨማሪ አጋዥ መፅሀፍቶችን ለማስተማር ያነት የጠቀማል፤	5	4	3	2	1
3.	የሰነ-ዜጋ እና ሰነ-ምግባር ትምህርት መምህራ የማስተማር ሂደቱን ሳቢ ለማድረግ የተለያዩ የመማማር ዘዴዎችን ይተገብራል ፤	5	4	3	2	1
4.	የት/ቤቴ አስተዳደር የሰነ-ምግባር እሴቶችን የሚያዳብሩ የመማማርያ መድረኮችን እና ክለሶችን ያደራጃል፤ ያበረታታል፤	5	4	3	2	1
5.	የት/ቤቴ አስተዳደር ኃላፊዎች የመልካም ሰነ-ምግባር አርአያ ናቸው፤	5	4	3	2	1
6.	የት/ቤቴ አስተዳደር መመርያን ከማስከበር ባለፈ ተማሪዎችን በቅርብ ይከታተላል፤ ያበረታታል፤ ይገስጻል፤ ያበረታታል፤	5	4	3	2	1
7.	በተማሪዎች እና በት/ቤቴ አስተዳደር መሃከል መከባበር፣ መደማመጥ እና መልካም የሚባል ግንኙነት አለ፤	5	4	3	2	1

ክፍል አራት፡ ተጨማሪ መረጃ

መመርያ፡ ለሚከተሉት ገደብ የለሽ ጥያቄዎች የአንተን/የአንቺን ሀሳብ ያለገደብ በክፍት ቦታው ላይ በመፃፍ መልስ/መልሽ

1. በስነ-ዜጋ እና ስነ-ምግባር ትምህርት ስነ-ምግባርን በማስተማር አኳያ ያለውን ክፍተት ወይም የሚታዩህን/የሚታዩሽን ችግሮች ግለፅ/ግለጫ?

2. የስነ-ዜጋ እና ስነ-ምግባር ትምህርት ይበልጥ ውጤታማ እና ለተማሪዎች ሳቢ እንዲሆን ያደርጋል የምትለውን/የምትዩውን ሃሳብ ግለፅ/ግለጫ?

Appendix-C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Area of study: The effectiveness of Civics and Ethical Education in building ethical behavior of students

Quiz

***A quiz prepared for secondary school students in the area of Civics and Ethical Education**

Instructions

- ✓ Circle the best choice. More than one answer is permitted
- ✓ It is not necessary to write your name

Part I: Multiple Choice Question

1. What do you most prefer to do at your free time?
 - a. Study or do homework
 - b. Entertain and relax
 - c. Help parents
 - d. Any activity that will earn money
2. Do you mind wearing uniform every school day?
 - a. No, not really that much
 - b. Yes. I hate uniforms
 - c. Nope, not at all
3. Which of the following would be considered as a violation of ethical standards
 - a. Clapping at a funeral
 - b. Murdering a thief
 - c. Arguing with parents
 - d. Not laughing on a friend's joke
4. Being the same or equal in status, opportunity, or right is _____.
 - a. Courage
 - b. Equality
 - c. Inspiration
 - d. Respect

5. To show regard or special consideration for others
- a. Friendship
 - b. Excellence
 - c. Respect
 - d. Determination
6. Nathan always raises his hand when he wants to say something in class. He is showing _____
- a. Equality
 - b. Respect
 - c. Friendship
 - d. Courage
7. Which one is the example of values?
- a. Empathy
 - b. Responsibility
 - c. Tolerance
 - d. All of the above
8. Where does a person get their values from?
- a. Parents
 - b. Media
 - c. Friends
 - d. All of the above
9. Based on the selection, "Why should we attain a moral standard of living?"
- a. So I can be famous and win an election
 - b. So many would emulate my action
 - c. So I can gain self-respect, discover and appreciate the goodness inside me
 - d. So I can be who I am
10. Which of the following is true about self-reliant people?
- a. They force others to accept their opinion
 - b. They do not ask for apology when they do something wrong
 - c. They accept the consequences of their decision
 - d. They do not criticize other people
 - e. None of the above
11. Which of the following refers to readiness to consider or accept the ideas of others?
- a. Open-mindedness
 - b. Being rigid
 - c. Civic commitment
 - d. None of the above
12. is fairness in the relationship among people.
- a. Equity
 - b. Values
 - c. Justice
 - d. Norms

Appendix-D

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Area of study: The effectiveness of Civics and Ethical Education in building ethical behavior of students

A questionnaire to be completed by secondary school Civics and Ethical Education teachers.

Dear teacher,

The purpose of this questionnaire is to gather information on the areas that affect the effectiveness of Civics and Ethical Education in secondary schools. The findings will serve a greater value in identifying the drawbacks and challenges of the education field and help to recommend policy and curricular improvements. Therefore, you are kindly requested to take your time and fill out this questionnaire honestly and responsibly.

Thank you for your cooperation

Note

- ✓ It is not necessary to write your name
- ✓ Please be informed that the information you give will be kept confidential

Instructions

- ✓ Put 'X' mark in the provided space for multiple choice and rated questions

PART I: Demographic information

1. School name _____
2. Qualification
 MA/MSc BA/BSc
 Diploma Certificate
3. Field of study _____
4. The grade level you teach in _____
5. Experience
 Below 5 years 5 – 10 years
 11 – 15 years Above 15 years

PART II: Questions related to the extent by which the curriculum of Civics and Ethical Education maintains the balance between its civics and ethical theme

Instruction

✓ Please rate the questions as per the following scale. Put ‘X’ on the blank space straight to the choice that best fit your opinion.

1 = V. poor 2 = Poor 3 = Neutral 4 = Good 5 = V. good

No.		Level of Agreement				
		V. good	Good	Neutral	Poor	V. poor
1.	Rate the role of CEE in shaping the students behavior					
2.	How do you evaluate the curriculum of CEE in producing disciplined students					
3.	How do you evaluate the course content of ethics being in balance with the civics portion in the course curriculum					
4.	How do you rate the students' knowledge of understanding towards the objectives of Civics and Ethical Education					
5.	How do you rate the discipline of your students					

PART III: Questions related to challenges teachers encounter in teaching Civics and Ethical Education

Instruction

✓ Please rate the questions as per the following scale. Put ‘X’ on the blank space straight to the choice that best fit your opinion.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No.		Level of Agreement				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I'm satisfied in teaching Civics and Ethical Education to my students.					
2.	The school makes enough effort in enabling Civics and Ethical Education to shape students' behavior					
3.	Teachers feel uncomfortable about teaching Civics and Ethical Education due to its sensitivity to politics					
3.	The educational environment is conducive for moral development					
4.	There are adequate teaching aids and reference materials in the school to teach Civics and Ethical Education					
5.	The time allocated for the teaching and learning process of Civics and Ethical Education in schools has not been equal as compared with other subjects.					

PART IV: Additional information

1. Are there challenges in practicing good behavior according to Civics and Ethical Education for students after they learnt the course?

2. Do you think there is a better way to teach ethics other than the current system? If yes, what are the challenges now and what do you personally suggest?

Appendix-E

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Area of study: The effectiveness of Civics and Ethical Education in building ethical behavior of students

An interview to be conducted with secondary school principals

PART I: Demographic information

1. School name _____

2. Qualification

MA/MSc

BA/BSc

Diploma

Certificate

3. Field of study _____

4. Experience

Below 5 years

5 – 10 years

11 – 15 years

Above 15 years

PART II: Questions related to the level of commitment of teachers and the school administration in teaching and exercising ethical values in school

1. Do you make an effort to support extracurricular activities that promote ethical education? If yes, give example.
2. Do you think Civics and Ethical Education teachers possess adequate professionalism to teach the course? If not, why do you think that happened? How does it affect the education process?
3. Do you consider Civics and Ethical education teachers as an ethical role model in the school?
4. Do you think the school facilitates enough opportunities inside class and in the school environment for the students to exercise ethical teachings and values?

PART III: Questions related to the contribution of Civics and Ethical Educations in students' behavioral development

1. How do you evaluate the ethical portion of Civics and Ethical Education?
2. Do you think the current Civics and Ethical Education is effective in regard to developing ethical behaviors? If not, why?
3. Do you think there is a better way to teach ethics other than the current system? If yes, give example?

PART IV: Questions related to students disciplinary issues and corrective measures

1. How do you rate the discipline of the students' on average in your school?
2. What are the common disciplinary issues observed in students?
3. What corrective measures are taken handle the disciplinary issues?

Appendix-F

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Area of study: The effectiveness of Civics and Ethical Education in building ethical behavior of students

An interview to be conducted with key informants

PART I: Demographic information

1. Qualification

- | | |
|---------------------------------|----------------------------------|
| <input type="checkbox"/> PHD | <input type="checkbox"/> BA/BSc |
| <input type="checkbox"/> MA/MSc | <input type="checkbox"/> Diploma |

2. Field of study _____

3. Experience

- | | |
|---|---|
| <input type="checkbox"/> Below 10 years | <input type="checkbox"/> 10 – 15 years |
| <input type="checkbox"/> 15 – 20 years | <input type="checkbox"/> Above 20 years |

PART II: Questions related to the extent by which the curriculum of Civics and Ethical Education maintains the balance between its political and ethical theme

1. How do you evaluate the ethical portion of Civics and Ethical Education?
2. Do you think contents of politics and ethics are balanced in the course? If not, what do you think is the reason behind?
3. If the answer is no to the above question, how does it affect the effectiveness of the course regarding building ethical students?

PART III: Questions related to the contribution of Civics and Ethical Education in students' behavioral development

1. What is the general objective of comprising Civics and Ethical Education as a field of study in the education policy?
2. What were the ethical values that were planned to nurture when designing Civics and Ethical Education's Curriculum?
3. Do you think the objectives are achieved? If yes, how? If not, why?

PART IV: Questions related to the level of commitment of teachers in teaching and exercising ethical values in school

1. Do you think Civics and Ethical Education teachers possess adequate professionalism to teach the course? If not, why do you think that happened?
2. Do you think schools facilitate enough opportunities to enhance the practice of ethics? What do you think of the extracurricular activities in schools regarding ethical development?
3. Do you think there is a better way to teach ethics other than the current system? If yes, give example?

Appendix-G

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Area of study: The effectiveness of Civics and Ethical Education in building ethical behavior of students

Observation Checklist

PART I: Inside Classroom Session

1. Student-Teacher interaction in classroom
2. How teachers discipline their students in classroom
3. Student common discipline problems during class hours
4. The attitude of teachers toward their students
5. The attention given to Civics and Ethical Education both by teachers and students

PART III: Outside Classroom Session

1. The nature of Administration-Parent communication
2. Parents' attitude toward their children when called for discipline issues
3. Administrators and teachers facilitation during the morning student entry session
4. Common student disciplinary issues during the morning session

Declaration

I declare that this thesis is my original work and that all sources of information used for the study are fully acknowledged.

Name: _____

Signature: _____

Date: _____