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Thesis

Submitted to Partial Fulfillment of the Requirement for the Degree of Master of Education in Teacher Education and Curriculum Studies

BY

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June, 2010

The thesis titled "Evaluation of the Implementation of Grade 10 Civics and Ethical Education Syllabus" by Mr/Ms/Mrs----------is approved for the degree of "Master of education in teacher education and curriculum studies.

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Abstract

The purposes of this study were evaluating the implementation of grade 10 civic syllabus. To achieve the objectives, 157 students were selected through random sampling, teachers were selected through availability sampling from the three sampled secondary school. Qualitative method was employed to analyze the collected data. The results indicated that the physical and instructional facilities of the schools are not as to the demands of the syllabus. It is also fund that the majority of teachers were not introduced to the syllabus and all of them were not participated in preparing in grade 10 civic curricular materials and they have not aces of setting the syllabus effectively, teachers did not apply the three strategies of presenting the lesson as suggested in the syllabus. Finally, the study summarized and concluded with some suggestions in right of the finding.

CHAPTER ONE

1. INTRODUCTION

This chapter begins with background information on the study. It also states the statement of research problem, and purpose of the study. The significance of the study, scope of the study, limitation of the study and definition of key terms, are also included in this chapter.

1.1 BACK GROUND OF THE STUDY

Educational reform is an indispensable response when an existing curriculum found to be defective and irrelevant. It occurs due to different reasons. One of the reasons is when crises develop in the educational system (McNeil, 1990). These crises take various forms: unmatched manpower demand and production of this manpower being the crucial ones. In response to this, different kinds of changes in an educational system can be introduced depending on the intents aspired to be achieved. One kind of change is restructuring which is the modification of educational systems through decentralization and new concepts of teaching roles (McNeil, 1990). New programs can be included in the curriculum in addition to the restructuring. Here, Ethiopia can be a good example.

In our country it had been a tradition to copy curriculum of various countries based on different reasons. The educational systems of America, East Germany, French and Britain had been introduced at different times. Because of this, the curricula at different times were criticized for their mismatch with the country's social, economic and cultural conditions (Teshome, 1986).

With the change of government, Ethiopia introduced the new Education and Training policy in 1994 (MOE). The policy addresses to alleviate the

experiential curriculum which consists of what students derive from or what they think and experience about the operational curriculum.

These variations in curriculum show that changing the formal curriculum does not necessarily imply change of the operational curriculum. It rather necessitates a lot of things to be accomplished. Stressing this, Posner (1992) stated that changing the operational curriculum requires altering what actually happens in the classroom as teachers, students and subject matter interact not simply changing the frames within which these interactions occur. Similarly Hord (1995:97) explained "change is a process, not an event, so it is for the individuals at the classroom". Hall (1995) also stated that adoption of an innovation is a process rather than a decision point – a process that each innovation user experiences individually.

Similarly, many researchers reported disparities between the planned and the implemented curriculum. Cohen and Cusick as cited in Posner (1992) found that teachers usually transform meaningful challenging tasks into routine, risk free tasks and turn the learning of critical thinking into memorization of facts and the performance of easy tasks. Walberga and Geneva (1990) also stated that research on curriculum implementation repeatedly manifested that new curricula often fail to be adopted or used as intended. Gross, Giacquinta and Brenstein as cited in fullan and Pomfret (1977), after observing the implementation of an innovation in primary schools, found that the quantity of implementation was very low (16%). The quality of implementation as measured by a three point rating scale ranged from a high of 2.74 to a low of 1.23.

The above scholars underscore that actual implementation of a curriculum is difficult to consider that a certain syllabus would appear in classrooms as intended without modifications and transformations for

good or bad. Therefore, one should speak of change only by addressing and examining what is actually going on in classrooms, not simply based on planned curriculum.

Posner (1992), states that curriculum analysts and evaluators scrutinize the factors that curriculum developers ignored for a smooth implementation of a new curriculum. Besides, curriculum evaluators should determine whether the stated purposes and activities are valid, appropriate and acceptable (Nunan, 1988; and Saylor et al., 1982).

In general, evaluating the various aspects of curriculum is crucial when educational changes are introduced so as to monitor the practice. Therefore, it appears to be timely task to investigate if the implementation of grade ten Civics and Ethical Education was successfully achieved or not and to identify the factors that impede the implementation process through curriculum implementation evaluation.

1.2 STATEMENT OF THE PROBLEM

The existence of conducive learning atmosphere is facilitative for the smooth run of the teaching-learning process. For successful implementation of an educational program, there are different factors that should be considered. First, well-trained teachers should be available. As the role of teachers is crucial in implementation process, they must have the necessary knowledge and skill. Fullan and Pomfret (1997) stated that for proper implementation, adequate training prior to implementation is essential. Negesu (2004) also stressed that in-service training "promotes efficiency, maintains enthusiasm, increases information, expands interest and in general keeps the teachers professionally alive and up-to-date". The Ministry of Education promises "efforts will be made to make sure that schools are staffed by adequately

trained teachers that educational inputs are sufficient, and that overall quality is maintained" (MOE, 2002:109).

Secondly, the implementers, primarily the teachers and students should have favorable attitude so that an implementation process becomes successful. Temechegn (2001) stresses the fact that "a quality curriculum will be meaningful if there are well qualified teachers with favorable attitudes to implement it."

The third one is the necessary support that the school principals should give to teachers Understanding the crucial role of school administrators in implementation. McLaughlin (1978:172) notes "Implementation is incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators." In the fourth place we can consider the availability of instructional and supplementary materials. For effective classroom instruction, the importance of instructional materials with necessary quantity is unquestionable. In addition to this, there should be enough supplementary materials that can reinforce the classroom instruction. With regarding to this, Vespoor (199) noted that poor material facilities due to economic problem are the main bottleneck in the implementation of educational reform in developing countries. The fulfillment of the above listed and other important requirements is necessary for successful implementation of an educational innovation. Lack of these requirements teachers' lack of these requirements is therefore a major motive behind this current study so as to investigate the extent of the implementation of civics syllabus in north Gondar administration secondary school.

It is on the basis of these requirements that initiated the current study in order to evaluate the implementation of grade 10 civics syllabus in the stated research site.

1.3 OBJECTIVES OF THE STUDY

The main objective of this study was to evaluate the implementation of grade 10 civics syllabus. That is it studies the discrepancies between curriculum realities and anticipation. Related to the over all school environment like classroom interaction etc.

Specifically, the study was attempted to:

1. Investigate the extent to which teachers apply the instructional methods and strategies as suggested in syllabus.
2. Investigate the extent to which the school principal provides support to grade 10 civics teachers to implement the syllabus effectively.
3. Asses the extent to which students grasps the content of the subject matter.
4. Identify the factors that influence effective implementation of grade 10 civics syllabus.

1.4 RESEARCH QUESTIONS

The basic research questions of the study were:-

1. To what extent grade 10 civics teachers employ /implement the methods & strategies suggested in the syllabus?

2. How conducive are the teaching learning environment of the school &the class room for effective implementation of the syllabus.
3. Is the implementation of grade 10 civics syllabus effective in enabling learners to grasp the subject matters?
4. What constraints are affecting the implementation of grade10 civics syllabus?

1.5 SIGNIFICANCE OF THE STUDY

The findings of this study are expected to have the following values the study is initiated to contribute the existing knowledge in the following ways:-

1. The findings can benefit teachers of the Dembia woreda schools to identify their strengths & weaknesses in the implementation of the syllabus.
2. The findings can serve as a reference material whenever the need arises to evaluate the syllabus of grade 10 civics.
3. The findings can provide information for the sampled school principals and concerned school community members to improve their actual teaching learning practices.

1.6 DELIMITATIONS OF THE STUDY

To make the scope of the study manageable, the researcher delimited the study to only three purposively selected secondary school of north Gondar Administrational practices of the three sampled schools and describes the objective realities observed.

Therefore, the findings obtained reflect only the case of implementation evaluation of grade 10 civics syllabus in, north Gonder region of the sampled three secondary schools.

There were many variables to be considered in the study. However, it was delimited to the following variables:-

- Teacher's instructional performance.
- The school condition in implementing the syllabus
- The extent to which the school officials provide supports to the teachers for the actual implementation process.
- The extent to which student grasp the content.

1.7 LIMITATIONS OF THE STUDY

1. The major constraint of the researcher faced during the study was the fact that some of the teachers who received the questionnaires were reluctant to return the questionnaires on the times and this delayed data analysis.
2. Lack of interest to respond to the interview questions on the part of some teachers on the pre-text of having classes, going for lunch, etc.
3. The research was unable to make more observations than done, because of time constraint. Had this been made, the study could come up with a more reliable conclusion.

1.8 Definition of terms

- Curriculum evaluation: - is a systematic investigation the worth or merit of some object (program, project or materials) (Jackson P.1993:12).
- Curriculum implementation evaluation:-concerned with the practicable of the curriculum plan as it is translated in to practice.
- Curriculum materials :-may take varies forms such as syllabus, curriculum guide, text books, lesson plans etc

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 DEFINITION OF CURRICULUM

Different scholar's educator gives different definition or meanings to curriculum. Ornstein and Hankins (2004:10) give different definition of curriculum.

For instance,

"Curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends"

There are also scholars who defined curriculum as subject matters. For instance, as Ornstein and Hankins (20004:10) put in their book,

"Curriculum can be considered in terms of subject matter (civics, English, History and so on) or content (organized or assimilated information)

There are also different views of the curriculum which, emphasize plans and intentions (e.g. a set of intended learning outcomes or a written statements of syllabus content) like "curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provide the capabilities described by specified prior units in the sequence have already been mastered by the learner" (Neary:2002:40).

Others which emphasize activities and effect and the others appear to favor a description which embraces both view(Neary.ibid).

Atlast, the definitions of curriculum can vary depending up on the on. The philosophical aspects of the persons about education and so on.

2.2 THE CONCEPT OF CURRICULUM IMPLEMENTATION.

Curriculum implementation is a complex and multi-dimensional process of putting into practice an idea, program or set of activities which is new to the people who are expected to make the actual changes

(Lee,Wong:1985:8) Lee also clarifies the three main and distinct stages involved in the implementation process. The first step, the awareness stage, involves familiarizing teachers and administrators with the goals, strategies, and teaching approaches of the overall program. The next stage, the adoption stage, invites a willingness to introduce the new Curriculum, purchase textbooks, and materials, and try a new unit with students. A sense of ownership is introduced as educators begin to understand, accept, use, and promote the new Curriculum. The last stage, the implementation stage, is marked by measurable defenses in teacher's classroom practices and in student learning outcomes. The use of differences materials and a teaching approach that incorporates the spirit and intent of the Curriculum guide are apparent at this stage.

Similarly, Chikumbu and Makamure (2000:50) in their general education module, defines Curriculum implementation as "Entails putting into practice the officially prescribed courses of study, syllabuses and subjects."

The module also put the idea;

> *"The process involves helping the learner acquire knowledge or experience it is important to note that curriculum implementation cannot take place with out the learner. The learner is therefore the central figure in the Curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills. Ideas and attitudes that are aimed at enabling the same learner to function effectively in a society"*

Viewed from this perspective, Curriculum implementation also refers to the stage where the Curriculum itself, as education program, is put into effect. Putting the Curriculum into operation requires an implementing agent and the teacher's are the agent in the Curriculum implementation process. Implementation takes place when the teacher-constructed

syllabus, the teacher's personality, the teaching materials, and the teaching environment interact with the learner (Chikumbu Makamure: 2005:51)

In general, Curriculum implementation refers to the way the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.

2.3. CONSIDERATIONS IN CURRICULUM IMPLEMENTATION

According to Lee. Wong (1985:9), effective Curriculum implementation must consider and include the following elements-these are One hundred percent implementation is impossible and undesirable, the new curriculum is not fixed, it will be modified, developed, and adapted over time by teachers. Implementation is a process of clarification, where by users and practitioners understand the new material, behavior and thinking. Implementation is a highly personal and social experience for those involved and teachers and assistance to them are important to implementation because it is a socialization and clarification process. The goal of implementation is not just to implement a particular curriculum, but to have an implementation "capacity" built into system, schools and districts as a normal, regular procedure. Planning at the school and at the system level is a necessity if curriculum implementation is to be effective and the system and school plan, to guide action, must address teaching materials, approaches and belief, and monitor and gather information used to assess progress.

2.4 THE DIFFERENCE BETWEEN CURRICULUM EVALUATION AND CURRICULUM IMPLEMENTATION EVALUATION

In order to handle the research under study in a proper way, it is important to clearly differentiate between the two terms, i.e. "Curriculum evaluation" and "Curriculum implementation evaluation" which seem to

create confusion sometimes in educational researches related to evaluation.

Although there is no consensus on the meaning of evaluation Samuel **(2003:15-16) as cited in:**

> *"Curriculum evaluation" refers to the study of the Curriculum plan or the document itself .that is Curriculum evaluation is concerned with examining the adequacy of the objective with prescribed goals the, Consistency b/n the objective and the contents of instructional material, and the significance of the content itself."*

Moreover, Chikumb & Makamure (2000) in their general education module developed by SADC (2000) include the following three major meanings:- The process of describing and judging an educational program or subject, the process of comparing a student's performance with behaviorally stated objectives, and the process of defining , obtaining and using relevant information for decision-making purposes . Generally, it is agreed on that in the process of Curriculum evaluation the curricular aspects to be studied are those of the adequacy of the objectives and contents as well as consistency between them: the accuracy, coverage and significance of contents (Marew: 2000).

On the other hand, as Lewy (1991) cited in, curriculum implementation evaluation addresses the question of whether what is curriculum document is put into action or use or to what extent the intended plan is translated into work. The focus of "Curriculum implementation evaluation" is on examining the extent to which the planned curriculum is put into action as intended in the plan.

Finally, curriculum implementation evaluation is a comparison of curriculum realities (implemented contents, instructional action and learning experience) against the Curriculum anticipations (planned

contents, instructional actions and learning experiences). Here, the two concepts are distinct and also interrelated. They are distinct because, as indicated, Curriculum evaluation is concerned with the internal structure of plan, whereas implementation evaluation is concerned with the extent of the practicality of the plan as intended. Again they are interrelated because the result obtained through each of them can be used to modify or facilitate both of them. (Harris) cited in: 2006:13-14)

The other things is that ,in any educational system conducting evaluation to determine whether the prescribed objective are attained as intended or not is becoming a crucial task for educators working in the area. Therefore to meets this purpose Curriculum implementation evaluation became as important as the design it self. Chikumba, Makamufe [2000;56-57]maintains the idea that curriculum is discovering whether the curriculum as designed ,developed and implemented is producing or can produce the desired result .For them evaluation serves to identify the strength and weaknesses of can produce implementation, That is identification of deficiencies in an educational program or syllabus for the purpose of effecting revision and improvement. Data is collected to passing judgments, to identify deficiencies in programs and to analyze programs in order to determine alternatives or find appropriate interventions. Therefore, the information gathered during the evaluation enables curricular to check their programs and roles in line with the stated goals.

Depending on the meaning they hold for Curriculum implementation educators developed different kinds of evaluation models. The models vary as to who conducts the evaluation, the major audience for evaluation result, The assumption that one made as part of the evaluation process, the methods used in collecting data and the expected outcome of the evaluation. However, all models point on two contrasting

areas of emphasis. Long (1974:22-23) categorized them into two. The first group stresses on the measurement of learning outcomes in terms of students ability, skills and the effects as the only indicator of Curriculum implementation. And the other groups emphasize on both the process and product aspects of the program. The former model was first originated by Tyler in 1930's. Tyler defines education as change in behavior; hence evaluation should consists of measuring the extent to which such changes had taken place consistent with the previously defined objectives of the educational program being evaluated. This model, which is also known by "behavioral objective evaluation model" relies on quantitative and objective data. However, many educators criticize the behavioral objective model. For instance Cronbach (1963), Stufflebeam (1971) in Irnstein and Hankins (2004:336-345) are the major ones who criticized the behavioral model. According to these educators, the model pays little attention or no effect to determine why a unit of educational activities or its appropriateness in meeting the particular need of the learners for whom it has been planned.

In fact it will be meaningless only to determine the program outcomes if other parts of the program such as the inputs, process and the impacts of the implementation are not included in the study. Generally if the transactions occurring during the process are ignored evaluation of the out come can never tell what happened to the process and why that has happened during the implementation (Samuel: 2003:18).

To this effect, a number of models were developed focusing on different aspect of the program to be evaluated like "Stufflebeam evaluation model" developed by Stufflebeam in 1971, "The discrepancy model" originated by Prorus in 1971 and "goal –free evaluation model" originated by Shriven 1972.

The other most important model developed by Robert E.stake 1969 in Stenhouse (1997:-107-108) is termed as "stake's congruence-contingence evaluation model " Stake maintains that data can be organized into three bodies of information :antecedents, transaction and outcomes. This model exhaustively discussed in the methodology part of the study.

2.5 FACTORS THAT INFLUENCE CURRICULUM IMPLEMENTATION

The idea of implementation and of the factors affecting actual use seems simple enough. But the concept has proven to be exceedingly intangible. Curriculum activities (i.e. Curriculum development implementation and improvement) are cooperative activities of those who are affected by the results of the curriculum. Ornstein and Hankins (2004:303:304) suggest that if the curriculum is to be implemented and institutionalized, all parties should perceive it as their program. Since curriculum activities are cooperative work, this sense of ownership is achieved by involving people directly and indirectly with the major aspects of curriculum development and implementation process.

Here the emphasis is that factors influence implementation (or more specifically, the extent to which teachers and students changes their practices, beliefs, use of new materials and corresponding learning outcomes) in the direction of some sought after change. If any one or more factors are working against implementation the process will be less effective. To put positively, the factors supporting implementation, the more change in practice will; be accomplished (Fullan:2001 : 71).

Generally as Fullan (2001:72) stated, key factors in implementation can be organized into three main categories relating to:- The characteristics of the innovation or change project, Local roles and External factors.

2.5.1 Factors Related to Characteristics of the Change

Under this, there are at least three factors related to the characteristics of innovation as Fullan mentioned namely; need, clarity and complexity. These are discussed in the following section.

2.5.1.1 Need

Many innovations are attempted without careful examination of whether or not they address what are perceived to be priority needs. Thus, while the importance of perceived or felt need is obvious, its role is not all that straight forward .As Fullan mentioned (20001:76) on the new meaning of Educational change.

"there are at least three complication; first schools are faced with overload improvement agenda. Therefore: it is a question not only of whether a given need is important but also of how important it is relative to other needs. Needless to say this prioritizing among sets of desirables is not easy, as people are reluctant to neglect any goals, even though it may be unrealistic to address them all: Second, precise needs are often not clear at the beginning especially with complex changes. People often became clearer about thire needs only when they start doing things; that is, during implementation itself."

In addition, exact needs are sometimes not clearly evident until implementation is underway and needs can vary from community to community. To one community preservation of culture may be of greatest importance while in another community preparation for the workplace may be a more pertinent goal. Also, the need for the innovation interacts with the other factors either clarify or confuse the implementation process (Arnott cited: 1994:21-22). It is important that schools needs or district needs match the new program but the fit may not became entirely clear until implementation is underway.

Finally, as a summary, Fullan (2001:72) cited that "by early implementation stage, people involved must perceive both that the needs being addressed are significant and that they are making at least some progress toward meeting them. Early rewards and some tangible success are critical incentive during implementation."

2.5.1.2 Clarity

Clarity about goals and means is a perennial problem in the change process. Even when there is agreement that some kind of change is needed, as when teachers want to improve some areas of curriculum or improve the school as a whole, the adopted change may not be at all clear about what teachers should do differently . The more complex the reform, the greater the problem of clarity. In short, lack of clarity, diffuse goals and unspecified means of implementation, represents a major problem at the implementation stage; teachers and others find that the change is simply not very clear as to what means in practice (Arnott cited: 1994 :21-22)

In addition, false clarify occurs when change is interpreted in an oversimplified way; that is, the proposed change has more to it than people perceived or realized. For example, an approved text book may easily become the curriculum in the classroom. , yet fail to incorporate significant features of the policy or goals that it is supposed to address. Reliance on the text book may distract attention from behaviors and educational beliefs critical to the achievement of desired outcomes (Fullan ; 2001;77)

Generally, problems related to clarity can include things as vague goals or unclear implementation strategies. Commonly policies, and even procedures, are stated at a general level in order to minimized controversy and therefore help ensure adoption. This same vagueness

may became an obstacle as implementation proceeds (Arnott cited;1994 : 22-23)

2.5.1.3 Complexity

Complexity refers to the difficulty and extent of change required of the individuals responsible for implementation. The actual amount depends on the starting point for any given individual or group. But the main idea is that any change can be examined with regard to difficulty, skill required and extent of alteration in beliefs, teaching strategies, and use of materials.

While complexity creates problems for implementation, it may result in greater change because more is being attempted though there are more difficulties associated with more ambitious efforts. Arnott (1994) cited that

> *" these projects also accomplished more in terms of teacher change and were more likely to be continued.....A change of major magnitude and complexity is difficult to sidesteps or minimize , particularly if it touches on all aspects of the education enterprise. Ambitious and demanding innovation also "appeal to the teaches' professionalism."*

Complexity can be a barrier if the various components are dissonant and incoherent. If a complex change is composed of a variety of components which combine into a logical and coherent whole, complexity may be an enabling rather that a hindering factor affecting implementation (Arnott; 2001: 23)

Finally, simple changes may be easier to carry out, but they may not make much of a difference. Complex changes promise to accomplish more, demand more effort, and failure takes a greater toll (Fullan: 2001: 78).

2.5.2. School factors that Affected Implementation of curriculum

This section analyzed the social condition of change; the organization or setting in which people work; and the planned and unplanned events and activities that influence whether or not given change attempts will be productive. The local school system represents one major set of situational constraints or opportunities for effective changes. The same program is often successful in one school system and a disaster in another. Some districts have a track record of continual innovative achievements; others seem to fail at whatever they attempt. The individual school may be the unit of change; but frequently change is the result of system initiatives that live or die based on the strategies and supports offered by the larger organization .This is especially true of multilevel, complex system-oriented innovations where what is being changed is the organizational culture itself.

Therefore the researcher argued that teachers, principals, and learners are factors that could affects implementation of curriculum. These factors are discussed in the following sections.

2.5.2.1 The Teachers

It is obvious that the implementation of the curriculum cannot be conceived in the absence of the teacher. Both individual teachers' characteristics and collective or collegial factors play roles in determining implementation.

At individual level, as Fullen C cited in (2002:84),

> *"The psychological state of teachers can be more or less predisposed toward consisting and acting on improvements. Some teachers, depending on their personality and influenced by their pervious experiences and stages of career, are more self actualized and have a greater sense of efficacy , which leads them to take action and persist in the effort required to bring about successful implementation ."*

In addition, as Chikumbu and Makamure (2000:51) stated that, since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intention into reality, it is imperative that the teacher understand the curriculum document or syllables well in order to implement it effectively.

Similarly, change involves learning to do something new and interaction is the primary basis for social learning. New meanings, new behaviors, new skills and new beliefs depend significantly on whether teachers are working as isolated individuals or exchanging ideas, support and positive attitudes about their work. The quality of working relationships among teachers is strongly related to implementation (Fullen:2001:84). Relationships with other teachers is critical given that change involves learning to do something new and interaction is at the root of this learning . The development and refinement of new knowledge, skills and beliefs depend on whether teachers are working as individuals or whether opportunities exist for interaction (Arnott: 1994:33-34).

Michael Fullan (2001) also noted that educational changes depend on what teachers do and think. Classrooms and schools became effective when quality people are recruited to teaching, and the workplace is organized to energize teachers and reward accomplishments. The two are intimately related.

Generally it can be inferred from the above points of review literature that teachers are and will be central to any curriculum implementation. That is, crucial as curriculum developers and implementers. In addition teachers who are responsible to the effectiveness of the curriculum plan should posses the necessary competence. Because implementation requires necessary knowledge about the contents and methods, their

incapability hinders the degree to which the curriculum implemented in the desired way.

2.5.2.2 The school Principal

In order for educational program to be implemented effectively schools require human and organizational resources. However, without good management on the part of school principals, these human and organizational elements of the program would not bring the necessary change. Even the best-designed curriculum with best teachers brings about nothing if good leadership does not support it. This means that though teachers are central to curriculum implementation, their action will be hindered by lack of good leadership (James; 2003: 26)

Similarly, Chiikumbu and Makamure (2000: 53),curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through deploying staff, allocating time to subjects taught at the school, providing teaching and learning materials, and, creating an atmosphere conductive to effective teaching and learning.

Chiikumbu and Makamure also noted that the head monitors and guides curriculum implementation through ensuring schemes of work, lesson plans, records of marks and prepared regularly. The head teacher maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the head is incapable of executing supervisory functions.

Generally it can be concluded that for an educational change to be effective the principal's role should be significant in either initiating or promoting the new program and facilitating or making educational decisions when the program requires.

2.5.2.3 The Learners

Educational change, above all, is people-related phenomenon for each and every individual student, even little ones, are people ,too .Unless they have some meaning role in the enterprise, most educational change, indeed most education. What would happen if the students treated as someone whose opinion mattered in the introduction and implementation of reform in school? (Full an: 2001: 151) Curriculum innovations vary in terms of how much change is involved for student but all innovations "involve something new for student". Learners are a critical element in curriculum implementation .while teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official Curriculum. The official can be quite different from the curriculum that is actually implemented. The Lerner factor influences teachers in their selection of learning experiences, hence the need to consider the divers characteristics of learners in curriculum implementation (Chikumbu and Makamure 2000:51-52). For example home background and learner ability can determine what is actually achieved in the classroom.

Scholars also stress on the role of students in curriculum improvement. Student like teachers have much valuable information to supply if those organizing and directing the program of revision will seek their help. The real curriculum is what pupils perceive it to be not what adults expect or hope. To know what the curriculum looks like for pupils' means that they should have an opportunity to evaluate freely, without fear of reprisal (wiles, 1963)

Finally, authors such as Burrell (1988) suggest that the participation of students for curriculum improvement is not for mere democratic principles but students have the potential to serve as important sources of data that assist to identify the merits and demerits of an educational

program. Student also point out what skills, knowledge and values are included in the curriculum to bring the expected behavioral change to the surface. The student body using such instruments like the questionnaires could identify the weakness and strength of curriculum, Pupils, thus may speak out whether or not they have noticed any meritorious skills, knowledge, and values that are designed to bring the behavioral change.

2.5.2.4 Resource Material and Facilities (Organizational Factors)

Everybody knows that no meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or ministry of education should supply schools with adequate resource material such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process.

In curriculum implementation (Chikumbu and Makamure:2000:53) it is suggested that the central government must also provide physical facilities such as classrooms , laboratories, workshops, libraries and sport fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

As Pratt (1988:430-431) noted, administrative support for implementation is a crucial factors for successful implementation. Administrative support starts with commitment on the part of the people responsible for facility and making decision. He also noted that

unequivocal commitment to the innovation by administrators is an essential form of support to school personnel and indicated that any curriculum implementation require a full-hearted administrators .The support provided by administrator is shown by provision of resources, moral and training support etc.

Finally, he pointed out that if teachers are not provided by materials and are not supported by in –services treating, they will be likely to continue doing what they have done in the past with at most few surface changes.

2.5.3 External factor that affect Implementation of Curriculum

In any country primarily there may be the offices of the department or ministry of education of each province, facilities of education are and other regional institution and others the relationship of school to this various outside agencies is quite completed , but necessary to analyze in order to understand the forces that imposed on school personal.

Government agencies have became increasingly aware the importance difficulty of implementation and are allocating resources to clarify standards of practice, to establish implementation unites, to assess the quality of potential changes, supporting professional.

2.6 Teaching and learning Civics and ethical Education

As far as Ethiopian situation is concerned MOE (1994.21-23) stated that civics and ethical education is introduced to enhance the idea of democracy and constitution.

Origin of civics and ethical education in Ethiopian context started as moral education. The curriculum was developed in the objective to cultivate obedient citizen to the state.

During the military regime the moral education was transferred in to political education in the school system in the objective to permute the

ideology of socialism. Currently, under the new Education and Training policy, the civics and ethical education curriculum has been designed in the school system. The updated syllabus of Minister of Education (MOE 2005:3) states the following objective of civics and ethical education from grade 9-12 for Ethiopian high schools. "Civics and ethical education aim is to create:- Democratic citizen who safeguard and respect the rights of others, citizens who work within the provisions of the constitution and abled by the rule of law, patriotic citizens who uphold the democratic ideals and the principles of the constitution ,(as ideals and the principles of the constitution,) as well as defend the sovereignty and integrity of their country, Responsible citizens who nurture and resolve differences peacefully, Industrious citizens who are self-reliant, Citizens who are active participant in the political process of their country and dedicated to work for the common good and Citizens who have a decision making capacity on the basis of knowledge and objective. The document of Minster of education also states, "to enhance the ideas of democracy and constitutionalism, civics education was introduce into the education system."

Hurs D.et.al (1994) present general aims of civics &ethical education as implicit and explicit aims. Implicit aims may be conveyed through statements of educational goals, curriculum guidelines, text contents, and teacher lessons. The explicate aims would be practiced through routines and rituals, such as student implicit teaching practices ,such as engaging students in community service or encourage group cooperation and discussions.

The above civics ethical and ethical objectives are based on affective and cognitive domains.

CHAPTER THREE

3. METHODS AND PROCEDURES OF STUDY

This section of the study comprises the research method & model, sources of data selection of research setting, sample &sampling techniques, instrument for the data collection and methods of data analysis.

Research method

A research method comprises the overall strategy followed in collecting and analyzing data. Although there is some overlap, most research studies follow a readily identifiable strategy. The largest distinction in classifying research by method is the distinction between qualitative and quantitative research (Geofferey, airsian, 2006,8). So in educational research, there are two main types of methodologies (approaches), qualitative and quantitative. Qualitative research is an inquiry process of understanding based on distinct methodological tradition of inquiry that explores a social or human problem. The focus of qualitative research is on individual, person to person interactions. The researcher strives to describe the meaning of findings from the perspective of researcher participants. To achieve this focus, the researcher gathers data directly from participants, i.e. qualitative data tend to be gather from interviews & observations.

Therefore, this study utilized qualitative way of researching an issue. This is because qualitative method of data collection designed to answer the four basic research questions by using various data collection tools. The study is also descriptive survey. This is because, in education, a descriptive survey is most commonly used for the collection of data by schools or about schools. Thus the study investigated issues related to educational research with specifically focuses on evaluation of the

implementation of the syllabus of the three purposively selected secondary schools in North Gondar in Denmbia woreda.

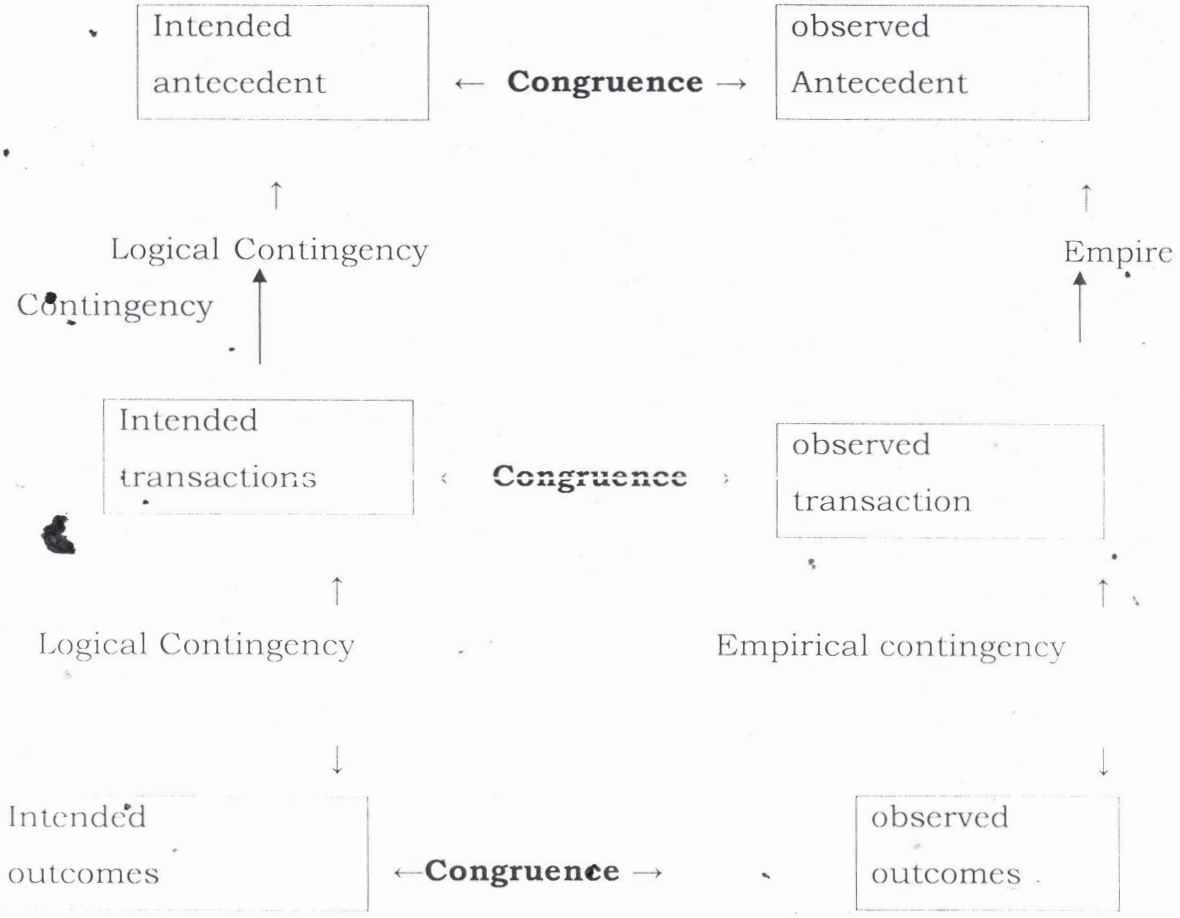
3.1 THE MODEL USED IN THE STUDY

There are various kinds of models suggested by educators to evaluate the implementation of curriculum. The process or goal-free evaluation model which was founded by Robert E. Stake was used. Stake is one of the first evaluator to propose the pluralist argument. In this model the evaluator should make known the criteria or standards that are being employed and holds the Stake's process model was found to be the most appropriate model that can suit this study. In using the model (fig 3.1) the information obtained was analyzed in terms of the match and mismatch between what is interned and observed. The key emphasis in his model is on descriptions and judgments. For him, an evaluator should report the ways different people see the implementation of curriculum. Hence, the evaluators principal activities include discovering what those concerned want to know, making observation, gathering multiple judgments about the observed antecedents and out comes. The model is selected mainly because it gives due consideration for the objective, process, an product aspects of the study. Robert E. Stake in Derbessa (2004:257) has proposed a framework for evaluation that provides the most comprehensive answer to what to evaluate? He distinguishes three aspects of the educational process. An antecedent is any condition existing prior to teaching and learning, which may be related to outcomes. These are several inputs of particular innovation such as students and teachers characteristics, curricula contents, instructional materials, school organization and community context. However, school physical facilities, curricular and instructional resources and the kind of support teachers are provide are offered as input (antecedent) to the implementation process in this study."

Transactions" are countless encounters of students with teachers, Students with students, authors with readers, educational personnel with members of community, etc. However in this study teachers communication flow such–as teachers' classroom instructional performances as intended in the syllabus and teachers' guide and the kind of communication existing among teachers and teachers and directors are taken as transaction variables to be evaluated. Out comes also other variables involved students' achievement and attitudes developed as a result of the process, the effect of the innovation teachers and the effect of the teachers on the program. The founder of the model propose that in relation to each of this aspect, data should be collected concerning both intents (he avoids the behavioral connotations of terms such as 'objectives' or 'goals 'and observations. this renders six categories of potential data; intended antecedents, intended transactions, intended outcomes, observed antecedents, observed transactions and observed outcomes. (These constitute the cells of take's description matrix).

Fig. 3:1. A representation of the processing of descriptive data (Stake 1969:533 in

McCromic 1990:178)



Further the author elaborates the task is to establish the nature of the relationship between, for example, data relating to intended transactions and to intended outcomes ,or between data relating to intended outcomes and data relating to observed outcomes. In order to assist this kind of analysis, take introduces two further concepts; contingency and congruency Moreover, he further distinguishes logical contingency from empirical contingency. Logical contingency relates to an assessment of how far intentions relating to leanings are logically coherent with those regarding transac ions (e.g. assumptions about pupils' leanir gs)

are logically coherent with those regarding transactions (e.g. the kind of learning takes that are planned) and intended outcomes (e.g. the result that are expected). Often this kind of assessment requires some form of philosophical analysis. It is clear that the focus is on what ought to be taught the intended curriculum. The principal concern must be for the worth and value of the intrinsic evaluation. Thus sometimes referred to as intrinsic evaluation, a term used by Shrive in McCromicJames (1990:178) to denote judgment of the structure of an educational programs itself, for example, its design and assumptions. Similarly, the appraisal of empirical contingency between antecedents & transactions, and out comes is based on the data of observations (i.e. empirical evidence). For example, class room process can be regarded as genuinely unanticipated.

In contrast to this description of contigency, takes notion of congruence concerns the relationship between intents and observations. In particular it involves an analysis of how well what actually happens fulfils what was intended. Thus observed transactions can be compared with the transactions that were planned; Observed out comes can be evaluated against intended outcomes; and actual prior conditions can be compared with those whose existing had been assumed Clearly, Stake's frame work presents us with a nearly exhaustive account of what it is appropriate for evaluation to focus on. In some senses, it encompasses aspects of both the 'objectives' and 'process' models for ,although Stake put much emphasis on 'process' (transactions),he doesn't reject the data of input or product. He considers the goals or intents or intents of teachers or program developers as important. However, by its very construction, his frame work implies that intentions are, or can be easily made explicit. Therefore, is seems to ignore the 'hidden' intention or 'theories' in action (Argyis & Schon 1974). That can only be revealed by a close study of practice.

The perceived need to focus on those, as preliminary to consciousness raising ,which is often the main rational for process evaluation.

3.2 SOURCES OF DATA

To achieve the goals of the study, primary source of data was collected. These sources of data are civics teachers who currently teach civics to grade 10 in the selected secondary schools in North Gondar in Dembia woreda in 2009, directors and grade 10 students of the same school.

3.3 SELECTION OF RESEARCH SETTING

Selection of an appropriate research setting is one of the requirements which should be met by researchers to come up with adequate findings. Among varied secondary schools of the investigations has been limited to three secondary schools located in Dembia woreda . These are:-

1. kolladiba secondary school.
2. Chuhait secondary school.
3. Gorgora secondary school.

The selections of the three schools are research setting is justifiable at last for the following reason.

1. All the three schools gave different contexts with regard to student size, programs of study for instance kolladiba runs both primary and secondary school together; whereas, the other two schools only function on secondary level. In addition, chuahit and Gorgora secondary schools, even though are in the same administrative area in different context with regard to student size, history and school environment. This variations were used as group to select them as research sites.

2. Further more the researcher has better familiarities and proximity to the schools & their communities. This helps him to get better and more information about the schools on how they implement the syllabus. This in turn could improve the qualities of the study.

3.4 SUBJECTS AND SAMPLING

The area, context of the study was North Gonder administration. In North Gondar administrative zone, there were a total of 19 secondary schools in 2002 E.C academic year. Of the schools mentioned above, only three secondary schools were purposively selected because of the above reasons. These were kolladiba, Chuahit and Gorgora secondary school. From this secondary schools a total of 16 grade 10 civics teachers out of 21 teachers and a total of 15 grade 10 students out of 2714 were randomly selected for interview. Thus, the target population of the study encompasses teachers currently teaching in grade 10, students of grade 10 and their respective school principals.

3.5 DATA COLLECTION INSTRUMENTS

In addition to the relevant information obtained from different documents (grade 10 civics syllabus,taxt book teachers guide)for kinds of data collection instruments are used (questionnaire, classroom observation and interview.)

3.5.1 QUESTIONNAIRE

Two sets of questionnaire were prepared to obtain information from grade 10 civics teachers and their respective school principals. The questionnaire for civics teachers has got 5 major parts. The first part was prepared to obtain information about teachers' activities, availability and utility of instructional materials, the problems encounter in implementing the syllabus. The second part was prepared to obtained

information whether the teachers agree or disagree with objectives, method and strategies suggested in the syllabus. The third part was prepared to obtain the teachers' opinion on identifying factors influencing the implementation of the syllabus. The four part was designed to obtain information on the support the school provides for the teachers. The last was prepared about the availability of classroom facilities.

The questionnaire for school principals mainly focused on information about the communication existing and the kind of support they are providing for grade 10 civics teachers, and the number of grad10 sections, average class size and average number of students desks available in the classroom. The draft questionnaire were first administered to four grade civics teachers school principal in one school selected for the pilot study, after the teachers and the principal filed the questionnaires, analysis was made item by item to detect unclear & ambiguous statements. Finally after necessary modifications were made an irrelevant questions were eliminated, the questionnaires were administered to the actual respondents directly by the researcher.

3.5.2 CLASSROOM OBSERVATION

In order to obtain information about the actual practice of teachers as required by the syllabus and teachers guide. Some lists were prepared in the form of written statement by thoroughly examining the syllabus, teachers' guide, and student text book this was done by focusing the requirements of the guidelines and instructional activities critical to the implementation of the syllabus. Then each teacher were observed once in the classroom by the researcher him self.

3.5.3 INTERVIEW

For teachers structured interviews were made to obtain information from civics teachers' currently teaching grade 10. The interview was intended to obtain information about their method of teaching, the support they gate from school principal, process of implementation in their schools, the major constraints which have been influencing the implementation of the syllabus, etc.

3.5.4 METHOD OF DATA ANALYSIS

Qualitative data were collected from the subjects. As a result the procedures that are followed for analyzing the data are different depending on the instruments that are employed. Hence, the responses of the interview were analyzed descriptively.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

The major purpose of this study was to investigate how grade 10 civics syllabuses were implemented in three selected secondary schools in North Gondar. In this section, I have presented the findings obtained from the study in terms of major themes related to the basic issues raised during the investigation.

4.1 CHARACTERSTICS OF THE SAMPLE POPULATION.

As mentioned on the sampling procedure described in chapter three, three secondary schools were included in this study. So the main source of information or the respondents of this study were school directors, grade 10 civics teachers & grade 10 students.

4.2 PRESENTATION AND ANALYSIS OF THE DATA

The data collected through questionnaire, observation and interview is presented to give answers to the four basic questions set in the study. Thus this chapter deals with presentation and analysis of the data collected through different tools and sources. In presenting and interpreting the data qualitative methods was employed.

4.3 DISCRIPTION AND DISCUSSIONS

In the following section, the details description of all the issues investigated during study are presented. I have discussed different issues based on the participants' reflections, understanding and my own observation.

4.3.1.1 Teachers' skills related to curriculum implementation.

A. Teaching methods and approaches

One of the indicators of whether a syllabus is implemented as desired or not is what teachers actually practice in actual teaching learning environment. In this regard the extent to which teachers use the instructional strategies /methods/ per the suggestion of the guidelines in their classrooms practical sessions are evaluated using actual observation and teachers interview responses as well as students' responses.

There are various methods of teaching like lecture, demonstration, simulation, and class work & discussion methods e.t.c. But the choice and use of one or more of them by the teacher depend on certain variables. The objectives of the lesson, the contents, the particular knowledge, skill or attitude to be developed, the class size & the skill & ability of teachers in selecting and using the method are worth while to mention.

In addition ICDR (2004) mentioned that;

> " ... some relevant questions arise as to which of the methods to be the best, when & where to use it. Since there is no one best method to suit all circumstances, the answer to his question depends on the type of teaching intended to take place in general since a single lesson in civics mostly requires a complex activity to be carried out, it is deed to

make use of all or some of the methods described above. The choice as to which one, where and when to use the method in a single lesson depends on the individual teachers judgment. "

Concerning teachers teaching method, most student informant stated that civics teachers frequently talk about the lesson, and give notes and show some examples after the theory and finally give a home work; they do not give chance for group discussion and active learning. That is the teachers use teacher- centered (lecture method and demonstration).

One student said that;

" ... I haven't seen him using alternative methods of teaching. Of course, he uses materials in the class. What he always does in class is that if we have home work, he tries to select hard questions from the home work and show s us how to do it, then he gives notes on the board, finally he asked if there is something unclear to after presentation of the notes "

One teacher also added on the above;

" ... some times I use lecture method but mostly I give the notes, and explain it with practical examples."

Another teacher also strengthen the above point that

"... I frequently use lecture method, demonstration & student Centered approach"

But one teacher reported that he uses alternative methods based on the kind of topics and chapter. He explained his experience of teaching;

of the schools do not apply the two main stages of the lesson, i.e. introduction and conclusion.

Therefore, the above qualitative data and its discussion answer the first research question. That is, how do grade 10 civics teachers apply the methods and strategies suggested in the syllabus.

4.3.2.1 Compatibility of the school organizations to implement the syllabus.

In this study the presence of school physical facility, the availability and usage of instructional resources & the support provided for teachers are identified as the major organizational factors determining the implementation of grade 10 civics syllabuses. To this end the data presented in the following tables as well the information obtained through interview & classroom observations are discussed accordingly.

A. Availability of School Physical Facilities.

The second infrastructure includes the basic facilities of the school such as classrooms, libraries and school pedagogical centers. As obtained from directors' response the average number of students in each class is approximately 62.Therefore; the class size is crowded and hindered the curriculum implementation. In this regard, Goodlad (1984:175) noted that over crowdedness of the classrooms is one of the factors inhibiting curriculum implementation. On the other hand, school pedagogical center and library are also identified as the major school infrastructures to help effective implementation of the syllabus. Again from directors responses on the questionnaire every student in each school has no their own textbook on the ratio of text book to students, students from the three school had also said;

" .. There is shortage of civics book. Our school gave us one book for two Students."

Also student from kolladiba said about text book;

"The school gave us one civic text book for two students .In addition beginning of the year, there was some delaying of providing text book by the school... so some students couldn't get the text book on time >>

Thus, from the above response, it is able to say that there are no enough text books in the three sampled school. This in turn intensifies ineffective implementation of the syllabus.

Table -1. The conditions of school infrastructure

school	School pedagogical center		Library	
	yes	No	yes	No
kolladiba	✓		✓	
Chuahit		✓	✓	
Gorgora		✓	✓	
Total	1	2	3	

According to the data in table 1, in all schools libraries are available However, though they have library, from my observations two of the schools Chohit & Gorgora secondary schools did not have enough library facility including library room and reference materials. They have only one librarian without reading room for teachers & use one teaching-learning class room as library. But kollaiba has relatively better service of library & its library is a medium hall. Besides, though, the importance of school pedagogical center is unquestionable, only one school pedagogical center is available. Furthermore, in considering number, two of the

schools pedagogical centers are absent. This implies that all schools did not get equal opportunity to have basic physical facilities.

A. Availability of Instructional Resources in the Schools.

Instructional resources encompass those materials useful for civic instruction in the form of abstract (that allow imaginative involvement of learners). Such as curricular materials, concrete objects that allow physical involvement of learners. The result presented in table 4 & 5 below shows the response of teachers on the availability of instructional materials for the implementation of grade 10 civics syllabus.

Table -2- Availability of Grade 10 Civics Curricular Materials

Materials	Teachers response N=16	
	yes	no
Syllabus	6	10
Teachers guide	12	4

The data in table 2 shows that ten teachers out of 16 reported that they are not provided with grade 10 civics syllabus. Similarly, only four of the teachers reported that they have no teachers in their hands. They teach the subject the without the guide.

In addition to the above table, from my interview responses, regarding the syllabus of grade 10 civics, most informants ,specially teachers responded that the did not have any exposure to see the syllabus of grade10 civics. They mostly consider the syllabus as a teacher guide. One teacher informants mentioned;" ... I have never seen the so called syllabus previously. I assumed the teacher guide as a syllabus"

One teacher also said that; "... the other thing is that, I don't know any thing about the so called syllabus of the subject. Of course I have the

teacher guide on my hand .I think that their should be a way of getting the syllabus to a very teachers & special training for the teacher how to implement it properly. But this issue is totally ignored & forgotten as a whole by our school administration."

Again other teacher informants also explained about the syllabus portion of the text book as;

" ... I know nothing about the syllabus, therefore it is hard for me to comment on the implementation of it." an other teacher from Chuahit also strengthens the above;

" ... I haven't seen the so called syllabus. I usually use the teachers guide & the students' text book for the teaching leering process. "

But I have got only One teacher that has some exposure getting grade 10 civics syllabus from kolladiba & he mentioned;

" ... I haven't seen the syllabus last year during short tem in-service training given by education bureau when they come to evaluate the organization structure of our school and I have a copy to. Surprisingly, a lot of things are mentioned on it. For instance, it shows the simplest way of explain one topic (idea) that the teacher did not think. This basically helps the teacher to know the simplest & better way of teaching the subject. Besides; it talks about the period allotment for each chapter even the number of period to be allotted for each sub topic. So when you see this, you can realize the importancy of following the syllabus. Also it helps you to avoid dealing hurrying on the covering of the portion. If there is a delaying, obviously rushing would follow to complete the portion, thus students can not acquired the necessary knowledge. It is

obvious that every body should have some knowledge about the materials that they implement and interest towards a certain activity This in turn determines the quality of the activity in which he or she performed. In other words, the effectiveness and fruitfulness of any educational activities in general depend on the teachers' pre knowledge about the material (syllabus) and attitude to wars it in general. Besides the above, nine of the teacher informants believe that they need more training and support implements the syllabus effectively. In this regard pratt (1990:43), described, "if the teachers are not supported by in-service trainings in the form of workshops continuing education they will be likely to continue doing what they did in the past."

Table 3. Teaching requirements provided by the schools for teachers.

no	Requirements for teaching	Teachers responses n=16		
		adequate	inadequate	Not at all
		No		No
1	Exercise books for preparing	12	4	0
2	Pens & pencils	4	12	0
3	Papers for tests	6	6	4
4	Paper for making notes & working civics	1	10	5
5	Register forms for recording continuous test results	6	8	2
6	Duster	9	7	0
7	Chalk(white & colored)	8	8	0
8	Reference books	7	4	5

The data in table 3, shows the extent to which the schools provide teaching requirements to teachers. As can be seen from the table, exercise books provided by the school for preparing lesson plans are adequate according to 12 number of teacher from the three schools respondents. However, twelve of the respondents from the schools have indicated that their schools provide them with pen pencils in-adequately .but the response of five of the teachers indicated that the schools do not provide civics teachers with paper for notes.

Table 4. Classroom facilities.

No	Classroom facilities.	Teachers responses, n=16		
		adequate	inadequate	Not at all
		No		No
1	Chairs & table for teachers	12	4	0
2	Pens & pencils	4	12	0
3	Papers for tests	6	6	4
4	Paper for making notes & working civics	1	10	5
5	Register forms for recording continuous test results	6	8	2
6	Duster	9	7	0
7	Chalk(white & colored)	8	8	0
8	Reference books	7	4	5

Table 4, shows the internal condition of the teaching learning classrooms in terms of the availability of the basic class room furniture. As can be seen from table 4, of the total respondents half of teachers affirmed that the class rooms have no tables &chairs of the teachers at all. Though only two teachers from kolladiba reported that each classroom has

adequate chairs tables for teachers, in my observation of the school, I have never seen any table &chair for teachers in each class room. Again 12 0f teachers responses indicated that all classrooms are equipped with adequate asks benches for students. And only 4 teachers from the three schools reported that students desk benches are not enough in each lass. In all schools 11 respondents rated their class room as having adequate chalk boards. But no classroom is reported to be without a chalk board. Only five teachers have indicated that their classrooms have no notice board at all. But in the three schools. Similarly, five &twelve teachers indicated inadequacy of duster and instrumental materials in their classrooms. In general it seems that civics teachers of grade 10 are not satisfied with the necessary class room facilities provided by the schools for teaching processes. Therefore, such a shortage or unavailability of basic classroom, Furniture and inadequacy of school requirements for teaching, except blackboard and duster, could likely influence the smooth running of teaching learning processes &thereby affect the end results of instruction. This means, it can negatively influence teachers' curriculum implementation attempts and the learning activities of students from being effective as it should be.

4.3.2.3 Communication and organizational support provided by schools

The data presented in table 6 shows the traditions of schools in communicating with each other and teachers' involvement in curricular matters, the support provided by different bodies.

Table 5. Communication, support provided by principals and department heads teachers.

Items	alternative	Teacher response
		no
How often do you meet to discuss with civics teachers of the same grade issues related to what do you during civics periods?	Once in a week	0
	Once in a semester	8
	Only during department meeting	6
	Not at all	2
How often your school director does supervise you in the class room?	Once in a year	2
	Once in a semester	10
	More than once in a semester	1
	Not at all	3
How often your school director/vice-director make discussions with you about the implementation of grade 10 civics syllabus.	Frequently	0
	Rarely	5
	Sometimes	4
	Not at all	7
How often your department head make discussions on issues related to the implementation of grade 10 civics syllabus.	Once in a year	1
	Once in a semester	0
	More than once in a semester	12
	Not at all	3
What is the level of the support you get from your school director to implement grade 10 civics syllabus?	Adequate	4
	No adequate	9
	Not at all	3

The communication existing in the school encompasses the extent to which grade 10 civics teachers communicate with their colleagues, department heads and school principals and the extent to which school principals 7 department heads make supervisions. To teachers in this regard Snyder et al (1992:417) remarked by saying "the rater the quality &quantity of sustained interaction among people involved in curriculum activities, the greater the degree of implementation. "However, data in table 6 shows that only seven of the teachers from the three schools reported that they did not discuss about the implementation of grade 10 civics syllabus with school principals but twelve and eight of the teachers reported that they discussed issues related to the implementation of the syllabus with their department heads more than once in a semester & their colleagues once in a semester. On the other hand, though making discussion is vital for effective implementation of the syllabus, significant number (five and six)of the teachers discus about the with their directors rarely and with their colleagues [civics teachers of the same grade] only during department meeting. Moreover nine out sixteen teachers believe that the support provided by their director is inadequate

A. Teachers communications with principal

The school principals, plays facilitating role both for curriculum implementation and improvement his/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a grate degree of implementation in the class room of the school. Thus, the school principal is a key granter of successful implementation. He can also play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the problems the like (ornestin & hunkins 2004;228).

The school principal has the responsibility to provide directions, guidance, and assure that teachers have the necessary instructional materials to carry out their duties. With out the support of the school principals, the chance for successful curriculum implementation is very low. This implies that the curriculum implementation is a cooperative enterprise, a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher.

In addition to the data obtained through questionnaires, one teacher from

kolladiba said that;

> *"... I haven't seen the school administration &the department head trying to provide support practically to implement the syllabus effectively. Even the don's support to prepare small teaching aids. There is no communication with the school administration at all about the implementation of the syllabus. Generally, we haven't discussed single issue so far..."*

Similarly, other teacher also said;

> *"... even though, we have smooth, brotherly relation with the school administration, the department head ,there is no as such support provided by school principal, department head for curriculum implementation. Even I also not know the function of our department ..."*

Similarly, as curriculum implementation is a collaborative, team work, it requires a clear understanding &acceptance of the deities and responsibilities on the part of each party in the implementation process. Further more, the organizational structure within the schools can facilitate or hinder the effective implementation of any syllabus. In this regard teachers reported in the questionnaires that, eleven of the teachers believe that the implementation of the syllabuses. Similarly only

few number of respondents (three) which is less than one forth of the respondents reported that the current organization of their school was convenient for the implementation of the syllabus.

At the same time, fourteen of the teachers have a clear understanding of their relationship with the principals, teachers, and other parties in the school in relation to the education, training policy. Only few (tow) have reported that they do not have a clear understanding of their role in school. This implies that, though almost all teachers in the sampled school were introduced with the training policy, there are teachers who do not have a clear understanding of their role relationship with the principals, teachers and other parties in the school in relation to the education training policy. This result indicates that there is a relatively two way communications between curriculum workers and the implementers as well as among the implementer themselves. The result supports what Ornetein and Hnkins (2004:292) wrote on their book,

> *"Curriculum implementation as an interaction process between those who have developed the program and those who are charge to deliver it."*

Generally, the above data obtained in both quantitative and qualitative and their discussions answer the second research questions. That is, "how conducive is the teaching learning environment in the school and the classrooms for the full and effective implementation of the syllabus? "

4.3.2.3 FACTORS AFFECTING THE IMPLEMENTATION OF GRADE 10 CIVICS SYLLABUS

The result summarized in table 8 shows the extent to which those factors identified as the major barriers of the implementation have influenced the implementation of grade 10 civics syllabus.

Table 6- Mean ranks and rank values of the factors, which influence the effective implementation of grade 10 civics syllabus.

no	Possible factors	Teachers responses, =16	
		mean	rank
1	Poor supply of students text book by the school	7.63	10
2	Inadequacy of the period allotted to cover the portion	9.25	12
3	Low explicitness of the syllabus (i.e unclear teaching procedures)	7.75	11
4	Teachers disinterestedness towards teaching civics.	7.44	9
5	Lowness of the support to teachers from the school Administrative bodies.	6.38	6
6	Lowness of the support provided by the pedagogical center.	5.44	3
7	Absence of the in- service training for teachers directed to civics syllabus.	4.385.	1
8	Too much number of students per class room(large class size)	5.00	2
9	students traditional belief of the subject as difficult.	5.56	4
10	The irrelevant of the content of the syllabus with the maturity level of the students (beyond their level).	7.25	8
11	Inadequate pre-service training of teachers.	6.00	5
12	The absence of introducing teachers with the new syllabus &text book.	6.44	7

As can be seen in table 6, a list of factors which are supposed to have impact on the implementation of grade 10 civics syllabus are given ranks by grade 10 civics teachers according to the impacts they have on the implementation of the syllables. The results obtained revealed that absence of the in-service training for teachers directed to civics syllabus, too much number of students per class room, lowness of the support provided by the pedagogical center, and inadequate per service training of teachers, lowness of the support to teachers from the school administrative bodies took the upper six ranks. Hence, teachers of the three schools rat the above six as the most influential factors hindering the implementation of grade 10 civics syllabus.

On the other hand, those factors like absence of introducing teachers with the new syllabus and text book, the irrelevance of the content of the syllabus with the maturity level of the students (beyond their level),

teachers disinterestedness towards teaching civics, poor supply of students text book by the school, low explicitness' of the syllabus (i.e unclear teaching procedures, inadequacy of the period allotted to cover the portion took the lower six ranks denoting the minimal influence they have on the implementation of the syllabus.

Further more, the school principals were asked to list some of the problems encountered while implementation grade 10 civics syllabus. The widely mentioned problems were large number of students in a class; absence of specific offices for each individual department, the scarcity of instructional materials & e.t.c.

Table 7- Assessment of classroom implementation barriers with respect to the number of periods, teaching load and student-class ratio.

No.	Items	Teachers responses, =16	
		Yes no	no no
1	Are the numbers of periods allotted to cover the portion?	13	3
2	Do you think the number of periods you teach in week has any impact on your teaching effectively?	11	5
3	Does the number of student per class created a problem on proper implementation of grade 10 civics syllabus?	10	6
4	Do you manage to complete the text (course) with in the time allotted?	13	3

The data in table 7, the thirteen of the teachers showed that they manage to complete the text within the allotted. This implies that the numbers of periods allotted to cover the portion is enough for the majority of them in the sampled schools. Again eleven and ten of the teachers reported that the number of periods they have per week has an impact on their teaching of the subject effectively and the number of students per class cr eated a problem on proper implementation of grade 10 civics syllabus the schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study is to evaluate the implementation of grade 10 civics and ethical education syllabus in selected Secondary schools in Dembia. The study, in particulare, was designed to give some insight in to:

1. The extent to which teachers are applying the methods and strategies suggested in the syllabus and teacher guide.
2. To what extent do school organization infrastructures are in line with the requirements of the syllabus.
3. The major factors which could hinder the implementations of the syllabus and
4. The extent to which teaching learning activities of grade 10 civics & ethical education have brought (developed) better attitude of learning civics & ethical education in the students.

The analysis and interpretations of the result of the obtained data are summarized as follows; According to the result of students questionnaire teachers applying the method and strategies suggested in the syllabus and teachers guide It was found that 86% of teachers explain concepts openly while nearly 14% of teachers unable to explain concepts properly similarly only 10% of teachers check the work of students while 90 % teachers do not check the work of students. Nearly 50.67 % of teachers used the method of asking questions in the class. furthermore,76% of students respondent preferred student centered approach, but only14% of teachers related the civics and ethical education to real life situation in the classroom,64.67 %students responded teachers relate the subject with real life situation while 35.33%of teachers do not relate the subject to real life situation. Finding shows that 90% teachers were unable to check students work the load of teachers up to 25 periods weekly

66.67% teachers reported and this load caused negative effect on the effectiveness of teaching (55.56%) teachers reported) therefore, this shows that the methods and strategies applied by teachers in relation to syllables and teachers guide suggestion poorly applied. Secondly, the school organization and infrastructures were in line with the requirements of the syllabus, the teacher student ratio at an average as 1:63 and student's text-book 1:1. Nearly 33.33% of teachers responded they do not have access to grade 10 civics & ethical education syllabus and66.67% teachers reported they have no reference books. In addition 33.33 %of directors confirmed that there are shortages of reference books in the selected schools. The inadequacy of reference and instructional materials seem to have a significant effect on level of implementation. The availability of school facilities was limited and hence it has an effect on curriculum implementation. The communication pattern in schools showed that 88.88% of teachers communicate once in a semester to discus the implementation of the syllabus.55.56% teachers respond that they do not discus maters of curriculum implementation with department heads. 88.88% teachers reported their directors supervise only once in a semester. Nearly 33.33% of teachers respond they have never discussed with the director or the vice director about the implementation of the syllabus.

In addition, from director's response there exist fairly poor communication system in schools. About 66.67 and of directors reported they have never discussed with teachers about the implementation of the syllabus. 100& of directors respond teachers have instructional material problems. Moreover 66.67% of directors reported teachers' lack of proper training to teach the subject civics and ethical education. Regarding teachers involvement in curriculum activities, 66.67% of teachers have reported that they have never used the teachers' guide and 66.67% have

no access to teachers' guide. Nearly 66.67% teachers reported they need more training to implement the syllabus.

Hence, regarding school organization and infrastructures, as a result teachers have no access to teachers' guide &reference books, the inadequacy of instructional material supply, inadequate class room facilities, with limited communication among teachers, teachers &directors with inconvenient current organizational structure, lack of proper training on the part of teachers more over, with minimum involvement of teachers in curriculum activities, in school organization and infrastructure seem not convenient to implement the 10 civics and ethical education syllabus. Thirdly, regarding the major factors identified to hinder the implementation of syllabus, the teachers have respond that teachers not being introduced to the syllabus, luck of the pre-requisite knowledge of students, in appropriateness of the teaching methods and no access to the guide- line of the syllabus, inadequacy of the periods to cover the portion and poor supply of instructional materials at schools suggest the upper ranking among the factors. teachers luck of interest have a minimum influence as a factor to implement the grade 10 civics and ethical education directors reported during the interview there that were lack of adequate training on the part of the teachers.

Frothily, the data of section 4.4 assessment of students feeling about learning civics and ethical education revealed students behavior towards civics & ethical education learning does not seem to have been properly developed as a result of the following findings. students rarely (33%) use library 48% of students respond the effect of civics & ethical education is not observable in other subjects. also 60% of students have not responded that civics and ethical education has increased their value acquisition knowledge. 34.91% Of students indicate that teachers do not initiate a group work.hence,as a result of assessment a good behavioral

change towards learning civics & ethical education does not seem properly developed due to teaching learning activities practiced by grade 10 civics & ethical education teachers.

5.2 CONCLUSIONS

As the finding of the study reveled, it can be concluded that most of the demands of grade 10 civics syllabus are not implemented as they are intended to be implemented in the three selected secondary schools of north Gondar in Dembelia woreda. This is evident from teacher's actual practices as to the requirements of the guide lines .Most of the instructional strategies that are suggested to be done were not observed in the majority of class room. Most teachers in their class rooms teach students how to solve problems with out elaborating the concepts and principles that can lead them to miss the fundamental knowledge of the subject matter. Consequently, the majority of the students failed to grasp expected knowledge of the subject matter.

Too much number of students for class room, absence of in-service training together with shortage of circular material for teachers has contributed to the poor successes of the implementation process. Lowness the support provided by the pedagogical center, together with teachers` incaplelity to use instructional guide lines have also contributed to the limited success of the implementation process .further more, lack of commitment on the part of implementers to play their roles by communicating with each other together with absence of introducing teachers` to the syllabus and involving circular activities have also intensified the ineffectiveness of the implementation of the syllabus. The surrounding environments of the school together with absence of in-service training for teacher on how to manage and implement the syllabus also contributed to poor success of the implementation.

Therefore, it seems reasonable to conclude that the observed miss match between the intents and the actual observation would continue unless the conditions in the schools are changed.

5.3 RECOMMENDATION

In the light of the findings of the study it seems reasonably to forward the following recommendations:

1. As I have found in the study, large class size and absence of rooms for each department in the schools are some factors inhibiting the implementation of grade 10 civics syllabus. Therefore, the concerned administrative bodies should design mechanisms to build additional classrooms by mobilizing the community and donor agencies.
2. Lowness of the support to teachers from the school administrative bodies is also found to be one of the major factors hindering the implementation of the syllabus. To minimize this problem, school principals should attempt to form program for communicating with teachers regularly in order to find teachers' problem when they implement the syllabus.
3. In order to increase teachers capability to use the basic instructional strategies to transform the cont4ents of the syllabus, their academic seniors should share their experiences directed to the implementation of the syllabus through workshop and departmental meetings. In addition, if possible the principals try to communicate to the concerned educational bureau to stare programs to upgrade teachers' capabilities to use the basic instructional strategies set in guide line.
4. Absence of introducing teachers to the new syllabus is reported by the majority of teachers as one of the factors inhibiting the implementation of the syllabus. Therefore in order for the syllabus

to be implemented in the intended way the ministry of education. North Gondar education bureau should facilitate possible means to introduce teachers with the syllabus.

5. As it was revealed by the study, the majority of teachers didn't use Instructional materials (teaching aids) in their classrooms Therefore school directors & department heads should orient their teachers on how to prepare relevant instructional materials for the their teachers'.

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Questionnaire for Teachers

Bahir Dar University

School of Graduate studies

Department of Teacher Education and curriculum studies

Dear Teachers

This questionnaire is designed to collect information for research purpose. The questionnaire focuses on the teacher's opinion on grade 10 civic and ethical education syllabus .

The aim is to investigate the relationship of instruction methods and strategies suggested in the syllabus, and actual teachers' responses to the questionnaire. Your genuine response to the questionnaire is crucial in order to achieve the goal of this research.

I am very much grateful to your kind cooperation. I thank a lot.

Background. Information

Woreda _____

Sex _____

Institution you graduated from _____

School _____

Qualification _____ major subject _____

Minor subject

Service _____

Part one

Direction: please answer the following questions by writhing the answer against each question in the space provide.

1. How many periods do you teach in a week?

A) Less than 10 B) 10-15 C) 16-20 D) 21-25 E) 26-30

2. Do you think that the number of periods you teach in a week has any impact on your teaching effectiveness?

A) Yes B) No

3. If the response for question 2 above is " Yes" , what would be a reasonable weekly load to have a better working condition?

A) Less than 10 B) 10-15 C) 16-20 D) if any specify

4. How do you increase the effectiveness of teaching civics and ethical education?

) By adding more periods weekly

) By decreasing weekly periods

) By tutoring after class

) By arranging make-up classes

5. Do you teach subjects other than civics and ethical education?

A) Yes B) No

6. Are you currently teaching different grades other than grade 10?

A) Yes B) No

7. If the response is "yes" for question 6 above, does that influence your teaching in any way?

A) Yes B) No

8. If the response is "yes" for question 7 above please specify the influence on your teaching?

9. Do you have access to grade 10 civics and ethical education syllabus?

A) Yes B) No

10. If the answer is "No "for question 9 above why/, please specify

11. To what extent do you think that the content of the textbook is reflected in the syllabus?

. To a very great extent

. To great extent

. Moderately

. To no extent

12. How often do you use grade 10 civics and ethical education teacher's guide?

D. Once in a semester

D. Once in each new chapter

D. In every new topic lesson in a chapter

D. I have never used so far

13. If your answer for question (12 above) is "D" the possible reason might be

. Lack of teacher's guide

. Lack of need to use Gide on your part

. Lack of potential advantage that the guide offers

. Other reason, (please specify) _____

14. Are there any reference books for grade 10 civics and ethical education in your school library?

A) Yes B) No

15. If your answer to question (14 above) is "yes" in your opinion are the reference books against the number of student who would like to use the materials

. More than adequate

. Adequate

. Not adequate

16. Do you suggest to students to the read reference materials other than text book?

A) Yes B) No

17.If the answer is 'yes' for question (16 above) please specify the way you check students who are using reference materials ;----------

---

18. Do you manage to complete the text (course) within the allotted time ?

A) Yes B) No

Part two

Direction:-put a mark with tick (✓) indicate your opinion with respect to each statement in only one of five alternatives, that is;

5 .Strongly agree 4. Agree 3. Undecided 2.disagree 1 1.strongly disagree

No	statement	5	4	3	2	1
1	Most of the aims and objectives of grade 10 civics andethical education which are in the syllabus and teacher guide are acceptable	☐	☐	☐	☐	☐
2	The teacher's guide prepared for grade 10 civics &ethical education helps teacher's very much in planning their teaching strategies	☐	☐	☐	☐	☐
3	The organization of grade 10 civic &ethical education syllabus is not convenient for teaching	☐	☐	☐	☐	☐
4	After completing grade 10 civics &ethical education students knowledge will be developed and they should realize a complete and logical thinking	☐	☐	☐	☐	☐
5	The application of grade 10 civics & ethical education is related to other levels significantly	☐	☐	☐	☐	☐
6	The provision of a adequate discussion question at the end of each topic in the textbook in habits the teachers from using other reference materials	☐	☐	☐	☐	☐
7	Most of the continents of civic & ethical education syllabus of grade 10 are not based on prior knowledge of civics & ethical education, hence difficult to be mastered by the students	☐	☐	☐	☐	☐
8	The design of grade 10 civics & ethical education syllabus encourages teachers to use various instructional methods & techniques in order t o increase student participation	☐	☐	☐	☐	☐
9	Since the ideas and views of civics & ethical education teachers are in corporates in the current grade 10 civics &ethical education syllabus ,its implementation is expected to be effective	☐	☐	☐	☐	☐
10	Students of grade 10 are not expected to discuss current party politics independently	☐	☐	☐	☐	☐

PART THREE

DIRECTION:- Rank in order the following factors according to their level of influence on the implementation of grade 10 civics and ethical education syllabus .start with number 1 for the factor which has strongest influence and No. 2 for second strongest and 3 for third up to 5.

No	Possible factors	Rank
1	Inadequacy of period to cover the portion	☐
2	Teachers not being introduced to the syllabus	☐
3	Inappropriateness of the teaching methods & guide lines suggested in the syllabus	☐
4	Lack of prerequisite knowledge and dislike of the subject	☐
5	Over crownless and poor classroom facility's	☐

PART FOUR

Direct: please indicate by tike (✓) how the school provides you with the following requirements for teaching

No	Requirements for teaching	adequate	inadequate
1	Exercise book for preparing lesson plans is?	☐	☐
2	Pens and pencils are ?	☐	☐
3	Paper for tests?	☐	☐
4	Paper for flip charts, projectors, markers, and folders are?	☐	☐
5	Record sheets and folders for continues test accumulation are?	☐	☐

Part Five

DIRECTION:-Please make a tick(✓) your responses in only one of the three alternative by assessing the internal faculties of the classroom in which you are teaching.

No	Classroom facilities	adequate	inadequate	No existence
1	Students desk & tables	☐	☐	☐
2	Chairs & tables for teachers	☐	☐	☐
3	Chalkboard and whiteboard	☐	☐	☐
4	Notice board	☐	☐	☐
5	Eraser/duster	☐	☐	☐
6	Instructional materials for civics and ethical education	☐	☐	☐

BAHIR DAR UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Interview for teachers

The following sets of interview items will be addressed to civic teachers. The main objective of the interview is to gather relevant data regarding the practice & problem of civics instruction in secondary school. Thus, there is no doubt that your kind help is extensively valuable to complete the study. Therefore; you are kindly requested to give your frank& relevant data cooperatively on the basis of the following interview.

I am very much undoubted to your kindness

Name of school ----------

Woreda ----------

Teachers` qualification ----------

1. What type of teaching methods or approaches do you use frequently while teaching civics?
2. How do you see your load & time allotted to your subject?
3. What do you give your comments & recommendations about the processes of implementation of grade 10 civics syllabus?
4. How do the school officials facilitate school curriculum implementation in the school (teaching – learning?)
5. Do you get sufficient teaching learning materials (teaching aids) in the school? If the answer is yes, what type of teaching aids?
6. What special teaching problems do you encounter in the civics syllabus or while it functions its roles of facilitating school curriculum implementation?
7. What possible measures to be taken by the school officials to solve the problems that you encounter during curriculum implementation?
8. If you have additional comments & suggestions, please specify them.

BAHIR DAR UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Interview for students

The following sets of interview items will be addressed to students. The main purpose of the interview is to gather relevant data regarding the implementation civics syllabus by grade 10 teachers. Thus, there is no doubt that your kind help is extensively valuable to complete the study. Hence; you are kindly requested to give your frank opinion cooperatively on the basis of the following.

I am very much undoubted to your kindness

Name of school ----------

Worda ----------

Sex ----------

1. Is there shortage of grade 10 civics text book in your school? What do you think is the text-student ratio?
2. What are the most commonly used methods &strategies (techniques) by your civics teacher in the teaching learning process? Or how does your civics teacher frequently teach?
3. Does your civics teacher use relevant teaching aids where it is necessary if the answer is yes? How often? What type?
4. Do civics teachers encourage students to ask question?
5. In your opinion what are the other crucial problems in learning &teaching civics?

Questionnaire for Directors

Bahir Dar University

School Of Graduate Studies

Department Of Teacher Education and Curriculum Studies

Dear Director

The questioner is designed to collect information for research proposes. The questioner focused on general secondary school directors' opinion of civics and ethical educational performances by civics teachers it is to investigate the relationship of instructional methods and strategies suggested in grade 10 civic and ethical education syllabus and the actual teachers' performances in the classroom your genuine response to the questioner is vary much helpful for the success of this research.

I am thankful very much for your cooperation in advance.

Background information

0. Name of the school _____
0. _____
0. Qualification _____
    0. Years of experience as school director _____
    0. Number of civics teachers in your school

        M _____ F _____ Total _____
    0. Qualification of teachers in your school
) College /diploma M_____ F_____ Total
) BA/BSc M_____ F_____ Total _____
) MA/MSc & above M_____ F_____ Total _____

Part One

DIRECTION:-PLEASE RESPONED TO THE following question with a tick (✓) In the space provide, and by writing a complete answer wherever necessary.

1. Is there a library or reading room in your school?

A) Yes B) No

2. If the answer is yes for question how do you relate the availability of civics and Ethical education materials in the library reading room?

A) Adequate ☐ B) Not adequate ☐ C) Excess ☐ D) Non-existence ☐

3. Is there shortage of civics & ethical education text books for grade 10 in your school?

A) Yes ☐ B) No ☐

4. What is the ratio of grade 10 student to the number of books

A) 1:1 ☐ B) 2:1 ☐ C) 3:1 ☐ D) 4:1 ☐ E) 5:1 F) is any specify

5. How often do you observed civic and ethical education teachers of grade 10 in the classroom?

E) Once in a semester ☐ B) twice in a semester ☐

C) as convenience ☐ D) if any specify

6. Have you observed any instruction parable the teacher had during your visit?

A) Yes ☐ B) No ☐

7. What are some common instruction problem you observed during your visit of grade 10 civics and ethical education classrooms?

☐ A) Teachers lack interest in civics and ethical classrooms?

☐ B) Student lack interest to learn civics and ethical education

☐ C) Lack of training on the part of civics and education teachers with regard to the syllabus.

☐ D) If any specify please _____

Part Two

Interview schedule

For directors

1. What is rating the extent of your understanding on the implementation of civics and ethical education of grade 10 syllabus by teachers?
1. What is the reason for the answer in question 1 (above)
1. Is there any kind of outside help for the implementation of the syllabus of grade 1o civics and ethical education?
1. What are the challenges in the implementation of the syllabus grade 10 civics and ethical education?
1. What do you recommended for future consideration in civics and ethical education of grade 10?

BAHIR DAR UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES GUIDELINE FOR UNSTRUCTURED OBSERVATION.

A. **Back ground information**.

- Name of the school ----------
- Sex ----------
- Qualification ----------
- Date ---------- time begin ---------- time end ----------

B. **Main data**

1. **Conditions of the class room**
   - Its capacity of accommodation.
   - Number of students
   - Black board setup
   - Its convenience for the instructional process
   - Teachers chair & desk
   - Learners desk & chair arrangement
   - Its neatness
   - Its door& window
   - Its wall etc.

2. **Classroom instruction**
   - Teachers activity
   - Learners activity
   - Teacher students interaction
   - Student-students interaction
   - The teacher. the deferent methods and techniques of instructions.
   - Presentation steps
   - Teaching materials

3. **Facilities of instruction condition of**
   a. Department office
   b. Pedagogical center
   c. library

Declaration

I, the undersigned, declare that the thesis comprises my won work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in this work. I understand that non adherence to the principles of academic honesty and integrity, mis presentations. Fabrication of any idea/ data /fact source will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the sources which have been properly cited or acknowledge.

_____

Signature

_____

Name of student

_____

University id. Number

_____

Date