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THE IMPLICIT BELIEFS AND VALUES EMBEDDED IN SCHOOL RULES (THE CASE OF A YKEL GENERAL SECONDARY SCHOOL)

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OF AYKEL GENERAL SECONDARY SCHOOL)

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THE IMPLICIT BELIEFS AND
VALUES EMBEDDED IN SCHOOL RULES (THE CASE OF
AYKEL GENERAL SECONDARY SCHOOL)

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The thesis titled “The Implicit Beliefs and Values embedded in school rules (The case of Aykel General Secondary School)” by MR. Tesfaye Ebabuye is approved for the degree of master of education in curriculum studies and teachers instruction.

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Abstract

The researcher, in this study, explored the hidden curriculum of school rules in Aykel General Secondary School. The purpose of this case study was to explore the hidden curriculum of school rules in Aykel General Secondary School. The design of the study was participative observer case study. The researcher used both interactive and non-interactive techniques of data collection techniques. Hence, the researcher used interview, observation and document analysis to collect the relevant data. The participants of the research were seven students, two teachers and the principal whom the researcher believed the key informants of the issue under study. Therefore, the researcher used purposive sampling to select the participants of the research. The researcher also used theme analysis to analyze the results of the research. The researcher triangulated both instruments and the sources of data to increase the validity of the research. The researcher found out that, school rules mediate the communication of implicit beliefs (we are neither matured nor capable to make school rules, we need school rules to live in harmony, the high achiever students are the most privileged social groups among the students social strata, school rules are the taken for granted aspects of students school life). In addition, the researcher found out that, school rules mediate the inculcation of moral values (respect, punctuality, obedience and responsibility) on students mind. The researcher also found out that the school uses coercive and violent methods of disciplining students to communicate the hidden beliefs and values. Furthermore, the researcher found out that students experience the hidden curriculum of school rules passively without critical reflection and questioning. But students are active in the process of socialization which constructs them through the hidden curriculum of school rules. Finally, the researcher concluded that the outcome of the hidden curriculum of rules in Aykel General Secondary School may be the development of students as citizens who are unengaged, passive, uncritical, and non-reflective with moral values of respect and punctuality.

CHAPTER ONE

INTRODUCTION

1.1-BACK GROUND OF THE STUDY

Students learn a great deal from the unspoken, taken for granted, day to day activities in which they participate in school. Without anybody saying anything explicitly, they learn lessons about their place in society, about how knowledge transmits, about what is worthwhile to learn. This absorption of messages, beliefs, and values conducts implicitly through the hidden curriculum. School rules are at the center of daily interaction among students, teachers and the principal (Dickerson, 2007).

School rules mediate the communication of implicit beliefs, values, messages, norms, and knowledge from schools to students. They play a mediating role in the transmission of hidden beliefs, messages, values and knowledge. Particularly, the making of school rules and implementation of them is highly related with the implicit citizenship education, which is one part of the hidden curriculum. School communities usually govern their social interaction in line with these unspoken and implicit lessons they learned from their daily interactions. Therefore, students learn a great deal of lessons from techniques of disciplining students, punishments, corrective measures, controlling and supervising methods of teachers and principals through school rules. Therefore, school rules mediate the acquisition of lessons related to civic education and moral education by students.

Thornburg (2009), in his research, 'the construction of the good pupil embedded in school rules' found out that, school rules mediate implicit citizenship and moral educations. The researchers' exposure to this article inspired him to conduct the research on the implicit beliefs and values imbedded in the rule systems of Aykel General Secondary School.

The difference in the theoretical and empirical context between this research and Thornburgs (2009) prohibits replication. Thornburg explored the hidden curriculum of school rules in elementary schools. However, the researcher, in this study wants to

explore the hidden curriculum of school rules in Aykel General Secondary School. In addition, the socio economic background of students in Thornburg's context and here has a great disparity that protects the researcher from replicating Thornburgs (2009) study. However, Thornburg (2009) asserts from students focused interview that they need standardized rules in their high school life because they thought that they would become very hard to control. Therefore, they need to see the prevalence of school rules to bring harmony, peace and stability.

The theoretical framework for this study was the theory of social Reconstruction. The premises of this theoretical framework provide an insight in the interpretation of the findings. 'You might try to analyze the hidden curriculum from the perspectives of social Reconstructionist or different views of moral education from the humanistic perspective' (McNeil, 1996, p319). In line with this, Skelton(1997) also suggested that, Current hidden curriculum research might purposefully include old and new problems and in so doing, might need to depend on wide range of analytical frame works that have been used in the field of education-.

According to Brameld(1956) as cited in McNeil (1996, p34) the distinctive features of social reconstructions are; devotion to alter culture , to help ordinary people seize power and get access to resources. The purpose of school should be supporting the student to acquire skills of social engagement and actually involve in such practices, pupil must be persuaded on the necessity of social alteration. However, methods to achieve social alteration should depend on the premises of democracy. It opposes the application of violent methods to persuade learners to participate in altering the culture.

According to Freire (1987) as cited in McNeil (1996, p41), the purpose of education is not to accommodate or fine-tune learners to the social system but to free them from unquestioning loyalty to it.

According to Friere (1989) as cited in McNeil (1996, p41), conscientization is the process by which individuals, not as recipients but as active learners, achieve the profound mindfulness both of the socio cultural truth that shapes their lives and of their lives and of their capability to alter that truth. It means informing people about the difficulties that prevent them from having a pure awareness of truth.

The educational context of the study was Aykel General Secondary School. Aykel general secondary school is found in Amhara Region, North Gonder zone, Chilga woreda. It is the only high school found in Aykel town. The school delivered its service to 4000 students in 2003E.c. There is a system of rules used in the school for regulating student's behavior. The school community uses these rules to govern the overall social interactions. The rules include the rights and obligations of students, the type of rule breakings and the consequences of violating these rules.

1.2 STATEMENT OF THE PROBLEM

There is a great amount of energy and effort expended on studying the stated curriculum, but little or no time is spent on studying and controlling the hidden curriculum even though it is very powerful. Many times every day practices are ignored because they are accepted as normal occurrences of the school day but when closely examined we see that they have special significance. Making the hidden curriculum visible enables us to know the negative consequences and challenges for the success of school objectives and those that are positive outcomes (McNeil, 1996, p342).

Both the formal, planned and hidden curriculums need to be explored to understand individuals fully in their educational context (Ariev, 2008, p110). There is scarcity of scholastic works that look beyond the classroom to examine how schools promote particular ideas and how students absorb and process them. In particular, there is need to examine the various aspects of school life that exerts their own influence on students overall worldviews and which are not formally taught through classroom education following a particular text or syllabus. Supporting this, Arive (2008) states that, by exploring and analyzing the influence of the hidden curriculum on faculty and students there may be an opportunity to understand the hidden but powerful and usually unrecognized effects educational processes exert on faculty and students.

Curriculum specialists should strive to make explicit and visible these unstudied curriculums and integrate them with the formal curriculum for the sake of achieving the best of educational goals and objectives (Urbanik, 1889). Moreover, they must try

not only to make the hidden curriculum visible but also to alter it to enhance the satisfaction of human needs and spirits (McNeil, 1996).

Recent researchers on the field of curriculum suggests that, students learn more things from the deliberations, activities ,interactions, academic works, rewards and punishments, hierarchy of power and logistics of educational inputs than the formal curriculum through what is known as the hidden curriculum, (Knight,2001,).

Educators openly include the explicit curriculum; however, students receive many messages that are not planned in the formal curriculum but these messages are usually ignored or not even known by the faculty of the school (Dickerson, 2007).

Many times everyday practices get less emphasis because they are accepted as normal occurrences of the school day but when closely examined we see that they have special significance. There are different power relations in the school that also have major impact on student and teacher alike but often are never addressed. Karter and Doyle(2006), Devries and Betty (1994), Durkheim (1925), Gettinger (1988) as cited in Thornbuerg (2009) argues, school rules are important to preserve harmony and stability in educational contexts; therefore, they are unproblematic but constructive in the process of schooling. In contrary to this, Giroux (1983) as cited in Skelton (1997) reminds us the rule systems of schools are exploitative and oppressive.

Sometimes students may resist these exploitative and oppressive school rules. However, their resistance is usually considered as rebellious and deviance. Some students may understand the lies and false promises of educational leaders but they are not willing to take a resistance action against these issues. Jackson (1968) as cited in Thornburg (2009) suggests that, researchers can examine and thus question school rules in terms of the hidden curriculum. Most of liberal critiques of schooling attempts to make visible the hidden messages embedded in school rules, disciplinary issues and teacher student interactions (Skelton, 1997). According to Merret and Jones (1994) as cited in Thornburg (2009) despite the prevalence of well-established rule systems in schools they remained under researched.

Educationalists should explore the bureaucratic structure, the most influential part of the hidden curriculum with its rules, procedures, and principles (Urbanik, 1989).

Because, school rules are part of the bureaucratic structure that mediates the inculcation of values on students mind without questioning whether they are reasonable or not and give a due respect for authority without considering that respect has been earned (Bernstein, 2003).

Researchers seldom question and integrate implicit values and beliefs into the school culture through everyday experiences, but students and teachers admit these rules and values with little opposition. In line with this, Dickerson (2007, p31) states that, "Sometimes there will be a student who stands up against the system, but they are quickly removed, likewise with a teacher who thinks outside of the box"

According to Stenhouse (1975), it is the goal of education to make us freer and more reflective. However, in reality our freedom is on the mercy of standardized rule systems, which forces us to imagine people as comparatively knowable, restricted, uninnovative and reflective. McNeil (1996,) also reminds, 'curriculum specialists are required to find out whether or not these structures and other practices in schools are consistent with the ideals of human potentiality and social justice'.

According to Clark (2003), the basic challenge in educational contexts with autocratic rule system is the prevalence of conditions that resist the promotion of skills of democratic participation. There is also social injustice in schools, which discourage socialization and performance (Chan.et.al, 2008). In addition, Westheimer (2003) as cited in Baraka (2006) indicates that, adult's recognition of young pupil's voice helps to make democracy functional and to promote students civic, social and political participation. Attempts of encouraging democratic principles on the mind of young pupil through educational processes and conducting researches on the area is accomplished in the developed countries. However, this tradition is scarce in the developing countries (Baraka, 2006).

According to Dickerson (2007), researchers, mainly those concerned in educational reform, have progressively come to recognize the importance of understanding social contexts such as the hidden curriculum of schooling. They also study the way it affects the actions and attitudes of those who are involved in it. Strengthening this idea, Dickerson (2007, p52), added that, 'these researchers have explored the importance of the hidden curriculum in respect to education and have determined that

the hidden curriculum exerts much more influence on students and teachers than many people realize’.

According to McNeil (1996), with little opposition the hidden curriculum is explained as a strong power that discourages the devotion and potential of schools to form democratic communities. Supporting this, Ferguson (2004) suggested that, sometimes the hidden curriculum sets a restricted boundary for students ability and behavior and let them to be passive and non-questioning. Crow (1986) and Britz (1991) as cited in Arieve (2008,) indicated this, in their study of the hidden curriculum of schooling concluding that, students are passive recipients of institutionally appreciated values and norms but they are active in the process of socialization.

Here, the researcher tried to explore the experience of students on how they experience the hidden curriculum of school rules. Because, other scholars suggest that, the hidden curriculum is an essential instrument that should organize with the formal curriculum for better achievements. In line with this, Urbanik (1989) argues, students success in schools depends on the adoption of some interaction skills and modes of conduct. Investigating these modes of conduct is usually the hidden curriculum of students.

Different scholars observe the effect of hidden curriculum differently. Functionalists suggest, the hidden curriculum transmits those social norms and values of the society for students to enable them lead a successful and bright future. However, Liberals perspective describes hidden curriculum as part of unquestioned attempts imbedded in school practices. Even, critical researchers, feminists and the Foucauldian tradition and post modernists argue that, the hidden curriculum strives and works for domination, discrimination, stratification, inequality, docility, and uncritical thinking (Skelton,1997).

According to Schimmel (1997,2003) as sited in Thornburg (2009, p253), the making and implementation of school rules is part of schools citizenship education however the hidden curriculum of school rules in most of the schools do the opposite by providing no opportunity for students’ voice to be heard, appreciated and used by adults in the decision making process. However, McNeil (1996) indicated that, educational experience for the reconstructions demands students’ to lend their own

contribution in the decision making process, to support the community and convince adults to hear appreciate and use their opinions and ideas through discussions and deliberations. In line with this ,Clark (2003) suggests that, students in their school life need to be acquainted with skills of participation like, freely expressing their idea and open to others opinion, sense of confidence about their potential in bringing change and making decisions personally and in group.

The researcher posed four leading questions in this chapter. These questions helped to focus the study as the researcher attempted to look carefully at the hidden curriculum in the classroom and outside classroom contexts. They were:

- what beliefs are implicitly imbedded in the rules of Aykel General Secondary School?
- what moral values are implicitly imbedded in the rules of Aykel General Secondary School?
- how does Aykel General Secondary School communicate the implicit beliefs and values imbedded in its rules to students?
- how do students of Aykel General Secondary School experience the implicit beliefs and values imbedded in school rules?

1.3-PURPOSE OF THE STUDY

The general purpose of the study was

- to explore and analyze the hidden curriculum of school rules in Aykel General Secondary School

The specific objectives of the research were,

- to explore the implicit beliefs imbedded in school rules of Aykel General Secondary School.
- to explore the implicit values embedded in school rules of Aykel General secondary school.

- to explore the techniques, Aykel General Secondary School to communicate the implicit beliefs and values imbedded in its rules to the students .
- to explore the experiences of students on the implicit beliefs and values imbedded in the rules of Aykel General Secondary School.

1.4- SIGNIFICANCE OF THE STUDY

The research in its potential to make visible the hidden curriculum of the school rules will;

- provide an insight for teachers and principals about the concept of hidden curriculum
- provide understanding for teachers and principals about the hidden curriculums of their school activities

1.6-DELIMITATION OF THE STUDY

The latent objectives of the formal curriculum of civic and ethical education were not the concern of the researcher. The hidden curriculum of informal systems of the school like peer formation and clique formation was not the concern of the study. The hidden curriculum of rules in Aykel General Secondary School was the concern of this study

1.7- LIMITATION OF THE STUDY

The research may have clear limitations in terms of its design. This was mainly because of the researchers' lack of experience.

1.8- DEFINITION OF KEY TERMS

HIDDEN CURRICULUM

The hidden curriculum is implicit messages relating to knowledge, values, norms of behavior and attitudes that students of Aykel general secondary school experience from their interaction with teachers and administrators both inside and outside the class room being governed by the rule systems of the school.

SCHOOL RULES

School rules are the rule system of Aykel general secondary school, which were used to regulate student's behavior and includes the rights and obligations of students and the consequences of breaking these rules in the academic year of 2003E.c.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Hidden Curriculum

Philip Jackson (1968) as cited in Kentli (2009) in his book *Life in Classrooms* pointed out features of classroom life that were intrinsic in the social relations of schooling. He found out that, there were values, characters, and social and behavioral prospects that conveyed prizes in school for students and that learning what was the basic feature of the hidden curriculum. Jackson (1968) as cited in Kentli (2009 p) defined it as “learning to wait quietly, exercising restraint, trying, completing work, keeping busy, cooperating, showing allegiance to both teachers and peers, being neat and punctual, and conducting oneself courteously”. This definition implies that, the hidden curriculum strives for the inculcation of acceptable values, which may help pupils live in harmony and lead a good life in their future. Hence, it supports the idea that schools devotion to the inculcation of acceptable values is unproblematic. Giroux (1983) as cited in Kentli(2009), defines hidden curriculum as “those unstated norms, values, and beliefs embedded in and transmitted to students through the underlying rules that structure the routines and social relationships in school and classroom”. This definition also shows that schools communicate hidden beliefs, values, and norms to students through their rules and regulations. Hence, we can see that school rules should not only be seen as tools of schools to secure their stability and order rather as tools of sending hidden messages to students. “The hidden curriculum is that set of implicit messages relating to knowledge, values, norms of behavior and attitudes that learners experience in and through educational processes. These messages may be contradictory or linear and each learner mediates the message in her or his own way” Skelton (1997). Moreover, Apple (1982) as cited in Kentli (2009) defines schools as “not just distributors but also producers of culture that are vital for the socialization of students. In other words, students encounter various norms and cultures through rules and activities during their school and classroom life that form the social life in the school”.

According to McNeil (1996), hidden curriculum shows that, some of the end results of schooling are not recognized hence, the hidden curriculum refers to un recognized institutional outcomes which may encourage or discourage the achievement of intended out comes. Robert Dreeben (1968) as cited in Kentli(2009) also studies the norms of school culture and concluded that, they taught students to form transient social relationships, sink much of their personal self, and accept the legitimacy of categorical treatment.

McLaren (1989) as cited in Pinar and Bowers (1992) described hidden curriculum as it deals with the unspoken ways in which knowledge and behavior get constructed, outside the traditional course materials and formally planned lessons. It is part of the bureaucratic structure of the school that combined forces by which students are influenced to conform to the dominant beliefs and social practices related to authority, behavior and morality. In line with this, Rowntree (1981)as cited in Konidari and Abernot (2008,p1) defined it as it designates 'all beliefs and values and understandings that are passed on to the student in an educational institution, not through formal teaching, but, unconsciously through what the institution implicitly demands of the student'. Similarly Vallance(1981)as cited in Arieve(2008, p110) defined hidden curriculum as, 'those nonacademic but educationally significant consequences of schooling that occur systematically but are not made explicit at any level of the public relations for education'.

Durckheim (1961) as cited in Kentli (2009), suggests the whole system of rules in schools predetermines the student's relation. they must come to class regularly, they must reach at a specified time, and with an proper manner and attitude, they must not disturb things in class, they must have learned their lessons ,done their homework, and have done so rationally well etc. there are therefore; crowd of obligations that students required to carry. Together they establish the spirit of discipline that we can inculcate in students. In line with this, Urbanick (1989) argues that, students should develop two categories of social behaviors to coup up with school climate. These are; personal interaction skills like supporting and greeting others, negotiating politely with others and tolerance and task related skills like talking politely about academic issues and concentrating on individual and group works. These skills are the objectives of the unstudied curriculum. Students who accept and develop these skills

as there hidden curriculum and master them will get rewards for their devotion and accomplishment.

Dreeben (1968) as cited in kentli (2009) indicated every student with different socio economic background would develop important values and norms, which are necessary for adult life. In general, an early study on the hidden curriculum concentrates on the problems of how schools work in maintaining social order and stability (Skelton, 1997).

Skelton (1997), shows that, there are scholars who opposed the views of the above researchers about the nature of hidden curriculum. They opposed that; schools should not be areas of indoctrination and oppression. Because, they suggest messages schools communicate through the hidden curriculum are oppressive and exploitative. Briefly, schooling successfully teaches conformity rather than creativity. Because, conformity to school expectations will be rewarded in school life (Skellton, 1997).

Giroux (2001) as cited in Kentli(2009) indicated that, schools are institutions where students can question authority and develop confidence on their potential in conducting the reformulation and reshaping of school hierarchy and power balance. However, sometimes teachers use the hidden curriculum to mold student's worldview and self-concept in a negative way (Ferguson, 2004). Similarly, Lynch (1989) as cited in kentli (2009) argues that, schools have an intention and particular hidden issues that will produce a discriminating and fragmented learning environment. Therefore, with little opposition scholars in the field explain the hidden curriculum as a strong power that discourages the devotion of schools to the formation of democratic community (McNeil, 1996). Because, they believe, most of the aspects of the hidden curriculum are against the principle and values of democracy. They consider the hidden curriculum as a tool of the powerful group to dominate and oppress the powerless. Hence, a kind of educational context where there is indoctrination of specific values and norms is against the premises of democratic schools (Apple, 1990).

According to Bernstein (2003), when education is considered as the process of inculcating values which means un critical believes then it is hardly termed as education rather it is just an assumption to produce blindly obedient and mindlessly conformed citizens. in addition schools are also sending strong messages for students

that determines and fixes their status and ability. In line with this, Bowls and Gintis (1979) as cited in Kentli (2009) reminds us that, schools transmit determinant and strong messages for students about their ability personal behaviors and statues which are the traits of the hidden curriculum. School community may not be aware of these strong messages that are being sent therefore, can do little to deliberately affect them. In addition the impact of the hidden curriculum is entirely dependent on student reception, if not resistance. The question or the matter should not be what messages schools send or what messages they intend to send. The burning issue should be how students receive and process that message.

Ginsberg and Clift (1990) as cited in Arive (2008), suggested not all participants of the educational process may experience these hidden messages of schooling identically at the same time. In most schools, students acquire moral values and norms of conduct, time keeping and obedience to authority through the hidden curriculum (Ferguson, 2004). In addition to this, Martin (1976) as cited in kentli (2009) suggests that, every practice in schooling has its own outcomes and for understanding the hidden curriculum of these practices, it is advisable to empirically search for the reason behind that action or practice. Of course, the hidden curriculum is not hidden for the students, but for teachers. Because, students may behave unwillingly just only to win rewards of the school (Ferguson, 2004). Therefore, various activities, processes, and conditions may produce cheats, conformists, rebels, and recluses (McNeil, 1996). However, there are scholars who argue that, some values, opinions, and ideologies have intentionally imbedded in the formal curriculum for the purpose of inculcating conformity to standards and codes of conduct, rules of discipline, respect for authority, punctuality and other social values (Green, 2007).

Skelton (1997) indicated that, Schools use their power to reshape and modify student's behavior. This in turn, force students to be passive recipients of school definitions and become politically docile and uncritical. Such kind of educational context persuade students to appreciate competition as objectively valid and regard themselves as isolated individuals rather than part of the community (Bernstein,2003). In line with this, Foucault (1979) as cited in Skelton (1997,) suggested that, schools are powerful institutions, which alter and mold pupil's attitude and knowledge about themselves and consider this definition and labeling as objective and always true.

Skelton (1997), reminds us, the problem for critical researchers is that formal curriculum of schooling promotes inequality and social injustice through their implicit messages and unintended out comes. Therefore, Students in schools may develop their own purposes of schooling, which may have a disparity with schools objectives and often not recognized by teachers (Urbanik, 1889). Similarly, Stenhouse (1975), indicates that, Schools may have their own objectives but it is extremely difficult to achieve congruence between the process of socialization that pupils in reality went through and the intentions of the school because of the prevalence of other influential references outside the school in the community and in the peer group.

According to Skelton (1997), most of the scholars with liberal perspective focus on exposing the latent objectives and hidden messages communicated via school structure-and activities. They are also concerned with the process and activities of schooling on which teachers and students negotiated.

Different scholars suggest different views about the influential sources of hidden curriculum in schools. The hidden curriculum of students emanates from both the formal and the informal curriculum (Urbanik, 1989). Anyon (1980) as cited in skelton (1997) suggests, different activities and practices in schools results in the transmission of implicit messages to students. In contrast to the above ideas Arieve (2009) argues, the hidden curriculum stands exclusive of the formal curriculum. Scholars in the field of sociology of education, however suggests, the hidden curriculum as the intention of some groups to inculcate their own worldview on the mined of students (McNeil, 1996).

Green (2007), the hidden curriculum coexists with the planned curriculum in educational contexts. It is always in the process of socializing students and transmitting the hidden messages to them through daily interactions (Kentli, 2009). However, McNeil (1996), suggested that, the hidden curriculum may exist as internalized behavior. It may be an influential philosophy of one of the school staff. School curriculums have attempted to satisfy the needs of society through influences of the hidden curriculum, sometimes by design; the school results in changes other than the planned one because of the techniques that students investigate in reacting with the school bureaucracy (McNeil, 1996).

Urbanick (1989), indicated that the bureaucratic structure, the social interactions in schools represents sources of the unstudied curriculum. In addition, Giroux (2001) as cited in Kentli (2009) identifies hidden curriculum as what students learn in daily interaction with the school community more than the formal instruction. Jackson (1968) as cited in Aieve (2008) coined the term to refer the implicit messages communicated to students about the school based appreciated norms and values to function well and being rewarded in the educational process. Hidden curriculum shows that some of the results of schooling are not recognized. Some of the specialists categorized the unrecognized, usually negative ends, features of the hidden curriculum McNeil (1996).

The more inclusive suggestion about sources of hidden curriculum indicates both formal and informal curriculums of schools are the potential sources of hidden curriculum. Martine (1976) as cited in Kentli (2009) pointed out that school structure and teacher student interaction in schools are the potential sources of hidden curriculum. In clear-cut manner, the hidden curriculum may include purposes school community does not planned and recognized (McNeil, 1996, p345).

2.2 School rules

According to Thornburg (2009), passive obedience of students to the principals and teachers authority was the outcome of the hidden curriculum of school rules. In line with this, Moriss (2008), suggested that, at best students learn to follow school rules but do not develop the questioning tools to evaluate whether the rules are useful , employable or legitimate and it undermines the development of the critical mentality necessary for increasing democracy where dissent, critique and culture of questioning is fundamental. In addition, it trains students to be docile. Whereas democracy demands involved, active and energetic citizens capable of meaningful engagement and effective participation in managing the society shaping the future. In addition Burnstein (2003), stated that, even if schools role in socializing students towards the values of democracy is well known, the essence of inculcating values through absolute standards and rules becomes a problem.

According to (Bush and Saltalerelli,2000; Callender and Wright, 2000; Davies, 2004; McCadden, 1998) as cited in Bickmore(2005), Schooling is by no means always a nonthreatening force for democratic justice. It can encourage violence, for example in brutalizing and discriminatory punishment, overlooking sexual and homophobic abuse, or brainwashing into militarism, violent masculinities, or hatred of the other.

Schools use rules to preserve their order and stability. Furthermore, school rules are the basic part of school bureaucratic structure that plays a significant role in the socialization of students (Urbanick, 1989). In addition to this McNeil (1996), suggested that, school rules that relate to the lived experiences of students promote the level of students reasoning

According to Skelton (1997, p179), most of liberal critiques of schooling attempt to make the hidden messages in school rules, disciplinary issues, and teacher student interactions. They attempt to explicate the hidden curriculum of school rules and the hidden messages communicated through daily routines.

2.3 Implicit Citizenship Education

According to Barraka (2006), civic education has been described as educating youth on four components. (1) human rights which includes empowering citizens to be able to engage in social development, (2) law, social justice and democracy, meaning political and civic participation, (3) development-meaning human development as the basis of human rights, (4) peace-meaning peaceful resolution of conflict through negotiation and dialogue. Citizenship education is about the tendency to produce citizens who have the intellectual ability to involve actively in democratic society, who will play their part by forwarding their informed opinions and who will participate in change (Clarke, 2003).

According to Morris (2008, p10), “Critical patience and compassion necessary for meaningful democratic pursuit and the non-violent resolution of conflicts are suppressed and the values , spaces and mechanisms required for critical citizenship and global solidarity are obliterated”

According to Gorard (2007), Citizenship education uses concepts like 'fairness', rights and responsibility as centers of organization for its curriculum to promote self-confidence, socially and morally responsible behaviors both in and outside the classroom. In addition, Apple (1990) schools rather than aiming at the development of critically democratic citizenship as their major objectives they are coming to be sites of ambiguity where there is continuous controversy over what should be their purpose and simply concerned with their implicit purpose of documenting the efficiency of the newly empowered managerial structures. The hidden curriculum mediates moral growth, it can display a state of justice, providing an opportunity to participate in designing and implementing tasks and winning rewards of their achievements as a trait of democracy (McNeil, 1996).

Metcart(1993) as cited in Stenhouse (1975) reminds us, democracies to function well should not to ignore all forms of knowledge they must promote the tradition of questioning and criticisms, knowledge rather than shallow beliefs should be the appreciated values. The open mindedness of students in respecting others ideas and modifying their belief at times of disequilibrium demands two things ;modifying the reflective capability of students and penetrating through the cyst of unquestioned, autocratic, absolute and blindly loaded beliefs.

Gearon(2003) as cited in Clark(2003) asks “ can un essentially democratic institution, with little potential for genuine power sharing offer a context for young pupil to experience democracy in action? Teaching about democracy is unlikely to be as effective as genuinely experiencing and working in a democratic environment”

Citizenship education is delivered in schools of many countries as a tool for addressing social problems because it enables students understand what it means to be a member of equitable and democratic society (Gorard, 2007).

Apple (2007) suggested that, behind all educational reforms and proposals, there is vision of a just society and a good pupil (Apple, 2007, p6). However, Clark(2002) as cited in Clark(2003) writes “ I wonder how pupils are expected to grasp the ideas of democracy and citizenship when they have been trapped in a totalitarian educational system which does not recognize their right to choose what they learn or how they

learn it". Sometimes efforts exerted to enhance justice in educational institutions may produce injustice(Gorard,2007).

Gorard(2007), asked, how can a curriculum for citizenship, which embraces issues of fairness and democracy, be effectively implemented if the students themselves do not mostly believe that teachers are generally capable of such behaviors? Similarly, Giroux (2008) as cited in morris (2008) suggests that , when people lack the tools and knowledge for individual and social agency, and when the material realities of life exist under harsh conditions of inequality and deprivation, democratic visions, values and practices desperately sink in a sea of hopelessness and cynicism.

A good or effective citizen would be knowledgeable with civic knowledge and current socio political issues, feel relaxed with difference and conflict in political issues, have a strong and emotionally involved political individuality, know sound agreements and not fall victim to misleading statements and be able to create sound arguments about socio political matters. In addition, a good citizen would have constructive skills and beliefs to question, alter the social order, get happiness and pride in their political system yet could still be critical of it, play a part in social action, be skilled in casual reasoning about everyday debatable issues and aspire abettor society within the genuine boundaries of that social structure (Bendixen, 2010, p113).

Beane and Apple (1995) as cited in Placha(2007) listed, seven basic characteristics of a democratic learning context: the freedom of expression, value students ability in resolving problems, critical reflection, focus on the interest of the majority, concern for the rights of all,(including minorities), the understanding of democracy as "idealized" values to be lived, and the effort to organize public life in order to make it possible

2.3.1 Critical Thinking

Dewey(1933) as cited in steinhouse (1975) defined reflective thinking as the purposeful, critical and continuous questioning of any belief or purported form of

knowledge in the prism of the facts that build it and the additional conclusions toward which it is aimed at.

According to McNeil (1996), researches conducted on the reflective thinking should address not only what is intended but also what is worthwhile, good and right.

Personnel's of schools may unconsciously try to influence students to think and act in accordance with their own philosophy and worldviews (Urbanik, 1989). However, Social Reconstructionist support critical thinking and require students to display a healthy skepticism about the world, community and their schooling (McNeil, 1996, p322). In addition, the functionalist orientation views that individuals have parts underestimate by the hidden curriculum, without questioning, reflecting, ignoring and reforming them (Arievie, 2008). Hence, Investment on the promotion of young pupils critical thinking, involvement in the decision making process shows our devotion to save the future than lose (Morris, 2008).

2.3.2 Pupil Voice

According to Dean (2005), Schools should provide real opportunity for students to involve in the discussion and decision making process. This will help students to acquire new beliefs, promote their communication, and decision making skills. It would also help them to carry out their citizenship responsibility and to be good citizens. Similarly, McNeil (1996), indicated that, students should participate actively in the decision making process by discussing over their own ideas facts and opinions through the process of deliberation. Schools should support students in developing skills of critical thinking and communication, skills of participation and responsibility (Clark, 2003). The development of these skills among students will create citizens who are responsible, active and more engaged in their future lives (Clark, 2003). Whitty and Wisby (2007) as cited in Wood (2011,) understood pupil voice as pupils having the opportunity to have assay in decisions in schools that affect them.it entails pupils having an active role in their education and schooling as a result of schools becoming more attentive and responsive, in sustained and routine ways, to pupils views.

The theory of Social Reconstruction need learners knowledge to be used as means of improving and securing the decision making process in the due course of their lives (McNeil,1996). Therefore, schools should inform Students about the content of their learning. They should know the school expectation for the sake of accomplishing the intended out comes (Urbanik, 1989). In addition, Students in their school life need to be acquainted with skills of participation like freely expressing their ideas and open to others opinion, sense of confidence about their potential in bringing change and making decisions personally and in group(Clark,2003).

McNeil (1996), suggests that experiences recognized by students as important to their needs and demands promote the achievement of the intended out comes. Encouraging students involvement helps to improve the functioning of democracy and achieve the goals of article 12 of the convention on the rights of the child; that every child should get the right to freely express an opinion, and to have that opinion recognized in any issue affecting the child (Clark,2003 ,Gorard,2007).

According to Morris (2008), educational contexts, which discourage students' involvement and civil engagement, will construct a type of relationship, which is highly dominated by the powerful individuals. Those who are excluded and marginalized in such a hierarchy will face the savior oppression and despair. Therefore, public schools should strive for the promotion of critical thinking by which students can experience the relationship between knowledge, power, and authority is not necessarily one of domination, but one of potentially emancipation.

Evidence shows, schools that have democratic systems with high level of students involvement tends to secure an effective learning context in which there is harmony and good teacher student interactions (Wood, 2011). In addition, Schools should enhance skills of moral deliberation focusing on individual and group problems, hearing important opinions and suggestions from the member of the community (McNeil, 1996).

According to Morris (2008), Public education should serve the common and public interest and should provide the opportunity of public participation in making and reforming policies for better democratic future. In addition, public education should be free from individual power domination, which expects and devotes for the molding

and manufacturing of citizens who behave in accordance with the wish of powerful individuals

Fullan (2001) as cited in Wood (2011) reminds us “unless they have some meaningful (to them) role in the enterprise, most educational change, indeed most education, will fail. (I ask the reader not to think of the students as running the school, but to entertain the following questions; what would happen if we treated the student as someone whose opinion mattered in the introduction and implementation of reform in schools .”

There is little recognition that student’s participation in the educational processes has long-term influence on their self-confidence and self-perceived capabilities (Gorard, 2007, p6). Furthermore, Apple (2007) indicated that, trust and achievement can only be achieved in public structures where the variety of public purposes are openly discussed and deliberated, voice and participation of members are recognized and heard and group judgment and decisions are accountable to the common good

According to Savage and Wood (2006) as cited in Wood(2011), it would be firm to get any student , in any school, of any age, ability or background, who does not grasp a solid opinion about what makes them want to involve with lesson and what makes them switch off. There is little recognition by adults that, pupils might have significant opinions about equity and fairness in school processes, and they also have little recognition about students is part of democratic schooling that seeks to develop well informed and critical citizens (Gorard, 2007).

Sense of trust and ownership are the products of open discussion and deliberation rather than computation that produce stratification and segregation (Apple, 2007). Distancing students from the political process of schools results, the loss of their critical voice (Morris, 2008).

Fullan (2001) as cited in Wood (2011) suggests that, adults seldom think of students as participants in a process of change and institution life. In addition, adults usually consider school reforms, policies as unproblematic, and the ignorance of students’ potential not to contribute for the best of the reforms. Locating pupil involvement at



the core of schooling means, viewing students as partners of learning rather than passive recipients.

According to (Wade and Saxe,1996; Apple,1999; Khane and Westheimer,1999) as cited in Dean(2005) to become active citizens necessitates that, students learn a body of knowledge; develop important skills, values and dispositions; and obtain a real experience of citizenship through involvement in student councils, active engagement in civic societies, and involvement in social action that seeks to facilitate and fasten social change. Furthermore, Taylor (2002) as cited in Crick (2005) Suggested that, student's involvement in a school Council can play a constructive role to students' personal development, to their Social interaction and to their sense of active commitment. In particular, it may develop skills of communication, discussion, cooperation, group work, attending others ideas and strive for common good, arguing a point of view and taking a range of information into account when decision-making. It may also encourage collaborative learning.

2.3.4 Decision making in schools

Schools regularly limit involvement of students in designing institutional practices but require them to obey to policies and this can be counterproductive to the core messages of citizenship education.(Crick ,2005)

Educational experiences for the Reconstructionist demands students lend their own contribution in the decision making process to support the community and convince adults to accept and appreciate their opinions and ideas (McNeil, 1996). If decisions made with the active involvement of students, teachers, and parents, schools will be free from autocratic and bureaucratic systems and rules. They will be sites of democracy where civic virtues guide members of the community (Bernstein, 2003). Encouraging students' involvement helps to reduce isolation, increase motivation, as well as the benefit to other students and inclusion of the creative and potential ideas and opinions of students (Clark, 2003). Miltra (2006) as cited in Wood (2011) indicated the necessity for the recognition of student voice in school decision making among powerful stakeholders. There is little attempt to participate students in decision

making through their representatives in the students council. Never the less, this is unsatisfactory practice that requires improvement in most school systems (Gorard, 2007, p7).

Learners have the right to at least to determine what is worthwhile to learn (McNeil, 1996). Increasing students' involvement in the school decision-making process results in the development of active, informed, and participative citizens (Wood, 2011). Skills of deliberation and discussion enable students to consider every aspects of their school life as worthwhile. Because there will be a tendency to accept school plans as common goals up on which students themselves have some kind of influence. However, school plans which do not involve students voice in the decision making process may not be considered as worthwhile.

Traditionally adults make decisions on behave of students with a minimum student participation. This may be related to views of child hood, which is expressed, as children are incapable of making decisions (Wood, 2011). In line with this, Ruddock and Flutter (2004) as cited in Wood (2011) suggests, such ignorance from decision-making is rooted on such kind of out dated views about students which fail to appreciate young pupil's ability to take initiatives and to reflect and question on matters affecting their lives.

Non decision-making is a challenge and obstacle to reform by protecting potential issues not to be appreciated or discussed (McNeil, 1996). The idealized vision of a school community in which every member of the community actively participate in the decision making process has not occurred. Issues of inequality have been prevailed in every school (McNeil, 1996). What matters from educational stand point are that the decision emerges from a well-informed mined, not from haphazard impulses or personal history (McNeil1996).

CHAPTER THREE

3. METHODOLOGY

3.1 DESIGN OF THE STUDY

The design of the study was qualitative case study in which the researchers' role was participant observer. The emphasis in this study was the hidden curriculum and how it functions in the school rule system. The researcher talked with teachers, students and administrators, to understand the function of the hidden curriculum.

3.2 Sample and Sampling Technique

The purpose of the study was to explore and analyze the implicit beliefs and values embedded in school rules of Aykel general secondary school, to explore the experience of students to the hidden curriculum of school rules and to explore the techniques of the school to communicate these hidden beliefs and values. Hence, it needed a brief exploration, analysis and description of the beliefs of students, the principal and teachers in the school. To accomplish this objective, the researcher designed a case study that depended on limited number of participants selected from the population of the study. The researcher selected participants of the study by the combination of purposive sampling. Hence, seven students, two teachers and the principal of Aykel General Secondary School were the participants of the study.

Among the student participants of the study; three grade 10th students were selected by concept based sampling. The school rewarded these students as the best scorers of the school in the academic year of 2002E.c. The researcher believed they could describe and explain their beliefs and values with better justifications.

By concept-based sampling, one student was included in the study. He was the president of students' council. Therefore, he had better opportunity to participate in

the school decision-making process. Hence, the researcher believed he had better knowledge of the making and implementation of school rules.

By using maximum variation, sampling two student participants were included in the study. They represent the least discipline student of the school and the most disciplined students of the school. The researcher obtained the list of these students from the principal's office. He read it to the students on the flag ceremony. The principal, teachers and unit leaders selected these students on staff meetings.

By network sampling, one student was selected. The student was selected by or named by the least disciplined student of the school. This student was suggested as the leader of the influential informal group of students who usually visited 'z' class. This informal group was labeled as the customer of "z" class. "z" class was the house in the nearby of the school where bread, "sanbusa", tea, local bear, chat, bed room, were available.

The researcher included the principal by comprehensive sampling. He is the only principal of the school.

Reputational sampling was used to select a teacher. The principal recommended this unit leader to be included in the research being the one who was knowledgeable of the school rules and students behavior. The teacher served the school as unit leader for three years long. He regularly supervised controlled, and corrected, punished and rewarded students' behavior. He was also teaching civic and ethical education. Therefore, the researcher observed him both inside and outside the classroom.

Another teacher who served as unit leader included in the study by concept-based sampling. He taught history for grade 9th and 10th students. The researcher believed his subject might have conceptual relation to issues under the study like, pupil voice, social justice, equality, democracy, equity, and critical thinking.

The researcher believed participants of the study were the key informants of the issue under the study. The researcher searched for information – rich, key informants, group's places, or events to study. The researcher believed these key informants were knowledgeable and informative of the phenomena the researcher explored.

Table one – profile of the research participants

Participants	Discriptions
Student “A”	President of students council
Student “B”	Top scorer in 2002 E.C
Student “C”	Top scorer in 2002 E.C
Student “D”	Top scorer in 2002 E.C
Student “E”	The most desciplined student
Student “F”	The least desciplined student
Student “G”	The leader of the known informal group of students
Teacher “A”	Unit leader and civic and ethical education teacher
Teacher “B”	Unit leader and history teacher
The principal	

3.3 Data Gathering Instruments and Procedures

Observation, interview and document analysis were the data collection methods used in the research. Therefore, the researcher used both interactive and non-interactive data gathering instruments.

3.3.1 Observation

As a technique for gathering information, the observational method relies on a researchers seeing and hearing things and recording these observations, rather than relying on subjects self-report responses to questions or statements.

Both classroom and outside classroom sites of the school were the major sites of observation. Outside the classroom; the principal’s office, teacher staff room, ‘Z’ class, the researcher observed playgrounds, latrine houses, place of the flag ceremony,

and the gate of the school. Grade 9th section 'C' in the first shift and grade 10th section 'V' in the second shift were the sites selected for classroom observation.

The office of the principal was one of the sites for observation. He stamped various tabular, graphic and descriptive justifications of the school discipline. For example, lists of students categorized as the least disciplined and the most disciplined students were stamped. In addition, PTA meetings in which the principal was a member conducted there.

Staff room was another site of observation. It was selected because, staff meetings, students' council, different students' associations and school clubs meetings conducted there. Teacher's dialogue about disciplinary issues, teacher student interactions (negotiations, punishments, rewards, and appeals) also occurred.

'Z' class was also the site observed in the study. Because, students usually visited this house in search of breads, 'sanbusa', tea, chat, local beer. Students went to this house jumping over the fence. It was the place of dating for some students. The informal group, condemned by the school community as "customers", usually visits this house. The principal and teachers accuse them for throwing stone against classrooms, teachers and students hiding themselves there.

Latrine houses were outside classroom sites observed in the study. They were sites where late comers punished. Teachers and the principal punish late comers by ordering them to clean latrine houses.

The researcher observed the place of the flag ceremony. On the flag ceremony the school rule (the basic concern of the study) was read to students on the beginning of the academic year, the principal and teachers communicate messages for students, general students meetings conducted, misbehaved students punished, president of students council and student leaders of different associations and clubs made speech's.

The researcher included the gate of the school as an outside classroom site. The principal and unit leaders punish late comers there. Latecomer students who came after the gate closed used to concentrate around there.

The researcher observed the playground. This was the place where the principal and teachers supervise, control, correct and reward students' behavior. Students' groupings and other forms of activities observed there.

The researcher observed the computer laboratory of the school. Selected students got exclusive opportunity to use the computers. These students got the exclusive right to use the computer laboratory. The principal selected them based on their school achievement.

Behaviors the researcher observed include student teacher interaction in the classroom, student principal interaction and student- unit leader interactions outside the classroom contexts of the school. Schools communicate implicit beliefs, messages and values through student's daily interaction with teachers, principals and unit leaders.

The researcher observed teacher's techniques of disciplining students both inside and outside the classroom, principals' techniques of disciplining students, and Students experience to the disciplinary techniques of teachers and the principal.

The researcher observed teacher participants while they were supervising, controlling, punishing, and rewarding student's behavior outside the classroom. They were observed while forwarding suggestions, comments and beliefs about students discipline on staff meetings.

The researcher observed the principal while he was supervising, controlling, punishing and rewarding student's behavior outside the classroom. He was also observed while he was communicating messages to students on the flag ceremony and participating on PTA meetings, forwarding suggestions, comments and beliefs on staff meetings and parent's day.

Student participants were observed outside the classroom while they were punished and rewarded by teachers and the principal. The president of student's council was observed while he was leading the councils meeting and conducting speech's to students on the flag ceremony.

Inside the classroom, the researcher observed teachers while they were mediating, resolving conflicts, correcting, punishing and protecting students miss behaviors and promoting or discouraging collaborative efforts of students in problem solving.

In terms of students observation; the researcher observed the president of students councils participation in the decision making process of the school.

The researcher observed the least disciplined student of the school in “Z” class while leading his groups towards different activities. The researcher got the permission of the owner of the house to observe students action.

3.3.2 Interview

The items of the interview include open-ended questions, which helped the researcher explore the hidden beliefs and values imbedded in the rule systems of the school, techniques of the school to communicate these hidden beliefs and values, and students’ experience of these implicit beliefs and values.

Deep reading of the theories and empirical findings over the hidden curriculum and school rules enabled the researcher to construct these items. The researcher constructed ten open-ended interview questions from review literature and insight developed from observation. The advisor evaluated the items. These items were used to teachers and principal participants. They were used for student interviewees with slight modifications. The interview was face-to-face personal interview with ten open-ended questions. The purpose of the interview was to explore the hidden beliefs and values the school communicates to students via school rules.

The researcher conducted the interview in conducive and comfortable contexts of the school compound with the consent of all interviewees. The participants and the researcher appreciated sites of the interview.

3.3.3 Document Analysis

The researcher selected and analyzed various documents, which had relevance to the study. These documents were the black list, PTA minute, staff meeting minute, office document (list of student's name), rosters, and participant's journals.

The researcher selected PTA minutes that have relation with their discussion over student's disciplinary issues.

The black list was a document that included the list of students who broke the rules of the school and their parents name and signature. It also included justifications of the violation of school rules students committed and the kind of punishment and corrective measures taken by the school.

Office documents included lists of the most disturbant students, the most disciplined students, special class students, members of "Z" class, members of students' council, monitors, and student polices and leaders of different clubs, leaders of the flag ceremony, computer users, and library pocket users.

Roster was a document that included the result of student's school achievement. The researcher obtained from the school record office. The purpose of the data was to crosscheck if students who got special access to the resources of the school have some kind of similarity. Because, the school usually discriminate students based on their school achievement and rank.

Staffs meeting minutes that encompass teacher's, unit leaders, and the principals' views, beliefs and perspectives about the hidden curriculum of school rules were analyzed. In addition, the researcher convinced participants of the research to keep journals recording about their daily experience of school rules for about one month, starting from February 1 to February 30 2003 Ec

3.4 Data Collection Techniques

The researcher used Field notes and video recordings to record observation of the participants, and tape recorder and notes to record the interview. Data collection started on November 2003 and data saturation assured in May 2003.

3.5-Data Analysis Techniques

The data obtained from observation was reduced by pointing out categories emerged from the data. The themes were not pre-established. They emerged from the organized and reduced data. The researcher carefully read observational data recorded in field notes. The data recorded by mobile camera and mobile video were carefully and repeatedly seen. Then, the researcher tried to understand the data. Understanding the data helped the researcher see the basic similarities and differences and code them based on their similarity. Finally, strong themes that show similarity between most of the data emerged.

The researcher began by gathering detail information from participants and formed this information in to categories or themes. These themes or categories developed in to broad patterns, theories or generalizations and compared with existing literature on the topic (Creswel, 2003). In addition, he states that, qualitative research is fundamentally interpretative. This means that, the researcher made an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally or theoretically.

The researcher transcribed the data obtained from the participants' interview, interpreted it in to English, repeatedly read and carefully understood, found out themes and, coded under the emerged themes.

The researcher used the themes emerged from observation and interview to collect data from the documents. supporting data for the themes found in the documents were pointed out.

By using the above methods of data analysis, the researcher answered the first, the third and the fourth leading questions of the study.

The researcher counted the frequency of each value used by each participant during interview, from observation of the participants, recorded on field notes. Then, those themes that indicate the implicit values emerged.

Those data that negate the themes pointed out and included in the analysis to enhance the validity of the research. The researcher used both instrument and source triangulations in the analysis of the data. Supportive data triangulated from all data collection mechanisms and sources of data supported the themes. Finally, the researcher interpreted the themes in the lenses of the theory of social reconstructions and empirical studies conducted on the area

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF RESULTS AND DISCUSSION

4.1- PRESENTATION AND ANALYSIS OF RESULTS

4.1.1-Students are neither matured nor capable to make school rules

Data obtained from student interviewees indicated that, they believe they have not the required maturity and capability to make school rules. Therefore, they believe adults know and make the wise decision in making school rules. Moreover, they believed they could not question these rules. In this regard, student “B” said that;

“...no doubt, the principal made the rules which are necessary to regulate our behavior. He made the best rules for us to function well in the school. I appreciate him. Because, no doubt it is a difficult task which demands a wise and matured adults mind...”

Student ‘A’ supported this saying

“...I believe it is the government that made rules for the regulation of our behavior. As you know, every policy designed by a democratic government is the best of all others...”

Student ‘D’ also added that

“I think the principal and teachers made school rules. They know the very procedures necessary to make school rules...”

Student ‘C’ asks

“Oh... who do you expect made school rules other than teachers and the principal? No doubt, the principal and teachers who have the capacity to make school rules made

them. They have the experience of what is meant by a high school student. Therefore, they always make the best rules for us to function well..."

However, student 'F' said that

"I do not know who made school rules. But, whoever made school rules, I believe it is the one who is more capable of making them than us. We have no experience and skills to make them..."

The belief of the principal here supports students' belief. Because, the principal believes students involvement in the rule making process is not necessarily required. He believed that, students have not the required capability which maturity provided to adults. He believed making school rules demands such kinds of experiences and capabilities, which the students lack.

He said that,

"... What you should know here is what kind of skill is necessary to make school rules. Definitely, it is managerial skill,. Therefore we don't expect and include the immature ideas of students in such kinds of school decisions..."

Teachers like the students and the principal believed that, hearing students' voice is not necessary to make school rules. They believed that, trying to hear students' voice in making school rules might be resulted in a prolonged debate that may result in no pint of consensus. They also believed that, providing the opportunity for students to be heard in the rule making process means providing students the law of their own favor that may put them out of their control.

Teacher 'A' said that,

"the principal made the rules that we use today before three years ago. No one should expect us to ask students participate in rulemaking on the beginning of each academic year."

Teacher 'B' also said that,

“...brother, if we give the opportunity for pupils voice to be heard in the making of school rules, we cannot control their behavior. Because, they may support leis fair rules that permit them to do whatever they need...”

The data obtained from observation of students, teachers and the principal also supported the data obtained from interviews.

Observational data recorded in video shows, Students did not participate in modifying and formulating school rules. A teacher from the department of civic and ethical education read the rules for students on the beginning of the academic year. Students attended this occasion and dispersed with silence. Only three students asked questions about rules of conduct. Students got very little opportunity to deliberate on school rules. The teacher warned them not to oppose any of the rues. In such away, the school forced students to start their school life.

The principal believed students have no right to participate in the process of rulemaking. While advising students, recorded in video tape, said that,

“... You are not responsible to make school rules. It is only us who have the right and authority to make school rules...”

Teachers also believed that, students are immature to participate in rule making. They believed students receive rules from above.

Teacher ‘A’ advised those students who came to school having no badge. He said that,

“on the beginning of the academic year, we told you to follow and respect our rules. But, I don’t know why you came without having your badges? We read them on September. We stamped them in your classroom.”

Data obtained from munities of staff meetings reflects that students did not participate in making school rules.. The principal dealing with teachers about students disciplinary problems states that

“We have rules that describe students’ rights and obligations. we point out them briefly in that constitution and stamped in each classroom. However, they remained to be paper tigers...”

The data obtained from the black list also supported the above belief. The two unit leaders accused most of the students listed in the black list for violating school rules made by the school.

4.1.2 Rules are mandatory to live in harmony

Student interviewees believed that, rules are vital to secure an ordered and stabled school environment. They believed that, rules are necessary to control their miss behaviors. They believe their behavior is difficult to control without the prevalence of school rules that include consequences of violating these rules. They believe that without the prevalence of school rules the school will directly turn in to an area of disturbances, conflicts, turmoil’s, and misbehaviors.

In line with this student, ‘A’ said that

“Oh... I cannot imagine a safe educational environment without the existence of rules. I believe rules brought all this peace and security for students. If school rules were not prevailed, there will be no education. Rather, conflict will be occurred...”

Student, ‘B’ also said that,

“...I believe, rules brought peace and security in the school. It is only through the prevalence of them that we can live in harmony. Otherwise we will quarrel each other...”

Student ‘c’ also added that,

“... We governed our behavior with school rules starting from our primary school life. They are effective instruments to regulate our behavior...”

Student ‘D’ also responded that,

“...we cannot learn peacefully, and teachers cannot teach without disturbances, unless school rules govern our behavior...”

Student ‘E’ also said that

“If disturbing students got no punishment for wrong doings, they will continue disturbing the disciplined students and teachers. Hence, the overall teaching and learning process will be failed...”

Student ‘F’ added that;

“Without the prevalence of school rules, the school can be labeled as an institution where gang’s, disturbants, in general irresponsible citizens produced...”

Teacher interviews also agreed with students’ belief that, students lack skills of self-regulation and self-control. Hence, the prevalence of school rules is a vein. They believe that, school rules are the best tools to preserve order and stability in the school context. They believe, student’s disciplinary problems become acute in the present time. These disciplinary problems could partially solved by the prevalence of school rules. They believe that, the fear of students over the consequences of violating school rules protect them from breaking school rules. They also believe that, without the prevalence of school rules; student-student conflicts, student teacher conflicts, class cuttings, drugs, disturbances and skirmishes will be the basic features of the school. Therefore, the teaching and learning process may be crippled.

Supporting this belief teacher ‘A’ said that;

“... Disturbance and conflicts will be the very characteristics of our school. Students cannot function well without the prevalence of rules. Students fear punishments for the violation of school rules. Hence, rules influence students to live in harmony with classmates and teachers...”

In line with this, teacher, ‘B’ believed that;

“I believe, harmony could be achieved with the prevalence of rules in schools. You know, this generation is susceptible to various kinds of disciplinary problems;

including drugs, group conflicts and others. It is only by using rules which include the consequences of breaking them that we can control student's behavior..."

The principal also believed that students could not function well in the school without the prevalence of school rules. He believes without the prevalence of school rules there will be no distinction line between teachers and students. Students will put themselves on the same hierarchy of authority and status with teachers. They will have no respect for teachers. This will result in teacher student conflicts.

He responded that;

"...students cannot develop good values without school rules. They may assume they are equal with teachers. They will respect nobody in the school; they will be free to commit any kind of crime ..."

Data obtained from observation of students, teachers and the principal also revealed that, they believe students cannot function well in the school without the prevalence of school rules.

Student participants' observation revealed that, they believe they lack skills of self-control to live in harmony with their teachers and classmates without the prevalence of school rules.

Student 'A' leading the meeting of students' council about disciplinary problems said that,

"It is the school rule that should be the fence that governs us in the school compound..."

Student 'G', talking with his peer groups in "z" class about school rules said,

"...guys it is the school rules that protected us from enjoying such kind of happiness. If school rules were not available, I will take ajar of "tela" to the classroom. There, I will drink without fear...oh"

The principal also believes students will be rebellious and difficult to control without the existence of school rules. While he was reading the list of the most disturbing students of each section on the flag ceremony; he said that;

“We have rules to assure peace and harmony in our school. Rules are our right hand to control your behavior. What is only expected from us is to take a strict measure against these students to protect the order and stability of our school...”

Teachers also believed that it is the rule that enabled the school to perform the teaching and learning process without disciplinary problems. They believed that, students need school rules that contain the description of punishments for rule breaking to develop good ethics. They believe, rules are always behind any democratic school environment.

Teacher 'A' when he punish two female students being caught chatting during the lesson said that,

“... Thanks for the rule systems of the school. They include the right consequences of your misbehaviors. Go and pay 20 birr in the office. Yes later on I am sure you will come with your mouths zipped. The right way...”

Teacher 'B', while rewarding those students who scored high on mid exam said that;

“I am proud of you being the high achievers of this mid exam. It is only because you respected the rule systems that you scored the best of the grades...”

4.1.3 Attending the occasion where school rules read on the flag ceremony is enough to function well in the school

Student participants believe that, attending the occasion where school rules read on September is the only satisfactory way to acquire the knowledge of school rules and the consequence of violating them. They believe that, having no knowledge of school rules and the consequence of breaking these rules cannot help them to escape punishments. They also believe that, those who did not attend the occasion where

school rules told to them cannot ask for mercy. They also believed that, violating school rules will be resulted in savior punishment whether the lawbreaker has the knowledge of school rules or not.

In line with this student, 'C' said that,

"I believe, let alone in our school but also according to the constitution of our country, no one who was caught as law breaker got mercy because he has not the knowledge of rules and the consequence of violating them. As we know very well, that teacher read rules on September. Hence, we do have the knowledge of them and we should not violate them..."

Student 'D' also added that

"I believe the principal should not read school rules every day on the flag ceremony to teach us not to violate school rules. They told us on the beginning of the academic year. What else we expect from them..."

Student 'C' responded that;

".. I heard some students begging for mercy from teachers reasoning lack of knowledge about the school rules. However, I am sure they attend the decision when the teacher read school rules. Laughing... they are trying to cheat teachers just to escape punishments..."

However, student 'A' opposed the idea, attending the occasion where school rules read is enough to function well in the school life. He said that,

"... You know, we heard school rules in October so; how could we remember the rules and all the consequence of breaking rules throughout the year. For example, now it is February 6 months later. If you ask me to remember one of the rules, I have nothing to respond ...laughed"

Teacher participants believe that, reading school rules on September is enough to enable students function well in their school life. They believed lack of knowledge about school rules and the consequence of violating school rules is not the basic

reason for student's disciplinary problems. Rather, it is the very characters and behavior of students that is the basic reason behind these challenges. They believe that, students lack the psychological readiness and the motive to respect school rules. Let alone in high school, they have the knowledge of school rules in their elementary life. However, still they are disturbing lessons, cut class and come late to school. Supporting this, teacher 'B' said that,

“Brother, the problem is that, students are themselves hopeless. Let alone once, but, if you read million times, less than one percent of them may give their ear to what you are saying...”

The principal however added that, the school did not only introduce school rules on September. At the same time, stamping them in each classroom is enough to help them protect crimes.

He said that

“...We introduced and stamped them in the class room on September. But some of them reason lack of knowledge about school rules behind the violation of school rules. So, who do you think will give mercy for such kind of mischievous students?”

Data collected from students, teachers, and the principal participant's observation revealed the prevalence of similarity with what they responded in the interview.

Student 'A' while he was making a speech to students about cheating during the national anti-corruption day said that,

“...most of us acquired the knowledge of school rules and the consequences of being caught as cheating or cheaters. Never the less, we preferred to stare at others answer sheet. Therefore continue losing 75% of our marks...”

However, student “B” opposed this belief when the principal punished him for coming late. He said that

“... we heard them only once a year on September. How could that enable us to lose three periods of lessons a day?”

Observation of the principal also revealed his belief that, the school should not do anything more than reading school rules at the flag ceremony and stamping them in the classroom, once a year. He also expected students to function well in the school right after hearing the teacher who read school rules at the flag ceremony. The researcher observed him providing advice for those who did not stamp the badge and came late.

He said that,

“... We have no space and room for students like you who are not willing to abide by our rules. We told you to have badges and to be punctual. I am sure you heard that. If So, what do you expect ?”

Data from the observation of teacher participants indicated that, they believe students cannot escape from punishment for breaking rules whether they attended the occasion where school rules read to them on the beginning of the academic year or not. They believe, the school did the best of its potential to students live in harmony, to be punctual and respect their teachers. In line with this, teacher ‘A’ while explaining the crime a student committed to his mother said that,

“...he heard the consequence of violating school rules on September. However, we caught him throwing a stone towards a class room hiding himself in “z” class...”

Teacher ‘B’ while he was correcting those misbehaved students during his lesson said that;

“... Do you think I have no knowledge of the punishments taken against such kind of misbehaviors? I know very well, what you heard on September can force you to behave in a good manner...”

Data obtained from document analysis specially the PTA munities and staff-meeting munities show the prevalence of this belief. In these documents, the researcher analyzed the speeches of the principal and teachers. The principal participated in the PTA meetings concerning students’ disciplinary issues. As the data reveals the idea that reading school rules on September is enough to enable students function well in their school life was frequently raised by the principal and teachers. Specifically,

while the principal accuse rule breakers, he used to forward this idea as a sufficient precondition the school crated for students to develop peaceful interaction among themselves and with teachers.

4.1.4 School rules are the taken for granted and unquestioned aspects of schooling

Student participants believe that school rules are absolute in nature. They believe that, questioning and reflecting about the contents or consequences of violating school rules is the behavior of rebellious students. They also believe that, the principal and teachers school made school rules by wisely. Hence, the immature minds of students cannot critically examine and question them, teachers, and the principals' authority. They believe that, there is no alternative other than blind and passive conformity to the school rules. In this regard, student 'A' said,

"... I believe that students have not the right to question whatever they thought unjust decision of the school..."

Student 'B' supported this by saying,

"... Some students accused the school to the worda educational office for violating their right's. But, they were punished being caught as rebellious..."

Student 'C' believed;

"... I believe most of the time the school decision over students matter is fair. Therefore; we usually accept the school decisions over students matter without any doubt..."

Student 'D' said that

"... I believe there is nothing I can improve from the school rules. We can add nothing on that constitution. It is very good..."

Student 'G' however, opposed that,

“... I believe school rules are not fair. Most of the punishments or consequences of violating school rules are not fair. They need to be reformulation and improvement. For example, they support avoidance of students from the school. This is by itself violating our human rights. We do have the human right to get free access of education. Generally, I believe, school rules and punishments for violating them discourage the protection of human and democratic rights. Therefore; they should be revised in such a way that they can consider the human and democratic rights of students...”

Teachers also believe that students should be conformed to school rules without questioning. Because, they believe that, the purpose of school rules and the consequences of violating them is to regulate students' behavior and to construct them with good moral values. Hence, students should develop conformity to school rules if they need to construct them as good citizens. They believe that, resisting school rules and the consequence of breaking them is not the behavior of a good citizen.

Teacher 'A' said that

“I believe students should conform to school rules to develop the values of good citizenship. However, resisting, challenging, and questioning school rules are deliberate actions aimed at disturbing the order and stability of the school ...”

Teacher 'B' also responded that,

“I believe the schools made rules to enable students live in harmony as civilized democratic citizen. What I mean is that, student's conformity to rules that intended to build a comfortable educational context is crucial...”

However, in contrast to the belief of most of student and teacher participants, the principal believed, students reflection up on the implementation of school rules and the consequences of violating them is worth striving for the formation of democratic community. This seems contradicting to most of his beliefs analyzed before. He said that

“... You see, we made school rules to address justice in our school. However, as a human being we may commit mistakes in addressing these cases. This time, students

can ask us to reconsider our decisions. Nevertheless, in my experience I never saw any student who appeals for a just decision because of the injustice taken against him. I do not deny that some students try to ask the school for justice. However, you should know that, these students have no evidence and ground to accuse us. They were simply those students have no interest in education...”

Data obtained from the observation of student participants also supports the data obtained from interview.

Student ‘A’ while leading the meeting of student’s council (about students discipline) said that,

“... If we respect the words and advice of our teachers, if we respect school rules without any resistance, I am sure there will be no student punished for violating school rules. Comrades, can you see the fate of those our friends who asked the woreda educational office to interfere on the decision of the school? It would be best to them to accept the decision of the school without any complain...”

Student ‘B’ was talking with his chemistry teacher. Because, 75% of his result was deducted being caught cheating during final examination. He said that,

“... I do not saw him when he was coping answers from me. He sat at the back of me. I should see him. It was my fault. Hence, I lost 35 marks. I will not repeat such kind of silly mistakes again...”

data obtained from teachers observation revealed that, the school rules are the taken for granted aspects of the school life. The data reveals teachers in practice inculcate their ideas and opinions on students mined without enabling and allowing students to reflect up on it. Teacher ‘A’ while he was evaluating student’s achievement by quiz said that

“..I am sure most you lost what you have learned on chapter 4. Hence, you may get the list of the scores. However, it is my own right to evaluate you by whatever method, whenever the time and whichever the chapter is. Take care of yourself. I can take whatever the measure I prefer against you ...”

Teacher 'B' while punishing those students who came late takes whatever the measure he wants against them. Firstly, standing on the gate opening the narrow gate, he used to kick students by sticks, his legs and hands. He used to manberkek. Thirdly, he registers the name of these students. Fourthly, he forces them to clean toilets or offices and finally he let them inter their class after break, losing the first three periods of the day.

data obtained from the observation of the principal also shows that, he believed students cannot question and reflect on his decision about student's life. When he was advising students to be punctual, he said that;

"...this year, we registered 1200 new grade 9 students. Because of this, we do have the problem of large class size. Henceforth, we need silly mistakes to avoid students from our school. No one ask me for avoiding you from the school being caught committing silly mistakes. Noone. I can assure you, no one can ask me..."

data obtained from document analysis supported the belief that, school rules are the taken for granted aspects in students school life.

Data obtained from students' journals clearly indicates that, most of them believe the school rules are absolute that, no student can question and reflect up on them. They believe, questioning and reflecting about school rules can result in punishments. They also believes, a good pupil is that who conforms to school rules and obedient to the authority of the principal and teachers. Students believe, respecting teachers' words is the master key to success in school life. Showing signs of opposition and taking resistance actions against teachers words and activities means disrespecting teachers which may resulted in undesirable out comes.

Indicating this belief student "D" wrote that,

"...those rebellious students asked our physics teacher not to arrange makeup classes on Sunday..."

Student "B" also wrote that,

“...those students who brought their parents to the ceremony of parents day escaped from paying 30 birr.”

Student “F” wrote that,

“...we brought stones to the school. We cleaned the principal’s office. Then, we interred in to our classes after losing three periods. All of us said nothing except accomplishing the order of the principal. Because, we know he is working for the betterment of our life...”

4.1.1.5 High achievers are the most privileged social classes in students’ social strata

This was the broad theme emerged from the triangulation of both data collection instruments and sources of data. This broad theme indicated that there is a social stratification of students that classified them in different social groups. The social hierarchy defined students in different identities and put them in different statuses. Students’ access to control power is highly directed by their social status in the strata. Students at the top of the social strata got better access to material resources human resources and the most privileged knowledge of the school. Research participants believed that, school rules promote or facilitate the formation of social strata among students of the school. Therefore, they believe that high achievers are at the top of the social hierarchy. However, both the medium achievers and low achievers are at the bottom of the social hierarchy. Under this broad theme there are also sub categories analyzed in the following manner.

4.1.1.5.1 Students are socially stratified in different statuses and identities based on their school achievement and disciplinary backgrounds

Data obtained from analysis of student interviews indicates most of them believe students should be categorized in different statuses based on their school achievement. The researcher analyzed languages of the participants in responding to the interview questions. The participant students used some words, which show their belief of student’s category in different stratifications. Then the researcher counted the

frequency of these words in the transcribed interview. Hence, the data obtained from interview shows that there were words and phrases which school community to discriminate and categorize students in different social stratifications has used. In addition it was found out that students objectively accepted their identity being categorized in the social strata. The languages include “sholaki”, “karami”, “Denbegnoch”, “Kelemewa”, “Kezafi”, “Arfage”. “Sholaki” refers to those students who cut the class and went home or to “Z” class. “Kezafi” refers to those students who cheat during testing weeks.

They have their own slogans and proverbs. “Denbegnoch” refers to those students who usually visit Z class(a house at the back of the school where students drink local beer, chew chat, drink tea etc. “kelemewa”, refers to those students who scores the highest scores in each section and usually refers to those who ranked from 1-3. “Kezafi” refers to those students who cheat in test and exam time. “Arfage’ refers to those students who were late comers. “Sholaki” refers to students who jump over the fence to escape their lesson.

The researcher also found out that, discriminatory and categorical languages seem frequently used by student interviews seems frequently used by teachers. Hence, teachers and students seem used common categorical languages words and phrases. Finally, the researcher found out that, the principal seems shared all the common categorical languages used by students and teachers.

Data obtained from the observation of students, teachers and principal participants and recorded by field notes shows similarity with the common categorical languages found out by analyzing the meaning of these categorical languages from the interview. Hence, the researcher found out that these categorical languages seems internalized and indicated in the belief of the school community.

4.1.1.5.2. Only High achiever students should control power

Students believe that high achiever students should control school power. They believe that most of the time those elected, as members of students council should

be high achievers. Those elected heads of different clubs, student polices, monitors, and leaders of the flag ceremony are the high achiever students of the school. Thus, most of the students who got better accesses to control school power are high achiever students. In line with this student 'C' said that,

"...we don't think deeply to elect our representatives in the students' council. What we seldom do is to nominate a student who ranked from 1 up to 3 in the class..."

Student 'B' also said that,

"...unless we need to make funs in the class room we do not raise our hands to nominate low achievers as our representatives..."

Student 'F' supporting this idea explained that,

"...to your surprise, I don't know who is our representative in the students' council. What I can be sure is that he is among the three high achiever students who ranked from 1 up to 3 in the class..."

Student 'E' also said that,

"... We do not follow strict procedures in electing our representatives. We usually elect them by direct nomination rather than voting. What we need is to hear the nominated student is excellent in his achievement. Otherwise we may shout and the nominated guy will be left or cancelled... laugh..."

Student 'D' supported that,

"...most of the time, the unit leader comes to the class and tells us to nominate a good and clever student whò can represent us in the students council. We know very well that the good and clever students are those who ranked from 1 up to 3. Therefore we used to elect these students as our representatives..."

Student 'G' added that,

"...we elected malede as our representative in the students' council. We also elected him as students' police. He is our monitor..." (malede ranked 1st in the class)

Teacher interviewees also indicate that, they believed that, high achiever students should control power. They believe high achiever students have good discipline. They are role models for the rest of the students. They also believe that, only high achiever students can function as representatives of students in the council, students' police, monitors and heads of clubs. In line with this belief teacher, 'A' said that,

"... Elections for representatives in the students' council conducted in each classroom at the beginning of the academic year. In these elections, students elected high achiever students. They never elected low achiever, and benevolent students."

Teacher 'B' also supported this belief saying,

"...here, we do have two alternatives to choose. The first is, to let students elect low achievers and disturbants as their monitor hence, violence, conflict, disturbance and discrimination will be prevailed. The second is, to let students elect high achiever and well-disciplined student. Therefore, we will have harmony, stability, and safe environment..."

The principal also believed, low achiever students are careless on their learning; waste their time moving here and there in the school, and hopeless about their future life. He believed, the school denied the right of these students in the process of elections for students' representatives. He believed that, high achiever students, most of them came from rural area have good discipline. They devote their time only educational issues. He believed that, the school gave exclusive right to control power only for high achiever students. He said that,

"...most of the students know who should get the exclusive right to control power in the school. They elected high achiever students as their monitors, representatives in the students' council and student polices. We also elected high achiever students as leaders of the flag ceremony and members of committees in the school..."

Data obtained from observation of student participants supported the belief that, high achiever students controlled the supreme power as leaders of clubs, monitors and members of students' council. The cases that the researcher attended shows that, the president of students council, the head of anti HIV club, the head of civic and ethical

education club, the leaders of the flag ceremony, monitors are those students who ranked from one to three.

Data obtained from document analysis also indicated that the school denied the democratic rights of low achiever students in the process of elections. The researcher analyzed the school document that includes the list of students who were the member of students' council, students' police, monitors, heads of clubs, and leaders of the flag program. Then, the researcher took the school achievement of these students from the school record office. Finally, the researcher found out that; most of these students were from the high achievers group. All of the members in the students' council ranked from 1 up to 3. the researcher found out that of the leaders of the flag program were found to be the highest scorers of their respected sections. All of students police and of monitors were found to be those students who ranked from 1 to 3

4.1.1.5.3. High achiever students have an exclusive right to utilize the Scarce human and material resources of the school

Students' interview indicated that high achiever students have an exclusive right to use the scarce human and material resources of the school. Most of student participants believed that, providing exclusive access to high achiever students to the scarce material and human resources is unproblematic. They believe, high achiever students should get a special access towards these resources. Because, they believe, high achiever students are more industrious and strive for knowledge than the rest of the students. In line with this student, 'A' said that,

“...we all know there is scarcity of books in our school. We received books with 1:4 ratios. Nevertheless, most of the time students who ranked 1-3 receive books with one to one ratio. I believe this is logical. Because, these students use books wisely and do not throw books to be mattresses like most of low achievers did...”

Student 'G' also responded that

“... Most of us do not use books properly. Simply we throw books on September. We only remember them on June. I believe, providing one book for one high achiever student is the correct measure...”

Student ‘C’ said that

“... Some low achiever students deliberately hide books from the high achievers. So in order to protect the conspiracy of these students, I believe providing one book for one high achiever student is the wise measure taken by the school...”

Student ‘F’ however opposed this belief. He said that,

“...the school is not fair in distributing books. They discriminate us by giving the exclusive right to use computers for the high achiever students. High achievers got one book for one student...”

Data obtained from teacher interviews shows that they believed; high achiever students have the exclusive right to the scarce material and human resources of the school. They believed that, high achiever students read a lot optimistic about their learning. Therefore, should get the exclusive right to secure one book for one student. In addition, they believe that, providing exclusive right to use the computer laboratory only to high achiever students is unproblematic. They believed these students are the only social groups among students’ social strata who have the capability to use and operate the computers with the necessary safety and protection.

In line with this teacher, ‘A’ said that,

“... The school has scarcity of educational inputs like books and computers. However, high achiever students should not worry about this scarcity. We provide books to them with one to one ratio. We also allowed them to use the computer laboratory three days a week. Because, we believe they take the necessary protection for these scarce resources...”

The principal believed that, the school should distribute resources fairly to all students without any discrimination. However, scarcity of resources forced the school to discriminate students in the distribution of school resources. He responded that,

“We distribute the material and human resources of the school to all students without discrimination. However, we provided one book for one high achiever student ratio. We also allowed high achiever students to use the computer laboratory. The basic reason is the prevalence of resource scarcity in our school...”

Data obtained from the observation of different cases in the school indicated that the school discriminate students in terms of their access towards the scarce human and material resources. The researcher observed different cases like testing procedures, tutors programs and computer laboratory programs. During test and exam weeks, the principal divided students in to two major categories. The first category, termed as special class encompassed those students who ranked from 1-3 from 45 sections. The principal divided these students in to three groups. The first group included the group of first ranked students, the second group included students who ranked second and the third group included those who ranked third. There are 21 grade tenth and 23 grade ninth sections. Hence the first the second and the third groups of special class included 45 students each. The second category included students who ranked from fourth to the last in each section. The classroom student ratio of the school was 1:85. Hence during test weeks the three groups of special classes had 1:45 class room student ratio, 1:2 bench student ratio, and 1:45 teacher student ratio. However, the second category that included students who ranked from the fourth to the final had; 1:82 classroom student, 1:4-5 bench students ratio and 1:82 teacher students ratio. This indicates the prevalence of great disparity among students of different categories in their utilization of resources. Hence, the researcher observed clear discrimination of student's in their opportunity to the material and human resources of the school.

The second case observed by the researcher was the computer laboratory room. The school allowed only high achiever students of the school who ranked from 1-3 to use the computer laboratory three days a week for two hours a day. The school allowed these students to develop their computer skills and knowledge three days a week for two hours each day. The school had not any room for other students to develop their skills and knowledge of computer. This means, the school believed high achiever students should have the exclusive right to use computers in the laboratory. Hence, there is clear discrimination among students in the distribution of material and human resources.

The third case observed by the researcher in this regard was tutorial programs conducted by teachers aimed at improving skills of reading and writing English. The data obtained from this observation revealed that, special supports should only deliver to low achiever students. The researcher observed that students who ranked the last ten ranks got registered to attend the tutors. Most of the students registered to attend tutors did not come to attend the program. Final, teachers lost their hope and stopped calling students to attend these tutors.

Data obtained from document analysis also supported the belief that, high achiever students should have better access towards the scarce material and human resources of the school. The researcher examined school documents that shows the list of students categorized based on their school achievement under special groups A, B, C and the second category. Then, the researcher examined that, those students grouped under special class 'A' ranked first in each section. Students who grouped under special class 'B' ranked second in each section. Special class "B" composed of students who ranked third from their class. However, the second category encompassed students who ranked from fourth to the last.

The researcher also analyzed the school document that included the list of those students who got the opportunity to use the computer laboratory room. The researcher took the list of 135 students categorized in to three groups and identified their school achievement from the school record office.

The researcher identified that, the first group included those students who ranked first in their class. The second group included the list of those students who ranked second in in their class. The third group included the list of 45 students who ranked third in their section.

4.1.1.5.4.High achiever students should have the exclusive right to get the most privileged skills and knowledge of the school

Student interviews believed that, categorizing students in different statuses based on their school achievement and teacher perceived character is unproblematic. They believed that, access to knowledge and skills based on students' level of school achievement is fair. Most of them supported the school practice of delivering high

levels or the most respected skills and knowledge to high achiever students. They seem believed that, computer knowledge is the respected knowledge. However, tutorial programs aimed at improving skills of writing and reading English seem degraded by students. They seem believed that, only high achiever students can get computer access.

Supporting this student 'A' responded that;

"... I believe high achiever students can only take the necessary care to computers. Those benevolent students may steal instruments in the laboratory. They need money to go to "Z" class..."

Student 'B' also said that ,

"... I believe the school did its best to help students got the skills and knowledge of their ability. Those low achievers got the chance to develop their skills of writing and reading English. Those brilliant students got free access to computer skills..."

However, in contrast to the above belief, student 'C' responded that,

"... I believe the school do not discriminate students in the distribution of knowledge and skills. We all learn the same book. Nothing else done to provide different knowledge to different students in our school..."

Data obtained from teachers' interview disclosed that external factors contributed to the denial of low achievers access to high level of knowledge. They believed that, absence of computer laboratory room in the school forced them to give the exclusive right to get computer knowledge and skills only to high achiever students.

In line with this teacher, 'A' said that,

"... We never allow low achiever students to go to the computer laboratory. If we did that they will disturb the preparatory school where the laboratory is found. It is enough for them attending the tutorial program aimed at improving skills of writing and reading English. To your surprise, they degraded and ashamed of to attend these tutors. Only 5-10 students attend these tutorial programs..."

Teacher 'B' also said that,

“... most of the time I feel that I am devoting my time and potential for the sake of three students. Except these students, the rest hears nothing, learns nothing, and improves nothing. Most of them disturb these three students in the class. Hence I believe it would be interesting to teach these three students in different class and those disturbants in another section...”

The principal also believed categorizing students in different groups based on their school achievement in the distribution of knowledge and skills is unproblematic.

“...I appreciate separating students in to different groups and providing different levels of knowledge and skills based on their disciplinary backgrounds and their school achievements. We included this task in teachers performance based planes. We are providing basic skills of reading and writing English to low achievers and skills of computer for the high achievers...”

Data obtained from document analysis supported the participants' belief obtained from interview and observation. The researcher analyzed school document that included the list of students who got exclusive right to computer knowledge and skills and the list of students who attended the tutors intended to help students develop skills of writing and reading English. Hence, those students who got computer skills and knowledge were those who ranked from the first to the third in their classroom. However, those who attended tutors for the improvement of skills of writing and reading English were those students who ranked on the last ten ranks of their section.

4.1.2 Moral values have context based or specific definitions

Data obtained from observation interview and document analyses of the research participants revealed that the school communicated moral values to students through its rules. Teachers, students and the principal used these moral values frequently while negotiating on school rules. However, the researcher identified that, the definition of moral values in relation to school rules was context based or specific. The researcher

counted the frequency of each moral value recorded by observational filed notes the transcribed interview and the participants' journals. Hence it was identified that the following three moral values used frequently by the participants of the research. These were obedience, respect, and punctuality. In addition, the researcher tried to understand the definition of these moral values by asking the participants of the research to justify what they did mean by obedience, respect and punctuality. The researcher asked these questions only when the participants themselves used these terms during interview.

4.1.2.1. Obedience

Data obtained from student interviews indicated that most of the students believed obedience is adherence to school rules without questioning and reflection. They believed that, an obedient student adheres and accepts teachers and the principal's authority, without reflection. Student participants used the term obedience to indicate the acceptance of teachers' words, punishments and authority without resistance.

In line with this student "A" said that,

"... obedient to teachers' word is the prerequisite or the pre-condition to develop characters of good citizenship"

Student B also responded that

"... I believe being abided by school rules without violating them can enable us to be good citizens"

Student C also said that,

"... we must behave as teachers want us. we must be obedient to our teachers, school rules and the principal ..."

Teacher interviews also believed that being an obedient student means respecting teacher's authority without opposition.

Teacher "A" said that

“... I believe an obedient student accepts what teachers said, ordered, and asked to him without opposition.

Teacher B also responded that

“... I believe an obedient student gives a due attention and respect to school rules without violating them ...”

The principal gave emphasis on accepting the authority of teachers and the principal as the major virtues of obedience.

He said that,

“... We need an obedient student who respect teachers the principal and school rules...”

Data obtained from the observation of research participants and recorded in field notes also shows obedient to teachers and principals authority and school rules was the value frequently communicated to student's through school rules.

Observation of students revealed that they define obedience as passive acceptance of school rules and the consequence of violating or breaking them without questioning. They tend to accept whatever the punishment teachers and the principal took against them. They used to clean bad smelled latrines, and the dusty offices, carry stones, band from attending three periods of lessons a day, beaten by teachers and principals, banded or sanctioned from their educational materials for weeks, avoided from the school.

They accept all these punishments without asking for justifications of their crimes. Sometimes students indicate their obedience is superficial by shouting in groups and showing bad facial expressions against teachers and the principal. They seem developed a blind and passive obedience to the authority of teachers and the principal that significantly discourage the tradition of questioning, reflecting, and critical thinking about the implementation of school rules. Some students believed that, questioning for justice in relation to teachers and principals decision might be resulted

in savior punishments. Most of them believed that, teachers and principals' decision against the miss behavior of students is always just and fair.

Data obtained from the observation of teachers and recorded in the field notes shows that teachers used the term obedience frequently to express the belief that students should accept school decisions without any questioning and reflections. Therefore, it was similar with the students' definition of the term obedience.

observational data recorded in the filed notes and video tapes also shows that the principal discouraged and scolded those students who tried to question his measure against late comers. He punished them not to inter in class until break time reaches. When students oppose the punishment, the principal forced them to leave the school and punished to lose full day learning.

Data obtained from analysis of research participant's journals shows that they used the moral value of obedience to express obedience to school rules, teachers, and the principals' authority.

Student 'A' wrote that;

"... I observed those arrogant students running out of the school crossing the fence to escape from cleaning the bad smelled toilet. I believe they will not come again..."

Student 'B' also wrote that

"...teacher x left our class being angered on that naughty girl who was caught throwing a letter to her friend. He asked her to leave the class. However, she refused to do so. Hence, we lost our lesson because of that rebellious lady."

Student "D" wrote,

"... Those rebellious students asked the woreda educational office to enforce the school not to close the gate before 2:00 o'clock.

The principal also wrote that

“...those students who disturbed the ceremony up sated me. They broke the gate of the school. Therefore, we failed to differentiate those obedient students who brought their parents from those who did not”

4.1.2.2. Respect

Research participants used the term respect frequently during the interview. The researcher asked the participants to explain the way they used the term respect in relation to the rules of Aykel General Secondary School. Therefore, the researcher found out that the moral value of respect in Aykel general secondary school refers;

- Not to knock the door after the teacher entered the class.
- Not to raise hands to ask questions while the teacher explains something.
- Not to show signs of bad facial expressions or ignorance to teachers activities
- Not to engage in conflict with classmates
- -not to speak anything while the teacher corrects misbehaviors
- To be alert in receiving teachers duster to clean the black board
- Not to be silent while the teacher calls your name during attendance time
- -to take the first stance in greeting teachers or classmates before they send their greeting to you
- Not to shout or interrupt while classmates comment on something discussed in the class.

In these regard student ‘A’ said that,

“... Respect for me is to give a due emphasis for what teachers and the principal advises us both on the flag ceremony and in the class room...”

Student ‘B’ said that;

“... I think respect for teachers is just cleaning the black board before the teacher interred the class...”

Student ‘C’ also responded that;

“... Respect for me is not to shout when teachers punish us for breaking school rules. We accept all the consequences of breaking school rules without any opposition to show our respect to the rules of the school...”

Student ‘D’ also said that;

“... Respect is simply about not degrading teachers and not to disturb the principal when he communicates information on the flag ceremony...”

Student ‘E’ defined respect as

“...Respect is just to be fearful for teachers and the principals’ word. Students who have not respect for the principal and teachers do not hear their advice...”

Student ‘F’ said that

“... What I mean by respect here refers that, not to speak anything while the teacher corrects miss behaviors in the classroom...”

Teacher ‘A’ said that

“... What I mean by respect is not to knock the door after I interred the class, not to raise hands now and then to ask questions now and then while explaining the lesson...”

Teacher ‘B’ said that

“... okay, respect to me is to give both ear and attention to the advice, and corrective measures of teachers and the principal. In general respecting elders...”

The principal also said that

“... Respectful students fear school rules, teachers and the principal. Even their parents...”

The researcher obtained the above meanings of the moral value of respect in the participants’ journals. The researcher identified that; the school community used the moral value of respect to refer the above virtues.

Student 'A' wrote that

"... Those naughty students who came from "serako" do not respect the principal. They were shouting at him while he was making a speech about "Z" class at the flag ceremony..."

Student 'B' also wrote that

"... Most of the students in our section do not respect teachers. Today, they disturb English teacher. They knocked the door after the teacher started the lesson..."

Student 'C' wrote that;

"Student x did the worst thing today. He took a big stone on his hand and asked that female biology teacher to hit him. Because, he felt that, she showed bad facial expression towards him. I observed him so many times while disrespecting and degrading teachers..."

Student 'E' also wrote that

"I wonder how far students in our class respect our home room teachers' advise. Today, I saw no one went out of the classroom. Yesterday, he warned us not to do so..."

Student 'F' also wrote that

"... all students became silent and frustrated when English teacher kicked student "X"s face who throw answer paper to student y. No sound of papers heard after that incident until the allocated time ended. I never saw such kind of respect for teachers throughout my life..."

Teacher 'A' also wrote that;

"... I am bored of those groups of students who waste half of the time of the fourth period in the tea club. They do not respect teachers. They went to class after teachers started to teach their lessons..."

Teacher 'B' wrote that;

“Today, those students who did not respect time keeping rules forced the school guard to fire at them. It was for little students escaped from the bullet. Police arrested three of the students who initiated the violence...”

The principal also wrote that,

“Students who come from serako junior school seem grown in the context where the essence of respect was not available or known. Today these students disturb me while I was communicating message, caught throwing stones to classes hiding themselves in the z class, caught crossing the fence, came late and quarreled with teachers...”

4.1.2.3.- Punctuality

Data obtained from participant's interview revealed that they used the moral value of punctuality in relation to the school rules. The researcher explored that, punctuality was the moral value communicated to students mediated by school rules. The moral value that imbedded in the rules of time keeping may be punctuality. During interview, participants of the study frequently used the term punctuality. The researcher explored the meaning of punctuality. It may means;

- come to school before the bell rang
- inter the classroom before the homeroom teacher interred
- finish copying notes from the black board before the next teacher comes
- submit answer sheets before the bell rang
- wait the teacher sitting in the classroom before he interred
- do not come to class after the teacher interred

Student 'A' said that,

“Punctuality is the basic lesson we learn from rules of time keeping. We come to school before the bell rang...”

Student 'B' also said that,

“School rules teach us the wise use of our time. We should come early before the bell rings ...”

Student 'c' also said that;

“I believe punctual students copy notes immediately before the next teacher comes, submit their answer sheet before the allocated time ends, stay on their chair until break time reaches...”

Student 'G' responded that

“...most of us lacks the habit of punctuality. We come to school late; we knock doors after teachers entered the class...”

Teacher 'A' said that

“...the first and the last sounds of the bell communicate the essence of punctuality to students. The first bell tells them to wake up early in the morning. The last bell tells them about the value of punctuality to add value in their lives...”

Teacher 'B' responded that

“... School rules teach students about the value of time. As you know, time is gold. When students pay 20 birr for coming late, they recognize that, time is money...”

The principal also believed that

“...as I told you, the purpose of school rules is to construct students with good ethics. Hence constructing students with values of punctuality, tolerance, and respect are the values that we intended to achieve ...”

Data obtained from the participant's journal also indicated that, the moral value of punctuality might be the outcome of rules of time keeping. Participants of the study believed that, social interaction of the school governed by school rules might result in

the development of punctuality. Participants of the study frequently wrote about the moral value of punctuality.

Student “E” wrote that,

“I saw a number of students on the gate of the school waiting for the principal to punish them for coming late. Some of the students in our school came late both in the morning and afternoon shifts. They learn nothing from the punishments taken by the school...”

Student “B” also wrote that,

“Today, I lost lessons of the first three periods. I lost English, history and Amharic lessons. I must be punctual not to lose three periods of lessons a day...”

Student “C” also marked that,

“The consequence of violating rules of time keeping results is harsh punishments. I preferred to lose my breakfast rather than cleaning that bad smelled latrine and that dusty offices. Today, those latecomer students entered class after break time with their hair and cloths covered with dust.”

Teacher “A” penned that,

“I punished 36 students who came late to the school. Today, the school gained 360 birr from these students. Right after here, I hope they will be punctual...”

The principal wrote that,

“The number of students who came late to school significantly decreases. I saw only three students came after we closed the gate. I believe the consequences of violating school rules thought students about the value of punctuality.”

4.1.3. Coercive and violent methods of disciplining students are the techniques of the school to communicate the implicit beliefs and values imbedded in its rules

The researcher found out from, Student, teacher and principal participant's interview that, Aykel General Secondary School communicate the implicit beliefs and values imbedded in its rules through coercive techniques of disciplining students. The participants of the research indicated that the school uses punishment mechanisms like; economic punishment, corporal punishment, labor punishment, and other related techniques of punishments to discipline students. Responding to the interview question, student "F" said that,

"...the principal punishes us when we commit crimes in the school. When we disrespect him shouting in the flag ceremony, when we come late to school, when we quarrel each other, he orders us to clean latrines..."

In line with this student "G" responded that,

"... Teachers use different mechanisms of punishments to help us respect them. They may scolds, they may use corporal punishments, they may force us to pay 20 birr."

Student "C" added that,

"...paying 20birr, cleaning latrine houses, losing lessons, avoded vrom the school, sanctioned from our educational materials are all about teaching us the behavior of good citizen ship..."

Teacher "A" also said that,

"... we have various types of punishments that we use against students misbehavior. When students break rules of time keeping we may punish them by protecting not to inter in to their class until the fourth period. Hence, we hope they may learn the value of punctuality..."

The principal also said that,

“...all forms of punishments in our school are intended to discipline students. They may learn to respect elders, to be abided by school rules, to know their status and role in the school...”

Data obtained from observation of research participants also shows that the principal and teachers use coercive techniques of disciplining students to communicate the hidden beliefs and values imbedded in school rules. The two teacher participants of the study kick latecomer students by any material they found around them. They force students to clean latrine houses and offices against their misbehaviors. They force students who break school rules to pay from 10-50 birr. They also burned the cloths of those students who broke rules of dressing.

The researcher also observed the principal when he takes corporal punishments against those students who did not respect their teachers. He collaborated the unit leaders who burned student's cloths...”

4.1.4 Students passively experienced the implicit values and beliefs imbedded in school rules

The researcher found out that, students seem passive recipients of the implicit beliefs and values imbedded in school rules. Students seem, passively internalized and used the implicit beliefs and values imbedded in school rules without questioning whether they are fair or not. Participants of the research, during interview, indicated that, students are socialized by the implicit values and beliefs imbedded in school rules and struggle to coup up with the statuesque. They indicated that, students have not any alternative other than governing their social interaction with the implicit beliefs and values imbedded in the rules of Aykel General secondary school. In this regard,

Student “G” said that,

“...opposing teacher punishments means, rebelling against the school. Asking justification for crime teachers accuse us means, adding fuel on the anger of teachers, hence, the punishment may be hard. Therefore, we usually prefer to keep silent...”

Student “F” also explained that,

“...we should not say anything when a teacher punishes another student in the classroom. Otherwise, we do not respect him and he may punish us too...”

Student “A” also described that,

“...teachers can take any measure against our misbehaviors. We cannot choose the kind of punishment taken against us. They are our fathers and mothers. We should respect and accept their ideas, advises, and even punishments as always correct and fair.”

Teacher “A” responded that,

“...I can take any type of measures either constructive or destructive against students’ misbehavior. I am bored of students’ misbehavior that is repeatedly occurring in the school. Specially, I hate “customers of Z class”. No one can ask me if I take any measure against them. Who asked us when we avoided student “Y” from the school...?”

The principal also said that,

“...we take fair measures against those misbehaved students in our school. I cannot deny that, some teachers including me may take unfair measures against students misbehavior. However, students must respect the measure even if it is unfair. Because, we do not deliberately harm our students...”

The researcher observed participants of the study and the data indicated that, teacher participants took whatever the measure they wish against students’ misbehavior. They burned students’ cloths, forced students to clean the bad smelled latrines and dusty offices, forced them to pay 10-50 birr for breaking rules and banned students from their educational materials for weeks. During these occasions, students seem accepted the measure of teachers without questioning the fairness of these measures. Sometimes, students shout in-group to express their opposition against teachers’ measures.

Observation of the principal also indicated that he took whatever measures he wished against students' misbehavior. The researcher observed him when he burn students cloth, punish late comers, scold and beat misbehaved students.

4.2-DISSION

- The purpose of the research was to explore the implicit beliefs and values imbedded in school rules, the techniques of the school to communicate the implicit beliefs and values imbedded in school rules and the way students experience the implicit beliefs and values imbedded in the rules of Aykel General Secondary school. The researcher used theme analysis to analyze the data collected by observation, interview and document analysis. The researcher triangulated both sources of data and instruments of data collection to support the themes. Therefore the researcher found out strong themes that express the implicit beliefs and values in the rules of Aykel General Secondary school, techniques of the school to communicate these implicit beliefs and values imbedded in its rules and the way students experience implicit beliefs and rules imbedded in the rules of the school. The researcher discussed the findings of the study in the following manner

4.2.1 School rules mediated the communication of implicit beliefs to students.

The researcher found out that school rules mediated the communication of implicit beliefs to students. The implicit beliefs imbedded in the rules of Aykel General Secondary School were; we are neither matured nor capable of making school rules, we need school rules to live in harmony, school rules are the taken for granted aspects of students school life, and high achiever students are the most privileged social groups among the students' social strata. The researcher discussed these themes as follows

4.2.1.1 we are neither matured nor capable of making school rules

The researcher found out that, the school communicated an implicit belief through the system of school rules to students that, they are neither matured nor capable of making school rules. Therefore, students seem developed a belief that, they are

neither matured nor capable of making school rules. In line with this, Shimmel (2003) as cited in Thornburg (2009) suggested that, instead of promoting active and democratic citizenship this implicit curriculum of citizenship education in many or most schools cripples their objective. It undermines the goals of citizenship education when students have no voice in the development or revision of school and classroom rules". In addition to this, Dickerson (2007, p66) suggested that;

"If students are to be well educated they must be given the chance to make choices and suffer appropriate consequences when they don't choose well. Students learn best from doing meaningful, self-directed, purposeful work, and it would appear that education does not offer any of these advantages. In order to successfully educate our students we must give them an array of choices from which to choose. One they are given the opportunity to make appropriate choices then they will lean to make better decisions".

The researcher found out that, students seem developed a belief that, they have no vote in the decision making process of the school. Rules of the school provided to students from above indicated the ignorance of the school community to the voice of students in the decision making process of the school. Students got little opportunity to select and decide over the rules of their interest. They seem believed that, adults made wise decisions on behave of them. They seem developed less interest to deliberate and discuss over their own matters. The school tries to participate students in the decision making process through their representatives in the students council. However this seems unsatisfactory to the ideals of human potentiality. In line with this, Dickerson (2007, p63) states that,

"Students don't have any freedoms that would encourage them to make Sound decisions, and there are no consequences for inappropriate choices. All decisions made for students and when they are faced with decision-making, they do not have the skills to make good choices because they have never been called upon to make these choices. This power to control what students think allows teachers to determine which students will be successful and which will not. It gives teachers unlimited power over the students."

The researcher also explored that, school rules provided to students in Aykel General Secondary School did not recognize the democratic rights of students to actively participate in the decision making process of the school. Students seem denied of their rights to deliberate and select what is worthwhile to learn. The implicit belief that imbedded in school rules of Aykel General Secondary School seem protected students from their active participation necessary for the fulfillment of their needs. In this regard, Dewey (1914) as cited in Dickerson (2007), wrote that,

“...I believe that the individual who is to be educated is a social individual, and that society is an organic union of individuals. If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child’s capacities, interests, and habits (p.46)”.

4.2.1.2. High achiever students are the most privileged social groups among the social stratification of students

The researcher identified that the school seems communicated an implicit belief that defined students’ identity and status in a stratified social strata. The social hierarchy seems comprised of high achiever students at the top of its structure and the rest of the students at the bottom of the pyramid. Therefore, students seem accepted their social role, identity and status and behave like that. The most privileged groups are comprised of 135 students who ranked from the first to the third from 45 sections. However at the bottom of the social hierarchy seems those students who ranked from the fourth to the final from 45 sections of the school. The researcher found out that this broad belief by itself comprised of other three sub beliefs. These are;

4.2.1.3.High achiever students exclusively controlled the right to be elected as representatives of students in the decision making process of the school

It was found that the school communicated the belief that high achiever students who ranked from 1-3 in their class should have the exclusive right to control power in the decision making process of the school. The school seems communicated a belief about the denial of the majority student's right to control power in the school system. The majority of students seems believed and accepted the denial of their right unknowingly. They elected students, who ranked from the first to the third in their class to represent them in the decision making process of the school.

Students elected high achievers as, the members of student's council, student's police, heads of different clubs like HIV AIDS club and Civic and Ethical Education, mini media, monitors, leaders of the flag ceremony, association of high achiever students etc. However, students at the bottom of the social hierarchy got their rights denied in the process of election. Therefore the election process conducted to elect students representatives in the decision making process of the school seems unfair, exclusive and predictable.

Hennery Giroux (2008) as cited in Morris(2008) suggests the continuing attacks on children's rights, the boundless commercialization of adolescence, the reducing of children services, and the increasing incarnation of young people suggest that adult society no longer cares about children . Hence, "In the domain of moral education the schools should develop skills in moral deliberation through focus on personal and social problems, offering relevant perspectives from a variety of specialized dimensions".(Thornburg,2009,p345).

According to Dean (2005), many teachers used reward and punishments to keep classroom discipline. Teachers elect high achiever students as monitors and empower them to control students while they are not present. However low achiever students were usually scolded, deprived of rewards and sometimes beaten.

4.2.1.3.1.High achiever students should have the exclusive access to the scarce material and human resources of the school

The researcher found out that, rules of Aykel General Secondary School mediated the communication of a belief that that, high achiever students should have the exclusive access to the scarce material and human resources of the school. Students seem developed a belief that discriminating students in their opportunity to the material and human resources of the school is fair and unproblematic. High achiever students seem got an exclusive opportunity to utilize the scarce materials like books, classrooms, benches and tables and computers. They also seem got an exclusive right to get help from the scarce teachers. However, low achiever students seem got their access to the scarce material and human resources of the school discriminated. In line with this, Giroux(2008) as cited in Morris(2008) reminds us that when people lack the tools and skills for individual and social agency, and when the physical truths of life exist under severe conditions of inequality, democratic visions, values and practices badly sink in a sea of pessimism.in addition, (Chan.etal. (2008) indicated that, like other organizations if social injustice is expanded in schools; rewards and incentives may be full of partiality and will not be fair therefore, common shared values may be ignored and the process of socialization will be failed. Cornbleth (1984)as cited in McNeil(1996) also notes that ‘formal curriculum nurtures orthodoxy to national ideals and social conventions, whereas the hidden curriculum maintains social, economic and cultural inequalities.

Through overt and hidden anticipations and reward structures, school and classroom climates can aggravate (or lessen) the status competition and prejudice that lie beneath most harassment and social exclusion (Aronson, 2000; Bickmore, 2002; Gordon, Holland, & Lahelma, 2000).

4.2.1.3.2.The discriminatory vocabularies and language of the school community holds students stratification in different social statuses and identities.

The researcher identified that the language of the school community in Aykel General Secondary School seems comprised discriminatory vocabularies that stratified

students in different statuses and identities. The principal, teachers and students use discriminatory vocabularies that holds stratification of students in different roles and statuses. The school community used these vocabularies while negotiating on disciplinary issues. Students seem act in the school according to their perceived status and identities. They also seem believed that, these stratifications, statuses and identities are always true and objective. In line with this, Tattum, (1982) as cited in Thornburg (2009) suggested that, adopting the vocabularies of teachers as a new category of pupil is created in our education system. In this way students accept the defining power of the dominant culture of the school". Students seem labeled themselves in accordance with these categorical vocabularies and behave in line with their status and role defined by the language of the school community.

4.2.1.4.School rules are the taken for granted aspects of students school life (rebellious and deviant students question school rules and reflects on the consequences of violating these rules).

The researcher also found out that, Aykel General Secondary School , through its rule systems communicates the belief that, school rules with the consequences of violating them are the taken for granted aspects of students school life. Therefore, students seem accepted the belief that, they cannot question school rules and the consequences of violating these rules. Hence, students seem passive recipients of school rules that came from powerful people. Students seem developed the belief that questioning school rules and the consequences of breaking them as an act of rebellion against teachers and the principal. Students seem accepted any of the decision of the principal and teachers without any questioning. The principal and teachers seem modify and reformulate school rules and the consequence of violating rules as they wish. They used to punish students with whatever a material they got around them. They forced students to clean the dusty offices and the bad smelled latrine houses. They burned students' cloths in the playground. They throw fire against those who opposed the burning of their clothes. They avoided students from education for two years penalty. However, students seem accepted all these things passively. Sometimes students show their obedience to the principal and teacher's authority was superficial. Sometimes, they shout in groups to express their opposition to the principal and teachers decisions

and measures against their behavior. In this regard, Tattum, (1982) as cited in Thornburg (2009) suggested that, "School rules appear to socialize pupils in to an uncritical 'we need rules and we must obey them attitude". In addition to this, Apple (2007) suggested that, the social control function of school rules trains for compliance and conformity, to teacher's authority, and an awareness of ones status in a stratified social system. He also suggested that, institutios label those people who fight for the appreciation and promotion of respectful treatment of each individual as selfish and uncaring. These kinds of people are usually criticized, closely supervised, and controlled by the power full groups in the institution. Supporting this, Foucault (1979) as cited in Thornburg (2009), stated that, "By supervision and disciplining of students in school 'normality' will be rewarded and deviance will be punished which are defined in the discourses".

According to Giroux(2008) as cited in Morriss(2008),adults should appreciate and promot Students' recognition of the value and importance of their opinions and experience therefore; schooling should enable students understand the necessity of critical thinking, reflection and questioning traditions for,better life.

4.2.1.5.We need school rules to live in harmony

The researcher found out that, the other implicit belief communicated by Aykel General Secondary School through its rules was , students need to saw the prevalence of rules and the consequence of violatfng them to live in harmony. Therefore, students seem lack the readiness to lead their life peacefully without the prevalence of school rules. They seem believed that, the school achieved its order and stability only by the using school rules. They seem believed that, they function well in the school because they fear the consequence of violating school rules. The principal and teachers preached the slogan "good ethics of students from the school to their house" (), every day on the flag ceremony. However, their effort seems remained fruitless. Hence, students seem lack skills of self-control. Rather, they fear punishments that followed rule breakings. Similarly, Thornburg (2009, p256) found out that, "a part of the hidden curriculum of the rule system seems to be that among the pupils, asocial construction of pupils as lacking skills to be able to live a harmonic well-functioning and good life together without adults' explicit rules takes shape. They think they are

dependent on these rules, given by the adults in order to function together and function well in the school. This could be interpreted as a construction of the pupil lacking in moral autonomy, who cannot manage without explicit rules, which to a great extent are made by teachers and other school staff.” However, in contrast to this, Skelton (1997) wrote that, ‘I agree with the view that learners cannot be accurately presented as ‘controlled’ by the hidden curriculum of educational processes or simply as resisters.’(p189)

4.2.2. School rules mediate the communication of implicit values to students

The researcher identified that, rules of Aykel General Secondary School mediated the inculcation of moral values on students mind. Students may accept the definition of some moral values from their daily interaction with the principal and teachers governed by school rules. The values that seem imbedded in school rules were respect, obedience, and punctuality. Students seem developed the norm of obedience to the principal and teachers authority and school rules. They seem developed passive obedience to the principals and teachers power. Fearing the consequences of violating school rules and teachers labeling of students as rebellious may be the basic reasons for students’ passive obedience to school rules and the principals’ and teachers authority in Aykel General Secondary School. Students seem developed the value of respect for rules, teachers and the principal. The moral value of respect may be mediated by the rule systems of the school. Students seem indicated their respect for the principal, teachers and their classmates. They also seem developed the value of punctuality. They also seem developed the value of obedience for the school rules and teachers and the principal authority.

According to Urbanick (1989,P312), teachers should encourage and support students attempt to master these personal interaction and task related skills through deliberately organizing the hidden curriculum with the formal curriculum. “Students learn values, mores and attitudes about people, ideas and issues that are not actually taught in the overt curriculum, but they learn these as if they were deliberately taught (Dickerson, 2007, p31). In addition, Bernstein (2003) suggests, if students are

expected to be respectful; let alone the members of school community but also everyone who visits the school is expected to be respectful.

4.2.3. The school used coercive and violent methods of disciplining students to communicate the hidden beliefs and values embedded in school rules

The researcher identified that Aykel General Secondary School used coercive and violent methods of disciplining students to communicate the hidden curriculum of school rules. The school used Corporal punishments, economic punishments, labor punishments, avoiding students from school, and discriminatory vocabularies to communicate the implicit beliefs and values imbedded in its rules. Sometimes the school used discriminatory rewards and distribution of resources to send the hidden beliefs and values imbedded in its rules. The harsh and coercive techniques of the school to discipline student has taught students to be passive recipients of school decisions. in line with this, Dickerson (2007, p63) indicated that;

‘In some ways discipline has a positive side because without discipline individuals cannot function efficiently, but to function adequately students must be taught self-discipline not constraint from outside forces. The educational process would be hindered if students were not disciplined; but schools could discipline without constant surveillance’. ” In addition, According to Fisk (1993, p.17): as cited in Dickerson (2007),

“Discipline systematically works to emphasize its effective and benign productivity while disguising its repression, so a disciplined social formation or a disciplined body is one that complies with the system which controls it because it has been persuaded that its benefits are greater than its costs, that what it includes is better than what is excluded. This persuasion often involves not recognizing that, although all social formations are subject to the same systems of discipline, they are not equally subject; some formations benefit much more and give up less, whereas others give up much to benefit comparatively little”.

Dean (2005) also observed that, teachers emphasize themselves as the exclusive authority by keeping strict discipline. Teachers expect Students to passively follow instruction and use violent techniques of disciplining students in the classroom.

4.2.4. Students experience the hidden curriculum of school rules passively without critical thinking but being active in the process of socialization

The researcher found out that students of Aykel General Secondary School seems accepted the hidden curriculum of school rules passively without questioning the rules and the consequences of violating these rules. They seem believed that, questioning and reflecting up on school rules is the behavior of rebellious students. They also seems believed that, school rules and the consequences of violating these rules are the taken for granted and unproblematic aspect of schooling. They also seems accepted their status and defined identity as objective. Hence, they behave according to their defined identity. However, the researcher also found out that, they were active in the process of socialization that seems constructed them as docile citizens who blindly obeys to school rules and the authority of teachers and the principal. Because, the researcher identified students themselves were the basic tools in disseminating the hidden curriculum of school rules in their daily interactions of the school. They were also active in developing these beliefs and act in accordance with these believes and values that embedded in school rules. The researcher observed that, even if students were passive recipients of school decisions without active engagement in the decision making process of the school, they were active in the process of socialization hence absorbed the implicit values and beliefs imbedded in the rules of the school. According to Dickerson (2007, pp105-106) ,

“Students feel frustrated that they must spend years in an educational system that is not preparing them to think for themselves. Students and even parents are often ill equipped to define the real issues that are relevant. The students realize that there is a problem with the educational system, but they are powerless in the stamped of standards reform. Most students just follow along; however, there are a few who will speak out about the detrimental policies of the system”

In addition to this, according to John Gatto (2000), as cited in Dickerson (2007), “Schools don’t really teach anything but how to obey orders. Although teachers do care, and do work very, very hard, the institution is psychopathic; it has no conscience. Students are shaped through the coercion of power, but they are unaware of this shaping.”

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND, RECOMMENDATION

5.1. Summary of the study

The leading questions of the research were what beliefs are embedded in the rules of the school, what values are embedded in the rules of the school, how does the school communicate the implicit beliefs and values embedded in its rules, and how do students of the school experience the implicit beliefs and values embedded in the rules of the school. The participants of the research were the key informants of the issue under this study. It included seven students, two teachers and the principal of the school. The data gathering instruments were observation, interview and document analysis. The strong themes emerged from the data answered the leading questions. The implicit beliefs imbedded in the rules of the school includes we are neither matured nor capable of making school rules, school rules are the taken for granted aspects of students school life, attending the occasion where school rules read on September is enough to function well in the school, school rules are mandatory to live in harmony, and the high achiever students are the most privileged groups among students social strata. These themes answered the first leading question. Secondly, the themes that indicated the hidden values shows that obedience, respect and punctuality are the moral values that students learn from under going with the rules of the school. These themes answered the second question. The third theme also indicates the school uses coercive and violent methods of disciplining students to communicate the hidden beliefs and values to the students. Hence, it answered the third leading question of the research. Finally, the researcher found out that, students experience the implicit beliefs and values passively without critical thinking and reflection. This also answered the fourth leading question of the study. Finally, the researcher concluded that the outcome of the hidden curriculum of school rules might be the development of passive, unengaged, unquestioning and uncritical thinker citizens. Its positive

outcome may be the development of citizens who are punctual, respect authority and others personality.

5.2. Conclusion

The purpose of this research was to explore and analyze the implicit beliefs and values imbedded in the rules of Aykel General Secondary School, the techniques of the school to communicate the implicit values and beliefs imbedded in school rules and the way students experience the implicit beliefs and values imbedded in school rules..

The researcher concluded that, these un written beliefs seems govern the overall social interaction in the school. The school community commonly accepted them as unwritten rules that govern the overall social interaction of school.

The researcher concluded that most of the outcomes of the hidden curriculum of school rules in Aykel General Secondary School seem destructive. The researcher concluded that the final out comes of the hidden curriculum of rules in Aykel General Secondary School may be the development of

- Citizens who are blindly obedient to rules and authority
- Citizens who are passive participants on decisions concerning their life or expect rules from above
- Citizens who are categorized in social strata and have absolutely defined and determined identities, statuses and privileges
- Citizens who believe in knowledge is power (achievement is power) or who believes in merit that discriminates them towards their access of resources
- Citizens who are punctual in their work lives and places
- Citizen who respects others in their life and working places (respect to others ideas and personality).

Students believe they cannot question, reflect upon and even change these beliefs. They simply struggle to fit themselves with the statues que showing adherence to these beliefs. The purpose of rules in the school was to preserve the order and stability of the school and to construct students with good ethics and democratic citizen ship education. However, the hidden curriculum mediated by the rules of the school works for the failure of these objectives.

The researcher also concluded that Aykel General Secondary School used coercive techniques of disciplining students to communicate the hidden beliefs and values imbedded in its rules. The researcher therefore, concluded that, techniques of the school in disciplining students seem exploitative and oppressive.

The researcher needs to remind other researchers to conduct researches on the hidden curriculum of schooling or replicate this research in other areas to make the hidden curriculum more visible. Because the researcher believes that empirical, researches on the hidden curriculum are scares in our country. The potential to make the hidden curriculum more visible may help educators to discourage the negative effects or influences of the hidden curriculum on students' school achievement, the overall social interaction of the school and their future life.

The researcher acknowledges here is that there was clear limitation on the design of the research and the researchers' objectivity. The researcher acknowledges he was biased to those students to whom he felt oppress and exploited because of the implicit or the hidden curriculum of school rules. The researcher also needs to acknowledge he biased to the theory of Social Reconstructions.

5.3. Recommendations

Based on the findings of the research and review literature the researcher forwarded the following recommendations

- Policy makers should consider that the hidden curriculum is a powerful aspect of schooling which has both positive and negative influence on schools plan to construct students with good ethics and democratic values. Hence, they should

integrate the positive influences of the hidden curriculum with the formal curriculum.

- Researchers should conduct researches to reveal the hidden curriculum. There for, should strive to make the hidden curriculum more visible
- Teachers and principals should be cognizant of the hidden outcomes of their activities in the school. (Testing procedures, evaluation mechanisms, grading stiles, grouping systems, discipline systems, punishments, rewards, etc. hence action research's should be conducted to explicate the hidden out comes of their class room activities
- Adults (teachers and principals should be optimistic about the value of students or pupils voice in the decision making process of the school. Therefore, local policies should be designed with student's involvement.
- Nonviolent and positive techniques of disciplining students should be used and encouraged in schools.
- programs, which strive to empower students, should locally designed
- cooperative decision-making procedures should be used to make school rules
- Transparency and accountability should be the*basic features of the school administration
- Programs that encourage the civic participation and engagement of students in public affairs should be encouraged

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APPENDIX- A

Open ended questions for teacher's interview

1. Do you believe students have any influence on the process of rule making in the school
2. Do believe the school created any opportunity to involve students in the desiccation making process
3. Do you believe students have any opportunity in the school to question injustice?
4. Do you believe students have any part in the power structure of the school?
5. Do you believe the rule systems of the school have any influence on the process of school democratization?
6. Do you believe the school uses any particular approach in the distribution of its resources?
7. Do you believe school rules have any influence in the distribution of its resources?
8. Do you believe students got any opportunity to reflect on decisions of the school?
9. Do you believe school rules have any influence on student's discipline?
10. Do you believe school rules have any influence on teacher student interaction?

APPENDIX- B

Open ended questions for student's interview

1. Do you believe you have any influence on the process of rule making in the school
2. Do you believe the school created any opportunity to involve you in the decision making process
3. Do you believe you have any opportunity in the school to question injustice?
4. Do you believe you have any part in the power structure of the school?
5. Do you believe the rule systems of the school have any influence on the process of school democratization?
6. Do you believe the school uses any particular approach in the distribution of its resources?
7. Do you believe school rules have any influence in the distribution of its resources?
8. Do you believe you got any opportunity to reflect on decisions of the school?
9. Do you believe school rules have any influence on your discipline?
10. Do you believe school rules have any influence on teacher student interaction?

Appendix C

የአይክል አጠቃላይ ሁለተኛ ደረጃ ትምህርት ቤት ህግና ደንብ 2003ዓ.ም

የት/ቤቱ ቀላል የዲ.ሲ.ፒ.ሲ.ን ጉደለቶች

- ዘግይቶ ወደ ት/ቤት መግባትና አስቀድሞ መውጣት
- ከት/ት ሰዓት በግቢ ውስጥ ያለምንም ስራ መዘዋወር
- የሰራንና የክፍልን ንጽህነ አለመጠበቅ
- የክፍልና ሌሎች የትም/ት ነክ ስራዎችን አለመፈጸም
- በትም/ት ገበታ አለመገኘት
- የትም/ት ቤቱን የደወል ጥሪን ተግባራዊ አለማድረግ
- የሰልፍ ስነ-ስርዓትን አለማክበርና ብሄራዊ ክልላዊ መዝሙሮችን አለመዘመር
- የደንብ ልብስ /ዩኒፎርም/በስርዓት አለመጠቀም

በት/ቤቱ የተከናወኑ የቅጣት እርምጃዎች

ለቀላል የዲ.ሲ.ፒ.ሲ.ን እርምጃዎች

1. ዘግይቶ ወደ ት/ቤት መግባትና አስቀድሞ መውጣት
2. የራስንና የክፍልን ንጽህና አለመጠበቅ
3. የትም/ት እና ሌሎች ትም/ት ነክ ስራዎች አለመፈጸም እንዲሁም የትም/ም ማቴሪያል ሳይዘው መገኘት

ለመጀመሪያ ጊዜ የፈጸመ	- የምክር አገልግሎት ይሰጠዋል
ለ2ኛ ጊዜ የፈጸመ	- ወላጅ አምጥቶ በማስፈረም ምክር ይሰጠዋል
ድርጊቱን ከመደጋገም	- 50 ብርና የመጨረሻ ማስጠንቀቂያ
4. በትም/ት ሰዓት ያለስራ በግቢ ውስጥ መዘዋወር

ለመጀመሪያ የፈጸመ	- 5 ብር ቅጣት
ለ2ኛ ጊዜ የፈጸመ	- 10 ብር ቅጣት ወላጅ አምጥቶ የምክር አገልግሎት መስፈረም

በተደጋጋሚ የፈጸመ
5. በትም/ሰዓትም አስፈላጊ ንትርክ መጫጠምና የሌሎች ተማሪዎች የት/ጊዜ ማባከን
6. የትም/ቤቱን የደወል ጥሪ አለማክበር
7. የሰልፍ ስነ-ስርዓት ያለማክበርና ብሔራዊ መዝሙሮች ያለመዘመር
8. ሻሻ፣ ኮፍያ፣ አላስፈላጊ ጌጣጌጦች እንዲሁም ክፍል ውስጥ ማስተካከልና ሌሎች ነገሮች መጠቀም
9. የደንብ ልብስ ወይም የዩኒፎርም አለመጠቀም

የመጀመሪያ - የምክር አገልግሎት እንዲያስተካክል ካግቢ ማስወጣት
2ኛ ጊዜ - ወላጅ አምጥቶ ከባድ ማስጠንቀቂያ እንዲሰጠው ማድረግ
3ኛ ጊዜ - ለ1 ዓመት ከት/ቤት ማሰናበት
10. ለትም/ገበታ ያለፈቃድ የቀረ

የመጀመሪያ - የምክር አገልግሎት
ከ3 ቀን በላይ - በወላጅ ፊት ይመከራል

5. ት/ቤቱ ግቢ ውስጥ ሲጋራ ማጨስ ጠጥቶ እጽ ተጠቅሞ መጥቶ ግቢውን ያወከ
6. ፉጨት፣ ጨህት፣ ማንኛውም የሁከት ድምጽ በማሰማት የበጠበጠ
7. ሴት ተማሪዎችን መስደብ፣ ማንንጠጥ ወይም የመደብደብ ሙከራ ያደረገ
8. በቡድን ወይም በግል ተማሪ ለተማሪ ግጭት መፍጠር ከላይ የተቀመጡበትን የፈጸመ ለመጀመሪያ ጊዜ-ከባድ ማስጠንቀቂያ ጋር ወላጅ አምጦ ያስፈርማል ከደገሙ-ለ1 ዓመት ከት/ቤቱ የይባረራል
9. የት/ቤቱን ወይም የመንግስትንና የህ/ንብረት ያወደመ፣ የሰረቀና በድረጊቱ የተባበረ የት/ቤቱን ንብረት ተክቶ ለ1 ዓመት ከት/ቤት ይታገዳል
10. ሴት ተማሪን አስገድዶ የመድፈር ሙከራ ያደረገ
11. መምህራንን የስደብ፣ ያንንጠጠ፣ ወይም የመደብደብ ሙከራ ያደረገ
12. በት/ቤቱ አድማ ያሰነሳ የጠነሰሰ፣ ወይም በአድማው የተባበረ
13. የት/ቤቱ ማህተም ያረፈትን ማንኛውም ማስተወቂያ ወይም ጽሁፍ የቀደደ ወይም እንዲበላስ ያደረገ
14. ስለታማና ወይም ጎጂ መሳሪያዎች ይዞ የተገኘ ወይም ጉዳት ለማድረስ የሞከረ
15. የተለያዩ የዲ.ሲ.ፒ.ሊ.ን ጥፋቶች ሪከርድ ባለቤት መሆን
16. ሴት ተማሪዎችን አስገድዶ መድፈር
17. መምህራንን የድብደባ ድርጊት የፈጸመ
18. ስለታም ወይም ጎጂ ነገር ይዞ በት/ቤቱ ማህበረሰብ ጉደት ያደረሰ በቀጥታ ለ2አመት ከት/ቤት ይታገዳል
19. በአጥር ጥሶ ነመሄድና በአጥር ጥሶ መምጣት
 - ለመጀመሪያ ጊዜ 20 ብርና ከማስተንቀቂያ ጋር ወላጅ ያመጣል
 - ለ2ኛ ጊዜ 50 ብር ቅጣት
 - ለ3ኛ ጊዜ ለ1 አመት ከት/ቤት ይወገዳል
20. ከፈተና ስነ ስርዓት ውጭ መሆንና ፈተናን ማዎክ
 - ከፈተና ስርዓት ውጭ የሆነ - ውጤቱ በፈተና ኮሚቴ ይታያል
 - ፈተናን ያስገንጎለ - ለ1 ዓመት ከት/ቤት ይታገዳል
 - ከላይ የቀረቡትን ጥፋቶች ማስረጃ ስቀርብላቸው በህጉ መሰረት ተፈጻሚ ይሆናሉ
 - ህገ - ደንቡ የሚጻፍው የተማ/ህደብረት መምህራንና ወመህ ተያይተው ካጸደቁበት ቀን ጀምሮ ነው።

በሰሜስተር 10 ቀን ሲሞላው ከት/ቤቱ ይሰናበታል

የት/ቤቱ ከባድ ዲ.ሲ.ፐ.ሲ.ን ጉድለቶች

- በት/ቤቱ ህንፃዎችና ሌሎች ነገሮች ላይ መጻፍ
- የትምህርት ቤቱን የመንግስትን ወይም የህ/ሰቡን ንብረት መዝፍ ወይም ማወደም እና ለድርጊቱ ተባባሪ መሆን
- የተማሪዎችን ንብረት ማበላሸት ወይም ማሰረቅ ወይም ለድርጊቱ ተባባሪ መሆን
- መምህራንን መስደብ፣ ማንጓጠጥ፣ ወይም ለድብደባ መጋበዝ
- መምህራንን የድብደባ ወንጀል የፈጸመ ወይም ንብረታቸውን ያወደመ
- ሴት ተማሪዎችን መስደብ መዝለፍ ወይም ማንገራገር
- በአጥር ሾልኮ መሄድና በአጥር ሾልኮ መግባት
- አብዘኞች ወይም ከት/ቤቱ ሰራተኞች ጋር አላስፈለገ ጭቅጭቅ መፍጠር
- ሴት ተማሪዎችን አስገድዶ የመድፈር ሙከራ ወይም ተግባሩን መፈጸም
- ሆን ብሎ የት/ቤቱን መሀበረሰብ ማወክ
- ፋጨት፣ ጨህት፣ ማንኛውም የሁከት ድምጽ ማሰማት
- አድመ መቀስቀስና በተግባሩ ተባባሪ መሆን
- ት/ቤቱ ውስጥ ጠጥቶ እጽ ተጠቅሞ መምጣት በግቢው ሲጋራ ማጨስ
- የት/ቤቱ መሀተም ያረፈበትን ማንኛውም ማስተወቂያ ወይም ወረቀት መገንጠል ወይም ማበላሸት
- የት/ቤቱ ዘበኞችን የጥበቃመሳሪዎች የመንጠቅ ሙከራ መ፣ ድረግ

ስለታማና ጎጂ መሰሪያዎችን ት/ቤት ይዞ መግባት

- የመጥፎ ስነ ምነ ምግባር ባለቤት መሆን
 - የተለያዩ ጥፋቶች ሪከርድ ባለቤት መሆን
 - በቡድን ወይም በግል ተማሪ ለተማሪ ግጭት መፍጠር
- የከባድና የዲ.ሲ.ፐ.ሲ.ን ግድፈቶች እርምጃዎች

2. በት/ቤቱ ህንፃ ወይም በሌሎች ነገሮች ሲጽፍ የተያዘ ወይም የተደረሰበት
3. የተመሪዎችን ንብት መበላሸትና የስርቆት ወንጀል የፈጸመ
4. ከዘበኞች ጋር ሆን ብሎ አላስፈለገ ጭቅጭቅ የፈጸመ ወይም ሰራቸውን ያደናቀፈ

የት/ቤቱ ስም አይክል አ/ጠ/25/ደ/ት/ቤት
የክፍል ደረጃና ስክሪን ገ.ኤ.ር

የትምህርት ደረጃ

ተቀ	የትምህርት ስም	የትምህርት ደረጃ	የሰው ሀብት ስም	የሰው ሀብት አድራሻ	የሰው ሀብት አድራሻ	የሰው ሀብት አድራሻ	የሰው ሀብት አድራሻ	የሰው ሀብት አድራሻ
1	ገ/የግንባታ ስራ	የሥራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
2	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
3	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
4	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
5	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
6	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
7	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
8	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
9	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
10	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ
11	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ	የግንባታ ስራ

Black List

የት/ቤቱ ስም አይክል ስጠ/25/ደ/ት/ቤት

የክፍል ደረጃና ስክሰት 6ኛ ር. 1

የትምህርት ዘመን -----

ተ/ቁ	የትምህርት ስም	የትምህርት ደረጃ	የወላጅ ስምና ፊርማ	ቅጣት	የቀጣዩ ስክል ስምና ፊርማ	9ኛ ርዕሪ
1	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
2	ገብረ ዘመን	ገብረ ዘመን	ገብረ ዘመን	ገብረ ዘመን	ገብረ ዘመን	
3	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
4	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
5	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
6	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
7	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
8	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	
9	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	ገብረ ገብረ	

Black List

የት/ቤቱ ስም አይክል አጠ/25/ደ/ት/ቤት

የክፍል ደረጃና ስነ/ትም ፳፭

የትምህርት ዘመን -----

ተ/ቤት	የትምህርት ስም	የትምህርት ቤቱ ስም	የወጪ ስምና ፊርማ	ቅጥት	የትምህርት ስም	የትምህርት ዓመት
1	ደብዳቤ ገቢ	አዲስ አበባ		ደብዳቤ	ደብዳቤ	2006
2	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ	ደብዳቤ	ደብዳቤ	
3	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
4	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
5	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ	ደብዳቤ	ደብዳቤ	
6	የደብዳቤ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
7	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ	ደብዳቤ	ደብዳቤ	
8	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ	ደብዳቤ	ደብዳቤ	
9	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ	ደብዳቤ	ደብዳቤ	
10	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
11	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
12	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
13	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	
14	አዲስ ገቢ	አዲስ አበባ	የደብዳቤ - <u>፳፭</u>	ደብዳቤ	ደብዳቤ	

የትምህርት ስም አይደለም ለመረጃ/የትምህርት

የትምህርት ስም አይደለም ለመረጃ -----

የትምህርት ስም አይደለም ለመረጃ -----

ተ/ቁ	የትምህርት ስም	የትምህርት ስም	የትምህርት ስም	የትምህርት ስም	የትምህርት ስም	የትምህርት ስም
1	ወርቅ ተገባ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
2	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
3	ወርቅ ተገባ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
4	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
5	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
6	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
7	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
8	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
9	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
10	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
11	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ
12	ገንገራ ገንገራ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ	ተገባ ቀጠ

የትምህርት ስም

የት/ቤተ ስም አይከለ ስለ/25/12/17/ቤተ

ግ-4

የዘፍል ደረጃና ስክሻን

የትምህርት ዘመን

ተ/ቁ	የትምህርት ስም	የትምህርት ዓይነት	የወላጅ ስምና ፊርማ	ቅጣት	የትምህርት ስምና ፊርማ	የግርመር
1	Uthric 8032A	የግል	ደብተር	20.00	ገቢ	06315
2	Hovya 20a	የግል	ደብተር	20.00	ገቢ	06316
3	አገልግሎት	የግል	ደብተር			06330
4	የግል	የግል	ደብተር			
5	የግል	የግል	ደብተር			
6	የግል	የግል	ደብተር			
7	የግል	የግል	ደብተር			
8	የግል	የግል	ደብተር			
9	የግል	የግል	ደብተር			
10	የግል	የግል	ደብተር			
11	የግል	የግል	ደብተር			
12	የግል	የግል	ደብተር			

ግ

የት/ቤተ ስም አይከለ አጠ/25/ደ/ት/ቤተ
 የዘፍል ደረጃና ስክሮን
 የትምህርት ደረጃ

ተ/ቁ	የትምህርት ስም	የትምህርት ስም	የሰዓት ስም	የሰዓት ስም	የሰዓት ስም	የሰዓት ስም	የሰዓት ስም
1	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
2	ዘጠኝ ክፍል	ዘጠኝ ክፍል	ዘጠኝ ክፍል	ዘጠኝ ክፍል	ዘጠኝ ክፍል	ዘጠኝ ክፍል	ዘጠኝ ክፍል
3	ክፍል 7	ክፍል 7	ክፍል 7	ክፍል 7	ክፍል 7	ክፍል 7	ክፍል 7
4	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
5	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
6	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
7	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
8	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
9	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
10	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
11	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር
12	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር	ግንባር ስግግር

13 ግንባር ስግግር
 ግንባር ስግግር

የት/ቤቱ ስም አይክል አላ/25/የ/ት/ቤት

የዘጠና ደረጃና ስኬት 10 D

የትምህርት ዘመን -----

ተ/ቱ	የትምህርት ስም	የትምህርት ዓይነት	የወላጅ ስምና ፊርማ	ቀን	የቀጣዩ ለክል ስምና ፊርማ	የምርመራ
1	ገብረ ገብረ	ሳይንስ	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	06281
2	ቀለ ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	06319
3	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
4	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
5	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	06343
6	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	06344
7	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
8	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
9	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
10	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
11	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	
12	አብነት ገብረ	ጥናት	ገብረ ገብረ	20.08.2019	ገብረ ገብረ	

13 የትምህርት ስም አይክል አላ/25/የ/ት/ቤት
 የዘጠና ደረጃና ስኬት 10 D
 የትምህርት ዘመን -----
 የትምህርት ዓይነት
 የወላጅ ስምና ፊርማ
 ቀን
 የቀጣዩ ለክል ስምና ፊርማ
 የምርመራ
 07039
 31

የት/ቤቱ ስም አይክል ከ01/25/ደ/ት/ቤት

የክፍል ደረጃና ለክፍል 10 D

የትምህርት ዘመን

ተ/ቁ	የትምህርት ስም	የትምህርት ዓመት	የመጣ ስምና ዕድሜ	ቀን	የትምህርት ዓይነት	የትምህርት ዓይነት	የትምህርት ዓይነት
13	አብይ ገብረ	1977	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
14	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
15	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
16	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
17	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
18	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
19	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
20	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
21	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
22	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
23	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
24	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
25	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
26	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
27	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት
28	አብይ ገብረ	17	ወገን ገብረ	17	የትምህርት	የትምህርት	የትምህርት

የተለየ ስም አይደለም ለጠ/24/የተ/ቤተ
 የዘፍል ደረጃና ስኬት 10 ክ

የተምህርት ዘመን -----

ቀን

ተ/ቁ	የተምህርት ስም	የተለየ ስም	የወላጅ ስም	የወላጅ ስም	የወላጅ ስም	የተለየ ስም	የተለየ ስም	የተለየ ስም
1	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
2	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
3	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
4	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር
	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር	አህጉር

23/5/03

የተለየ ስም

የተለቀ ስም አይነት አጠ/25/ደ/ተ/ቤተ

የዘጠኝ ደረጃ ስክሪን 10-D

የተምህርት ዘመን 2003 on. 04

ተ/ቁ	የተምህርት ዘመን	የትምህርት ደረጃ	የወላጅ ስም	የወላጅ ስም	የትምህርት ደረጃ	የትምህርት ደረጃ	የትምህርት ደረጃ
1	መጠን ስክሪን	9 ቀን የቀረ	ዘጠኝ ስክሪን	ዘጠኝ ስክሪን	የግንባታ	የግንባታ	የግንባታ
2	ጉዳት ስክሪን	የግንባታ	የግንባታ	የግንባታ	የግንባታ	የግንባታ	የግንባታ
3	አላማኒክ ስክሪን	አላማኒክ ስክሪን	አላማኒክ ስክሪን	አላማኒክ ስክሪን	የግንባታ	የግንባታ	የግንባታ
4	5 ነጠባ ዘመን	አላማኒክ ስክሪን	አላማኒክ ስክሪን	አላማኒክ ስክሪን	የግንባታ	የግንባታ	የግንባታ
5	7 ነጠባ ዘመን	11 ቀን የቀረ ስክሪን	አላማኒክ ስክሪን	አላማኒክ ስክሪን	የግንባታ	የግንባታ	የግንባታ
6	ግንባታ ስክሪን	10 ቀን የቀረ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ
7	የግንባታ ስክሪን	13 ቀን የቀረ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ
8	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ
9	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ
10	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ
11	7 ነጠባ ዘመን ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ
12	አላማኒክ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ ስክሪን	የግንባታ	የግንባታ	የግንባታ

DECLARATION

I, the undersigned, declare that the work provided in this thesis, unless otherwise stated, is my original work and has not been submitted in whole or in part for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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