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Some selected problems impeding the effectiveness of the subject civic and ethical education in bahir dar town higher education preparatory secondary schools

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**SOME SELECTED PROBLEMS IMPEDING THE EFFECTIVENESS
OF THE SUBJECT CIVIC AND ETHICAL EDUCATION IN
BAHIR DAR TOWN HIGHER EDUCATION PREPARATORY
SECONDARY SCHOOLS**

**BY
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**Bahir Dar University
August, 2009**

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EFFECTIVENES OF THE SUBJECT CIVIC AND
ETHICAL EDUCATION IN BAHIR DAR TOWN
HIGHER EDUCATION PREPARATORY SECONDARY
SCHOOLS**

**By
Mesfin Sintayehu**

**A THESIS SUBMITTER TO BAHIR DAR UNIVERSITY IN PARTIAL
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The undersigned hereby certify that we have read and recommended to the graduate program for acceptance of a master thesis project entitled: Selected problems impeding the effectiveness of the subject civic and ethical education in Bahir Dar town Higher Education Preparatory Secondary schools.

By

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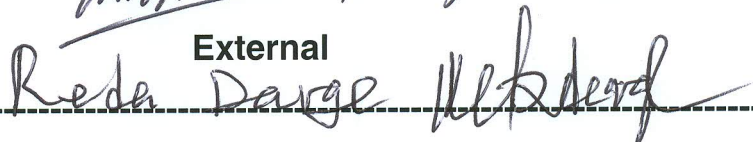
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Abbreviations and Acronyms

E.C: Ethiopian Calendar

MOE: Ministry of Education

SOS: Save Our Soul

UNESCO: United Nations Educational Scientific and Cultural Organization.

Abstract

The purpose of this study was to investigate some selected problems impeding the effectiveness of the subject Civic and Ethical Education in Bahir Dar town higher Education preparatory schools. To achieve the objective of the study, basic research questions were asked regarding the attitudes of students towards Civic and Ethical education, their attitudinal difference in relation to gender and grade level, participation of students in school and community activities, and problems which hinder the effectiveness of Civic and Ethical Education. The participants consists of 300 students 12 teachers, and 10 principals and assistant principals. The study employed a descriptive survey method. In addition, both quantitative and qualitative research approach were used. To analyze and interpret quantitative data and some open-ended questions t-test and percentage methods employed. Whereas responses collected through interview and open-ended questionnaires, narrated with words. The findings revealed that the attitudes of students towards Civic and Ethical Education were positive. There is no significant attitudinal difference between grade eleven female and male students towards the subject but there is significant attitudinal difference between female and male grade twelve students to the subject. However, there is no significant attitudinal difference between students towards the subject based on grade level. Most of the students believed that the core values are relevant for their school and community participation but the majority of the community does not have awareness about the core values. As the result of this shortage of awareness, students could not make what they have learned in the class practical. It is also found out that most of the students do not balance their right and obligations. In addition, few students either do not have interest or have wrong attitudes towards the subject. It was also realized that lack of textbooks, teacher's guide, absence of qualified teachers, inappropriate use of teaching methodology, lack of interest of few teachers in the subject, lack of appropriate administration, shortage of adequate supervisory support, inability to evaluate, to revise and to update the textbook and teacher's guide were the barriers of the effectiveness of Civic and Ethical Education. Moreover, insufficient school and community participation of students, the presence of some undisciplined students, inefficiency of stakeholders as role models, considering the plasma as teacher's total substitute hostility relationships between teachers and students, not respect students' rights, low coordination among stakeholders, and lack of budget to run Civic and Ethical Education club were the main drawbacks of the improvement of Civic and Ethical Education. Finally, based on the findings and conclusions, recommendations were forwarded to address the problems. It is essential to pay the necessary attention to appropriate administration, evaluation and monitoring so as to strengthen the effectiveness of the teaching-learning process of the subject.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Civic Education is broadly concerned with the development of citizenship or civic competency by conveying distinctive meaning, obligation and virtue of citizenship in a particular society or the acquisition of values, dispositions and skills appropriate to that society (Thomas, 2003). This is the way young people are prepared and consequently are able to undertake their roles as citizens. In every society, the individuals and the social groups always pass on their values and views about what is right and what is wrong. Without transmission of these values, families, human groups and society would cease to function as effective units (Ryan, 1991). These transmission processes have continued since ancient times. In primitive societies, the moral and value training of the young was conducted in a small group such as the family and the tribe. However, in industrialized society, large groups and institutions contributed to moral and value education. Even in modern industrial states, the family is the primary force in this development (The International Encyclopedia of Curriculum, 1991, p.737). Furthermore, there are also a number of secondary influences having substantial impact on morality and value of the young. Some among others are the schools, the church, mosques, youth serving organizations, peer group and mass media, etc. Thus, the concern of this study is how the schools provide and educate civic and ethical values to citizens.

“What a society does to introduce the young to its values and to teach them its morality has been a concern of philosophers from the time of Plato, Socrates, and Aristotle to the twentieth century philosophers such as John Dewey in the United States, John Wilson in the United Kingdom” (Ryan, 1991, p.737). Some people believe that public schools should focus on teaching knowledge and skills

only, leaving value education to the family and the churches. Most states, however, include value education in their curriculum (Good, and Brophy, 1995). Plato asserted that the goal of education is to make human both intelligent and good“(Ryan, 1991). John Dewey added that “the aim of education is growth or development, intellectual and moral, ethical and psychological principles can aid the school in the greatest of all the constructions and the building of a free and powerful character (Dewey 2003). Moreover, as Fogelman, 1991) cited in Dearing, 1994), education is concerned not only with equipping students with the knowledge and skills they need to earn a livelihood but also with helping our young people to use leisure time creatively, respecting the people, other’s culture and beliefs; becoming good citizens, thinking things out for themselves, pursuing a healthy lifestyle; and valuing themselves and their achievements. Thus, these ideas verify that schools make human knowledgeable and skillful as well as ethically and morally good. Cognizant of the importance of value and civic education, most countries in the world at this moment include it in school curriculum. For example, Sweden has a national curriculum that obliges teachers of the civic and value to teach tolerance, equality rights, gender equity, and respect for truth, justice and human dignity in its highly centralized schools (The International Encyclopedia of Education, 2003, v.2, p. 767). In China in 1980s, schools offered courses on communist ideology and morality emphasizing “correct attitudes towards hard labour” “thrift,” and the ability to distinguish between rights and wrong (Meyer, 1988 quoted by The International Encyclopedia of Education, 2003, V2). However, in the United States of America, the schools present the young with heroic traditions of the country, celebration of the national triumphs as well.. The United States of America also attempts to instill honesty, integrity, industriousness and responsibility into the young. It also gives “objectivity and individuality” (The International

Encyclopedia of Curriculum, 1992, v.2). Moreover, as opposed to collective emphasis of communist

countries, the schools in the United States of America stress individuality, which encourages individual competition. In Britain the purpose of citizenship education in schools and colleges is to secure and increase knowledge, skills and values relevant to the nature and practice of participative democracy; also to the enhancement of the awareness of one's rights and duties and the sense of responsibilities needed for the development of pupils into active citizens, and in so doing to establish the value to individuals, schools and society of involvement in the local and wider community (Yens Zega Timirt Alemakef Temokiro, 1997).

In Israel, civic education is given in integration with subject called "Homeland and Society". School principals are responsible for implementing the designed Grades 7-9 curriculum. For Grade 11 and 12, the subject has been given as a compulsory subject to the extent that students must take it as matriculation exam. Hence, civic education in Israel has the following purposes: to inculcate a common Israel civic identity together with the development of distinct national identities, and to impart the diversity of the Israel society to student, and to respect those who are different from one self (Yesne Zega Timirt Alimakef Temokro 1997 cited in Ministry of Education, Culture and Sports 2001). The importance of civic education in Israel is also to produce a citizens who will be self-reliable, conscious, capable of critical thinking, analyzing, evaluating, and forming an independent opinion, playing by the rule of democracy and being "immune" from emotional influence (Ministry of education, 2001 quoted by Yesne Zega Timhirt Alemakef Temokro, 1997).

The aim of Civic Education in South Africa is the following: Working explicitly with values enshrined in the constitution, the manifesto aims to show how the constitution can be taught, as part of the curriculum, and brought to life in the classroom, as well as applied particularly in programs and policy making by educators, administrators, governing bodies and officials (Yesnezega Timihrt Alemakef Temocro, 1997, cited in Manifesto of Values Education and Democracy, 2001).

In Ethiopia Civic and Ethical Education, included in the curriculum, has been taught at all education levels. During Emperor Haileselassie Civic education was included in school curriculum with the objectives of telling the glory of the emperor, his unlimited power and his hereditary rights (MoE, 2006). During that political system, Civic Education was offered from elementary to secondary schools in the form of moral education termed as “Gibregeb Timhirt” aiming at inculcating the Orthodox Christianity, which was the religion of the state, among students and advocated the absoluteness of the emperor’s political system and his evaluation (MoE, 2006, p. 14).

On the other hand, during the Dergue regime civic education was given in the form of political education starting from Grade four to indoctrinate the Marxist and Leninist ideology among students. Furthermore, as Melese cited in Huck (1987), the primary aim of political education was the development of social attitudes, conviction and traits.

After the formation of the 1994 Ethiopian Education and Training Policy, value education has been given in the form of civic education at primary school level in an integrated form. Beginning 2004, it has been offered in the form of Civic and Ethical education in an integrated approach in the first cycle of primary schools, and as a single subject from Grade five to twelve (MoE, 2006). Hence, the basic aim of the contemporary Ethiopian Civic and Ethical Education is to enable

citizens to show a positive as well as active participation in the county's political, social and economic issues.

According to the Education and Training Policy (1994), it is essential to bring up citizens in such a way that they respect human rights, stand for the well being of people, as well as for equality, justice and peace, shaped with democratic culture and discipline. The 1994 Policy also indicates that it is essential to provide education that promotes democratic culture, tolerance and peaceful resolutions of differences and boosts responsibility among citizens. Hence, Civic and Ethical Education has been in practice at all levels.

Civic and Ethical Education is an important component of education that cultivates citizens to participate in the public democratic life, to use their rights and to discharge their responsibilities equipped with the necessary knowledge, skills and attitudes. According to Facion A. and Attig, (1978), the concept of right is that a person has a right to claim that he or she is entitled to behave in certain ways in certain circumstances. It also defines expectations concerning the behavior of other people relative to the possession of the right.

The current Ethiopian constitution has classified rights as human and democratic rights. Human rights refer to the citizens' rights of life, liberty, equality, freedom from inhuman or degrading treatment, rights to honor and reputation, freedom of religion, belief, etc. (Ministry of Justice, 1996 E.C, pp 6-14). Under the democratic rights, the constitution states several rights such as freedom of thought, opinion and expression, freedom of assembly, association, movement, demonstration, etc (Ministry of Justice, 1996 E.C, pp.6-14, Amhara National Regional State Education Bureau, 1996, p.16). According to the Ethiopian constitution, in addition to rights,

the citizens should also have duties and obligations. Obligation could be classified as moral and legal obligations. Moral obligations are not stated by the law, and the failure of discharging them is not followed by punishment. That is, moral obligations are requirements that specify what acts are permitted or forbidden without reference to the consequence of performing or omitting an act. Thus, moral obligations rest upon ethical considerations, and are not imposed or enforced by law. Legal obligations, on the other hand, are duties which citizens are required to discharge, and the failure of it will lead to legal punishment. Hence, legal obligations are duties imposed by law that specify the type of actions permitted, forbidden and required. Therefore, we would like to demand and enjoy our rights and benefits; we should also be ready to discharge the responsibilities expected from every one of us. It is the fulfillment of these responsibilities that is known as *individual responsibility*. In order for citizens to fulfill their responsibilities, there should be active participation. Active participation of citizens in the social, economic and political affairs of their own country enables them to influence their government to formulate better policies and undertake sound measures; Participation of citizens could be classified as civic and political participation. Civic participation implies involvement in social and welfare activities aimed at resolving certain social problems such as helping the poor, supporting orphans, building up roads, bridges, etc. participating in social affairs, interest in involving in various public activities, obeying the law, respecting the rights of others, tolerance of diversity, etc.

Whereas political participation refers to those actions of citizens whereby they try to influence or support governmental policies. It is a process through which citizens can take part in the formulation, adoption and implementation of government policies. In general, the main focus of

citizenship education is the development of understanding and practicing of attitudes, beliefs and values that will predispose students to participate, to become and remain engaged and involved in their society (malak- Minkiewicz, 2005). Values systems are likely to vary from society to society. Phoenix (1958) indicated that the young be given a clear awareness of the common core values. In Ethiopian current Civic and Ethical Education, the curriculum includes eleven common values such as building democracy, the rule of law, equality, justice, patriotism, responsibility, industriousness, and self reliance, saving, participation and the pursuit of knowledge. Thus, the researcher tries to investigate the attitudes of students towards these values and other civic and Ethical Education Elements and seeks to find out some problems which obstruct the effectiveness of Civic and Ethical Education in preparatory schools.

1.2 Statement of the Problem

With the view of improving the quality of education, the six programs package is implemented at national level in Ethiopia. Civic and Ethical Education which is given great attention is one of the package programs because it is believed that teaching Civic and Ethical Education to students properly helps to be producing good citizens. A good citizen is one who knows and exercises his rights, discharges his obligations, accepts and understands democratic principle, and behaves democratically. To meet this end, citizens should be educated properly. Aggarwal (1985), also states citizenship education is a means of development of ideas, beliefs, habits, behavior and attitudes of the individual so that he/she may become a useful member of the society and contribute his/her duties for the uplift of the society.

Thus, attitudes, interests, and values are central to the educational process both as means and ends. Depending on whether they are positively or negatively directed towards a particular object, they are considered either to promote or to inhibit student behavior in the classroom, at home and in peer group and ultimately learning and the choice of a career (Harnischfeger 1994)

Harnischfger, (1994) continued his discussion that the development of favorable attitudes, interests, and values towards particular objects is a stated goal of most educational programs. He further stated that “even when not stated as a goal, such programs influence the attitudes, interests, and values of the students who take part again either positively or negatively. Therefore, in the investigation of the outcomes of education, attitudes, interest and values towards the subject have an important role.

A very detailed study of civic attitudes was conducted in 1970-71 (Harnischfger cited in Oppenheim and Torney, 1974, Torney, 1975). One of the important issues addressed was whether there was a single quality that of the good citizen- or several different and independent civic attitudes, for example, loyalty to country, support for democratic values, and the desire to be an active citizen. The results showed that civic attitudes were multidimensional with the number of factors ranging from four to seven in different countries and populations. Second, it was found that each factor included various intermingled attitudinal items. Therefore, this finding was of importance since it indicated the factors reported were not merely artifacts of those items employed to assess attitudes.

There are many problems which hinder the effectiveness of Civic and Ethical Education at national level. A national field of study conducted in April 1998 E.C. signified that the progress of civic and ethical education was not effective as it was expected (MoE, 1999). There are many practical problems. Some among others are lack of adequate qualified teachers on the subject, shortage of reference books, the wrong outlook of some teachers, school leaders and students regarding the subject. The fundamental eleven values are not introduced to the majority of the society so that students are unable to practice what they have learnt and some students highly consider their rights but give little attentions to their obligations.

Such and other challenges which are inhibiting the effectiveness of Civic and Ethical Education have not been addressed by many studies. However, Dawit (2006) has studied about “the Perceptions of Teachers and Students in Four High Schools of South West Shoa Zone.” The result of this study indicated that teachers and students perceive good citizenship from social point of views. They perceived knowledge about one’s own government structure and the functions of its institutions, and political participation as less important behaviors that characterize good citizenship. Moreover, lack of attention to co-curricular activities lack of coordinating & learning activities through project, weak relationship between school and different stakeholders found to be factors negatively influencing the provision of improved Civic and Ethical Education and the student’s civic competence, (Dawit, 2006). Melese in his thesis entitled “Students ‘and Teachers’ Attitudes, Beliefs and Interests towards Civic and Ethical Education and the Challenges in the case of South Gondar Second Cycle High Schools” studied the same issue in 2007. The result of the study was positive. On the other hand, the study indicated the major

challenges that are affecting the effectiveness of the subject are emanating from schools principals, teachers and students. According to Melese (2007), some of the challenges are:-attitudinal bias towards the subject, teaching without interest, employing ineffective instructional methodologies, teaching without preparation, lack of adequate knowledge of the subject matter; inability of some teachers and principals to be good role model; failing to practice the values in the real world, assuming the subject to be the concern of only Civic and Ethical Education teachers; considering the subject as a means of indoctrinating an ideology of a particular political party and conceiving Civic and Ethical Education teachers as politically affiliated.

The study by Melese and Dawit did not, however, include lack of reference books, lack of qualified teachers, shortage of text books and Teacher's guide, the students' greater consideration of their rights rather than their obligations. The researchers didn't point out that students were unable to make practical what they have taught in schools among the community as a result of low level of the societies' understanding of the eleven common values in Civics and Ethical Education, lack of supervisory support. Understanding this gap the researcher became interested in investigating the above elements.

In addition, it is the belief of the researcher that some of the above problems addressed by Melese and Dawit must be revisited because the former studies were undertaken in South Gonder and South West Shoa which are different in many respects from Bahir Dar Town. Therefore the researcher has intended to investigate the attitudes of students towards Civic and Ethical Education and some problems that hinder the effectiveness of the subject in Bahir Dar town preparatory schools.

Hence, the following questions were set to deal with:

1. What is the general level of student's attitudes towards Civic and Ethical Education?
 - a. Is there a significant attitudinal difference between Grade eleven female and male students towards Civic and Ethical Education?
 - b. Is there a significant attitudinal difference between Grade twelve female and male students towards Civic and Ethical Education?
 - c. Is there a significant attitudinal difference between Grade eleven and twelve students towards civic and ethical education?
2. What is your belief about the relevance of each core value to school and community participation?
3. To what extent students involve in school and community participation?
4. What are the problems which hinder the effectiveness of Civic and Ethical Education in these schools?

1.3 The objectives of the study

The general objective of the study is to investigate the attitudes and interests of Bahir Dar Town Preparatory School Students toward Civic and Ethical Education. Based on the general objective, the specific objectives of the study are to:

- Assess whether Bahir Dar preparatory Secondary School Students have favorable or unfavorable attitudes towards Civic and Ethical Education.
- Identify whether there was a significant attitudinal difference between female and male students both (Grade 11 and 12) towards civic and ethical education.
- Assess whether there was significant attitudinal difference between Grade 11 & 12 students towards civic and ethical education.

- Identify whether the eleven core values were relevant to the participation of Bahir Dar town preparatory schools students in school and community
- Assess students' involvement in school and community participation
- Identify some problems which hinder the effectiveness of civic and ethical education.

1.4 The significance of the study

The study of attitudes of students towards Civic and Ethical Education is now important to examine and follow-up the status of students' attitude and what efforts they exert in the school tasks in order to be effective academically and participate in school and community activities actively.

Thus, this study, specifically, could be significant in the following ways:

- It may help teachers and principals encourage their students to develop positive attitudes towards Civic and Ethical Education. It can help them appreciate the activities of the value education, make sure that they can achieve success on these activities with reasonable effort, promote students' self confidence in their civic competence, provide students with successful experiences and focus on the influence of the use of learning strategies on learning outcomes.
- It could help teachers, principals and parents and concerned authorities to encourage and help students to see that the knowledge, skills and attitude acquired in civic learning will prepare them for life and open up opportunities for future success in their careers. It is finally, to emphasize students' intrinsic motivation by planning activities that attracts the students to the content of the lesson so that they can also participate in school and community activities.

1.5 Delimitation of the study

To make the study manageable in depth it was limited only to Bahir Dar Town preparatory secondary schools. The study focused on students of grade eleven and twelve hoping that these students, academically as well as age wise, are relatively more matured so that they can have better understanding about their Civic and Ethical Education. Besides, the researcher believes that these students are at the stage where they can, at least, start taking some responsibilities, and give more reliable information than Grade 9 and 10 students.

The study was also delimited subject wise. It has intended to assess some civic problems impeding the effectiveness of Civic and Ethical Education. The reason for choosing this subject is that it is a newly introduced in Ethiopian secondary school curriculum so that it is indispensable to know the attitudes of students towards the subject and investigate its constraints.

1.6 Limitations of the study

The study was confined to Bahir Dar Town preparatory schools. But had it not been shortage of time for the researcher, it would have been advisable to study at regional level. Since the researcher was undertaking the research while working his office work it was difficult to study at the regional level.

Another limitation was lack of adequate up to date reference materials of Civic and Ethical Education. Lack of sufficient documents on the background development of Civic and Ethical Education in Ethiopia was the additional prominent problems the researcher confronted.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The concept and Meaning of Civic and Ethical Education

Civics is usually defined as the study of government and of citizenship that is, of duties, rights and privileges of citizens, for example, elections and the right to vote, the enjoyment of free speech, and the protection of laws – are part of the study of civics, (Clark, Gruenewald, Edmonson and Dondineau 1965). These writers also explain that civics studies concern how government is organized; how does it operate, what are its major problems, how citizens are responsible for it.

Hence, civics is a branch of social science which studies about the right and responsibilities of citizens (World Book, 2001 and Oxford dictionary). This shows that citizens place in the process, their rights and responsibilities are the important parts of civic learning. Civic education as part of overall education system helps students to develop civic knowledge, civic skills and civic attitudes. So that civic education enables students to obtain civic knowledge on various issues and topics such as rights and responsibilities.

According to the Ethiopian Education and Training Policy (1994), citizens have to be provided with education that promotes democratic culture, tolerance and peaceful resolutions of differences and that raises the sense of discharging social responsibility.

The civic study clarified the role of schools in preparing young people for their role as citizens. They have shown that there is a rich collection of experiences in schools that can be considered important in that respect. Therefore, civics is a branch of social science which studies about the right and the responsibilities of citizens. In civic education what we deal is about the right and the obligation of a citizen. Thus, one who can identify his rights and obligations become a

competent and responsible citizen i.e., a citizen who clearly knows and identifies his rights exercises them and discharges his responsibilities.

In general civics is understood as the study of the political, legal and social institutions, their structures and the roles they play in the process by which a nation is governed.

What is Ethics?

Ethics is a branch of philosophy that attempts to help us understand which ways of life are worth following and which action are right or wrong (world book 2001). Additionally, Ethics is a branch of philosophy which is concerned with deep questioning and inquiry of morals as its subject matter. Similarly, Johnson (1966) defined ethics as the systematic inquiry into man's moral behavior with the purpose of discovering the rules that ought to govern human action and the goods that are worth seeking in human life. These definitions indicate that ethics attempts to answer two different questions such as "what is right or wrong" and "what is good or bad". According to Johnson the history of ethics presents us with two traditions. One concerned primarily with action and two goodness or badness.

Ethics is a system of beliefs that does with what is morally right and wrong. Human societies have common values that govern their behaviors and actions (MoE, 2008). Our upbringing, religion and cultures are the main sources of our values, moral rules and norms that control our behaviors, since we have values and moral norms we can evaluate what is right and wrong and then decide what is acceptable and unacceptable before making a decision.

In addition, ethics is a branch of philosophy that defines morality, and determines the meaning and rational justification of the right way to live correct values as well corrects ways of treating others. Simply ethics can be defined as the study of morality. Morality refers to people's belief about right and wrong, good and bad, punishment and desert and so on, together with action in consequences of these

beliefs. Morals are human phenomenon which is there to be studied and would be there even if nobody was interested in studying them. Ethics uses them as material for study just as biology uses living organisms as its material for the study.

2.2 The Importance of Civic and Ethical Education

To make students responsible, democratic, ethical and competent citizens, civic and ethical education subject is undertaking at all level of f education in Ethiopia. Students will develop certain positive and relevant attitudes towards important values and virtues, including tolerance, politeness, patriotism, honesty, accurate decision making, conflict resolution, and use of respectful language, scientific reasoning, and participatory skills expression of one's interest logically and clearly. etc. (MOE, 1999). Furthermore, they appreciate the values of dialogue, negotiation, compromise, tolerance and diversity. As it is mentioned in world book (2001), ethics can help us as much as our own ideas become clear, more rational and more responsive to the realities of life. It might help us to think clearly and critically about our values whether to develop the better ones. On top of these, ethics is concerned with the human person existing. It also studies what the human person ought to be precisely as a human person (Thomas st and Aquinas. 1959)

2.3 Aims and Roles of Ethiopian Civic and Ethical Education

As Melese cited in (MoE, 2003), the goal of civic and ethical education is to produce citizens who are willing to do what is required for the self and public welfare, to discharge responsibility efficiently and effectively, communicated; initiated and motivated, to actively participate in social political and economic activities. In addition, the general basic aim of civic

and ethical education is to produce good citizens who can play a positive role in the country's social political and economic agenda. (MoE, 2002), According to Melese the specific objectives of civic and ethical education were designed at the national level as follows:

1. Basing the building of democracy system on firm and suitable foundations;
2. Producing citizens who are able to live peacefully, respectfully and cooperatively;
3. Enabling citizens to develop contemporary scientific knowledge, civilized attitudes, skills of social relationships and problem solving;
4. Helping citizens to be aware about governmental management, function, structure, power, delegation and constitution.
5. Preparing citizens to exert a positive influence on developmental and social policy planning and implementing by having adequate knowledge and skills to actively participate in the concerned governmental issues.
6. Producing citizens who have developed positive values such as industriousness, saving, self reliance, pursuit of wisdom and who are being free from dependency syndrome and able to fight backward cultural practices for the effective and efficient practice and realization of the country's different political, social and economic policies.

Thus, students who are engaged in learning civic and ethical education have to be given great attention in order to promote their civic knowledge, skills and attitudes.

2.4 Value Education

2.4.1 The Nature of value Education

Each society is characterized by well defined, articulated values that are passed on to the members of the society. These represent what a person considers important in life, and these ideas as to what is good or worthwhile acquired through the personal experiences of the individual (Dandapani, 2001). Such moral and values education of the young has never been far from the minds of the adult community.

The term values refer to human preference, likes and desires. To have values is to have attitudes or dispositions toward something (Ryan, 1991). Dandapi (2001) also expresses value as a conception, explicate or implicate distinctive of an individual or characteristics of a group of desirable which influences the selection from variable modes, means and ends of action. Value is thus, a specific relation into which things passing any ontological status what so ever whether real or imaginary, may enter with interested subjects, (Johnson cited in Hartiman, 1996).

Furthermore, in ethics a value can be seen as something which is worthy of esteem for its own sake, which has intrinsic worth. It signifies the 'excellent' status of a thing, object, situation, person, performance, achievement, or the estimate in which it is held, according to its real or supposed worth usefulness or importance, as ex-ceiling' (standing out from being above, other things) in a particular class of comparison with other objects of a similar kind(David Aspin, 2002). Therefore, to assess the value of something is to consider a thing as being of some worth important or usefulness in a class of comparison in which by the application of criteria we rate it highly esteem it or set store by it Kurickshank Deborah Bahiner and kim state that

Value education is similar to character education and citizenship education to help learners develop more responsible behavior both in and out of school. Teachers can do a number of things to enhance higher levels of students morality and character, such as serving as a role caring of others and intervene as necessary to get students to be respectful and caring to, caring a family or community atmosphere in the class so that all students feel worthwhile and care about one another and encouraging students to hold high academic and behavioral standards in order to teach the value of work as a way to develop oneself and contribute to a community.

The term 'value education' has encompassed and in particular has often been seen as having a particular emphasis on, education on civic and moral values. It is closely related to other terms in the literature including spiritual, moral, social and cultural development, (Fyffe, 2006) cited in (Meakin, 1988), character education (Lickona, 1991, 1996), education in virtue (Carr & Steute 1999 and the development of attitudes and personal qualities (Halstead & Tyler 2000), and Carr (1999) observed that values education was intended as a "catch – all for moral, social and personal, civic and spiritual education").

2.4.2 The Role of schools in value Education

Should we allow values to be taught in school? "The question is about as sensible as asking whether our bodies should be allowed to contain bacteria. Just as humans are teeming with micro organisms, schools are teeming with values" (Contemporary issues in Curriculum 2003, p.185). Besides we cannot see the former because they are too small, we don't notice the latter because they are too small to the value of the culture at large. Whether or not we deliberately adopt a character or moral education program, we are always teaching values. (Contemporary issues 2003) Even people who insist that they are opposed to values in school usually mean that they are opposed to values other than their own. Therefore it is unavoidable phenomena.

And that raises the inevitable question: Which values or whose, should we teach? All of us can agree on a list of basic values that children ought to have. Therefore, schools can vigorously set about teaching all those values. Fairness, or honesty, work hard, obedient, patriotic etc. value education curricula also stress the importance of things like “ respect” “responsibility “ and citizenship.” (Contemporary Issues in Curriculum 2003, p.184 -185).

Therefore, the civic study clarifies the role of schools in preparing young people for their role of citizens. There is a rich collection of experiences in schools that can be considered important in that respect. For example, schools put on the importance of voting as a learning objective, open climate for a classroom discussion and frequency of watching television news some other school factors provide to be important for outcomes of civic education in various constellations for different countries. Besides confirming the important role of schools as a place for students to learn about democracy and to practice democracy, schools are also positioned within a set of systems and influence which shape the experience of students.

Studies show that young people know about democracy, citizenship, national identity and diversity. They increased understanding of their beliefs and future intentions. Values are rather neither private nor subjective. Values are public; they are such as we can all discuss, decide upon, reject or approve value judgments constitute bridges between us as to the ways in which we ought to act, or things that we ought to admire. Aspin (2000) further state that values are objective. They are in quite a decided sense ‘hard’. They are arrived at and get their life from their status

as inter subjective agreements in our community as to what things count important. So that such agreements are constituted in the institutions that make up our social and communal life (Aspin 2000)

2.4.5 Five Major instructional Approaches to value Education

There is evidence that children begin to learn values early on in their lives, and probably developed a moral sense of what is right and wrong after age four years of life (Fyffe, R.2006, cited in Buzzelli, 1992).

In addition, these values and moral sensibilities are closely linked with the emotional and social development of young children (Fyffe, 2006, cited in Kuebli, 1994). Children hence, arrive at school with a range of similar and different values drawn from their home, community, cultural and pre school experiences. As Halstead and Tylor, (2006 quoted by Fyffe, 2006) the role of the school then is often to build on review and supplement the values that children have already begun to develop by offering a farther exposure to arrange of values. In addition, schools also have a set of values that interact with the child's home and community values.

One of the leading controversies, surrounding values teaching has been whether values could be taught directly and/or indirectly. It has been argued that direct teaching of a common core of moral imperatives indoctrination, while at the other end of the spectrum, teaching values indirectly may lead to a disconnection between home and society values and the values to individual generates through personal experience (Fyffe, 2006, cited in Irwin, 1988). As a result of concern and controversy, five major models for the teaching of values were developed. These models, principally developed in America are: 1.a values clarification model: 2) a values analysis model 3, Kohlberg's model of moral development 4 a character education model and 5, Bruner's world view model. Each of these models will be discussed briefly as follows.

values clarification

The values clarification approach involves engaging students in examining their attitudes, beliefs and values (Good, Brophy, 1995, cited in Rath, Harmin & Simon, 1978). Choosing involves free choice selecting from a range of alternatives, and involves thoughtful consideration of the consequences of each alternative.

Prizing involves cherishing and being happy with the choice being made, and a willingness to affirm the choice publicly. Finally, acting comprises, doing something with choice repeatedly and in some pattern of an individual's life the result of this clarification process are an individual's values. For example, a student chooses to develop a personal system of honesty (choosing) with which they are happy (prizing) and which they apply to everyday practices of honestly (acting) such as avoiding theft from a shop even though their peers may be acting in a contrary (Fyffe, 2006).

The approach involves students in diverse activities such as reflective thinking about the consequences of actions, searching for consistency between feelings and actions, and analyzing their life styles for hidden value meanings. Teachers limit themselves to attempts to clarify the different positions that one could take on an issue and the underlying values associated with these positions without pushing the students toward any particular decision.

Research data on the values clarification approach have been consistently negative indicating its failure to affect measures of student's value or attitudes. The approach has also been criticized for an inadequate definitional and theoretical base an implicit ethical relativism and a seemingly haphazard conception and application of curricular interventions (Good, Brophy, 1995, cited in Loeck woodd 1978; Scott 1991 Leming,

1985). Hence values clarification appeared to have little, if any effect on student's behavior. Further as Kirschenbaum, 2000 quoted by Fyffe, 2006), the clarification model can encourage the development of undesirable values.

The value Analysis Model

Values analysis shares some of the features of the values clarification model; however, there are important differences. The most important difference being that, whereas values clarification guides reflection on personal moral dilemmas, values analysis is commonly used with social issues that involve many people and view points (Fyffe, 2006, cited in Hof & Dwyer, 1982). Thus, value analysis is a way of helping students examine other people's values as well as examining their own.

Values analysis requires the use of logical thinking skills to analyze different view points about an issue. It is grounded in argumentation theory and formal debate practice where students face controversy and learn through dialectic interactions with others (Fyffe, 2006, Kirschenbaum, 2000). Moreover, the values analysis approach attempts to develop in students the ability to make rationally and logically defensible moral judgment by teaching them processes of reasoning about moral or value questions: carefully the issue or describe the problem identify relevant facts and potential solutions project the probable consequences of adapting alternative solutions, arrive at a value decision and then test and justify the decision.

The values analysis approach is widely advocated for use in social studies classes because it has good content validity for social studies and focuses

on analysis of policy issues, logical cases, and other authentic applications of critical thinking to social and civic values (Good Brophy, 1995).

Kohlberg's Moral Development

Kohlberg (1976), believed that moral development is a natural process that teachers can foster in children, He did not believe in teaching values directly or in values clarification techniques. Rather he postulated six stages of moral development through which children and adults progressed (Fyffe, 2006, cited in Kohlberg, 1976). Kohlberg claimed that his theory is both psychological and philosophical, and his findings generate a philosophy of moral education designed to stimulate moral development, rather than teach fixed moral rules (Fyffe, 2006 cited in Kohlberg, 1987). Kohlberg's (1976) study yielded six developmental stages allotted to three moral levels.

These stages are based on ways of thinking about moral matters, Stage 1 and 2 are characteristic of young children; whereas stage 3 and 4 according to Kohlberg, are ones at which most of the adult population operates; a lesser number of adults operate at stage 5 and 6 (Barger, 2000; Rich & Devitis , 1994, quoted by Fyffe, 2006).

The typology was referred to as 'stages' because they represent invariant developmental sequences. The claim is that all moral movement is forwarded and individual does not omit steps, which the stages arise, one at a time and in the same order, even though individuals can move through the stages at varying speeds (Fyffe, 2006 cited in Baron, 2001). The states are considered hierarchical, insofar as thinking at a higher stage comprehends with in it thinking at lower stages.

Building on his cognitive development theory, Kohlberg devised a moral education program in the nineteen sixties which is called the “Just community program”. It utilized age-appropriate (or stage appropriate) discussions of moral dilemmas, democratic rule making, and the creation of community context where students and teachers could act on their moral decisions. Some critics have charged that the Kohlberg model can be used to undermine traditional moral assumptions, and hence it is somewhat responsible for the “Me Generation” syndrome (Fyffe, 2006, cited in Irwin, 1988). Other critics have criticized Kohlberg’s stage perspective citing the problems of invariant sequence, the prevalence of regression, and the relationship between thought and action. Rother critics have argued that Kohlberg’s stage perspective underestimates children’s potential and the cognitive processes of females (Gilligan 1993, quoted by Fyffe, 2006).

Character Education Model

Character Education is a general term for efforts to instill moral values and related character traits and habits by teaching them directly as part of the school curriculum. (Good, & Brophy, 1995). The American school counselor Association stated that the purpose of character education is to “assist students in becoming positive and self-directed in their lives and education and in striving towards future goals” (Fyffe, 2006, cited in Vess & Halbur, 2003).

In character education approaches emphasize obedience, honesty, respect, courtesy and promptness, reinforced by academic standards and discipline codes, daily flag salutes, and frequent assemblies and recognition programs. Proponents argue that character education is a natural, necessary, and inevitable part of schooling, expected by the public

and needed to ensure that students understand and internalize key values (Benninga, 1991; Lickona, 1991; Ryan & Mclean, 1987; vitz, 1990; Wynne, 1982) quoted by Good, & Brophy, 1995).

Character education approach has been criticized as contrary to most of the available research on moral development and behavior and as based on the untenable assumptions that direct instruction can effectively shape conduct and that lists of virtues can be adequate guides to behavior (Good, & Brophy, 1995, cited in Lock wood, 1991; Wainryb & Turiel, 1993). The indoctrinate methods emphasized in the approach do appear to conflict with many of the values traditionally stressed in moral education programs.

Bruner's World view Model

In western countries the shift in values education was most obvious with the introduction of Jerom Bruners work with the program, Man A Course of Study (MACOS), (Fyfee, 2006, cited in Bruner, 1966; Lutkehaus & Greenfield, 2004). Here the focus was now on cultural values with the central question being; what is human about being human? The program focused on five domains; Tool making, language, social organization, prolonged childhood and the urge to explain ones world.

Values education had started to make a significant shift from a western historical perspective looking at leadership and great men, to a multy-cultural, anthropological perspective (Fyffe, 2006, cited in Lutkehaus & Green field, 2004). Bruner also shifted value education from an instructional focus on rules of correct moral behaviors to more of a relative thinking focus, encouraging students to have a social consciousness about their world and its problems. This shift reflects a wider shift within education from a behavioral group norm and external reward focus to more

of a cognitive individual and intrinsic reward focus the debate about the MACOS program lasted for some years making the claim that values education is often controversial, reflecting contradictory, but deeply held beliefs by different sections of society as to what are core human values.

In general, each of the above approaches share two common themes, first that children's cognitive development and second children's values can be shaped by the child's social learning environment (Fyffe, 2006). Having this in mind, let us see the type of value Education in Ethiopian at present time briefly.

2.4.4 Types of value Education in Ethiopia at present time

As Ethiopia confronted different social, political and economic problems, there were different needs to develop values which are suitable to particular social political and economic system among citizens. For example, during the Dergue rule the selected values were that students be disciplined, willingness to be engaged in productive work, respect for work, faithfulness to the then revolution, solidarity, struggle for peace, freedom, human dignity and human rights which all were targeted at development of socialist morality, (Melese cited in Huck, 1987).

Even though some of the above values are valuable to the society, they were not the needs of all social classes in that society since they are targeted at the development of socialist society". Those classes who did not believe in socialist ideology did not accept some of the above values. Having this experience, the most fundamental demand by the country at present is that the young be given a clear awareness of the common

values upon which the society rests. Therefore, nowadays eleven values have been selected and taught as qualities of good Ethiopian citizens. These values are: Building Democracy the Rule of law, Equality, Justice, patriotism, Responsibility, Industriousness, self- reliance, saving, Active community participation and the pursuit of knowledge, (MoE 1999).

2.5 Students' Attitude, regarding some selected civic and ethical education issues.

Attitude to a thing is referring to strong feelings, deeply rooted convictions and psycho-physical orientations towards or away from something they either like or dislike (Aspen, 2000). For example, students' feelings, emotions, opinions about their schools, their teachers and their subjects could refer to attitudes of students.

Reference to their attitude of mind connotes a settled mode of thinking on their part; a habitual mode of regarding something fixed disposition of feeling, liking, approving, desiring, or dislike, aversion disapproved, revulsion away from something (Aspain, 2000). In ethics some people speak of 'pro' or 'con'-attitudes. This clearly indicates that attitudes are affective in character, that they are generally positive or negative.

An attitude always arises feelings and emotions. We like some person and we hate some others and the same is true for subjects. Moreover, Danapani argues that attitudes are multi dimensional. They are susceptible to change or modification. Attitudes vary in directions either positive or negative in degree, the amount of positiveness or negativeness or attitude ranges from positive extreme to negative extreme through a natural zone. This would result in "Approach behavior" and Avoidance behavior"

Studying young people's attitudes and values has been a continual motive for worrying, to the people involved in social sciences concerns. As Narro Sada et al (2008) cited in Crick (1998) pointed out, all modern societies need that their schools train students in citizenship competences so they may become active citizens in a representative democracy. One of the most representative studies on civic attitudes with adolescents is the Civic Education Study by the International Association for the Evaluation of Educational Achievement (IEA). As it is indicated by Narro Sada et al (2008), nearly 90,000 14-year- old adolescents from 28 countries participated in the study. The most relevant results can be sum up as follows; a) 14 – years-old in most countries have an understanding of essential democratic values and institutions; gender differences are minimal relating to civic knowledge but substantial in some attitudes (ie. Girls are more supportive than boys of the political rights of women and immigrants), b) apart from voting, students are sceptical about traditional forms of political engagement. However, many are open to other types of involvement in civic life (i.e collecting money for social causes, participating in a non-violent march, participating in civic activities c) young people are drawn to television as their source of news (i.e. watching news programs on television is positively associated with higher civic knowledge and intention to vote), d) home environment and educational resources have a considerable impact on civic knowledge schools that impel democratic practice are those schools most effective in promoting civic knowledge and engagement.

The national surveys about Spanish young peoples opinions and its situation show a higher level of participation in social and political actions by women in all age intervals and in all kind of activities (singing a request

as long as collecting funds for a social actions) (Navarro Sada et al 2008, cited in INJUVE, 2005).

Other survey (INJUVE), 2006, quoted by. Navarro Sada et al, 2008), also pointed out that girls are more inclined to participate in volunteer actions than boys. They are also more inclined to volunteer actions of much social contact with other people (support to young people, health or helping old people), while the boys are more interested in volunteer activities related to the environment protection.

2.6 Students Active Community Participation

Community participation requires the active involvement of citizens in the social, economic and political affairs at all levels and in all forms (MoE 2008); for example, frequency of students' activities with regard to media consumption, interpersonal communication, and engagement in sports, music, and community groups. Involvement in civic related participation in the community, for example, youth organizations' political participation in civic related activities at school, participation in school ,council, parliament, school news paper groups, student reflect participation (MoE, 2008).

Margarets (1998), cited in Dewey indicated that the education community to look to civic involvement for the betterment of community. Civic education should be an integral part of education that community service can help prepares students for citizenship. Dewey also states that a civic participation framework that has been used for the design of various school and community based civic participation programs. Civic participation may attract challenges because it requires changes in how teachers teach, how students learn, and the relationship between the classroom teachers and the community (Margarat 1998). Active

community political participation serves as a bridge between the people and the government (MoE 2008) such participation involves: voting in election, drafting and implementing election laws, encouraging citizens to take part in political campaigns. John Dewey's Democracy and "education" suggests an approach to civic education using techniques commonly adopted today's education, community service, problem solving and collaborative learning. Community service is an important way to foster civic engagement (Margarate 1998).

CHAPTER THREE

METHODOLOGY

3.1 Research Method

This study employed a descriptive survey method since the method is preferable to identify and explain the attitudes of students towards Civic and Ethical Education and its constraints, Descriptive design simply describes an existing phenomenon by using words or numbers to characterize individuals or groups. It assesses the nature of existing conditions. It helps the researcher to measure things as they naturally occur. Therefore, the researcher employed descriptive survey method.

3.2 Source of Data

Bahir Dar town preparatory secondary schools were selected as a research sight. In Bahir Dar Town there are five preparatory secondary schools, where the two are public and the rest three are private schools. All of the five schools were taken as the sight of the study because the size of the population is manageable. The source of data is 11th and 12th grade students, civic teachers and school principals.

3.3 Target population and Sampling Technique

The total population of Bahir Dar Town Preparatory secondary Schools students was 2410. Out of these students 300 students were selected as a sample study by stratified simple random sampling technique from randomly selected sections. In addition, 12 civic and ethical education teachers and 10 school principals and assistant principals were selected as the subject of the study by purposive sampling technique. From public school 11.2% and from private school 36% of their respective population was taken as a sample. Hence,

in order to select sample students in each school the grade levels (11th & 12th) were stratified in relation to gender.

From Bahir Dar Higher Education preparatory secondary school Grade 11 students, 66 male and 38 female students were selected as sample out of 597 male and 347 female students respectively using lottery technique of simple random sampling. Similarly, from 583 male and 208 female grade 12 students, 64 male and 23 female sample students were selected respectively in the same way as Grade eleven students were selected. From Gion General and preparatory school of Grade eleven students, 31 male and 12 female students were selected as sample from the total 264 male and 97 female students respectively by random sampling and lottery technique. In addition, from Gion general and preparatory secondary school Grade 12 students, 18 male and 6 female students were selected using the same technique out of the total 153 male and 47 female students respectively. From Bahir Dar Academy 19 male and 34 female students, 7 male and 12 female students were selected respectively as sample using random sampling technique. And from catholic school 4 male and 5 female sample students were selected out of 9 male and 13 female students by random sampling technique. Furthermore from SOS Grade 11 students 8 male and 6 female students were selected as a sample out of 21 male and 18 female students respectively using random sampling technique.

In addition, 12 preparatory civic and Ethical Education teachers; 10 school principals and assistant principals were included as the subject of the study using purposive sampling technique. All civic and Ethical Education teachers and principals in each school were selected purposively since they are directly responsible for the implementation of the subject, they are considered to give available data.

Table I: Number of sample students

No	SCOOL	Total population				Total	Sample students				Total
		Grade 11		Grade 12			Grade 11		Grade 12		
		males	Females	Males	Females		Males	Females	Males	Females	
1	BahirDar Preparatory	597	347	583	208	1735	66	38	64	23	191
2	Gion General and Preparatory	264	97	153	47	561	31	12	18	6	67
3	Bahir Dar Academy	19	34	-	-	53	7	12	-	-	19
4	Catholic	9	13			22	4	5			9
5	SOS	21	18			39	8	6			14
	Total	910	539	736	255	2410	116	73	82	29	300

Sample Teachers and Principals

1. 12 Civic and Ethical Education teachers
2. 5 school principals and
3. 5 assistant principals

3.4 Data Gathering Instruments and Procedures

3.4.1 Instrument of Data Gathering

Information concerning the attitude of students towards Civic and Ethical Education was gathered using 20 items of attitude inventory test of a Likert type (five points) scale developed by (Melese 2007) and making some modifications by the researcher based on different literature about students' attitudes towards Civic and Ethical Education. To each of the scale items sample subjects were responded with degree of agreement and disagreement i.e.

5= strongly agree

4 = agree

3= undecided

2= disagree and

1= strongly disagree

All items were positively worded statements. Thus, high scores on the attitude scale indicate positive attitude towards Civic and Ethical Education. And low scores on the attitude scale indicate negative attitudes towards Civic and Ethical Education.

On the other hand, close-ended and open-ended questionnaires were provided to students, teachers and principals to be responded. And some information was also collected from Civic and Ethical Education teachers and principals through unstructured interview.

3.4.2 Procedures of Data preparation and gathering

The questionnaires for students were prepared in English language and translated into Amharic language so as to enable the informants give information freely.

The instrument was tested in Merawy Preparatory Secondary School. Based on the pilot test, a reliability coefficient was calculated using Chronbach Alpha. Hence, the obtained internal consistency reliability index was found to be 0.90. Hence it seems that the instruments were highly reliable.

After pilot testing, the final correcting and refining of the questionnaires and interviews were duplicated and distributed to 300 students, 12 teachers and 10 principals and assistance principals. Then, 293 students, 12 teachers and 10 directors returned the papers.

3.5 Method of Data Analysis

In the study, both quantitative and qualitative research methods were employed. Because Quantitative Research presents statistical results represented with numbers whereas, Qualitative Research presents facts in a narration with words. Hence attitude of students towards Civic and Ethical Education, attitudinal differences in gender and grade level were done with quantitative approach to obtain statistical results on the other hand, some problems which hinder the effectiveness of Civic and Ethical Education were done with qualitative research method to present facts by narrating with words. The data collected through attitude questionnaires and some open ended questionnaires were tallied, tabulated and computed using t-test and percentage methods. Hence the data analyzed and interpreted. Moreover, responses collected through interview questions and information gathered by open ended questions were narrated to support the analysis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with presentation and analysis of data gathered from samples of students, Civic and Ethical Education teachers and school principals through questionnaire. To supplement the information collected through questionnaire, interview was also held with teachers and principals

Table II: Attitudes of students towards Civic and Ethical Education

Subject of the study	Observed mean	Mean difference	SD	Sample size	t-calculated value	df	t-critical Value
Students Attitude	86.12	26.1195	9.56	293	46.638	292	1.96

* $P < 0.05$

As it is shown in table 2, the t-calculated value 46.64 at df 292 for students attitude towards civic and ethical education was found to be greater than the table value of t- critical (1.96) at a significant level of $\alpha = 0.05$. This implies that students have high favorable attitudes towards Civic and Ethical Education.

Table 3: Attitudinal difference between Grade 11 Female and male students

Subject	mean	SD	t-test	MD	df	t-critical
Female	81.75	11.69	3.77	2.1865	183	1.96
Male	87.43	8.67		2.1865		

• $P < 0.05$

Table 3 indicates that t-test calculated value (3.77) at df 183 greater than t-critical value (1.96) at a significant level of $\alpha = 0.05$. This implies that there is significant mean difference between grade 11 male and female students towards Civic and Ethical Education. This implies that the two sexes have different favorable attitude.

Table 4 Attitudinal difference between Grade 12 female and male students

Subject	mean	SD	t-test	M difference	n	df	t-critical value
Female	86.97	8.37	0.409	0.7307	29	106	1.99
Male	87.20	8.18		0.7307	79		

- $p > 0.05$

Table 4 shows that the t-calculated value 0.409 at DF 106 is less than the t-critical value (1.99) at a significant value of $\alpha = 0.05$.This indicates that there is no significant mean difference between grade 12 female and male students towards Civic and Ethical Education. This implies that both sexes have favorable attitudes.

Table V: Attitudinal difference between Grade 12 and 11 students

Grade	n	mean	SD	MD	t-test	df	t-critical
Grade 11	185	87.50	8.20	2.19	1.89	291	1.96
Grade 12	108	85.31	10.25				

* $P > 0.05$

As we can see in table 5 t-test calculated value 1.89 at df 291 less than t-critical value 1.96 at a significant level of $\alpha =0.05$. This implies that there is no significant mean score difference between grade 12 and 11 students towards Civic and Ethical Education. This may show that the two grade level students have similarly favorable attitude towards the subject.

Table 6: Student's Belief about the Relevance of each Major Value to School and Community Participation

Se No	List of eleven values	Response									
		Very much relevant		Very relevant		To some extent		None		Total	
		No	%	No	%	No	%	No	%	No	%
A	Democracy	232	79.2	23	7.8	7	2.4	31	10.6	293	100
B	The rule of law	235	80.2	23	7.8	7	2.4	28	9.6	293	100
C	Justice	234	79.9	19	6.5	8	2.7	32	10.9	293	100
D	Equality	221	75.4	35	11.9	7	2.4	30	10.2	293	100
E	Patriotism	112	38.22	85	29	73	24.9	23	7.8	293	100
F	Responsibility	183	62.45	110	37.5	-	-	-	-	293	100
G	Active community participation	222	75.76	60	20.4	11	3.8	-	-	293	100
H	The pursuit of knowledge	235	80.2	49	16.7	3	1.00	6	2.1	293	100
I	Industriousness	235	80.2	41	13.9	7	2.4	10	3.5	293	100
J	Self reliance	233	79.5	45	15.4	3	1.0	12	4.1	293	100
K	saving	196	66.89	66	22.5	8	2.7	23	7.8	293	100

Table 6 shows the students' responses pertaining to the relevance of the core values to school and community participation. As can be seen from this table the rule of law, the pursuit knowledge industriousness, justice, self-reliance, democracy, active community participation, equality, saving and responsibility were perceived as very much relevant by 80.2%, 80.2%, 80.2%, 79.9%, 75.5%, 79.2%, 75.76%, 75.4%, 66.89% and 62.45% student respondents respectively. But patriotism was asserted as very much relevant, very relevant and to some extent by 38.22%, 29%, and 24.9% of student respondents.

Table 7: Major Problems Related to Students.

22.1 Which is/are the major problem /s/ related to Civic and Ethical Education students?

S.No	Problems provided	No. of respondents confirming that the problems are real problems					
		Students n=293		Teachers n=12		School n=10	principals n=10
		No	%	No	%	No	%
A	Lack of interest in the subject	30	10.23	2	16.66	-	-
B	Lack of balancing their rights and obligations	269	91.8	12	100	9	90
C	Having wrong attitudes towards the subject	104	35.49	2	16.66	4	40
D	Inability to make practical what they have learned among the community	284	96.58	11	91.66	10	100
E	Lack of reference books on the subject	224	76.45	8	66.66	8	80

Table 7 depicts the major problems that hinder the effectiveness of Civic and Ethical Education teaching learning process. As it can be noticed from the table, students’ inability to make what they have learned practical among the community, lack of balancing their rights and obligations, shortage of reference books on the subject were conceived as real problems by 96.2%, 91.8% and 76.45% of the student respondents respectively. In addition, lack of balancing the rights and obligations, inability to make what they have taught practical and lack of reference books on the subject were confirmed as real problems by 100%, 91.66% and 66.66% of teacher respondents, respectively. Furthermore, 90%, 100% and 80% of school principals perceived the above problems as real problems. On the other hand, lack of interest in the subject and having wrong attitude to the subject were considered by student, teacher and school principal respondents as the least serious problems.

Table 8: Major Problems related to Teachers

22.2 Which is/are the major problems related to teachers?

S.No	Problems provided	No. of respondents who confirm that the problems are real problems					
		Students n=293		Teachers n=12		School principals n=10	
		No	%	No	%	No	%
A	Lack of qualified teachers	226	77.13	12	100	10	100
B	Wrong attitudes about the importance of the subject	146	49.82	3	25	2	20
C	Lack of reference books	176	60	10	83	10	100
D	Lack of interest in the subject	198	67.57	2	16.7	2	20
E	Inability to use proper teaching methodology	270	92.15	11	91.7	10	100

Table 8 tells us the major problems related to teachers. We can note from the table that lack of qualified teachers on the subject, inability to use proper teaching methodology, shortage of interest in teaching the subject and lack of reference books on the subject were considered as real problems by 71.13%, 92.15%, 67.57%, and 60% of student informants respectively. In addition, 100%, 91.7% and 83% of teacher's respondents suggested that the above problems were real problems, respectively. But the majority of teachers didn't believe that lack of interest to teach was a real problem for teachers. Moreover, lack of qualified teachers, lack of reference books and inability to use proper teaching methodology were perceived as the real problems by all principals. However, having wrong attitude towards the importance of the subject was suggested by all respondents as the least of all problems. This implies that teachers have positive attitude toward Civic and Ethical Education.

Table 9: **Major Problems Related to School Principals.**

22.4 Which is/are the major problem/s/ related to principals?

S.No	Problems provided	No. of respondents verifying the problems					
		Students n=293		Teachers n=12		School principals n=10	
		No	%	No	%	No	%
A	Inappropriate administration support	220	75	1	8.33	2	20
B	Undermining the subject	42	14	1	8.33	1	10
C	Inability of students to balance their rights and obligations	246	83.9	10	83.33	10	100
D	Inability of the society recognize the eleven values; inability of students practice them	199	67.9	11	91.66	10	100

Table 9 depicts those Civic and Ethical Education problems pertaining to principals. This table indicates that inappropriate administration inability to balance the rights and obligations, and inability of the society recognize the eleven core values and as result, students inability to practice them were considered as real problem by 75%, 73.72%, 83.9% and 67.9% student respondents in that order. In addition, 91.66%, 91.66% and 83.33% of teacher respondents perceived that inability of the society to notice the eleven values, lack of qualified teachers and inability of the students to balance their rights and obligations and creating problems are real set back to the effectiveness of Civic and Ethical Education. As to the view of school principals, all verified that the above problems are against the effectiveness of the subject. To the contrary, undermining the subject was not considered as a problem by all respondents. Inappropriate administration was not regarded as a problem by teacher and school principal respondents. To the opposite, students reported that school

principals could not appropriately administer but they do not undermine Civic and Ethical Education.

Table 10: *Major Problems Related to Higher Officials*

22.5 Which is/are the major problem/s regarding higher officials?

Sino	Problems provided	No. of respondents confirming that the problems are real problems					
		Students n=293		Teachers n=12		School principals n=10	
		No	%	No	%	No	%
A	Lack of supervision support	214	73	8	66.66	1	10
B	Lack of text books and teachers guide	242	82.5	11	91.66	10	100
C	Large class size	56	29	-	-	1	8.3
D	Inappropriate text books and teachers guide	252	86	10	83.33	1	8.3

Table 10 shows problems related to higher officials. As the table indicates lack of text books and teachers guide, inappropriate text books and teachers guide and lack of supervisory support are considered as real problem for the effectiveness of the subject by 82.5%, 86% and 73% student respondents, respectively. In addition, 91.5%, 83.33% and 66.6% of teacher respondents confirmed the above problems as real problems. Furthermore 100% of the informant principals asserted that only lack of text books and teacher’s guide were the real problems but the rest were not considered as challenges to the effectiveness of the teaching learning process of Civic and Ethical education. Finally all categories of informants believed that large class size was the least problem.

CHAPTER FIVE

DISCUSSION,

Based on the presentation and interpretation of the data, discussion is made as follows. The result from table 2 shows that Bahir Dar Preparatory Secondary School students have favorable attitudes towards Civic and Ethical Education in general. This is consistent with Melese's research (2007) that South Gonder Preparatory Secondary School students have positive attitudes towards Civic and Ethical Education. This may show their strong feelings, emotions and opinions about their Civic and Ethical Education. Aspin (2000) also revealed this by suggesting those students' feelings emotions, opinions about their subject could refer to attitudes of students. This may also show that they can understand the subject. And it may further indicate that the development of Civic and Ethical Education curriculum is shaping and influencing positively the students' attitude towards the subject. Lovat and Schofield, (1998) quoted by Fyffe (2006) support this idea that curriculum intervention in the area of moral and values can produce a significant change in measured attitudes of primary school students.

Table 3: reflects that there is significant attitudinal difference between grade 11 male and female students towards Civic and Ethical Education. This means the mean differences were statistically significant at $P < 0.05$. This implies that grade 11 female students have less positive attitudes than male students of the same grade towards Civic and Ethical Education. The reasons behind may be females get inadequate teachers' support, unsatisfactory administrative as well as parent support in their education activities, they engaged in shopping, cooking, child care, house work and other works before and after school, and other cultural and psychological factors. Such constraints may decrease females'

performance and understanding of the subject. This may in turn lead females to develop less favorable attitude towards Civic and Ethical Education.

Table 4: Shows that there is no significant mean difference between grade 12 female and male students in their attitudes towards Civic and Ethical Education. This may imply that grade 12 male and female students understand Civic and Ethical Education almost in a similar way. In other words they have similar feelings and emotions towards Civic and Ethical Education.

Table 5 shows that there is no significant mean difference between grade 11 and 12 students towards Civic and Ethical Education. This implies that all the students of the two grades in Bahir Dar Town understand Civic and Ethical Education almost similarly. There may be no cognitive affective and behavioral differences in the curriculum of the subject between students of the two grade levels. The differences may not be significant. The researcher believes that these attitudinal differences connected to gender and grade levels need further study.

Students' Belief about the Relevance of each of the major values to School and Community Participation.

As it is shown in table 5, students believe that the eleven core values were very much relevant to schools and community participation. The result shows that the rule of law, industriousness, the pursuit of knowledge, justice, self reliance, democracy, active community participation, equality, saving and responsibility were suggested as very much relevant. This may confirm that students are able to recognize that these values are essential for active involvement of citizens in social, economic and political affairs. I

think they understand that civic education should be integral parts of education that community service can help prepare students for citizenship. And civic participation framework has been used for the design of various schools and community based civic participation programs. As Margarate, (1998) stated civic participation may attract challenges because it requires changes in how teachers teach, how students, learn and relationship between the classroom teachers and the community. Therefore the result shows that students may aware the relevance of main values. But to ensure this student must be engaged in actual school and community practice.

Students' Participation in School and Community

The researcher interviewed principals of each school and Teachers to obtain information regarding school and community participation.

According to the SOS School principal, the school has established clubs of Civic and Ethical Education, Scout, HIV AIDS, Sport, Charity, Red-Cross, Student Council, Natural and Environmental Conservation. Each club in the school deals with its own activities. For example, Civic and Ethical Education club has fixed days on which various activities such as literature about historical and cultural heritages, about discipline, a special program known as "May I have your participation," etc.. Scout club celebrate Flag ceremony, sing national anthem. HIV AIDs club presents drama and other programs using mini media. Sport club plays football, volleyball, table tense, basketball etc. Members of the Charity club visit old people, patients, orphans, and street children. Red Cross club trains its members, gives first aids. Student's council deals with the interests and rights of students by establishing relationship with administrative bodies. National and Environmental club looks after plants, plants new seedlings, and

makes the school compound beautiful, etc. In general, SOS school is found to be in a good position in creating enabling environment for the participation of its students in various club activities.

When turning to Bahir Dar and Gion Preparatory Secondary Schools they organized several clubs such as Civic and Ethical Education, Sports, Science and Technology, HIV AIDS and Red Cross club, Agerhin Ewek, "Gender club," Anti Harmful Drug, Library, ICT and Internet, Language and Literature, and of Clever Students club. As the responders explained, however, most of the clubs are not functioning properly since they have been organized very recently.

As to Catholic School the following. Civic and Ethical Education club, Mini Media club, Natural Science club and Technology club, HIV AIDS club, Natural Conservation club and Sport clubs are organized. In Bahir Dar Academy HIV AIDs club, Sport clubs, Gender club, Mini Media club, Art and Drawing club, Science and Technology club, "Agerhin Ewek" club, Guidance and Counseling club, Health and Red Cross clubs are available. But most of these clubs in these two schools are not well functional.

Major Civic and Ethical Education Problems Related to Students

A. The findings show that 96.9% of the students, 91.6% of the teachers and 100% of the school principals assert that students' inability to change what they have learned in class to practice among the community was the major hindrance to the effectiveness of Civic and Ethical Education. The first reason may be the majority of the society cannot recognize the major values of Civic and Ethical Education. The second reason can be lack of adequate participation of students in various activities or their inability to involve in the social, economic and political activities. This is consistent

with the above result that students have low participation in school club and community at large.

B. Table 6 indicates that 91.8% of the students, all the teachers, and 90% of the school principals believe that students' lack of balancing the rights and obligations was another problem. This problem may arise from students' inability to differentiate their responsibilities from obligations. As an Ethiopian citizen, we all have some duties or obligations to fulfill. Therefore, as we demand for and enjoy our rights and benefits, we should also be ready to discharge the responsibilities expected from every one of us. Some responsibilities of citizens are obeying the laws, respecting the rights of others, being informed about and attentive to the needs of the community, paying attention to how well elected leaders do their jobs, voting, paying taxes and others. It is also important for citizens to respect the ethical and moral values of the society, for example, not cheating, respecting the elders, taking care for the sick, the old, the homeless children, the poor, and being honesty, integrity, trustworthiness, fairness, honor and sincerity, so on. Thus, students must internalize such and other responsibilities together with their rights.

C. 76.45% of the students, 66.6% of the teachers and 80% of the principals believe that lack of reference books on the subject was one of the main problems that inhibit the effectiveness of Civic and Ethical Education. Without the availability of books students may not be able to develop their knowledge, skills and attitudes. This situation does not allow them to develop their scope of knowledge and to do research. Not only is that it also an obstacle for other educationalists to improve curriculum and for those who would like to make research work on the subject. In general, lack of adequate reference books could set the development Civic and Ethical Education back since it checks the improvement of the teaching

learning process, updating of the text books, teacher's guide, doing research on the subject.

D. As learnt from table 6 lack of interest of students in learning the subject and having wrong attitude towards the subject were perceived as the least of all problems by student, teacher and principal respondents. This result is consistent with the findings by Melese (2007). This implies that the interests, the beliefs and the attitudes of the majority of students towards civic and ethical education were favorable and positive. These also agree with the results in table 1 in this study that the attitudes of students towards the subject were highly positive.

Some student informants gave the following problems to the open ended questions: few students are careless to learn the subject, disturb during class hours, are reluctant to the teachers' presentation, are disobedient, take value as simple and ordinary matter, disagree with teachers, Being ignorant of the exact objectives of the lesson, they give up hope because of failure or low achievement. They demand for only their rights but fail to discharge their obligations; they have low national feeling. In general, it was reported that few students do not understand the values and objectives of learning Civic and Ethical Education. Hence, great efforts need to be exerted to promote their interests, attitudes and beliefs towards the subject.

Similarly, students also pointed out the following problems confronted them while they were learning Civic and Ethical Education:

- Inefficiency of teachers, administrators, and school principals to serve as role model.
- Lack of preparation when teachers present the lessons.

- Insufficient period allotment for civic and ethical education.
- Inconvenient text book supply.
- Lack of clarity and summary of content of the text book.
- Following only the presentation of plasma television teachers.
- Considering students with positive interest towards Civic and Ethical Education as members of a political party.

Major Problems Related to Teachers

A. Ninety four per cent of the students, all teachers and principals believe that lack of qualified teachers on the subject was the major problem in the effectiveness of the Civic and Ethical Education. As the Ethiopian Third National learning Assessment of grade Eight students (2008) cited in Delors (1996) asserted that the main functions of teacher education, both pre and in-service, is to equip teachers with ethical intellectual and emotional capabilities to develop balanced range of qualities in their pupils. Therefore, the availability of professionally qualified teachers in Civic and Ethical Education should not be overlooked.

B. 92.15% of student respondents, 91.7% of teachers respondents and 100% of principal respondents suggested that the inability of teachers to use proper methodology in teaching Civic and Ethical Education was one of the prominent problems to inhibit the effectiveness of Civic and Ethical Education. This result support Melee's study (2007) that teachers employ ineffective instructional methodology. The types of teaching methods selected and employed have a considerable impact in preparing students as to be active citizens. The predominant practice of educating today is lecturing or teacher telling or what Dawit cited in Bur styn (1996) calls the pedagogy of "imposition" This type of education which is merely carried out by the teacher would leave students ill prepared to be active reproducers

rather than making them producer (Dawit ,2006). To avert this problem, students must be given opportunities within their classroom and school to act democratically, and to participate actively in their learning. This kind of classroom environment enables students to become active, participatory citizens in the society in the future. 60% of student respondents, 83% of teacher respondents and 100% of principals proposed that. lack of reference book is the major problem which hinders the effectiveness teaching and learning process of Civic and Ethical Education. This result corresponds with the above result in this study. Hence, it is no use repeating it here.

C. 67.5 % of the student respondents believe that lack of interest in teaching the subject was one of the major problems for the effectiveness of Civic and Ethical Education. To the contrary only 16.7% of the teacher respondents and 20% of the school principals verified lack of interest of the teachers as a problem. Even though the majority of teachers and school principals did not accept teachers' lack of interest a problem, more than average student respondents and a few teachers and principals confirmed that it is a real difficulty in the teaching of process of the subject. This result does not coincide with the result of the research by Melese (2007) which says that teachers are interested in teaching the lesson. But the result of this paper is also supported by the response of students to open ended questions. It will be discussed later on.

D As to table 7, 49% of the students, 25% of the teachers and 20% of the principals believed those teachers' wrong attitudes about the importance of Civic and Ethical Education was an obstructing force in the effectiveness of Civic and Ethical Education. This seems that there were fewer elements of wrong attitudes among teachers. This may imply that teachers' beliefs and

attitudes about the subject were found to be favorable. These also imply that the attitudes of teachers towards civic and ethical education were increasing positively.

On the other hand, respondents mentioned the following as a problem in connection with teachers.

- Some teachers lack knowledge of Civic and Ethical Education.
- Some teachers do not encourage their students.
- Some teachers are not motivated in teaching Civic and Ethical Education.
- Some teachers do not have self-confidence when they teach.
- Some teachers do not use their teaching period properly.
- Some teachers come to class without preparation.
- Some teachers do not like their profession as a result; they feel dissatisfaction and being forced to teach.
- Some teachers do not try to give response to debatable issues.
- The relationship between teachers and students is hostility; it should rather be healthy.
- Teachers do not treat their students equally; they discriminate.
- Some teachers are not good enough to be a role model.
- Some teachers request their students for sexual relationship, when they are not successful; they take revenge by deducting their results.
- Some teachers consider the plasma as their total substitute; they do not react themselves.

Major Civic and Ethical Education Problems Related to School Principals.

A. Seventy five point one percent of the students' respondents believe that inappropriate administration support is the major problems which hinder the effectiveness of the subject. In order to facilitate the teaching learning process the school administrators should create conducive environment. Dawite (2006)

also states that in order to produce good citizens for democratic society young people need to be brought up in democratic school climate and learn democratically and develop social life. Students learn the values and principles of democracy from the whole environment of the school such as participatory school administration, classroom, and peer interaction.

B. 83.9% of the students, 83.3% of the teachers and all the principal respondents replied that students' imbalance of their rights and obligations is a problem by itself. The students may lack awareness of their obligation and responsibility. In order to avoid this difficulty, Fyffe R (2006) as cited in MCG Uire (1997) advised that virtues like honesty, faith, compassion, loyalty, self-discipline, friendship, courage, perseverance and work should be inculcated in children home from an early age, in the community and in the school.

In order to students balance their rights and obligation they should enhance their social comprehension differences. Values are concerned with people connecting with other people, (Fyffe R., 2006) cited in Kuthnick & Manson, 1998) and one of the key determinants for connecting with people is the skill of the individual to make sense of another person's action and reactions. It is also noted that friendship construction and maintenance are reliant on healthy social comprehension development (Fyffe cited in Hart up & Stevens, 1997). Therefore, great efforts need to develop student's perception in order to reconcile their rights and obligations.

C 67.9% of the students respondents, 91.66% of the teacher respondents and 100% of the principal respondents believe that owing to the inability of the society to recognize the eleven core values , students could not practice them. This is because the society at large does not have awareness about the main values. According to Aspin (2000) "values are neither private nor subjective. Values are public that we can all discuss, decide upon, reject or approve. Also values are objective. They are arrived at and get their life from their status as

inter subjective agreements in our community as to what things count as important. Therefore values are to do with matters that take place in the public realm and that we perceive and judge to be matters of importance. To this end, people have to develop their awareness on values. This can aid students have opportunities to implement what they have taught in the class.

D. As observed in table 8 most of the school principals do not undermine Civic and Ethical Education. This implies that principals give equal attention for Civic and Ethical Education as they do to other subjects. Therefore it is possible to suggest that most of school principals have favorable interest, beliefs and attitudes towards the subject.

In addition, respondents gave their response to open ended question regarding principals

- The absence of appropriate leadership
- Inability to practice what is said in theory
- Lack of adequate budget to run Civic and Ethical Education club
- Inability to identify guilty students from innocent ones.
- Inability to create good relationships among teachers, students and parents in order to solve problems of Civic and Ethical Education.
- Paying no attention to shortage of books.
- Not receiving students' opinions.
- Inability to formulate rules and regulations addressing the benefits of the majority of school communities.
- Not making class observation in order to evaluate and monitor the implementation of Civic and Ethical Education.
- Giving no recognition to the needs of students regarding Civic and Ethical Education.
- Giving no great attention to the availability of qualified teachers of the subject.
- The absence of sufficient number of Civic and Ethical Education teachers.

- Inability to give adequate in-service training for Civic and Ethical Education teachers.
- Being too autocratic, demoralizing students unethically.
- Unequal (unjust) treatment for students' complaints.
- Inability of school principals to be a role model.
- Inability to respect students' rights.

Major Civic and Ethical Education Problem Related to Higher officials

A. 82.5% of the student respondents, 91.66% of teacher respondents and 100% of school principals' respondents assert that lack of text books and teachers guide were the major problem in the provision of Civic and Ethical Education effectively. This may be due to uneven distribution or inadequate number of publication of text books and teachers' guide. Of course, it is serious problem. Without these materials, it is difficult for schools to ensure quality education. Many scholars hold that schools learning achievement is a function of the material inputs expended per pupil and the efficiency with which these inputs are managed by the teachers and the headmaster (Fuller, 1986 quoted by the Ethiopian National Learning Assessment of Grade Eight students 2008). It is also indicated in this National learning assessment that text books considerably affect school learning improvement. Therefore, shortage of text books and teachers guide books are a serious problem that higher officials should solve it soon.

B. 73% of the student, 66.66% of the teacher and 10% the school principal respondents perceived that lack of supervisory support by higher officials was the real problem in the teaching learning process of civic and ethical education. (Teshome 2008), cited in UNESCO (2005:4) stated that supervision is used for "covering all those services whose main function is to inspect, control, evaluate and/ or advise, assist and support principals, teachers, and who are expected to do so through regular visits for school development and implement of the teaching learning activities. So that if schools lack this service, many school problems could not be solved. As a result, quality education in civic and ethical

education can be deteriorated. Hence, one important learning input that is closely related to school management is inspection. According to Ethiopian Third National Learning Assessment of Grade Eight Students (2008), inspectorial mechanisms have to be applied not only to check teacher's performance but also to maintain professional discussion with teachers to develop knowledge methods and sources of educational information. Therefore, higher officials have to strengthen their evaluating and monitoring activities.

C. Eighty six per cent of the student, 83.33% of the teacher and 8.3% of the principal respondents believed that textbooks and teacher's guide of Civic and Ethical Education were prepared inappropriately. This implies that text book and teacher's guide should be evaluated and revised at a certain interval of times. Therefore, higher officials must fulfill such tasks in order to promote the effectiveness of Civic and Ethical Education.

D. Finally as the result of the study signifies large class size was not taken as a problem in Bahir Dar Preparatory School, Catholic School, and SOS School. But it was mentioned as a problem in Bahir Dar Academy and Gion General and preparatory schools.

Here are the respondents' responses to open ended questionnaires referring higher officials.

- The absence of adequately trained and qualified teachers in Civic and Ethical Education.
- Inability to evaluate and monitor the implementation of Civic and Ethical Education teaching and learning processes.
- Concentrating on quantity rather than quality.
- Inability to create awareness among the community about core value education.

- Inability to create coordination among school principals, teachers, students and parents to improve Civic and Ethical Education.
- Inability to allocate adequate budget to run Civic and Ethical Education.
- Not able to start quality Civic and Ethical Education from kindergarten and primary schools.
- Lack of being role model.

CHAPTER SIX

SUMMARY CONCLUSION AND RECOMENDATION

5.1 Summary

This study was concerned with some selected problems impeding the Effectiveness of the subject Civic and Ethical Education in Bahir Dar town preparatory schools. There are many practical problems which inhibit the effectiveness of Civic and Ethical Education. Some of them are, lack of adequate qualified teachers on the subject, lack of reference books of the subject, the wrong outlook of some teachers, school leaders and students regarding the subject, Hence the purpose of the study was to assess whether the students of Bahir Dar Higher Education preparatory secondary school have positive or negative attitudes towards Civic and Ethical Education. Identify whether there was a significant attitudinal difference between female and male students (of both Grade 11& 12) towards Civic and Ethical Education and to assess whether there was a significant attitudinal difference between Grade 11 & 12 students towards Civic and Ethical Education Furthermore it was also assessed whether the eleven core values were relevant to school and community participation, to asses students' involvement in school and community and identify some problems which hinder the effectiveness of Civic and Ethical Education. Hence, to meet these purposes, the following leading questions were formulated.

1. What is the general level of students' attitudes towards Civic and Ethical Education?
 - a) Is there significant attitudinal difference between grade eleven female and male students towards Civic and Ethical Education?
 - b) Is there significant attitudinal difference between grade twelve male and female students towards Civic and Ethical Education?

- c) Is there significant attitudinal difference between grade eleven and twelve students towards the subject?
2. What is your belief about the relevance of each core values relevant to participate in school and community participation?
3. To what extent students involve in school and community participation?
4. What are the problems which hinder the effectiveness of Civic and Ethical Education in these schools?

This research employed descriptive survey method. The subject of the study were 2410 students, 12 teachers and 10 school principals and assistance principals in Bahir Dar Town Higher Education Preparatory Secondary schools. From the total population of 2410 students, 120 teachers and 10 principals and assistant principals, 300, 12 and 10 were selected, respectively as the sample of the population.

From Grade eleven, 116 male and 73 female students were selected using lottery system simple random sampling technique from randomly selected sections. From grade twelve 82 male and 29 female students were selected from randomly selected sections in the same way.

The data gathering instruments were questionnaires and interviews. Both quantitative and qualitative research methods were employed. The data collected through questionnaires were tallied, tabulated and computed using t-test and percentage methods. Hence, the data analyzed, interpreted and discussed. In addition, responses collected through interview and information gathered by open-ended questions was narrated to support the analysis.

Hence, the result of the study can be summarized as follows.

- Most of Higher Education Preparatory Secondary School Students have reported that they have favorable attitudes towards Civic and Ethical Education.
- There is no significant attitudinal difference between female and male students of grade eleven towards Civic and Ethical Education.
- There is no significant attitudinal difference between female and male grade twelve students towards Civic and Ethical education.
- Opposite to the above immediate point, there is no significant attitudinal difference between students towards the subject based on grade level.
- Students of most of Bahir Dar Town higher education preparatory secondary schools believed that the core values are very much relevant to their school and community participation.
- Gion General and Preparatory School Bahir Dar Academy, Catholic and Bahir Dar Preparatory schools were not well effective in creating convenient conditions for their students to participate in school and community participation except SOS school.
- The majority of the community does not have awareness about the core eleven values. Consequently, Bahir Dar Town preparatory schools students cannot practice what they have theoretically learnt in the class.
- It is believed that most of the students are not sensitive to their responsibilities as they are to their rights.
- Lack of reference books; textbooks and teacher's guide were barriers of the effectiveness of Civic and Ethical Education.
- Absence of qualified teachers, their inability to use appropriate teaching methodology few teachers, lack of interest in teaching, lack of appropriate administration, lack of supervision support,

inability to evaluate, revise and update the textbooks and teachers guide were reported to be the barriers of the effectiveness of Civic and Ethical Education.

The presence of some undisciplined students, inefficiency of stakeholders to serve as role models, hostility relationship between teachers and students, inability to respect students' rights, considering the plasma as teacher's total substitute, low co-ordination among stake holders lack of budget to run Civic and Ethical Education club and not able to start quality Civic and Ethical Education starting from kindergarten and primary schools were found the drawbacks of the subject

5.2 Conclusion

On the basis of analysis discussion, and summary the researcher has arrived at the following conclusions:

1. From the findings it can be concluded that students of Bahir Dar Town Preparatory Secondary Schools have favorable attitudes towards Civic and Ethical Education. This shows the tendency of feeling, liking, approving and desiring of students towards the subject. The result also shows that there is attitudinal difference between grade 11 male and female students toward civic and ethical education. To the opposite' among the grade 12 female and male students, there is no attitudinal differences. Regarding attitudinal difference in relation to grade level, there is no significant mean difference towards Civic and Ethical Education between Grade 11 and 12 students in Bahir Dar Town Preparatory Secondary Schools.
2. Most students confirmed that the core values are very relevant for their community participation. Regarding their school and community participation SOS school was found to be in a better position in creating enabling environment for the participation of its students in school and community participation using various club activities. Whereas, the rest four schools were not well effective in creating convenient conditions for their students to participate in school and community participation.
3. Observed that since the majority of the society do not recognize the core values of Civic and Ethical Education, it is difficult for students to practice what they learnt in the class. So that, the concerned bodies should give awareness about the values of Civic and Ethical Education. Due to students' inability to distinguish their responsibilities from their rights, they could not balance their rights and obligations. This results in major problems which hinder the

effectiveness of Civic and Ethical Education. Shortage of reference books on civic and ethical education is one of the main problems that inhibit the effectiveness of Civic and Ethical Education.

It was also observed that the absence of adequate qualified teachers on the subject was the major problem obstructing the effectiveness of Civic and Ethical Education. Unable to use proper methodology in teaching Civic and Ethical Education was found to be the prominent problem which inhibits the effectiveness of Civic and Ethical Education. Inappropriate administration was one of the major problems in effecting Civic and Ethical Education. It was observed that school administrators have constraints in facilitating the teaching- learning process of Civic and Ethical Education. It was found out that most of school principals do not undermine Civic and Ethical Education as the subject. This shows that principals developed positive attitudes towards the subject. Shortage of textbook and teacher's guide are considered as one of the prominent problems which hinder the effectiveness of civic and ethical education. Lack of supervisory support by higher officials was one of the major problems which set the effectiveness of Civic and Ethical Education back. This tells us that schools lack competent management personnel to enhance learning outcomes. Finally inability to evaluate, revise and update the textbooks and teacher's guide of Civic and Ethical Education has been taken as one of the main problems for the effectiveness of Civic and Ethical Education.

4.3 Recommendations

Based on the findings and conclusions, the following possible solutions are recommended so as to improve the effectiveness of Civic and Ethical Education.

- Even though student's attitudes towards civic and ethical education were favorable, more improvement is needed in order to develop highly strong attitudes of students towards the subject. To this end, teachers, school principals, students and other educationalists need to work hard.
- It is advisable for teachers, school principals and parents to treat female students equally with male students in order to develop their civic competence.
- School leaders and higher officials should apply strong efforts to create awareness among the community about the core values in order to create opportunities for students to make what they have learnt in the class theoretically practical among the community.
- Teachers should persistently strengthen their efforts in order to promote students perception of their rights and responsibilities and to encourage them not only to demand their rights but also to discharge their responsibilities.
- It is advisable for higher officials and other concerned bodies to fulfill appropriate text books, teacher's guide and reference books adequately in order to promote the effectiveness of Civic and Ethical Education.
- It is important to give necessary attention to motivating students in order to enhance their interests and influence their positive attitudes towards Civic and Ethical Education. So that the number of students

who are demotivated and who have biased attitudes will be changing their negative attitudes.

- It is advisable for teachers to employ appropriate methodology of teaching in order to motivate and develop students' understanding and in order to promote their performance in Civic and Ethical Education.
- In order to encourage teachers, they should get professional development. In order to make teachers efficient and competent in their profession, they have to gain both pre-service and in-service training. Furthermore, great attention should be also given for continuous professional development of Civic and Ethical Education teachers.
- It is essential to give necessary attention to appropriate administration, supervision, evaluation and monitoring activities in order to strengthen the effectiveness of teaching learning processes of Civic and Ethical Education. Therefore school principals and higher officials must work hard to facilitate the administration as well as the supervisory services, and to evaluate and monitor the effectiveness of civic and ethical education.
- Schools parents and other stakeholders should work hard with collaboration to correct students' discipline, respect students rights, being a good role model, allocate adequate budget, improve Civic and Ethical Education quality starting from the grass-root level and adjust the role of plasma and teachers, in the teaching learning processes.
- Finally the researcher suggests that attitudinal gender and grade level differences on Civic and Ethical Education should be the focus of further study.

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APPENDIX-I

Questionnaire to be filled by students. The purpose of this questionnaire is to assess some selected factors which hinder the effectiveness of the subject in Bahir Dar town. The information that you provide will be used only for research purpose and highly confidential. Thus, you are kindly requested to give your response genuinely and responsibly for all the questions addressed in the questionnaire, don't sign your name.

Thank you in advance
For your cooperation

Part one

Show your Background information by putting (X) in the Box.

1. Sex a/ Male ☐ b/ Female ☐
2. Grade 11 ☐ Grade 12 ☐
3. Name of school
 - a/ Bahir Dar preparatory ☐
 - b/ Gion General 8 preparatory ☐
 - c/ Bahir Dar Academy ☐
 - d/ Catholic ☐
 - e/ SOS ☐

Appendix I

PART TWO

Direction I: The following statements are about the importance of secondary school Civic and Ethical Education in enabling students to develop political social and economic values. In the column to the right of each statement check whether you agree or disagree with what is stated. Then put an "X" in the box in front of each sentence under the alternative strongly agree or agree if you share the same opinion with what is stated; undecided if you are unable to decide and disagree or strongly disagree if you don't share the same idea.

No	Statements about the importance of civic and ethical education	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree
1	Civic and ethical education is important since it deals with the balance of rights and obligation of citizens.					
2	Civic and ethical education helps citizens to be competent					
3	Civic and ethical education teaches that all men are not equal.					
4	Civic and ethical education is important because it enables students to develop democratic values					
5	Civic and ethical education is important because it enables students to develop sense of responsibility					
6	Civic and ethical education is playing a role in strengthen students' sense of patriotism					
7	Civic and ethical education is encourage able since it enables students to develop the habit of saving					
8	Civic and ethical education is important in making students to be intolerant					
9	Civic and ethical education is appreciable since it enables students to be self reliant.					
10	Civic and Ethical education is important since it enable students					

No	Statements about the importance of civic and ethical education	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree
	not to be governed by the principles of justice.					
11	Civic and ethical education is appreciable because it enables students to develop an industriousness culture.					
12	The role of civic and ethical education is essential because it enables students to develop a habit of corruption.					
13	Civic and ethical education is appreciable because it enables students to promote the pursuit of wisdom culture.					
14	Civic and ethical education is important because it enables students to accept and be governed by the principles of equality.					
15	Civic and ethical education is important in making students to develop a culture of dependency					
16	Civic and ethical education is essential because it helps students to aware about the rule of law					
17	Civic and ethical education makes a person important for his country.					
18	Community participation is not important for students.					
19	Ethics helps us which ways of life worth following and which action is right and wrong.					
20	Your parents must buy fusion clothes for you whether they afford it or not					

Direction II: In the following table the major eleven values are organized as the main contents of civic and ethical education are listed. Then you are requested to indicate whether you believe or not that each value is relevant for your daily active school and community participation. Therefore, if you believe that the value is relevant indicate its degree of relevance by putting

an “X” in the box under the alternative you choose. But if you don’t believe that the value is relevant list not more than three basic reasons.

Appendix II

	List of the major eleven values	Do you believe that each of these eleven values is relevant for your daily school & community participation?			
		Yes I do believe			No I don't believe
		If you believe that each value is relevant for daily life experience how much is it relevant do you believe?			If you said I don't believe list not more than 3 main reasons
		Very much relevant	Very relevant	To some extent relevant	
A	Democracy				
B	The rule of law				
C	Justice				
D	Equality				
E	Patriotism				
F	Responsibility				
G	Active community participation				
H	Pursuit of wisdom				
I	Industriousness				
J	Self reliance				
K	saving				

Direction I:- Answer the following questions based on your experience which you believe is a real major problems that hinder the effectiveness of civic and ethical education teaching learning process by circling the letter of your choice if you know another/other major problem(s) write it (them) on the space provided. It is possible to choose more than one.

19. among the major problems that are hindering the effectiveness of civic and ethical education teaching learning process:

19.1 Which is /are the major problem/s/ related to civic and ethical education students?

- a) Lack of interest to learn the subject.
- b) Lack of balancing the rights and obligations.
- c) Having wrong attitudes towards the subject.
- d) Unable to make practical what they have learned among the community.
- e) Lack of reference book on the subject.
- f) If there are additional major problems not mentioned please list them here

19.2 Which is/are the major problem(s) related to teachers?

- a) Lack of qualified teacher on the subject.
- b) Having wrong attitudes about the importance of the subject
- c) Lack of reference book on a subject
- d) Lack of interest to teach the subject among teachers.
- E) Unable to use proper methodology in teaching.
- f) If there are additional problems not mentioned please list them here

19.3 Which is/are major problem(s) related to school principals?

- a) Inappropriate administration support
- b) Undermine the subject civic and ethical education
- c) Unable to students to balance their rights and obligations and create problems.
- d. unable to the society recognize the eleven values due to this students cannot practice
- e) If there are additional problems not mentioned please list them here

1.4 Which are/are/ major problem/s/ regarding higher official leaderships?

- a) Lack of supervision support

B) Lack of text books and teachers guide

c) Large class size

d) Inappropriate text books and teachers guide

f) Others -----

Appendix II

**BAHIR DAR UNIVERSITY
EDUCATION FACULTY
DEPARTMENT OF PEDAGOGICAL SCIENCE**

Questionnaire to be field by teachers and school principals

The purpose of this questionnaire is to assess some selected problems which impeding the subject civic and ethical education in Bahir Dar town Higher Education Preparatory Secondary Schools. The information that you provide will be used only for research purpose and highly confidential. Thus, you are kindly requested to give your response genuinely and responsively for all the questions addressed in the questionnaire. Don't sign your name.

Thank you in advance for
Your cooperation

PART ONE

Show your background information by putting (X) in the box.

1. Sex a) Male ☐ b) Female ☐
2. In which Grade you are teaching? a) Grade 11 ☐ b) Grade 12 ☐
3. Name of school
 - a) Bahir Dar preparatory secondary school ☐
 - b) Gion General and preparatory school ☐
 - c) Bahir Dar Academy prep. Sec. School ☐
 - d) Catholic " " ☐
 - e) SOS " " ☐
4. Education level
Diploma ☐ 1st Degree ☐ 2nd Degree ☐
5. In which subject you are qualified -----

Direction I:- Answer the following questions based on your experience which you believe is a real major problems that hinder the effectiveness of civic and ethical education teaching learning process by circling the letter of your choice if you know another/other major problem(s) write it (them) on the space provided. It is possible to choose more than one.

Among the major problems that are hindering the effectiveness of civic and ethical education teaching learning process:

1. Which is /are the major problem/s/ related to civic and ethical education students?
 - a) Lack of interest to learn the subject.
 - b) Lack of balancing the rights and obligations.
 - c) Having wrong attitudes towards the subject.
 - d) Unable to make practical what they have learned among the community.
 - e) Lack of reference book on the subject.
 - f) If there are additional major problems not mentioned please list them here

2. Which is/are the major problem(s) related to teachers?
 - a) Lack of qualified teacher on the subject.
 - b) Having wrong attitudes about the importance of the subject
 - c) Lack of reference book on a subject
 - d) Lack of interest to teach the subject among teachers.
 - E) Unable to use proper methodology in teaching.
 - f) If there are additional problems not mentioned please list them.

3. Which is/are major problem(s) related to school principals?
 - a) Inappropriate administration support

- b) Undermine the subject civic and ethical education
- c) Unable to students to balance their rights and obligations and create problems.
- d. unable to the society recognize the eleven values due to this students cannot practice
- e) If there are additional problems not mentioned please list them here

4. Which are/are/ major problem/s/ regarding higher official leaderships?

- a) Lack of supervision support
- b) Lack of text books and teachers guide
- c) Large class size
- d) Inappropriate text books and teachers guide
- e) Others -----

ባህር ዳር ዩኒቨርሲቲ
በትምህርት ፋካሊቲ
የፔዳጎጂካል ሣይንስ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠየቅ ዋና ዓላማ ተማሪዎች በሥነ ዜጋና ሥነ ምግባር ትምህርት ላይ ያላቸውን ዝንባሌና ትምህርቱ ውጤታማ እንዳይሆን እንቅፋት የሆኑ ችግሮች ላይ ትምህርታዊ ምርምር ለማካሄድ ነው። የምትሰጡት መረጃም ምስጢርነቱ የተጠበቀ ነው። ስለሆነም በመጠይቁ ለቀረቡ ጥያቄዎች በሙሉ ምላሻችሁን በትክክል፣ በቅንነትና በኃላፊነት ስሜት እንድትሰጡ በአክብሮት አሳስባለሁ። ስም መጻፍ አያስፈልግም።

መጠይቁን ለመሙላት ለምታደርጉልኝ ትብብር ከልብ አመሰግናለሁ።

ክፍል 1 ዳራዊ መረጃዎች

በተሰጠው የሳጥን ምልክት ላይ "X" ምልክት በማድረግ ዳራዊ መረጃ ስጥ(ስጭ)

1. ፆታ ሀ. ወንድ ☐ ሴት ☐
2. የክፍል ደረጃ 11ኛ ክፍል ☐ ለ. 12ኛ ክፍል ☐
3. የትምህርት ቤቱ ስም
ሀ. ባህር ዳር ከ/ትም/መስናዶ 2ኛ ደረጃ ት/ቤት ☐
ለ. ግዮን ☐
ሐ. ባሕር ዳር አካዳሚ ☐
መ. ካቶሊክ ት/ቤት ☐
ሠ. ኤስ ኦ ኤስ .. ☐

Appendix III

መመሪያ1:- የሚከተሉት አረፍተ ነገሮች ከፍተኛ ትምህርት መስናዶ 2ኛ ደረጃ የስነ ሌጋና ስነ ምግባር ትምህርት ተማሪዎችን ፖለቲካዊ ኢኮኖሚያዊና ማኅበራዊ እሴቶችን ለማዳበር ጠቃሚ መሆኑን ይገልጻሉ። ስለዚህ ከእያንዳንዱ አረፍተ ነገር በስተቀኝ በኩል በእያንዳንዱ አረፍተ ነገር ላይ ምን ያህል እንደምትስማሚ/ማ/ ወይም እንደማትስማሚ/ማ/ የሚያሳዩ አማራጮች ቀርበዋል። ስለሆነም በአረፍተ ነገሩ ሐሳብ የምትስማሚ/ማ/ ከሆነ በጣም እስማማለሁ ወይም እስማማለሁ፣ መወሰን የማትችይ/ል/ ከሆነ ደግሞ መወሰን አልችልም፣ እንዲሁም የማትስማሚ/ማ/ ከሆነ ደግሞ አልስማማም ወይም በጣም አልስማማም ከሚለው አማራጭ ግርጌ ስር ከአለው ሳጥን ውስጥ ይህን "X" ምልክት በመጠቀም ሐሳብሽን /ህን/ አመልክች/ት/

ተ.ቁ	ጥያቄዎች	በጣም እስማማለሁ. 5	እስማማለሁ. 4	መወሰን አልችልም 3	አልስማማም 2	በጣም አልስማማም 1
1	የሥነ ሌጋና ሥነ ምግባር ትምህርት ጥቅሙ መብትንም ግዴታንም በእኩል ሚዛን ማሳወቁ ነው።					
2	የሥነ ሌጋና የሥነ ምግባር ትምህርት ተማሪዎች ተወዳዳሪ እንዲሆኑ ይረዳል።					
3	የሥነ ሌጋና ሥነ ምግባር ትምህርት ሰዎች ሁሉ በሕግ ፊት ልዩነት እንዳላቸው ያስተምራል።					
4	የሥነ ሌጋና ሥነ ምግባር ትምህርት ተማሪዎች የዲሞክራሲ እሴቶችን እንዲያዳብሩ ይጠቅማል።					
5	የሥነ ሌጋና ሥነ ምግባር ትምህርት ተማሪዎች የሀላፊነት ስሜታቸውን እንዲያዳብሩ ይጠቅማል።					
6	የሥነ ሌጋና የሥነ ምግባር ትምህርት ሚና ተማሪዎች የሀገር ፍቅር ስሜታቸውን እንዲያዳብሩ ማስቻል ነው።					
7	የሥነ ሌጋና ሥነ ምግባር ትምህርት የቁጠባ ባህልሽን/ህን/ ለማዳበር ይጠቅማል።					
8	የስነ ሌጋና ሥነ ምግባር ትምህርት አለመቻቻልን ያበረታታል።					
9	የሥነ ሌጋና ሥነ ምግባር ትምህርት እራስን የመቻል ባህል እንዲያዳብር ይጠቅማል።					
10	የሥነ ሌጋና ሥነ ምግባር ትምህርት ተማሪዎች በህግ መርህ እንዳይመሩ ያደርጋል።					
11	የሥነ ሌጋና የሥነ ምግባር ትምህርት ተማሪዎች የሥራ ባህልን እንዲያዳብሩ ይጠቅማል።					
12	የሥነ ሌጋና ሥነ ምግባር ትምህርት ጠቃሚ ነው ምክንያቱም ሙስናን ያበረታታል።					
13	የሥነ ሌጋና ሥነ ምግባር ትምህርት ዕውቀትን የመሻት ፈላጊነትን ያዳብራል።					
14	የሥነ ሌጋና የሥነ ምግባር ትምህርት ተማሪዎች የዕኩልነት መርህን					

ተ.ቁ	ጥያቄዎች	በጣም እስማማለሁ 5	እስማማለሁ 4	መወሰን አልችልም 3	አልስማማም 2	በጣም አልስማማም 1
	እንዲቀበሉ ይጠቅማል።					
15	የሥነ ዜጋና ሥነ ምግባር ትምህርት ተማሪዎች ራስን የመቻል ባህልን እንዲያዳብሩ ይጠቅማል።					
16	የሥነ ዜጋና ስነ ምግባር ትምህርት ተማሪዎች የሕግ የበላይነት እንዲገነዘቡ ይጠቅማል					
17	የሥነ ዜጋና ሥነ ምግባር ትምህርት አንድን ሰው ለሀገሩ ጠቃሚ ዜጋ ያደርገዋል።					
18	የማኅበረሰብ ተሳትፎ ለተማሪ ተገቢ አይደለም።					
19	ሥነ ምግባር ጥሩ የህይወት ጎዳና እንደምንከተል፣ የትኛው ድርጊት ስህተት ወይም ትክክል መሆኑን ያስተምራል።					
20	ወላጆቹ ቢያገኙም ቢያጡም ዘመናዊ ልብስ ለልጆቻቸው ማልበስ አለባቸው።					

Appendix III

መመሪያ 2 ቀጥሎ የተዘረዘሩት እሴቶች (Values) የሥነ ዜጋና የሥነ ምግባር ትምህርት ዋና ይዘቶች ናቸው። እነዚህ እሴቶች በትምህርት ቤትና በማኅበረሰቡ ዘንድ ለምታበረክቸው/ተው/ የተግባር አስተዋጽኦ ምን ያህል ይረዱሻል/ሀል/። እያንዳንዱ እሴት ለማበረክተው አስተዋጽኦ ይጠቅማል ከአልሽ/ህ/የጠቀሚታውን ደረጃ "X" ምልክት ከተዘጋጀው ቦታ ላይ አስቀምጭ/ጥ/ ጠቃሚ አይደለም ብለሽ/ህ/ የምታምኝ/ን/ ከሆነ ከ3 ያልበለጠ ምክንያት ስጭ/ጥ/።

21.

	ዋና ዋና 11ዱ እሴቶች	እነዚህ አሥራ አንዱ እሴቶች ለትምህርት ቤትና ለማኅበረሰብ ተሳትፎሽ/ህ/ ይጠቅማሉ?			የለም አይጠቅሙም ከአልሽ/ህ/ ከ3 ያልበለጡ ምክንያቶች ጥቀሽ/ስ/
		አዎ ይጠቅማሉ			
		በትምህርት ቤትና ማኅበረሰብ ተሳትፎ ይጠቅመኛል ብለሽ/በለህ/ ታምኝአልሽ/ህ/ ምን ያህል			
		በጣም ጠቃሚ ነው	ጠቃሚ ነው	መቸም	
A	ዲሞክራሲ				
B	የህግ የበላይነት				
C	ትክክለኛ ፍርድ				
D	እኩልነት				
E	አርበኝነት				
F	ሀላፊነት				
G	ጠንካራ የማኅበረሰብ ተሳትፎ				
H	ዕውቀትን መሻት				
I	ታታሪነት				
J	ራስን መቻል				
K	ቁጠባ				

Appendix III

መመሪያ 3 ከአለም ልምድ በመነሳት ከሚከተሉት ውስጥ የስነ ዜጋና ስነ ምግባር ትምርት ውጤታማ እንዳይሆን መሰናክሎች ናቸው ብለው የሚያምኑባቸውን አማራጭ ፊደሎችን በማክበብ መልስ ይስጡ። ከአንድ በላይ መልስ መስጠት ይቻላል።

22. የሥነ ዜጋና ሥነ ምግባር ትምህርት መማር ማስተማር ተግባራትን ውጤታማ ከማያደርጉ ችግሮች ውስጥ

ሀ. ትምህርቱን ለመማር ፍላጎት ማጣት፤

ለ. መብትና ግዴታን አጣጥሞ አለማያዝ፤

ሐ. በትምህርቱ የተሳሳተ አመለካከት መያዝ፤

መ. በክፍል የተማሩትን እሴቶች በውጭ ተግባራዊ አለማድረግ፤

ሠ. በትምህርቱ የማጣቀሻ ጽሑፍ እጥረት፤

ረ. ያልተጠቀሱ ሌሎች ዋና ዋና ችግሮች ከአሉ እባክዎ ቀጥሎ ባለው ቦታ ላይ ይጥቀሱ

22.2 መምህራንን በተመለከተ የትኛው /ኞች/ ችግሮች ናቸው በዋናነት የሚታዩት

ሀ. በሙያው የሰለጠነ መምህር እጥረት

ለ. በትምህርቱ ጠቃሚነት የተሳሳተ አመለካከት መያዝ

ሐ. በትምህርቱ የማጣቀሻ ጽሑፍ አለመኖር

መ. ትምህርቱን ለማስተማር ፍላጎት ማጣት

ሠ. ተገቢውን የማስተማር ዘዴ አለመጠቀም

ረ. ያልተጠቀሱ ሌሎች ሐሳቦች ከአሉ ቢጠቀሱ

21.3 ርዕሰ መምህራንን በተመለከተ የትኛው/ኞች/ ችግር ነው/ናቸው።

የሚታየው/ዩት/

ሀ. በትምህርቱ በቂ የአስተዳደር ድጋፍ አለመስጠት

ለ. ትምህርቱን ከሌሎች ትምህርቶች አሳንሶ ማየት

ሐ. ተማሪዎች መብታቸውን እንጅ ግዴታቸውን ስለማያዩ ለአመራር ችግር መፍጠር

መ. ዋና ዋናዎቹ 11ዱ እሴቶች በአብዛኛው ማጎበረሰብ ዘንድ ባለመታወቃቸው ለተማሪዎች ተግባራዊ እንቅስቃሴ እንቅፋት መሆን ረ. ሌሎች ከአሉ ቢጠቀሱ

22.4 የበላይ አመራርን በተመለከተ የትኛው/ኞች/ ችግሮች ይታያሉ(ል)?

ሀ. የሱፐርቪዥን ድጋፍ አለመስጠት፤

ለ. የማስተማሪያ መጽሐፍትና የመምህሩ መምሪያ መጽሐፍት አለመሟላት

ሐ. የክፍል ጥበት መኖር

መ. የተማሪዎች መጽሐፍት በግባቡ አለመዘጋጀት

ሠ. ሌላም ካለ ይግለፁ -----

DECLARATION

I declare that this thesis is my original work and has not been presented for degree in any other university, and that all sources of materials have been duly acknowledged.

Name: Mesfin Sinitayehu

Signature: -----

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

Name -----

Signature -----

Date -----

