

2017-06-05

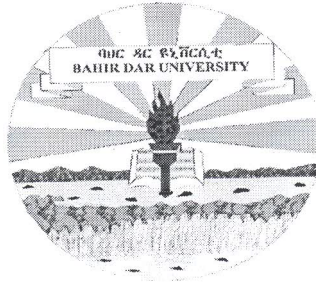
THE ROLE AND CHALLENGES OF  
SCHOOL CURRICULUM  
COMMITTEE IN THE  
"IMPLEMENTATION AND  
IMPROVEMENT OF CURRICULUM IN  
GENERAL SECONDARY SCHOOLS  
OF HABRU WOREDA NORTHWOLLO

MOLLAW, ABRAHA

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**June, 2012**

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IMPLEMENTATION AND IMPROVEMENT OF  
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HABRU WOREDA NORTH WOLLO**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
CURRICULUM STUDIES**

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**June, 2012**

## Thesis Approval

This Thesis in-titled "The Roles and Challenges of School Curriculum Committee in the Implementation and Improvement of Curriculum in General Secondary Schools of Habru Woreda North Wollo" by Mollaw Abraha is approved for the master of education in curriculum studies.

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## Acknowledgement

I would like to express my feeling and thanks to persons and institutions that supported me with their opinion and encouraged me to succeed in the development and completion of this thesis .

My special gratitude and appreciation with respect goes to my advisor Ato Nigussie Kassahun who gave me his invaluable comments , suggestions , and unreserved guidance in the overall enrichment and development of this paper .

My deepest heartfelt appreciation also goes to my wife Merema Hailu and to my sister Hadya Abraha who helped me with moral and financial support. I also thank them for their unreserved day-to-day guidance and support for my success .

I would like to acknowledge my friends – Seid Hussen , Yeshiwas Dereb , Zeray Dress , and Mohammed Ansuar – for their assistance in providing moral and materials necessary for the study . I also thankful for Wurgessa Elementary School which helped me with computer service

I also extend my thanks to teachers and principals of the sample schools for their assistances and cooperation in filling and collecting the questionnaires from the respondents .

## Abstract

The main objective of this study was to assess the roles played by school curriculum committee in the implementation and improvement of school curriculum in the General Secondary Schools of Habru Woreda North Wollo , and investigate the problems that may affect the activities of the committee. To this end , basic questions were raised regard to issues related to curriculum implementation, issues related to curriculum improvement , and challenges related to roles of school curriculum committee . The subject of the study were 39 curriculum committee members , 67 teachers , a woreda curriculum expert , and a secondary schools' supervisor which were selected by comprehensive sampling , random sampling , and purposive sampling technique respectively . To obtain data , the researcher used questionnaires for curriculum committee members and teachers , interview for woreda curriculum expert and secondary school supervisor . Various statistical tools such as percentage , mean values , and grand mean scores were applied to analyze the obtained data from respondents . Accordingly , the respondents' response revealed that the general secondary schools' curriculum committee in Habru Woreda played it's roles in implementing and improving school curriculum . Thus , the committee facilitated staff development for teachers . It also tried to collaborate staffs in the awareness process of school instructional activities to parents .Moreover , this committee facilitated teachers' participation in assessing students' performance and in taking corrective measure . The committee also facilitated action research so as to improve classroom instruction . On the contrary ,this committee showed its weakness in the area of curricular issues like the committee was unable to create a means of getting financial support for its budget allocation , and the committee was unable to suggest the existing school curriculum or it couldn't make other groups to comment on the curriculum . Regardless of it's contribution , this committee had challenges in terms of low motivation , lack of budget , shortage of support from school administration , committee's lack of experience and in-service education . The recommendations for warded by the researcher include : the school curriculum committee needs to be skilled and oriented about curricular issues by the concerned parties . School administration is expected to support this committee in terms of moral , finance , and stationary materials etc . Furthermore , the woreda education office in collaboration with zonal education department , or other groups should furnish the committee with adequate financial support .

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

The New Education and Training policy of Ethiopia (NETP, 1994) defined education as “a process by which man transmits his experience, new findings, and values accumulated over the years in his struggle for survival and development through generations.” Likewise, UNESCO (1998) also defined education as “an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life.” It also added by saying that as an activity or process, education may be formal or informal, private or public, individual or social, but it always consists in cultivating dispositions – abilities, skill, knowledge, beliefs, attitudes, values and characteristics of certain methods.

Bray (1987), also advocated that education is the basic and effective instrument for human beings to adapt nature according to their needs. Without education, development can not be expected because it is a means for the welfare of individuals in particular and the society in general. That is, education is a corner stone of economic and social development and principal means of improving the welfare of individuals. It improves the productive capacity of society and their political, economic and scientific institutions.

The idea is, education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individual's and societies' problem solving capacity, ability, and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change as well as develop and conserve his environment for the purpose of all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding among people (NETP, 1994).

Thus, education plays a decisive and vital role in the over all development of society. For an educational system to be efficient, a clear direction, which is compatible with the objective of socio economic realities of a given country needs to be devised (Kibret . 2010). Related to this, the school has definite responsibility to furnish the community with complete and accurate information concerning its needs and activities to develop educational policies and practices, which are reflections of their wishes. Like wise, Barth (1990) asserted that the school also must be much more than a place of instruction, it must be center of inquiry that produces and transmits knowledge. This means that school is an agency that is committed to education; is concerned with the growth of people, attempts to provide all educative environments, and tries to understand the learning process in it's total setting.

In order to play it's roles in the overall development of society, education needs participation from different community members because the involvement of these school staffs in the teaching – learning process is important in making the curriculum relevant. In order to get a better out come in the curriculum implementation and improvement, principals, teachers, learners, counselors, supervisors, and the like have to be a member of a team where each individual accepts appropriate share of responsibility. This team is what is called school curriculum committee. Doll (1996) stated that it is some form of social organization whose task is to study the problems that have been identified, recommend remedies to those problems, and assist or coordinate the implementation of the solution. He also pointed out that this committee is vital to facilitate conditions for democratic development of curriculum revision and course of study; to research in to current practice and trends in education in order to provide the staff with information regarding recent educational development; to evaluate the existing curriculum; to see whether it best serves the interests, needs, and abilities of the students in the school.

Marzanno and Kendall ( 1996 ) , added by saying that this school curriculum committee also provides guidance for teachers and administrators as they seek to increase students' achievement and improve teacher practice in curricular issues. This shows how the school curriculum committee is highly responsible body in the school curriculum

implementation and improvement so as to increase learners learning out come through involving stakeholders by large in curricular matters.

Currently, it becomes obvious that curriculum decisions are collaborative work. Thus, school curricular issues require face-to-face interaction or person to person contact. Curriculum implementation and improvement is also a group process involving individuals working together. The idea is, all the members of the society, which would be affected by the out- comes of the curriculum should actively participate in its decisions. Of these members of society, the school curriculum committee is the major responsible body for curricular issues of the school.

In line with this, Dull (1981) , argued that decisions related to curriculum implementation and improvement need to be started from the grass root level of the individual school. This comes from the intention of teachers and learners, and also school staffs who are the immediate practitioners and consumers and the forefront people to implement and improve the curriculum. According to Amhara National Regional State Education Bureau ( ANRSEB, 1992 E.C ), that is why in Ethiopian schools each school needs to have curriculum committee which is aimed at facilitating and coordinating school curriculum implementation and improvement.

ANRSEB ( 1992 E.C ) , asserted that school curriculum committee is responsible to coordinate the use of resources for curriculum implementation , to monitor students' success in the school courses , to serve as an advisory board to the principal on matters related to course offerings , course changes , and course credits...etc.

But, as stated in the next section below, some research findings, and complaints from different parties indicate that at present, school curriculum remains ineffective. There fore, examining the existing status of this school curriculum committee in implementing and improving school instructional process is to be timely and essential.

## 1.2. Statement of the problem

It is clear that school curriculum committee has its own responsibilities related to work increasing students' achievement by facilitating and coordinating school activities and by implementing and improving school curriculum. Like wise , the Amhara National Regional State Education Bureau ( 1992 E.C ) asserted that school curriculum committee is expected to examine the existing curriculum whether it satisfies students' need and needs of the local community or not. Then, it is expected to present suggestions and vital recommendations for concerned parties. Moreover, it also added that this committee has the responsibility of conduct researches in the school to solve different problems which faced school's teaching –learning process. This means, this committee is required to work towards increasing the knowledge and competence of teachers and students to make themselves problem solvers on their own teaching-learning process so as to maximize students' learning achievement .

Furthermore, it also advocated that this committee is expected to work in improving the quality of education and the achievement of students, create conducive teaching-learning environment in school and facilitate the joint effort of schools and stakeholders so as to improve and implement school curriculum.

But, there are some complaints that the school curriculum committee is not carrying out its responsibilities up to the expectations. For example, the report of Unicef ( 2000) pointed out that in the most sub-Saharan African countries, the curriculum survey indicated that learning outcomes are still viewed primarily in terms of content knowledge and assessed using a traditional paper and pencil test. Therefore, by involving school staffs, school curriculum committee is expected to review and modify curriculum offerings so as to meet the needs of students consistent with their life experience.

Moreover, the report of USAID ( 2008 ) pointed out that in Ethiopian secondary schools curriculum implementation and improvement is found with problems of appropriateness, quality, and inadequacy of facilities . Quality and appropriateness issues include how much the curriculum equips the learners with sustainable skills, adequacy of time for each subject, appropriateness and usefulness of suggested implementation strategies including active learning methods and continuous assessment, appropriateness of

curriculum contents to students levels of maturity, age and environmental conditions, coverage of required competencies in subjects and instructional strategies to provide support for pupils with special needs. Most curriculum materials like syllabi, text books, teacher's guides, manuals etc. were reported to have been inadequate.

Likewise, according to Habru Woreda Education office, grade ten students achieved far below expected in the Ethiopian General Secondary Education Certificate Examination (EGSECE) at Merssa, Sirinka, and Wurgessa General secondary schools in 2003 E.C. For example, at Merssa, 356 ( 255M, 101F) students out of 470 (314M, 156F ), at Sirinka, 320 (117M, 143F) students out of 400 ( 216M, 184F ), and at Wurgessa, 265(174 M, 91F ) students out of 418 ( 299M, 189F ) scored below the minimum required point of EGSECE, i.e., minimum required grade point for boys and girls was 2.4 and 2.14 respectively. According to this woreda, the low achievement of learners occurred due to low participation of concerned parties – teachers, curriculum committee members, and parents etc.- towards students' learning.

Thus , the above issues raised by the report of Unicef ( 2000 ) , the report of USAID (2008 ) , and Habru Woreda education office were initiated the researcher to conduct this study.

To this end, the writer of this paper formulated the following leading questions that would be answered at the end of the study:

1. To what extent does the school curriculum committee play it's roles in implementing and improving the curriculum?
2. What are the main problems that the school curriculum committee faced in playing it's roles?

### **1.3. Purpose of the study**

The study has the following purposes:

- analyze the roles played by school curriculum committee in implementing and improving school curriculum.

- Investigate the main challenges that are faced by the school curriculum committee in playing its roles.
- Suggest solutions for the problems identified.

#### **1.4. Significance of the study**

The finding of this study is supposed to have the following benefits:

- the study may provide information for sampled school curriculum committee members, teachers, principals and concerned school community members in general to improve their actual curriculum implementation and improvement.
- the study serves as a feed back for Zonal and Woreda education office and the like about the contributions made by the school curriculum committee in implementing and improving school curriculum.
- the study may motivate other interested researchers to make further study on this area,

#### **1.5. Delimitation of the study**

The dimension of this study is confined to four General secondary schools of Habru Woreda of North Wollo. This study would have been more comprehensive if it had included roles of school curriculum committee in developing and evaluating school curriculum. But, the researcher of this study believed that our schools have given more emphasis for implementation than designing curriculum at the school level.

Related to this, Hiroshima University ( 2006 ) asserted that although the employment of innovative teaching and learning is emphasized in the policy, currently in Ethiopia traditional approach of curriculum design, in which teachers talk and students listen, dominate most classrooms. According to it, the common obstacles found are: lack of institutional and learning resources, staffs' lack of expertise, and curriculum committee's lack of prior experience to actively participate.

Furthermore, to conduct in depth study and to make it manageable and complete it with in the available time, this study is restricted to examine the roles and challenges of school

curriculum committee in the implementation and improvement of curriculum in General secondary schools of Habru Woreda.

### **1.6. Limitation of the study**

There were several constraints that the researcher faced while conducting this study. The first problem was lack of experience in doing practical research. Secondly, the subjects readiness to fill the questionnaire papers on time. Finally, being self sponsored, there was shortage of financial support to perform this study.

- Therefore, the cumulative effect of these and other problems might have created some influences and affect the total qualities of the research work.

# CHAPTER TWO

## 2 . REVIEW OF RELATED LITERATURE

### 2 . 1. The Roles of School Curriculum Committee in the

#### **Implementation of the Curriculum**

Curriculum implementation refers to the actual use of the curriculum or syllabus or what it consists of in practice. It also entails putting into practice officially prescribed courses of study, syllabuses and the like so as to help learners acquire knowledge or experience ( University of Zimbabwe, 1995 ; Synder, 1996 ) .

This curriculum implementation activity needs an active involvement of school curriculum committee which is organized from varied parties who bring their own background knowledge to the enactment of school instruction. Related to this , Marzanno and Kandall ( 1996 ) , pointed out that school curriculum committee is expected to work towards increasing the knowledge and competence of teachers and students in order to implement teaching –learning process effectively .In line with this , Zemichale (2011 ) asserted that since curriculum implementation is the process of putting in to practice an idea , program , or set of activities , a school curriculum committee is responsible to involve the different groups like teachers , principals , community members . and students...etc. to ensure effective outcome at the end of the practical. Similarly , the Amhara National Regional State Education Bureau ( ANRSEB, 1992 E.C ) advocated that the school curriculum committee needs to design strategies which enable laboratories , pedagogical center , and libraries...etc. to provide appropriate services to school staff .

Furthermore, school curriculum committee is responsible to study the problems that have been identified, recommend remedies to those constraints and enhance for the solution of curriculum implementation ( Doll ,1974 ) . Thus, this committee needs to learn all it can about the environment – the school, the learners, and the subject matter and how it is learned. Then, it needs an attempt to integrate this information and it's implementations with the educational goals exposed by the school.

Moreover, University of Zimbabwe ( 1995 ), and Synder ( 1996 ) considered the following tasks as the roles of school curriculum committee :

- Initiate school staffs and organize school instruction. Make arrangement where by pupils, staff, space, and materials are related to time and instructional objectives in coordinated and efficient ways. Grouping of students. planning class schedules, assigning spaces, allocating time for teaching teams are examples of endeavors associated with this task area.
- Motivating teachers and the school staff to make instructional materials available. Selecting and obtaining appropriate materials for use in implementing the school curriculum. Previewing, evaluating, designing and finding ways to provide appropriate materials are included in this task area.
- Collaborate school staffs arranging for in-service education. This involves workshops, consultations, field trips, seminars, panel discussion, and staff training...etc.
- Initiating school administration and other concerned bodies to create conducive environment for students to get appropriate service in the school. Arranging for careful coordination of services to the learners to ensure optimum support for the teaching process. This involves developing library services, promoting media access for students, encouraging laboratory services, and developing relationships among service personnel to maximize relationships between services offered and instructional goals of the school.
- Participating with the school in orienting staff members. Providing staff members with information necessary to carry out assigned responsibilities.
- Developing public relationships. Providing for a great flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction.

In addition , Irene ( 1999 ) also stated the following tasks as the roles of school curriculum committee in the area of curriculum implementation:

Handle relations with parents , students , and the community so as to increase the participation of them in the implementation of classroom instructional process : Set work

activities with teachers to facilitate curriculum implementation effectively ; Facilitate classroom visit , review instructional objectives , and examine learning materials and take corrective measure if necessary . The committee also may facilitate the development of appropriate teaching and learning materials and strategies; Inform students about services and importance of different clubs and educational programs of school or it may provide professional support for teachers related to students' classroom learning issues. This includes students' classroom participation and classroom management, records of students' achievement and behavioral changes...etc.

- In general, it is possible to say that school curriculum committee is both managers and school colleagues, advisors and advisees, soldiers and captains, drudges / hard worker and bosses. School curriculum committee is the academic manager who must live with its decisions every day ( Irene , 1999 ).

In order to implement curriculum properly , school curriculum committee is expected to employ different strategies as stated below .

### **2.1.1. Strategies for Curriculum Implementation**

According to the free encyclopedia , " strategy refers to a plan of action designed to achieve a particular goal ." Patterson and Czajkowski ( 1979 ) , as cited in Mariamcher ( 2009 ) , stated that successful implementation of new programs require appropriate strategies like staff development , provision of resource materials , and collaborative activities etc. as discussed here under .

#### **2.1.1.1. Roles of School Curriculum Committee in Staff Development**

In order to increase skills and knowledge of school staffs about newly developed instructional programs , school curriculum committee needs to design in-service programs – seminar , staff training , workshop , and panel discussion etc. The beginning teacher is not yet an accomplished practitioner. He / she needs further education and on the job training . This is vital to refine necessary skills and keep oneself acquainted with new developed programs in the field. Because of this conviction, in-service training has become an integral part of teacher education programs all over the world so as to implement instructional process effectively ( Murray , 1990 ).

In line with this, Craft ( 2000 ) argued that before providing in-service education for teachers and other concerned parties of the school staff , the school curriculum committee with other responsible bodies is expected to analyze the needs of these parties linked to evidence of existing practice in the area of curriculum implementation . According to this educator, based on the findings of the need assessment, it is required to select out target groups / who needs training / and arrange in-service program so as to equip or improve curricular practices of the group.

Similarly, Amhara National Regional State Education Bureau ( ANRSEB,1992 E.C) advocated that in order to promote the awareness of school staff related to school curriculum, this committee is expected to facilitate supervision activities in the school .Thus , this activity helps teachers to share their experience among them selves to implement teaching and learning process . The idea is , by visiting their staff praetice within the school and working procedures of other school staffs , teachers can promote their professional development related to classroom management ; employing of various teaching methods and using of teaching aids...etc in their instructional process .

Since workshop or staff training and the like have more than transient effect, school curriculum committee needs to reinforce and extend staff training or workshop...etc through classroom assistance by resource personnel and outside consultants , project meetings where by teachers learn to adapt the new curriculum to the realities of the particular school and classroom. In addition to feed back between users and consultants , peer discussion seems to be vital for working through the problems ( McNeil , 1990 ).

Furthermore, the school curriculum committee is also expected to facilitate the following duties so as to implement school curriculum:

Initiate teachers to conduct supervision activities in the school in order to help them to share their experiences among them selves related to classroom teaching-learning process; Promote the experience of school staffs in conducting action research in the school to solve classroom instructional problems; Organize useful experiences from the school staffs and from other nearby schools , and forward these experiences for the

school teachers and other concerned bodies . It is the committee's responsibility to create an environment - seminar , staff training , and workshop etc - which school staffs get an opportunity to share their experiences in the area of school curricular matters ; Generate , preserve , and disseminate relevant educational information , or it also may organize and provide multi-faced training in teaching and research of various of specialties or ways to facilitate implementation of classroom instructional process etc ( ANRSEB , 1992 E.C , and Carols , 2009 ) .

### **2.1.1.2. Roles of School Curriculum Committee in the Provision of Resource Materials**

It is clear that no meaningful teaching and learning take place with out adequate resource materials . This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, school curriculum committee needs to initiate concerned parties to supply required resource materials such as text books, teaching aids and stationary materials...etc. The school curriculum committee also needs to motivate school staffs to research, design and develop teaching aids ( Marchaim , 2000 ). These resources enable school staffs to play their role satisfactorily in the curriculum implementation process (University of Zimbabwe, 1995).

The idea is, school curriculum committee is expected to initiate teachers and other concerned staffs of the school to produce teaching aids mostly models with low cost of materials, and sort different people who have different skills and gather suggestions and learn from the given suggestions ( Matt , 2008 ) .

This committee is also expected to maximize school staffs' properly use of financial, time , and material resources in the school setting . These resources help the school community to facilitate the implementation of instructional process and the choice and organization of teaching and learning activities.

Since time is the school staffs' valuable resource so as to implement instructional program, the school curriculum committee needs to create awareness on school staffs

about time management in order to practice curricular activities based on designed work plan ( Adebabay , 2010 ) .

Budget is also vital to fulfill the required materials. To get it, this committee has it's own responsibilities like design project for donors, and work with concerned bodies such as schools , woreda education office and zonal education departments... etc.

Studies of working conditions in schools have revealed that teachers feel satisfaction in having verities of useable instructional materials at hand and in understanding how to use them . When materials and equipment accord with the requirements of the instructional program , and when the persons who use materials and equipment have a major part in choosing them , the usefulness of these resources can be ensured ( Doll , 1996 ) . Therefore, as much as possible, school curriculum committee is expected to facilitate school staffs to prepare the required support materials at the local level, and it is required to initiate them to use these materials in their day-to-day instructional process.

Moreover, Matt ( 2008 ) , and Carlos ( 2009 ) pointed out that school curriculum committee is also has the following roles in the provision of resource materials so as to implement school curriculum properly: The committee may collaborate school staffs in the production of guides , and teaching aids etc , or it may assist school administration in the coordination and utilization of staff members. It also may Keep abreast of current trends , teaching methods , and evaluate students' text book , teacher's guide , manuals of workshop...etc and present some improvement suggestions to parties concerned. The committee may facilitate the provision of teachers with print and non-print resources related to specific units up on request and proactively reaches out to teachers to support their classroom instructional process. It is the committee's responsibility to facilitate opportunities for students to use the library for class-related research, individual investigation, independent reading and personal inquiry etc; It may focus on searching and disseminating the inter disciplinary research out puts such as innovations and utilizations of educational technology and pedagogic methods, and popularize new methods or concepts ...etc.

### 2.1.1.3 . Roles of School Curriculum Committee in the Collaborative

#### Activities

According to Marlow ( 2011 ), school curriculum committee needs to work towards increasing the culture of teachers practicing together in the area of school curriculum implementation . Because, the need for teachers to work in group is increasingly powerful, and indeed that much professional development relies on a collaborative work where implementation problems faced by schools are tackled by communal effort of the group. The idea is, some aspects of the teacher's role automatically involve working with others and can be sources of professional development. For example , a teacher acting as a mentor to a colleague both offers professional development and also experiences it at a different level , and from different perspectives for themselves ( Jossey , 2002 ).

Furthermore , curriculum implementation process requires face-to-face interaction or person-to-person contact , i.e , it is a group process involving individuals working together . Like wise , Doll ( 1996 ) advocated that implementation is effected most readily in across – role groups : groups consisting of teachers , department heads , service personnel and pupils . Thus, these groups have their own back ground experiences related to school curricular issues.

The involvement of school curriculum committee with school staffs in the overall process of curriculum implementation especially at the initial stages of deciding how to implement the newly developed program is important not only in making the curriculum relevant but also in raising its acceptability among students and parents. In line with this , McNeil ( 1990 ) , Fullan and Pomfret ( 1977 ) argued that active participation of school staffs like teachers and school curriculum committee in decision making during curriculum implementation, i.e, in developing guides and materials ( teaching aids ) is more important in persuading teachers to implement plans or increasing the likely-hoods of successful implementation . Here, participants need to feel free to be creative. New ideas are inherent when parties in collaborative endeavors come forth with creativity in learning opportunities, appraisal procedures, and creative thinking etc ( Marlow, 2011 ).

The idea is, the participants should be free from rigid dogmas and limitations in order to implement the curriculum effectively.

Moreover, since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the committee with teachers in the process is indisputable ( University of Zimbabwe , 1995 ) . Therefore, school curriculum committee is expected to initiate staffs to involve in the awareness process of new program. So that they can implement and modify the curriculum for their learners. Furthermore , the participation of this committee with concerned parties in the process of curriculum implementation has a great deal of importance. Some of them are the following : it helps their control over their working alive , it enhances their professional status , it also results in successful implementation of curriculum , and it increases teachers ' professional development etc.

In addition , Irene ( 1999 ) ; ANRSEB ( 1992 E.C ) , and Mariamcher ( 2009 ) argued that school curriculum committee also has the following responsibilities related to implementation of classroom instruction: The committee may initiate school staffs to involve in the implementation of instructional process by forwarding vital concepts or experiences , and providing guides ...etc . It also may set and collaborate different clubs, and educational programs which provide opportunities for students to get participation. It is the committee's responsibility to collaborate with school staffs and administrators in monitoring and evaluating the progress of students' learning; Initiate and participate other school committees, teachers, department heads and the like to support classroom instructional process, and it may collaborate with teachers to plan and implement instructional units that integrate use of the library, and other service provider parties with classroom curriculum etc.

## **2.2. The Roles of School Curriculum Committee in the Improvement of the Curriculum**

According to Manuel ( 2008 ) , "curriculum improvement denotes a partial revision in the existing curriculum as a result of adaptation to some factors and conditions as manifested by symptoms within and in the environment of the school or educational

institution ." Thus , curriculum revision is necessary in order for the school to meet new social and personal needs ( McNeil ,1990). Manuel ( 2008 ) also advocated that in actual practice , as in actual life , curriculum improvement does not stop and it needs the expenditure of much time and effort within an environment rich in helpful and stimulating influences.

In order to facilitate this instructional revision process , school curriculum committee has it's own responsibilities . For example , it required to assess learners ' performance and identify follow up action , it is also expected to examine the existing curriculum whether it satisfy students' need and the local community or not . Then , it required to present suggestions and useful recommendations for concerned parties ( ANRSEB , 1992 E.C). Likewise , Marzanno and Kendall ( 1996 ) stated that to facilitate curriculum improvement , school curriculum committee needs to study , evaluate and determine the suitability of text books and subject content , and inform parties concerned . It also required to employ or facilitate action research in the school to solve different problems which faced school's instructional process .

Furthermore , Marlow ( 2011 ) argued that it is important to bear in mind that the school curriculum committee has several responsibilities in the process of curriculum improvement. The committee may initiate teachers and other school staffs to identify curriculum problems of concern to them or may even suggest problems that might be interest to them . The committee helps set up the groups and sub-groups needed for study instructional problems. It is the committee's responsibility to create conducive environment that teachers to get time , facilities , and resources when they perform their task of curriculum improvement . Unless these ingredients are made available to teachers , instructional improvement is doomed to failure . The lack of these resources is a major reason that the curriculum of many schools remains static . Teachers must be granted school time to work on curriculum revision .They should not be expected to tackle the problems of curriculum improvement on their own time and not be compensated.

Thus, in the work of curriculum improvement , it is the committee who helps teachers identify problems and helps facilitate the study and search for solutions . School curriculum committee is required to stimulate school community to look at the

curriculum and come up with recommendations for improvement. This curriculum committee is the leader who sparks dissatisfaction with the school and causes teachers to want to make revisions of school curriculum. The committee is a curriculum worker and a facilitator in a cooperative process of classroom instructional improvement...etc (Manuel,2008).

In order to facilitate curriculum improvement, the committee must have required skills. That is, it must be grounded in curricular issues of the school, know what solutions have been tried in the past and how they have failed, and be cognizant of current issues in curriculum. The committee should be aware of, for example, the periodic reports on education activities and recent developments (Marzano and Kendall, 1996).

The idea is, the committee needs to possess research skills, know how to help teachers to improve classroom instruction, be able to analyze research, and know how to interpret findings to teachers. Moreover, school curriculum committee is required to have skills to manage work groups and to facilitate their endeavors ...etc.

To improve the existing school curriculum, educators such as Herbert (1954); Doll (1996), and Manuel (2008) asserted that action research, professional development, and collaborative activities are considered as an approach to improve school curriculum as stated below.

### **2.2.1. Roles of School Curriculum Committee in the Application of**

#### **Action Research as a Means for Curriculum Improvement**

Since its primary focus is on solving immediate problems, the committee is required to initiate school staffs to facilitate action research in real situations rather than in contrived experimental studies. Thus, the committee is expected to create an awareness upon school staffs as research is learning by doing where participants identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again (Rory, 1998).

The curriculum committee is also expected to maximize the awareness of school community how to apply this research. To do so, the committee may use workshop,

staff training , seminar or panel discussion etc. These devices addressed to improvement of teachers', principals' , department heads' etc of application skills of action research . This committee is also required to facilitate the research through widening of the collaborating group activities . This interaction process provides opportunities for the group to share their experiences of solving their day-to-day instructional problems .That is , it provides updates on new and current studies , strategies , and techniques to teachers and other school staffs to improve classroom instruction ( Maureen , 2006 ).

Elliot ( 1991 ) also argued that very often action research is a collaborative activity where the committee and practitioners work together to help one another design and carry out investigations in the classroom instructional process . Teacher action research is , according to this educator , concerned with the every day practical problems experienced by teachers rather than the theoretical problems defined by pure researchers within a discipline of knowledge . This means , research is designed , conducted , and implemented by the teachers themselves to improve teaching in their own classrooms . Thus , school curriculum committee is required to work towards increasing the participation of teachers to conduct action research grouply so as to provide support each other and a forum for sharing questions , concerns , and results in the area of school instructional process . The idea is , group members advise each other and comment on the progress of individual efforts . Engaging in collaborative action research helps to promote professional dialogue and thus , creates a more professional culture in the school – a habit of solving instructional problems collaboratively .

Action research is intended to support teachers, and groups of teachers in coping with the challenges and problems of practice and carrying through innovations in a reflective way. To do so, school curriculum committee is responsible to create a conducive environment for the school staff to facilitate action research in their day-to-day activities . Fore example, the committee may facilitate the provision of required materials for teachers like research manuals, stationary supplies, and other sample conducted practical researches etc which help teachers to activate their research practices.

## 2.2.2. Roles of School Curriculum Committee in Staff Development

### as a Means for Curriculum Improvement

The school curriculum committee is required to work towards updating teacher's skill to cope with changes in subject matter and methods resulting from educational reforms or change. Furthermore, this committee is expected to work towards providing all teachers with the opportunity to keep abreast of innovation in their subjects and teaching methods. Because there are many reasons for undertaking staff development. Such as : to improve the job performance skills of the whole staff or groups of staff , to improve the job performance skills of an individual teacher , to promote job satisfaction , and to enable teachers to anticipate and prepare for change ...etc ( Craft , 2000 ) .

Similarly, Manuel (2008) pointed out that school curriculum committees have developed a whole range of approaches to professional development because they are convinced that this yields a greater curriculum improvement . He also argued , "this committee is expected to facilitate staff development to focus on crucial elements to teaching , such as the teacher's sense of purpose , the teacher's perceptions of pupils , the teacher's mastery of technique , and the teacher's knowledge of subject matter . " The idea is , always , the emphasis is on the teacher and his or her development , which occurs by participation , peer assistance , individual study , and the making of alternative choices .

Classroom visit is also another means of improving school instructional process . According to Oliva and Pawlas ( 1997 ) , it is " the process of working with teachers themselves to improve classroom instruction . " Therefore, school curriculum committee needs to initiate school staffs to practice classroom visit within their school and other school staffs . Because, this visitation may enhance teachers to improve quality of instructional process, promote their professional growth and development, and it may help teachers to develop a sense of solving instructional problems in a collaborative manner etc.

### 2.2.3. Roles of School Curriculum Committee in Collaborative

#### Activities as a Means for Curriculum Improvement

School curriculum committee is the main responsible body to organize, lead, and motivate staffs to participate in collaborative work so as to improve school curriculum (Doll, 1996). Because, according to this educator, "collaborative activity is basically the instructional art of using groups and pairs of school staffs to fulfill a task. If done well, this activity can create a valuable source of motivation, critical thinking skills, and active learning while the participants learn to manipulate school instruction into their own working knowledge." Like wise, Jossey (2002), argued that since collaborative activity is away of working together to achieve intended objectives, it is a mutually beneficial relationship between the committee and more parties to achieve common goals by sharing responsibility, authority, and accountability for achieving results. Therefore, the committee needs to create a shared vision and joint strategies that enable the group to improve instructional process.

Furthermore, this collaborative involvement of the committee with school staffs provides guidance and over sight to ensure that improvement of curricular issues to be sound, comprehensive, and responsive to the evolving needs of learners and the local communities.

The culture of a collaborative school which facilitated by school curriculum committee features cooperative improvement curricular issues by the staff, close co-operation of teachers related to school instruction with parents and other community members, and cooperative learning in classrooms (Doll, 1996). This means, according to him, the committee within a school can form a network for supplying curriculum help. The old, threatening lines of several ranks and specialties work together on the common problems.

Thus, the isolation of concerned parties from horizontal and vertical relationships causes them to have a view that introduced change is an individual activity. Related to this, Ornisten and Hunkins (1998) suggested that if the curriculum is needs to be improved and institutionalized, the committee with other concerned bodies 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 improvement .

That is, unless individuals involved in instructional improvement have common perceptions of their various roles, any activities of program improvement will be hampered. Therefore, the school curriculum committee with principals, teachers, supervisors , and parents ...etc expected to explore together the expectations that each has of the other and the mutual help that can be provided.

### **2.3. Challenges of School Curriculum Committee in the**

#### **Implementation and Improvement of Curriculum**

Educators like Wiles ( 1963 ) , Lewy ( 1977 ) , and Pratt ( 1980 ) pointed out that low interest of school curriculum committee towards the curriculum issues has been one of the factors which result in ineffective curriculum implementation . They also added by saying that a new educational program can be exercised successfully only if school staffs accept it . If these parties did not accept the basic philosophy of a program , it remains fruitless . Therefore, the school needs to motivate school staffs by providing moral support , reward and other means that used to initiate the staff so as to involve in curricular issues of the school .

Committee's lack of in-service education is also another factor which affect roles of school curriculum committee. Thus, this committee needs seminar, workshop, panel discussion, and field trip...etc to maximize its awareness about implementation and improvement of school curriculum ( Craft , 2000 ) .

Pratt ( 1980 ) also advocated that inadequate resources affect the roles of school curriculum committee . According to this educator , time , material resources , administrative support and expertise are the useful resources required for effective curriculum implementation and improvement . Time is school staffs' valuable resource. When the amount needed to implement the newly developed program is underestimated , the result will be serious over load especially when the school staff required to implement new curriculum at once . There fore , the curriculum committee is expected to practice curricular matters based on designed work plan .

According to Doll ( 1996 ) , " with out enough material resources , the implementation and improvement of school curriculum also remain ineffective . " There fore , the institution needs to provide the necessary fund , facilities , equipment , and materials for the concerned parties so as to implement and improve school curriculum .

The school administration lacks of support is also the determinant factor in implementing and improving school curriculum , i.e, it affects it's support of the curriculum committee by provision of resources , moral support , and rewards . It is also expected that curriculum committee has required curriculum implementation and improvement skills or expertise. The idea is , to carry out tasks of curriculum implementation and improvement , the committee needs to have skills like communication , motivation , decision making , and problem solving ... etc ( Marzanno and Kendall , 1996 ) . Hence , the lack of such skills highly affect the committee's roles . There fore , setting of in-service education like training , workshop , seminar , panel discussion ... etc. for school staffs and curriculum committee is needed so as to help them to implement and improve school curriculum effectively .

# CHAPTER THREE

## 3. RESEARCH DESIGN AND METHODOLOGY

### 3.1. Design of the Study

The purpose of this study was to examine the roles played by school curriculum committee in implementing and improving school curriculum and to identify problems which affect its roles. To achieve this purpose, descriptive survey method was employed. Because, this method is appropriate and more effective to investigate the phenomena in assessing the performance in their natural setting (Yalew, 2011).

### 3.2. Sources of Data

Habru Woreda curriculum expert, secondary school supervisor, teachers, and school curriculum committee were considered as sources of data for this study.

### 3.3. Population and Sampling Technique

Currently, there are four general secondary schools in Habru Woreda. These are Merssa, Sirinka, Wurgessa, and Girana which have 14, 11, 7, and 7 curriculum committee members respectively. ANRSEB (1992 E.C) pointed out that each secondary school needs to have: school principal – chairman, school vice principal – vice chairman, head of school pedagogical center – secretary, school counselor – member, unit leader – member, department heads – member, lead teacher from each department – member, and librarian – member as curriculum committee members.

Thus, the distribution of curriculum committee members in each secondary schools is summarized in the following table.

**Table 1 :- The distribution of school curriculum committee members in secondary schools of Habru Woreda .**

Required curriculum committee members in each secondary schools	Currently available curriculum committee members in each secondary schools				Total
	Merssa	Sirinka	Wurgesa	Girana	
School principal	1	1	1	1	4
School vice principal	1-as secretary	1-as secretary	1-as secretary	-	3
Head of school pedagogical center	-	-	-	-	-
School counselor	-	-	-	-	-
Unit leader	2	2	-	2	6
The librarian	-	-	-	-	-
Department heads	10	7	5	4	26
Lead teacher from each department	-	-	-	-	-
<b>Total</b>	14	11	7	7	39

As indicated in table 1 above , by employing comprehensive sampling technique , these all 39 curriculum committee members were included in the study .

Furthermore , these schools-Merssa, Sirinka, Wurgessa, and Girana- also had 68 ( 56M , 12F ) , 30 ( 28M , 2F ) , 24 ( 22M , 2F ) , and 13 ( 11M , 2F ) teachers respectively . Thus, these schools totally had 135 ( 117M , 18F ) teachers . Of these , 67 teachers were included in the study . That is , from Merssa 34 , from Sirinka 15 , from Wurgessa 12 , and from Girana 6 teachers were samples of respondents , i.e . half of the population from each schools were included in the study by applying random sampling ( lottery system ) because teachers are the forefront person in the implementation and improvement of the school curriculum.

By applying purposive sampling technique, a curriculum expert , and a secondary schools supervisor were included in the study . The reason was to make the study manageable and complete it within the available time. Moreover, these parties have responsibilities like

leading , initiating , and collaborating school staffs so as to facilitate general secondary schools' curricular issues ( ANRSEB , 1992 E . C ).

### **3 . 4 . Instruments of Data Collection**

In the process of data collection , both questionnaire and interview were employed.

#### **3 . 4 . 1 . Questionnaire**

In order to obtain the required information , two questionnaires were prepared for school curriculum committee and sample teachers based on the review of related literature and leading questions . The questionnaire formulated for the committee contained 21 close and 2 open ended questions , and the questionnaire designed for sample teachers included 18 close and 2 open ended items .

These 43 items covered different contributions and possible challenges of school curriculum committee in implementing and improving school curriculum. Statements were constructed having a four point rating scale . The four point scale ranges from always to never ( 4 to 1 point ) and from strongly agree to strongly disagree ( 4 to 1 point respectively). Thus, while always to never constructed for statements related to curriculum implementation and improvement, strongly agree to strongly disagree also designed for statements related to challenges of curriculum committee in playing its roles.

The statements were grouped into three themes : issues related to curriculum implementation , issues related to curriculum improvement , and challenges related to roles of school curriculum committee which had 14 , 15 , and 14 items respectively . To check the appropriateness of the questionnaire , first it was validated by the advisor , and then a pilot test in Wuchalle General Secondary School was made in which 10 respondents were part of the test. Related to this , Anderson and Arsenult ( 2000 ) recommend that in the pilot test , scores required from the responses of 6-12 respondents.

To ensure the reliability of the questionnaire , Cronbach alpha method was applied , and the result indicated that the instrument was reliable at ( 0.83 ) .

### **3.4.2. Interview**

In addition to the questionnaire, the study employed 6 unstructured interview questions. These questions were administered for woreda curriculum expert and secondary school supervisor.

### **3.5. Data Collection Procedures**

Convenient time was chosen for the respondents in order to maximize the quality of responses. The objective of the questionnaire was put in clear and understandable statements in order to avoid confusion; assistants were used for the distribution and collection of the questionnaire (school principals and supervisor were involved with the coordination of the researcher).

106 copies of question papers were dispatched to the respondents (39 copies for school curriculum committee, and 67 copies for teachers). All the dispatched question papers were returned.

After collecting the questionnaires, the interview time was arranged with the concerned respondents, and it is conducted by the researcher.

### **3.6. Data Analysis**

Before the analysis, the data gathered through questionnaires became coded and tabulated in tables by bringing together related issues. In analyzing data gathered, both qualitative and quantitative methods were employed. The data collected through close-ended questions which lead them selves to quantitative analysis were computed using percentage, mean, and grand mean value. Percentage was used for the analysis of data related to characteristics of respondents. The data collected through open-ended questions and interview questions were analyzed qualitatively by descriptive statements.

Finally, based on the research findings, interpretation, discussion, summary, conclusion, and recommendation were suggested.

## CHAPTER FOUR

### 4 . PRESENTATION AND ANALYSIS OF DATA

This part of the study contains the discussion of two variables: characteristics of respondents, and interpretation and analysis of the data gathered from the respondents related to curriculum implementation and improvement.

#### 4 . 1 . Characteristics of the Respondents

In this study, different categories of respondents like school curriculum committee, teachers , a supervisor , and a woreda curriculum expert were involved . The respondents are direct participants in the curricular issues and as a result they are considered to be relevant and main source of information for the study.

**Table 2 : Background Information of the Respondents,**

Items	School curriculum committee members		Teachers		Total	
	F	%	F	%	F	%
<b>Sex</b>						
Male	39	100	59	88.06	98	92.45
Female	-	-	8	11.94	8	7.55
<b>Total</b>	39	100	67	100	106	100
<b>Age</b>						
21-25	5	12.82	18	26.87	23	21.70
26-30	15	38.46	32	47.76	47	44.34
31-35	10	25.64	7	10.45	17	16.04
36-40	5	12.82	5	7.46	10	9.43
41 & above	4	10.26	5	7.46	9	8.49
<b>Total</b>	39	100	67	100	106	100
Experience in year						

1	7	17.95	1	1.49	8	7.55
2	1	2.56	1	1.49	2	1.89
3	9	23.06	8	11.94	17	16.04
4	4	10.26	15	22.39	19	17.92
5 & above	18	46.15	42	62.69	60	56.60
<b>Total</b>	39	100	67	100	106	100
<b>Educational level</b>						
Certificate	-	-	-	-	-	-
Diploma	-	-	-	-	-	-
BA / BSC	39	100	67	100	106	100
MA / MSC	-	-	-	-	-	-
Ph.D	-	-	-	-	-	-
<b>Total</b>	39	100	100	100	106	100

As stated in table 2 above, of the total respondents, 92.45% were male and 7.55% were female. This shows that the participation of females in the teaching – learning process of sample schools of Habru Woreda is very low. This in turn might indicate that there is a wide gap between male and female in their school participation.

With regard to respondents' age, the majority, i.e., 44.34%, 21.70%, and 16.04% fall between the age groups of 26 – 30, 21 – 25, and 31 – 35 respectively. This also shows that how the young and productive teachers and school curriculum committee members are assigned in these sample schools.

When we come to work experience, of the 106 respondents, 56.60% served for five and above years. This is relatively enough years of experience as teachers and school curriculum committee members might have their own positive impact on the actual implementation and improvement of school instructional process. That is, school staffs – teachers and school curriculum committee members – with sufficient experience might provide the group an opportunity in identifying learning problems of their students and to give remark / comment about their classroom instruction.

As can be indicated in table 2 above, all 39 school curriculum committee members (100% of them), and all 67 teachers (100% of them) were first degree holders. This implies that the whole respondents have an adequate qualification for facilitating the general secondary school's curriculum implementation and improvement processes.

#### 4.2. Issues Related to Curriculum Implementation

The involvement of curriculum committee with school staffs in the implementation of curriculum is very important not only in making the curriculum relevant but also in raising the degree of its acceptability among students, and societies in general (Marzanno and Kendall, 1996). This is done by staff development, provision of resource materials, and collaborative activities.

**Table 3 : School curriculum committee's effort to facilitate curriculum implementation**

Items	Curriculum committee's response						Teachers' response						Grand mean
	Always	Often	Some times	Never	$\Sigma$	M	Always	Often	Some times	Never	$\Sigma$	M	
1.The school curriculum committee helps the school staff to get in-service education like workshop, seminar, staff training etc so as to implement classroom instruction.	4	21	12	2	39	2.69	6	38	20	3	67	2.70	2.70
2.The committee initiates teachers to conduct classroom visit to share	10	20	7	2	39	2.97	10	36	17	4	67	2.76	2.87

their experience in the area of classroom management , employing of teaching methods , using of teaching aids etc.													
3.The committee motivates staffs to prepare supportive instructional materials ( teaching aids ) .	5	14	17	3	39	2.54	14	22	28	3	67	2.70	2.62
4.The committee collaborates individual teachers of each department working together to implement instruction by developing guides , materials or teaching aids etc .	4	19	14	2	39	2.64	9	33	20	5	67	2.69	2.67
5.The committee encourages staffs to be involved in the awareness and familiarizing of school instructional process to parents by setting different meeting programs .	6	22	9	2	39	2.82	8	39	15	5	67	2.75	2.79

In order to check whether the school curriculum committee has played it's roles or not currently in the woreda under study , respondents were asked to rate the committee's effort in facilitating school curriculum implementation . Based on their given responses, the 5 items which are shown in table 3 were implemented by the committee since the respondents' grand mean value was not less than 2.5 / it is an average obtained from the four point rating scale used to limit the mean values of each items . Thus , as item's mean

value found above or equal to 2.5 considered as the committee played its roles and item's value found below 2.5 also considered as the committee not played that issue/.

Related to item 1 , i.e , the school curriculum committee helps the school staff to get in-service education , majority of the respondents with grand mean value ( 2.70 ) replied that the committee supports teachers by facilitating or setting workshop , seminar , staff training etc so as to implement classroom instruction .

Furthermore , the interview results conducted with woreda curriculum expert and secondary schools' supervisor emphasized on in- service education . They said :

*By identifying classroom teachers' weakness and need , the committee had facilitated in-service education for them . This was done by collaborating with the school administration and supervisor . That is , the committee in it's own part as a catalyst or facilitator , motivated department heads to assess each department teachers' weakness and need , and it reported the result to the school and the supervisor . The school administration also supported the training with finance and provision of the required materials . The supervisor him self conducted staff training for teachers in the areas of classroom management , and how to apply student centered approach in secondary schools of Habru Woreda .*

This in-service education , as the writer of this paper , needs to be practiced consistently . Because , unless school staffs aware of school curriculum through seminar or other means of staff training , the day-to-day classroom instructional process may not be facilitated properly .

Thus , this committee is expected to facilitate , organize , and provide different trainings for school staffs to implement curriculum (ANRSEB,1992E.C) .

As indicated in the same table , the committee initiates teachers to conduct classroom visit , the respondents' grand mean value ( 2.89 ) revealed that the committee encourages teachers to conduct classroom supervision to share their experiences in the areas of classroom management , employing of teaching methods , and using of teaching aids etc . Initiating teachers to facilitate supervision activities in the classroom in order to help

them to share experiences among themselves is one of the responsibility of school curriculum committee (Carlos ,2009).

With regard to item 3 in table 3 , the respondents' grand mean value ( 2.62 ) indicated that the committee motivates staffs to prepare supportive instructional materials(teaching aids ) . Considering to committee's effort to involve school staffs towards curricular issues, majority of the respondents' response fall on high range such as the committee collaborates individual teachers of each department working together to implement instruction by developing guides , materials , or teaching aids with grand mean value (2.67 ) , and the committee encourages staffs to be involved in the awareness and familiarizing of school instructional process to parents by setting different meeting programs with grand mean value ( 2.79 ) indicating that these were among the major roles which are expected from the committee . Supporting this idea , the interview result conducted with secondary schools' supervisor indicated that by collaborating with the school administration , the committee designed a meeting program for parents and the community in general . In this program issues like how the school instruction was going on , and parent – school relationship etc were discussed . Moreover, the newly changed students' text books are also familiarized to the participants .

**Table 4 : School curriculum committee's effort to get resource support .**

Items	Curriculum committee					
	Always	Often	Some times	Never	Σ	M
1.The committee initiates concerned parties to supply required instructional materials like text book , stationary materials etc .	5	24	7	3	39	2.79
2.The committee works towards getting financial support from concerned bodies ( donors for example) so as to fulfill the required instructional materials .	7	9	17	6	39	2.44

As indicated in table 4 above , various responses were given in line with the efforts done by the school curriculum committee made to get resource support that helps to facilitate school curriculum implementation .

Accordingly , the greater number of committee members with grand mean (2.79) pointed out that the committee initiates concerned parties to supply required instructional materials like text book , stationary materials etc .

Concerning this issue , interview results administrated with woreda curriculum expert and secondary schools' supervisor replied that although the committee hasn't it's own material resources , by creating an agreement and by convincing the school administration , it has got the required stationary materials even though it was not enough so match . Furthermore , this committee with the school administration has tried to get reference materials from individuals and non governmental organization. For example , by collaborating individuals , and an organization ( world vision ) which was found in the woreda , the committee of Wurgessa General Secondary School had got oxford dictionaries and other reference materials currently .

On the contrary , the least prevailing role rated by the respondents that couldn't be implemented by the committee was item 2 with grand mean value ( 2.44 ) . This indicates that the committee played less effort to implement it . Similarly, through the interview made , the school supervisor responded that this committee couldn't exert much effort towards getting financial support from concerned parties for it's budget allocation purpose . Based on this reason , the committee has faced financial problem currently . This is true because , as the writer of this paper , unless the committee finds out other means of getting financial support by consulting and approaching donors and other stakeholders or by designing project for helpers etc , it may not be satisfied its required budget allocation .

From the data analysis discussed in table 3 and 4 above , one can conclude that the school curriculum committee of Habru Woreda played it's roles in the area of school curriculum implementation . Thus ,the committee facilitated in-service education and classroom visit. It also motivated teachers to prepare teaching aids , and it initiated individuals and world vision to supply reference materials etc.

As the researcher of this study , since teaching aids are important to implement school curriculum , the committee is expected to work towards initiate teachers not only to produce supporting aids but also to use them in their classroom instructional process continuously . Because , these aids help learners to understand the given subject matter easily .

#### 4.3 . Issues Related to Curriculum Improvement

The school curriculum committee is expected to improve school curriculum by facilitating action research , staff development , and collaborative activities etc.

**Table 5 : School curriculum committee's effort to facilitate curriculum improvement**

Items	Curriculum committee						Teachers						Grand mean
	Always	Often	Some times	Never	$\Sigma$	M	Always	Often	Some times	Never	$\Sigma$	M	
1.The school curriculum committee helps the school staff to get in-service education like workshop , seminar , staff training etc so as to improve classroom instruction	3	20	13	3	39	2.59	4	28	30	5	67	2.46	2.52
2.The committee initiates teachers to conduct action research in the school to solve their day-to-day classroom instructional problems .	2	20	14	3	39	2.54	6	30	28	3	67	2.58	2.56
3.The committee	7	20	9	3	39	2.79	12	31	21	3	67	2.78	2.79

initiates teachers to make classroom visit so as to improve their instructional process.													
4.The committee encourages the school staff to improve school instruction by introducing new ideas , changing teaching methods , developing materials etc.	6	16	14	3	39	2.64	6	33	25	3	67	2.63	2.64
5.The committee collaborates each department teachers to suggest / comment classroom content - its scope , flow , levels of difficulty etc	3	16	16	4	39	2.46	2	28	33	4	67	2.42	2.44
6.The committee collaborates teachers to assess learners' performance and identify follow up action .	4	21	12	2	39	2.69	2	37	24	4	67	2.55	2.62

As indicated in table 5 above , the respondents indicated that the 5 items or roles of the committee are well implemented . Thus , their grand mean value was not less than 2.5 .

Related to item 1 of the same table , the respondents' grand mean value ( 2.52 ) pointed out that the school curriculum committee helps the school staff to get in-service education - workshop , seminar , staff training etc so as to improve classroom instruction . Similarly, the interview results conducted with Woreda curriculum expert and secondary schools' supervisor focused on staff development. They replied:

*In order to improve classroom instruction , school curriculum committee played it's roles . For example , based on students' achievement , at the end of the semester , the committee facilitated workshop and meeting program for teachers in the areas of*

*practicing continuous assessment , students' participation in the teaching – learning process , producing and using of teaching aids , and parents participation in school instructional process . This was done by collaborating with the school administration , and woreda education office .*

Thus , school curriculum committee is required to work towards updating teachers skill to cope with instructional problems of school , changes in subject matter and methods resulting from educational reforms or changes ( Craft , 2000).

In the same table item 2 above , the respondents' grand mean value ( 2.56 ) replied that Habru Woreda's school curriculum committee initiates teachers to conduct action research in the school to solve their day-to-day classroom instructional problems . In line with this , the interview result conducted with woreda curriculum expert indicated that the school curriculum committee has motivated teachers to practice action research in the area of solving classroom instructional problems. This committee , according to the expert , supported and provided comment for teachers while they have conducting the research . For example , Wurgessa General Secondary School could improved students' classroom behavior and participation in the classroom instruction through shifting their seat weekly rather let them sit on the same bench through out the year . This shifting process provided opportunities for students to share different experiences with different students while they have meet with various groups weekly . According to him , this was the result which come from the application of action research by the classroom teacher.

Since action research helps school staffs' professional development through fostering their capability as professional knowledge makers rather than simply as professional knowledge users related to issues of instructional improvement , school curriculum committee is required to facilitate it in the classroom setting ( Marueen , 2006 ) .

Like wise , with regard to item3 of the same table , the respondents' grand mean(2.79) also indicated that the committee initiates teachers to make classroom visit so as to improve their instructional process . By supporting this , the interview result conducted with secondary schools' supervisor pointed out that this committee has motivated teachers to conduct classroom supervision within and other schools . For example , through observing practically , Merssa , Sirinka , and Girana General Secondary Schools

could applied the experience of Wurgessa Secondary School's action research result as stated above , and they have improved their students' behavior and also have increased students' participation in their classroom instructional process . Moreover , teachers could exchange their experience in the areas of recording students' result of continuous assessment and their behavioral change , parent- teacher relation mechanisms and issues discussed between them etc . Thus , by conducting classroom visit , teachers can improve their experience related to master techniques of classroom management , properly use of teaching aids and materials , and improve teaching techniques and methods , and increase knowledge of principles of learning to improve effectiveness in the classroom . Due to this reason , the school curriculum committee is expected to motivate teachers to practice classroom supervision or visit ( Oliva and Pawlas , 1997 ) .

Regard item 4 in table 5 above, the respondents' grand mean value ( 2.64 ) indicated that the committee encourages the school staff to improve school instruction by introducing new ideas , changing teaching methods , developing materials ( teaching aids ) . In the same table above , the respondents' grand mean ( 2.62 ) responded that the committee collaborates teachers to assess learners' performance and identify follow up action. Similarly , based on the interview asked , secondary schools' supervisor of Habru Woreda responded that the committee has initiated school staffs especially teachers to assess learners performance and identify follow up action . For example , according to him , teachers have examined their learners' continuous assessment result and conducted tutoring , and by using other helping mechanisms , teachers could help their low achiever students in these secondary schools in general .

On the contrary , related to item 5 in table 5 , respondents' grand mean value ( 2.44 ) indicated that there could be less roles played by the committee regard to collaborating each department teachers to suggest / comment classroom content – it's scope , flow , and levels of difficulty etc . Similarly, the interview result conducted with secondary schools' supervisor pointed out that the school curriculum committee showed low efforts so as to collaborate school staffs in the area of evaluating the suitability of classroom content. For example , currently , there are the newly changed students' text books . But , there was no any suggestion or comment come from any one department or teacher or other staff

members . According to him , this shows how the committee was inability to played it's own roles related to this area .

**Table 6 : School curriculum committee's effort to suggest the school**

**Curriculum**

Item	Curriculum committee					
	Always	Often	Some times	Never	Σ	M
1. The committee examines the existing curriculum whether it satisfies learners' need or not , and report it to the concerned parties .	2	13	18	6	39	2.28

As indicated in table 6 above , for item 1 , respondents' grand mean ( 2.28 ) replied that the committee couldn't be played it's roles to examine the existing curriculum whether it satisfies learners' need or not , and report it to the concerned parties . Likewise , the interview response from school supervisor indicated that in addition to have low involvement in collaborating school staff members to suggest the existing curriculum , the committee by itself didn't show any initiation to examine the classroom content. Such type of activity , as the writer of this paper , is not expected from it because since school curriculum committee is responsible body to facilitate curricular issues of the school , it is required to check or suggest whether the classroom instructional process accord with learners' experience or not . This may be done through collaboration of school staffs or community members in general....etc.

Marzanno and Kendall ( 1996 ) argued that to facilitate curriculum improvement , school curriculum committee needs to study , evaluate and determine the suitability of text books and subject matter , and inform parties concerned .

To sum up , of the roles of school curriculum committee that are supposed to practice by itself to facilitate curriculum improvement , as the respondents' grand mean value which

indicated in table 5 and 6 above showed that the committee implemented the majority of its roles, i.e., to improve classroom instructional process, the committee helped school staffs / teachers / to get in-service education. It also initiated teachers to conduct action research and classroom visit. The committee also motivated staffs to assess learners' performance and identified corrective measure etc.

#### 4.4. Challenges related to Roles of School Curriculum Committee

The roles of school curriculum committee related to curriculum implementation and improvement can be affected by different factors like inadequate instructional materials, lack of budget, lack of in-service education, and committee's lack of experience....etc (Pratt, 1980; Doll, 1996).

**Table 7 : Factors that affect roles of school curriculum committee**

Items	Curriculum committee						Teachers						Grand mean
	Strongly agree	Agree	Disagree	Strongly disagree	$\Sigma$	M	Strongly agree	Agree	Disagree	Strongly disagree	$\Sigma$	M	
1.Low motivation of school curriculum committee towards curricular issues.	8	17	14	-	39	2.85	13	36	16	2	67	2.90	2.88
2.In adequate instructional materials.	6	24	8	1	39	2.90	14	35	12	6	67	2.85	2.88
3.Lack of budget .	15	17	5	2	39	3.15	25	28	12	2	67	3.13	3.14
4.Lack of support from school administration .	10	17	11	1	39	2.92	13	35	17	2	67	2.88	2.90
5.Committee's lack of experience.	7	19	11	2	39	2.79	13	37	15	2	67	2.91	2.85
6.Lack of in-service education.	4	16	16	3	39	2.54	9	26	27	5	67	2.58	2.56
7.Committee's lack of time.	5	13	15	6	39	2.44	9	17	28	13	67	2.33	2.39

To find out the main challenges which affect the roles of school curriculum committee currently in the woreda under study, the respondents were asked to give their responses to indicate problems that hamper committee's activities at the school setting. Consequently, the 6 items in table 7 above were considered as the main constraints that hinder the roles of school curriculum committee which many of the respondents' grand mean value was not less than 2.5.

With regard to low motivation of school curriculum committee towards curricular issues, the majority of the group respondents' grand mean value ( 2.88 ) replied that low initiation of the committee in the school curriculum affects it's roles. Related to this, based on the interview asked, both the woreda curriculum expert and the school supervisor responded that this committee lacks willingness to perform the task by considering activities as it's own roles in the school. For example, some members haven't shared meeting, or training when has called by the supervisor or school administration, and others also have needed enforcement – for example incentives or order from the principals – so as to enact their own responsibility.

Inline with this, Lewy ( 1977 ) asserted that the school needs to motivate the committee by providing moral support, reward and other means that used to initiate the committee in order to participate in the school instructional process.

Regarding school curriculum committee's resource materials, majority of the respondents' response fall on high range such as inadequate instructional materials with grand mean value ( 2.88 ), and lack of budget grand mean ( 3.14 ) indicated that these were among the major factors affecting roles of the committee. As the researcher of this study, unless the committee is supported by concerned bodies through budget allocation and supply material resources, it can't be facilitated curricular issues properly. In this respect, Fullan and Pomfret ( 1977 ) asserted that shortages of financial support leads to the committee unable to fulfill the required materials. They also added school instructional materials ranging from text books to the current published materials or suitable internet sites.

Therefore, it is possible to conclude that the shortage of these school resource materials could be one of the greatest challenges for the implementation and improvement of school curriculum.

As stated in table 7 above, majority of the respondents stated that lack of support from school administration with grand mean value ( 2.90 ), and committee's lack of experience with grand mean ( 2.85 ) have been major factors in affecting the roles of school curriculum committee. Related to lack of in-service education, the respondents' grand mean value ( 2.56 ) replied that committee's lack of this education affect its activities.

In the cases of item 2, 3, 4, and 6 in table 7 above, the interview results conducted with woreda curriculum expert and secondary schools' supervisor indicated that this committee hadn't its own budget allocation from woreda education office or other group. This committee simply has got financial support from the school after the school management committee has agreed and has decided. This lack of budget resulted in the committee to had inadequate instructional materials ( for example, stationary materials ), and lack of in-service education for the committee. Because, according to them, to set workshop or seminar and the like, budget is mandatory. Moreover, according to the expert and the supervisor, school administration has showed low motivation to initiate this committee. For example, from the four secondary schools, no one school provided prize in terms of money, certificate paper etc for the school curriculum committee. Furthermore, school principals have shown unwillingness to provide financial and stationary material support to the committee to enact its roles.

The least prevailing factor rated by the respondents that is not affecting committee's roles was item 7 with grand mean value ( 2.39 ). This indicates that there could not be committee's lack of time for challenging its roles. As the writer of this paper, this is true because since the committee facilitate its own roles based on designed work plan, it can't be exposed to time constraint.

Thus, from the data analysis discussed above, one can conclude that school curriculum committee's roles in Habru Woreda was associated with multiple problems to facilitate curricular issues, i.e, roles of this committee became challenged by shortages of

instructional / stationary / materials , lack of budget , committee's lack of experience, and committee's lack of in-service education .

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1. Summary

The main objective of this study was to assess the roles played by school curriculum committee in the implementation and improvement of school curriculum in the General Secondary Schools of Habru Woreda of North Wollo , and investigating the problems that may affect the activities of the committee was another concern of this study .

Tot his end, basic questions were raised regard issues related to curriculum implementation , issues related to curriculum improvement , and challenges related to roles of school curriculum committee . The questions were:

1. To what extent does the school curriculum committee play it's roles in implementing and improving the curriculum?
2. What are the main problems that the school curriculum committee faced in playing it's roles?

The subjects of the study were 39 curriculum committee members , 67 teachers , a woreda curriculum expert , and a secondary schools' supervisor . Data was obtained through questionnaires from school curriculum committee members , and teachers . Interview was administered to get data from woreda curriculum expert and general secondary schools' supervisor .

Various statistical tools such as percentage , mean values , and grand mean scores were applied to analyze the data obtained from respondents . Based on the result of the analysis , the following major findings were obtained .

### **Issues related to curriculum implementation**

The finding from the analysis of the data indicates that the school curriculum committee of Habru Woreda played its roles in the area of school curriculum implementation. Thus :

- The committee supported the school staff to get in-service education .
- The committee initiated teachers to conduct classroom visit.
- The committee encouraged staffs to be participated in the awareness of school instructional process to parents.
- The committee initiated concerned parties to supply required instructional materials so as to facilitate school curriculum implementation.

Although the committee had played the majority of its roles , according to the data given , it was also unable to work towards getting financial support from concerned bodies in order to fulfill the required instructional materials.

In general , the above findings show that the roles of the school curriculum committee of Habru Woreda is found at the right track .

### **Issues related to curriculum improvement**

The findings on the roles of school curriculum committee in the area of school curriculum improvement as received by the majority of the respondents revealed that :

- The committee facilitated in-service education for school staffs ( teachers for example ) in order to promote their skills to improve classroom instruction.
- The committee initiated teachers to conduct action research to solve their daily instructional problems.
- The committee also motivated teachers to make classroom visit so as to improve their instructional processes.
- The committee collaborated teachers to assess learners' performance and identify follow up action.

On the other hand , this committee was ineffective to participate each department teachers in order to suggest classroom content , and has remained weak to examine the

existing curriculum whether it satisfied learners' need or not and report it to concerned parties.

To sum up , based on these discussions , it is possible to say that the committee played its roles in the improvement of school curriculum .

### **Challenges related to roles of school curriculum committee**

The challenges faced in day to day activities of the committee were identified as follows:

- Low motivation of school curriculum committee towards curricular issues.
- Shortage of instructional materials.
- Lack of budget.
- Lack of support from school administration.
- Committee's lack of experience.
- Committee's lack of in-service education.

### **5.2. Conclusion**

Based on the findings , the following conclusions can be drawn .

Although the roles of the school curriculum committee of Habru Woreda was challenged by problems like committee's lack of budget , shortage of support from school administration , lack of in-service education , and committee's low motivation towards curricular issues / suggest or comment the existing school curriculum and get financial support from concerned parties / , the committee played its roles in implementing and improving school curriculum .

That is:

- The committee facilitated staff development of teachers.
- It also tried to collaborate staffs in the awareness processes of instructional activities to parents.
- It facilitated action research and classroom observation as strategy for the improvement of school's instructional process.

- The committee also facilitated teachers participation in the assessing students' performance and in taking of corrective measure...etc.

Thus , as the writer of this paper , secondary school's curriculum committee of Habru woreda played its roles in the implementation and improvement of school curriculum.

### 5 . 3 . Recommendation

Based on the findings and conclusions of the study, the researcher would like to offer the following recommendations.

- Lack of school curriculum committee's motivation towards curricular issues / comment the existing school curriculum and get financial support from concerned parties / found to be one of the major problems for the implementation and improvement of school curriculum. To solve this, responsible bodies like school, woerda education office and the like are expected to motivate the existing committee members by providing prize in terms of moral , incentives or certificate etc .
- Lack of in-service education and shortage of experience were considered as another constraints in hindering roles of the school curriculum committee. Thus, this committee is required to be skilled and oriented about curricular issues by the school , Woreda education office , and Zonal education department ... etc through workshop , seminar , training , and the like .
- Lack of budget was found to be the major problem that affect the roles of the committee . Therefore , the woreda education office in collaboration with Zonal education department or other groups...etc needs to allocate budget for the committee.
- Shortage of instructional materials and lack of support from the school administration also mentioned as another obstacles in hampering the roles of the committee in facilitating school curriculum . To solve these , the school with other concerned bodies should help this committee through various mechanisms / for example , by providing moral support , by financing the committee , and supplying stationary materials etc / .

Generally , the roles of the school curriculum committee of Habru Woreda has different problems . There fore , to solve these problems , it is better if all concerned stakeholders should work together to improve the activities of the committee which is assumed to be the important body to facilitate school instructional process .

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**Part Two : Issues related to curriculum implementation**

Items	Always	Often	Some times	Never
1. The school curriculum committee helps the school staff to get in-service education like workshop , seminar , staff training etc so as to implement classroom instruction .				
2. The committee initiates teachers to conduct classroom visit to share their experience in the area of classroom management , employing of teaching methods , using of teaching aids etc .				
3. The committee initiates concerned parties to supply required instructional materials like text book , stationary materials etc .				
4. The committee motivates staffs to prepare supportive instructional materials ( teaching aids ) .				
5. The committee works towards getting financial support from concerned bodies ( donors for example ) so as to fulfill the required instructional materials .				
6. The committee collaborates individual teachers of each department working together to implement instruction by developing guides , materials or teaching aids etc .				
7. The committee encourages staffs to be involved in the awareness and familiarizing of school instructional process to parents by setting different meeting programs .				

8. Does the school curriculum committee facilitate curriculum implementation ?

If you say ( yes ) , how ? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If you say ( no ) , why ? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Part Three : Issues related to curriculum improvement**

Items	Always	Often	Some times	Never
1. The school curriculum committee helps the school staff to get in-service education like workshop , seminar , staff training etc so as to improve classroom instruction .				
2. The committee initiates teachers to conduct action research in the school to solve their day-to-day classroom instructional problems .				
3. The committee initiates teachers to make classroom visit so as to improve their instructional process .				
4. The committee encourages the school staff to improve school instruction by introducing new ideas , changing				

teaching methods , developing materials etc				
5.The committee collaborates each department teachers to suggest / comment classroom content - it's scope , flow , levels of difficulty etc .				
6.The committee examines the existing curriculum whether it satisfies learners' need or not , and report it to the concerned parties .				
7.The committee collaborates teachers to assess learners' performance and identify follow up action .				

8.Does the school curriculum committee facilitate curriculum improvement ?

If you say ( yes ) , how ? \_\_\_\_\_

\_\_\_\_\_

If you say ( no ) , why ? \_\_\_\_\_

\_\_\_\_\_

#### Part Four : Challenges related to roles of school curriculum committee

Items	Strongly agree	Agree	Dis-agree	Strongly dis-agree
1.Low motivation of school curriculum committee towards curricular issues .				
2.In adequate instructional materials .				
3.Lack of budget .				
4.Lack of support from school administration .				
5.Committee's lack of experience .				
6.Lack of in-service education .				
7.Committee's lack of time				



**Part Two : Issues related to curriculum implementation**

Items	Always	Often	Some times	Never
1. The school curriculum committee helps the school staff to get in-service education like workshop , seminar , staff training etc so as to implement classroom instruction .				
2. The committee initiates teachers to conduct classroom visit to share their experience in the area of classroom management , employing of teaching methods , using of teaching aids etc .				
3. The committee motivates staffs to prepare supportive instructional materials ( teaching aids ) .				
4. The committee collaborates individual teachers of each department working together to implement instruction by developing guides , materials or teaching aids etc .				
5. The committee encourages staffs to be involved in the awareness and familiarizing of school instructional process to parents by setting different meeting programs .				

6. Does the school curriculum committee facilitate curriculum implementation ?

If you say ( yes ) , how ? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If you say ( no ) , why ? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Part Three : Issues related to curriculum improvement**

Items	Always	Often	Some times	Never
1. The school curriculum committee helps the school staff to get in-service education like workshop , seminar , staff training etc so as to improve classroom instruction .				
2. The committee initiates teachers to conduct action research in the school to solve their day-to-day classroom instructional problems .				
3. The committee initiates teachers to make classroom visit so as to improve their instructional process .				
4. The committee encourages the school staff to improve school instruction by introducing new ideas , changing teaching methods , developing materials etc				
5. The committee collaborates each department teachers to suggest / comment classroom content - it's scope , flow , levels of difficulty etc .				
6. The committee collaborates teachers to assess learners' performance and identify follow up action .				

7. Does the school curriculum committee facilitate curriculum improvement ?

If you say ( yes ) , how ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you say ( no ) , why ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part Four : Challenges related to roles of school curriculum committee**

Items	Strongly agree	Agree	Dis-agree	Strongly dis-agree
1. Low motivation of school curriculum committee towards curricular issues .				
2. In adequate instructional materials .				
3. Lack of budget .				
4. Lack of support from school administration .				
5. Committee's lack of experience .				
6. Lack of in-service education .				
7. Committee's lack of time				

## **Appendix – C**

**Bahir Dar University**

**School of Graduate Studies**

**Department of Curriculum Studies**

### **Interview questions for woreda curriculum expert and secondary school supervisor in Habru Woreda .**

1. How does the school curriculum committee facilitate curriculum implementation and improvement ?
2. How do you explain the effectiveness of the committee in collaborating parents and community members related to school instruction ?
3. How do you explain the availability of the required facilities and materials of this committee ?
4. What roles do you play to help the committee to facilitate school curriculum ?
5. What problems does the committee face in implementing and improving curriculum ?
6. What do you suggest school curriculum committees do to be effective in their curricular activities ?

## Appendix - D

### Cronbach alpha

$$\alpha = k/k-1 (1 - \sum Si^2 / S^2)$$

Respondents	Items														£
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	3	3	4	4	3	3	3	4	4	4	3	3	3	4	48
2	3	3	3	4	4	3	3	3	2	2	3	3	4	4	44
3	2	2	2	3	3	3	2	3	2	2	2	2	3	3	34
4	3	3	3	2	2	2	3	3	2	2	3	3	2	2	35
5	3	2	2	3	3	2	2	3	3	2	2	3	2	2	34
6	2	2	3	3	3	2	2	2	3	3	3	2	2	2	34
7	3	3	3	2	2	2	3	3	3	3	2	2	2	3	36
8	2	2	2	2	3	3	2	2	3	3	2	2	3	2	33
9	3	3	2	2	3	3	2	2	3	2	3	3	2	2	35
10	3	3	2	2	2	3	3	2	2	2	3	3	2	3	35
£	27	26	26	27	28	26	25	27	27	25	26	26	25	27	368

$\sum I_1 = 3+3+2+3+3+2+3+2+3+3 = 27$ , where  $\sum I_1$  = The sum of all respondents' answer for

question number 1.

$$\sum I_2 = 26 \quad \sum I_4 = 27 \quad \sum I_6 = 26 \quad \sum I_8 = 27 \quad \sum I_{10} = 25 \quad \sum I_{12} = 26 \quad \sum I_{14} = 27$$

$$\sum I_3 = 26 \quad \sum I_5 = 28 \quad \sum I_7 = 25 \quad \sum I_9 = 27 \quad \sum I_{11} = 26 \quad \sum I_{13} = 25$$

➤  $\hat{I}_1 = \frac{\sum I_1}{n} = \frac{27}{10} = 2.7$ , where  $\hat{I}_1$  = the mean score of respondents for question 1  
 $n$  = number of respondents

$$\hat{I}_2 = \frac{\sum I_2}{n} = \frac{26}{10} = 2.6$$

$$\hat{I}_3 = 2.6$$

$$\hat{I}_6 = 2.6$$

$$\hat{I}_9 = 2.7$$

$$\hat{I}_{12} = 2.6$$

$$\hat{I}_4 = 2.7$$

$$\hat{I}_7 = 2.5$$

$$\hat{I}_{10} = 2.5$$

$$\hat{I}_{13} = 2.5$$

$$\hat{I}_5 = 2.8$$

$$\hat{I}_8 = 2.7$$

$$\hat{I}_{11} = 2.6$$

$$\hat{I}_{14} = 2.7$$

➤  $S_1^2 = \sum (I_1 - \hat{I}_1)^2$ , where  $S_1^2$  = respondents' variance for question number 1

$\hat{I}_1$  = each respondents' answer for question number 1

$$= (3-2.7)^2 + (3-2.7)^2 + (2-2.7)^2 + (3-2.7)^2 + (3-2.7)^2 + (2-2.7)^2 + (3-2.7)^2 + (2-2.7)^2 + (3-2.7)^2 + (3-2.7)^2$$

$$= \frac{0.09+0.09+0.49+0.09+0.09+0.49+0.09+0.49+0.09+0.09}{9} = \frac{2.1}{9} = 0.23$$

$S_2^2 = 0.27$	$S_5^2 = 0.4$	$S_8^2 = 0.46$	$S_{11}^2 = 0.27$	$S_{14}^2 = 0.68$
$S_3^2 = 0.49$	$S_6^2 = 0.27$	$S_9^2 = 0.46$	$S_{12}^2 = 0.27$	
$S_4^2 = 0.68$	$S_7^2 = 0.28$	$S_{10}^2 = 0.5$	$S_{13}^2 = 0.5$	

➤  $\sum Si^2 = S_1^2 + S_2^2 + S_3^2 + \dots + S_{14}^2$ , where  $\sum Si^2$  = the sum of all item variance

$$= 0.23 + 0.27 + 0.49 + 0.68 + 0.4 + 0.27 + 0.28 + 0.46 + 0.46 + 0.5 + 0.27 + 0.27 + 0.5 + 0.68 = 5.76$$

➤  $SI^2 = \sum (I - \hat{I})^2$ ,  $\hat{I} = \sum I/n$ , where  $SI^2$  = total variance

$\sum I$  = the sum of total scores

$$\hat{I} = \sum I/n = 368/10 = 36.8$$

$$\text{➤ } SI^2 = \frac{(48-36.8)^2 + (44-36.8)^2 + \dots + (35-36.8)^2}{9} = \frac{225.6}{9} = 25.06$$

➤  $\alpha = k/k-1 ( 1 - \sum Si^2 / SI^2 )$ , where  $k$  = number of questions included in the questionnaire

$\alpha$  = Cronbach alpha

$\sum Si^2$  = the sum of all item variances

$SI^2$  = total variance

$$= k/k-1 ( 1 - \sum Si^2 / SI^2 )$$

$$= 14/13 ( 1 - 5.76 / 25.06 )$$

$$= 1.08 ( 1 - 0.23 )$$


$$= 1.08 ( 0.77 )$$

$$\alpha = 0.83$$

**It is reliable**

## DECLARATION

I, the undersigned, <sup>declare</sup> that the thesis comprised my own 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 principles of academic honesty and integrity, misrepresentation/ fabrication of any idea/ideas/facts/sources will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the source which have not been properly cited or acknowledged.



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