

**HAWASSA UNIVERSITY**  
**SCHOOL OF GOVERNANCE AND DEVELOPMENT STUDIES**  
**DEPARTMENT OF CIVICS AND ETHICAL STUDIES**



**PRACTICES, CHALLENGES AND OPPORTUNITIES OF TEACHING  
CIVIC AND ETHICAL EDUCATION IN GOVERNMENT SECONDARY  
SCHOOLS: THE CASE OF WOLAYTA SODDO TOWN  
ADMINISTRATION, WOLAYTA ZONE; SOUTHERN ETHIOPIA**

**BY**

**FANUEL DAWIT CHAMASSA**

**October, 2018**

**Hawassa, Ethiopia**

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**A THESIS SUBMITTED TO THE SCHOOL OF GOVERNANCE AND DEVELOPMENT  
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MASTER OF ARTS IN CIVIC AND ETHICAL EDUCATION**

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**October, 2018**

**Hawassa, Ethiopia**

**ADVISORS' APPROVAL SHEET**  
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**ADVISORS APPROVAL SHEET**

**(Submission sheet -1)**

This is to certify that the proposal entitled **“Practice, Challenges and Opportunities of teaching Civic and Ethical Education” in Secondary Schools Soddo Town Administration, Wolayta Zone, in SNNPRS** and prepared for the partial fulfillment of the requirements for the degree of Masters with specialization in Civic and Ethical Studies, the Graduate Program in the school of Law and Governance and Development studies d is produced by student Fanuel Dawit Chamassa, under my/our supervision. Therefore I/we recommend that he/she can submit the proposal to the department for defense.

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**STUDENTS DECLARATION SHEET**  
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**DECLARATION**

I hereby declare that this MA thesis proposal entitled “**Practice, Challenges and Opportunities of teaching Civic and Ethical Education in Government Secondary Schools of Soddo Town Administration**”:**Wolayta Zone ,Southern Ethiopia**” is my original work and has not be presented for a degree in any other university, and all sources of materials used for this thesis have been duly acknowledged.

Students Name:\_\_\_\_\_ Signature\_\_\_\_\_ Date\_\_\_\_\_

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## **ACRONMYS AND ABBERVIATIONS**

**CEED:** Civic and Ethical Education

**CSA:** Central Statistic Agency

**EGSECE:** Ethiopian General Secondary Education Certificate Examination

**EPRDF:** Ethiopian People’s Revolutionary Democratic Front

**ESDP:** Education Sector Development Program

**ETP:** Education and Training Policy

**FDRE:** Federal Democratic Republic of Ethiopia

**FGD:** Focus Group Discussion

**ICRD:** Institute for curriculum Development and Research

**MDGs:** Millennium Development Goal

**MOE:** Ministry of education

**MOFED:** Ministry of Finance and Economic Development

**NETP:** National Education and Training Policy

**OECD:** Organization for Economic Corporation and Development

**PTSA:** Parent Teachers and student Association

**SNNPRS:** South Nations Nationalities and Peoples Regional State

**TGE:** Transitional Government of Ethiopia

**TVET:** Technical and Vocational Education Training

**UNDP:** United Nations Development Program

**UNESCO:** United Nations Educational Science and Cultural Organization

**UNICEF:** United Nations Children’s Emergency Fund

## ABSTRACT

*The purpose of this study was to assess the practices and challenges of teaching civic and ethical education in public secondary schools of Soddo Town Administration, Wolayta Zone. Descriptive survey design was employed to achieve the intended objectives and to answer the basic research questions. The study consisted of 2 secondary schools, 189 students, 30 Civics subject teachers and other subject teachers, 4 principals and administrative staffs from each sample school and 1 cluster supervisor. The samples respondents were selected using random sampling technique, while the key informants were selected using purposive sample selection methods based on their proximity to the case under investigation. Questionnaires and interview and document analysis were used to collect data. The data sets were analyzed using mixed analytical technique with descriptive statistics and qualitative analysis methods. The finding of this thesis revealed that inside and outside school variables challenging the teaching practice or the subject delivery. The finding regarding the challenges indicated that there was lack of teachers commitment, lack of motivation for the teachers from government and concerned bodies, the text book ambiguity and complexity, the expansion of corruption in the country and the perception of others as the subject is only for political coverage or to mobilize the people for the leading party. Teachers not committed to apply different active and participatory mechanisms because of lack of motivation and support from concerned bodies, students' attention to the subject is becoming less because of perception of other teachers as the subject is for political coverage, lack of democratic school administration, lack of good governance and corruption around their environment. Based on the findings, the following recommendations were made: continual training and motivation for teachers to upgrade the concepts of contents and approaches, involvement of all school community in the issue of the subject matter, improvement of the text book by avoiding content ambiguity and complexity and including different political ideology.*

**Key words:** Practices, challenges, opportunities, secondary school, Wolayta Soddo

# CHAPTER ONE

## 1.1. Background of the Study

High quality implementation of civic education provide a philosophical and structural frame work on which to the base of the teaching skills and strategies that reinforce reasoned decision-making skills, evaluation of information, practical application of civic virtue and an in-depth understanding of citizenship responsibility. Also it had the purpose of exploring the civic education practice and curriculum implementation corresponds to the goal and objectives of the subject and reforms the population (kid well, 2005). To create active democratic foundation is interesting to create active citizenship. So it could be achieved by attaining or delivering the attractive and good teaching practice of the subject civic and ethical education in different levels (Ibid).

Active citizenship is the ability of the people to exercise and defend their democratic rights and responsibilities in the society, to value diversity and to play active part in democratic life. For citizens to be active and there by undertake these activities, they need to have the necessary knowledge, skill, attitudes and values. To this end, civic and ethical education has been provided in many countries of the world to bring peoples participation and sustain democracy and over all development (Deth, 2013). It is clear to achieve democracy by creating actively participant citizen and making conducive condition. Both the developed and developing countries were doing their best to create active and participant citizen. So, all the democracies have convinced for the importance of having active and informed citizens who will sustain democracy (Deth, 2013).

The current government of Ethiopia has introduced and has been working towards effective realization of civic and ethical education to inculcate democratic culture in citizens (FDRE, 2004). The subject is offered in Ethiopia at different levels of schools with intention of creating good citizens equipped with various characters who are active participant in the overall affairs of the country. However, it has been claimed by various scholars that the intended goal of the current government was not achieved sufficiently.

Therefore, based on the aforementioned argument the researcher was intended to investigate the status and challenges of teaching Civics and Ethical education in Soddo town public secondary schools. So it was intended to analyze how the subject was practicing or how the

subject was delivered and the challenges for its insufficiencies to attain the national objective of teaching civics education. This research was also intended to explore the interaction between education policy and implementation, which were embedded with the civic curriculum.

## **1.2. Statement of the problem**

The subject matter of Civic and Ethical Education was generally important for any state or society to inculcate and promote the significance of democracy and the ways to strengthen its institutions, especially in the young generation, which makes the country stable and the democratic system had to be grounded. The importance of the subject matter is also to increase stable democratic system, to protect corruption and violation of rights, strengthen democratic governance, to practice the development policy of the country effectively and enhancing tolerance and peace-full co-existence (Solomon, 2006).

According to M.Katussiimeh (2004), “Civic Education aims at creating individuals with the capacity to go beyond citizens, who are passive subjects of the state, to those who are well informed and responsible. It should equip citizens with skills to participate and contribute to the development of and maintenance of democratic governance and citizenship which eventually leads to the establishment of a stable democratic political system”.

The role of Civic and Ethical Education in building the good behavior of citizens is an undeniable fact, it helps to bring the awareness of society that is expected from good citizen. Almost all aforementioned studies are mainly focused on the challenges or constraints for its effectiveness. Beyond its success from starting from the syllabus, the indication of its instructional objectives and the content gaps, that is why the researcher intended to conduct this study to assess the practice or the delivery of the subject in the class by its teachers. The internal or external challenges facing the teaching process are the roots for the ineffectiveness of the subject. Despite its positive contribution in building good behavior and creating active and participant citizens, the challenges brought are making civic and ethical education not satisfactory. These factories are prevalent at the country level, some are at the university level, and others at elementary and secondary school levels (South Regional Educational Bureaus Research, 2018).

These study employs the practice of teaching civic and ethical education may face problems which may stream from multi-directions. However, this research studied or investigated some of these dimensions mean the practice and challenges of the subject teaching-learning processes –focus on grade 9 and 10 of Soddo Town Administration, Soddo and Otona secondary schools and try to forward his suggestions.

In Ethiopia the subject matter is given by different names at different governments. For instance, during the period of Emperor Haile Silasie known as Moral Education, Political Education during the Dergue and in the current government given by the name called Civic and Ethical Education. All nomenclatures have their own mission and objectives as well as play a great contribution to the development of democratic system in the country. Furthermore, now a day, the subject matter is aimed at to create democratic thinking and producing active and participant citizen. (Birhanu, 2012: 13).

This research would focus on both the practice/delivery of the subject and challenges when teaching civic and ethical education at grass root level. Such a focus, however, to indicate the main constraints which make the subject matter becomes ineffective like- the perception of other teachers about the subject, lack of continuous training and motivation for the subject teachers, students interest and less attention given by school managements, lack of the teachers commitment to apply attractive approaches and so. Therefore, in order to fulfill the above stated gaps, this study has been intended to analyze the practice and challenges of teaching civic and ethical education in Wolayta Soddo Town Administration.

### **1.3. Objective of the study**

The general objective of the study was to assess the practice and challenges of teaching Civic and Ethical Education in government secondary schools of grade 9 and 10 at Wolayta Soddo Town Administration.

#### **Specific objectives of the study were to:**

- ❖ To assess the practices of teaching Civic and Ethical Education in secondary schools of Wolayta Soddo Town Administration.
- ❖ To identify the challenges that constrained teachers and students in the process of teaching learning Civic and Ethical Education.
- ❖ To identify the available opportunities to teach Civic and Ethical Education.

#### **1.4. Research questions**

- ❖ How is the teaching practice of Civic and Ethical Education in secondary schools of Wolayta Soddo Town Administration?
- ❖ What are the challenges that affect the teaching learning process in Civics and Ethical education?
- ❖ What are the available opportunities to teach Civics and ethical education in the study area?

#### **1.5. Significance of the study**

The finding of this study may help the Civic and Ethical Education teachers to get insight on the ways of practicing to use them effective and efficient in class room and students' life and also the study helps civics and ethical education teachers to identify the challenges that affect the application of effective mechanism. Therefore, it may help for the subject teachers and other stakeholders to find expected solutions to use the methods effectively and also encourage by informing the effective mechanisms.

Moreover, the study may prompt the concerned bodies at Soddo and Otona Secondary schools and the stakeholders at the area of the research had been to plan practical training and discussion for teachers, students, parents, and the community members to help to maximize their awareness of importance and ways of practicing of the subject civic and ethical education for the effectiveness of the subject.

Furthermore, the finding of this study could serve as a reference for other researchers who are intended to the area. The purpose of the study would to examine the practice and challenges of the subject matter at secondary school level, indicated the way for its effectiveness, which helps for a person's making policy on the subject area. And had the contribution to fill the knowledge gap for the significance of the subject to creating good, active and participatory citizen which playing a crucial role in the issues and process of the country's development programs.

#### **1.6. Delimitation of the study**

This study has focused on assessing the practice, challenges and challenges while teaching civic and ethical education: focus on grade 9 and 10 secondary schools of Soddo Town Administration: Soddo and Otona particularly. The delimitation of this study would focus on

Government secondary schools of Wolayta Soddo Town Administration .The frame of this study content would focus on grade 9 and 10.

Therefore, this study is aimed at analyzing the practice and challenge of teaching civic and ethical education in Wolayta Soddo Town administration with in public secondary schools and also to indicate the best opportunities of the subject matter.

### **1.7. Definition of the key terms**

**Practice:** regular acting of, implementing or teaching civic and ethical education

**Challenges:** Problems that affect the teaching and learning practices of civics and ethical education in the school environment.

**Civic and Ethical Education:** In this study it refers to the subject matter that applies to grade 9 and 10.

**Teachers:** In this study teacher refers to the sample selected teachers which include Civics and ethical education teachers and other subject teachers.

**Secondary school:** It refers in this study is the structure of educational system that includes general secondary Education from grade 9 up to 10.

**Town Administration:** The administration of Soddo city.

### **1.8. Organization of the study**

The study has five chapters. The first chapter is- introduction, which deals with the back ground of the study, statement of the problem, objectives, research questions, significance and delimitation of the study. Chapter two concerned with review of literature. In this part, theoretical background and empirical literatures different authors related to the study based on the practice and challenges of teaching civic and ethical education and experiences from the international, regional and in Ethiopia in the past and present. Likewise, chapter three deals with methodology of the study. This includes the description of the study area, the design of the study, source of data and types, the sampling size and technique, collecting instruments, procedures and analyzing methods. Chapter Four also deals with data presentation, analysis and interpretation of the study. Accordingly it consist the demographic characteristics of the respondents, analysis of practice, challenges and opportunities both from teachers and



students. Finally, the last chapter presents with the conclusion and recommendations of the study.

### **1.9. Limitations of the study**

It is obvious that research cannot be free from limitations. So, some of limitations observed in this study are financial constraints and shortage of time limited this study to government secondary schools in Wolayta Soddo town administration. Out of the total secondary schools in city administration, the study limited to two secondary schools due to time and financial constraints. Thus, the study would have been more ample if it had considered all government and private secondary schools in the city. There was also methodological limitation of the researcher to apply advanced statistical tools; the researcher used descriptive statistical tools like frequency and percentage to analyze. On the other hand, unwillingness of some respondents to give the necessary data, and lack of relevant literature on the topic specifically in study area was among limitations of this study. However, the researcher tried to communicate with respondents of this thesis and informed them about the objectives of the study.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURES**

#### **Introduction**

This chapter includes: Concepts of Civics and Ethical Education, theoretical review, literatures on the practice of Civics teaching, literatures on the challenges of teaching-learning process of civic and ethical education, opportunities related literatures regarding to civic teaching and policy related literatures. And in the last of the chapter, Ethiopian related empirical literatures concerning education and civic teaching.

#### **2.1. Concepts of Civic and Ethical Education**

The concepts of education was the process of learning and teaching insight of philosophy in which the movement from darkness to light. According to Jean Piaget (1896), the goal of education in the schools should be creating men and women who were capable of doing new things, not simply repeating what other generations have done. The main concern of education was making a man mind modified. Without education the changes cannot be thinkable. Because of this and another reasons Martin Luther King (1968) said that the function of education was to teach one to think intensively and to think critically. Intelligence plus character-that was the goal of education.

The objective of education was to prepare the young to educate themselves throughout their lives (Robert, 1977).The essence of education had no end; the life situation itself was one of education. So, education is making ready for everybody to learn from any situation. According to John F. Kennedy,(1963),education was a means of developing our greatest abilities, because in each of us there was a private hope and dream, which fulfilled, can be translated into benefit for everyone and greater strength of the nation.

The experience of teaching Civic and Ethical Education in the most countries of the world related to the issues of national identity, citizenship, to force them to reflect up on some form of the civic education for their schools (Murry Print and Alan Smith, Aug, 2000).To identify appropriate pedagogy for teaching civic and citizenship education was possible by designing strategies which are applicable, like, (1) class-based positive-cognitive pedagogies, (2)school-based, passive cognitive pedagogies (3)class-based, participative-active pedagogies,

(4) school-based, participative-active pedagogies. Some of these strategies appear more promising than others in Asian schools given that traditional, didactic teaching strategies dominate (Ibid).

What looks most promising include, Whole school pedagogical strategies critical thinking, particularly through group work, a variety of co-operative learning strategies including group problem solving exercises, school-based activity learning, and the use of technology such as CD ROMs as a resources. It is unlikely only one pedagogical strategy will prove to be singularly effective with civics. A more probable outcome would be that a combination of strategies would be most effective (Ibid). The major role of Civic and Ethical is to produce “good citizen”. A good citizen, as explained by Akalewold (2005), is a citizen who understands properly the problem of their country, understand citizenry obligation to make personal contribution equipped with good ethical and democratic culture. In shaping citizens to the best of this purpose MOE (2002;52) discloses that it is the obligation of any government to acquaint his citizens with good civic and ethical values. There is no government in the world without the intention of shaping citizens according to its constitution.

According to Puhan et al., (2014) lack of role model teachers is the challenge of teaching civic and ethical education. It is affirmed that “they are role models within themselves for their students who, consciously or sub-consciously, emulate their behavior” (Ministry of Education and Employment, 2012). Therefore, teachers should model good behavior for their students. The challenges of the teaching practice of Civic and Ethical Education according to Tesfaye et al: 2013. content and context related problems, lack of civil society’s engagement and non-collaboration of stakeholders, namely the family, religious institutions, civil society organizations, the media and other institutions (Mulugeta, 2015).

Lack of democratic school administration is one of known challenge of the subject in Ethiopia because of the tendency of authoritarian school administration .School principals are stakeholders of implementation of civic education. As pillar of implementing civic education, their behavior and activities should be democratic, as they can play a great role in shaping student behavior either positively or negatively (Ghory Cited in Tovmasyan and Thoma, 2008).

Al-Hedhiri (n.d.) also interestingly explains the adverse effect of undemocratic school administration on the students' character building. Another is improper model of delivery of Civic and Ethical Education is hampering the effort of building good behavior and creating active and participant citizens who can play a role in the democratization processes of the country (Tesfaye et al:2013).

## **2.2. Theoretical Review**

There were different theories gone with the teaching-learning process, which teacher centered and student centered. The teacher centered theory of teaching is like behaviorism, in which the teacher is the main role player by providing the information, supervising the students and it mainly focus on the observable change of behavior of the students. It is mostly one direction of the flow of the information from the teacher to the students and the students are passive participant (G.E. Topkins-Pearson, 2010).

According to De Corte, (2003), teacher-centered environment of learning are mainly theoretical and it is traditional one. Knowledge in these tasks is de-contextualized. The focus of learning is on content, not on the learning process. Second students learning role is mainly passive; knowledge is transformed from teachers to students practice the assigned exercise individually. The learning activities are identical for all students and performed simultaneously. Third, teachers mainly provide whole class instructions and control the learning process. Forth, teachers' text books are the main sources of information. Finally, assessment concerns the content only and winds up a learning period.

Other theory of teaching learning process is constructivism, which makes students active participants, believe in collaboration, which mean it believe in the engagement of the students in any work to try for their successfulness. In this there is two dimensional flow of information. The teacher is facilitator rather the decider in any situation of his/her people. Teachers take the role of coach, expert, model and facilitator during the learning process. In dialogue with the students learning goals are set, and the learning process is monitored and evaluated. Teachers are gradually hand over responsibilities for the learning process (Boerkaerts, 2002).

New forms of learning are based on psychological and educational theories, stating that learning is the constructivist, situated and social activity (De Kocket al.2004). According to

these theories, knowledge is situated in real life contexts. Students construct their personal representations of knowledge, and link new information to prior knowledge and the context (Brown et al.1989). Furthermore, learning takes place through a dialogue with their teachers, peers, and one's self through, for example, the articulation of problems and the encountering of different solutions (Voygotsky 1987; Simons et al. 200).

Student centered learning is problem based and situated in a rich, authentic context. This provides students with a clear purpose and different perspectives from which to approach the learning materials. It also enables attachment of new information to familiar situations (Brown et al.1989; Simons et al 2000).Students' role in student centered learning approach is an active one; they perform real-life activities and are challenged to be mentally active through tackling problem based tasks. Learning is also self-regulated; students set goals and take responsibility for learning process (Van Hout-Wolters al.2000). Furthermore, students learn co-operatively to enable negotiation and social construction of knowledge (Voygotsky, 1978; Simons et al.2000).

Socio-linguistic and cognitive/information processing are one of the theory' of teaching learning process, the first one emphasis on importance of language and social interaction, cultural responsiveness for teaching and challenging the students to confront when they see injustice or illegality in their environment. The second one is the connectedness of human being with the computer mind and strategic reader and writer (Ibid).

### **2.3. Literatures on Practices of Civic teaching**

Historically, the development of and the practice of the subject Civic and Ethical Education is dates back to the ancient Greek-City States, Athens, with the aim of creating active and participating citizens for then Athenian direct democracy ( Merone, 2006; Birhanu, 2012).Etymologically, the word civics is derived from the Latin word Civitas, which means 'citizen; or 'of the citizen'. According to Tesfaye Semala (2013), this in turn, takes civics to mean the discipline of knowledge dealing with the day- to- day affairs of the state and its citizens. The subject civic and Civic and Ethical Education has taken different nomenclatures in different countries (such as Civic Education, Citizenship Education, Civic engagement, Education for Democratic Citizenship, Civic Culture, Political Education and Moral Education) (Vasilijevi, 2009) with no significant difference in their essence and purpose, as

can be inferred from the definitions and purposes stated later here in. Different scholars define it by different concepts like other social science subjects.

*According to UNDP (2004): Civic Education is learning for effective participation in democratic and development processes at both local and national levels. It is an important means for capacity development on the societal level by empowering people for effective civic engagement. It is an essential dimension in strengthening a society's ability to manage its own affairs and it's complementary to capacity development on the individual and institutional levels."*

It is indicated above that the subject civic and ethical education plays a great role to create a good citizens by creating awareness through providing different information and learning experience, in so that, which equipping and empower the citizen and community, the country and the world. Active and effective implementations of civic education can play the powerful role to the intended process of democratization by creating politically awaked citizen in deferent levels. Moreover, Merone (2006) notes that "Within any given political or moral traditions, Civics refers to education in the obligations and rights of citizens enriched under that tradition." It provides awareness of the rights of citizens to participate in the political, social, economic, and cultural aspects of their country, and of the corresponding obligations they should discharge. Also Palati (2014) expresses that in the context of social relationship there are many duties to be performed and correspondingly many rights to be respected. It is with them civics is concerned. Thus, Civic Education is a subject which basically addresses the rights and duties of citizens.

According to Merone (2006), in our country Ethiopia the names, content and methods of Civic and Ethical Education has been changing from regime to regime, being influenced by the deep rooted religious and cultural values of the country and by the nature and orientation of the political philosophy of a particular political system. As Tesfaye et al. (2013) noted, starting from the 1990s the concept and practice of civic and ethical education in Ethiopia, its historical experience can be traced back to the beginning to indigenous education that parallels the introduction Christianity in the 4<sup>th</sup> century BC. From the time, Ethiopian Orthodox Church was devoted to offering moral education to unconditional acceptance of ,

and loyalty to the ruling class. It could be continued named as Moral Education until the dawn fall of the imperial regime in 1974.

After the collapse of the imperial regime, the country experienced a military rule with a completely different ideology (Tekeste, 2006; Tesfaye et al.; 2013). The military government named as Dergue aliened to the socialist ideology, so the education system of that period was inculcating the ideology in to the society and enable the revolution to move forward (Tekeste, 2006; Merone, 2006; Birhanu, 2012; Tesfaye et al. 2013). According to the socialist ideology, the Dergue regime introduced it named as political education to indoctrinate the Ethiopian Students with Marxist-Leninist politico-economic ideology and the myth of an indivisible Ethiopian Nationalism. In sum, neither of the above political ambition of the civic and ethical education experiences brought stability, democracy and unity in multi-cultural Ethiopia (Mahari, n.d). Two of them were no genuinely produce active and participant citizen in democratization of the country (Tefaye et al., 2013).

In Ethiopia, the subject of civic and ethical education got a considerable attention after 1990s (Mulugeta, 2015). It was incorporated into the Ethiopian Educational System along with the introduction of the 1994 Educational and Training Policy (Tefaye et al., 2013; Merone, 2006). Following the change of the government and to meet the new quest of economic, political and social and democratic change, the new government has worked hardily to make education compatible to the new ideology of democratic nationality (Mahari, n.d.). With the line of this, Merone (2006) has justified that the practice of current civic education different from the previous from the curriculum in terms objectives, content and methodology. According to Yamada, 2011, the EPRDF give official inaugurations by introducing the new curriculum called as civic education. Following with the curriculum reform in 2000, the subject was renamed as civic and ethical education, as an important tool to inculcate the idea of democracy among citizens all over the country (Yamada, 2011).

As a package of education, especial design for civic and ethical education based on school curriculum for the delivery of the subject in the root level because of creating informed and responsible citizens with the skill of participation to contribute to the development of the country's and to the construction of stable democratic governance and citizenship (Merone, 2006). To this end, according to Tesfaye et al.,(2013) a notable contribution of the subject is awaking citizens by teaching emotively to their rights and duties, as well as, about over all

political life of the state to youths especially informing quality of good governance in contrast with the previous undemocratic tradition.

#### **2.4. Literatures on the Challenges of teaching –learning processes of civic and ethical education**

On the other side of its contribution to build creating aware, informed, responsible and participant citizens, different challenges limit its proper realization from the lower grade level to the universities.

According to Tesfaye et al., 2013 and Yamada, 2011, there are different activities challenging the teaching-learning processes of the subject. Some of these are the perception of other subject teachers as the subject is for the sake of political coverage, the large number of students, lack of professionally trained teachers, the contextual problem of the text books and its ambiguity, the expansion of corruption and lack of good governance in their environment and others. As Mulugeta (2015), noted that lack of civil society's engagement one of the greatest challenge for the ineffectiveness of the subject. Educating civic and ethical education by government institutions alone will not be sufficient to create good citizens equipped with ethical values and democratic culture. As he said, collaboration to teaching civic and ethical education of other stakeholders, family, religious institutions, civil societies organizations, the mass media and other institutions. According to Smith, 2007, the EPRDF limited the NGOs intervention in the areas of civic education and other human rights activities, rather give the opportunities to propagate the subject to serve its purpose. This could negatively affect the effectiveness of civic and ethical education from the root level to higher institutions.

Improper ways of delivery of civic and ethical education is also challenging to build good citizen and creating active and participant citizen. Tesfaye et al., 2013, indicated that teaching civic and ethical education with plasma affect the learners to acquire the required knowledge and skill from the subject. To that end the method of delivering to the subject is not appropriately fit the nature of the subject. The civic and Ethical Education needs to be repeated, interactive and participatory (Browne, 2013).The fact that plasma education is too fast, beamed only once, highly dependent on uninterrupted flow of electric power, and in English with no local language support (Tekeste, 2006). To compromise its objective, must the handling or exercise of civic and ethical education with interactive nature, face to face



interaction with their teachers to internalize the idea of democracy, discussion, ethical values and to exercise in practice.

Furthermore, the school management bodies, such as principals, vice principals and department head are the main motivators in creating shared vision for the curriculum in the school and in providing inspirational curriculum leadership. The instructional activity of leaders determines the success of the school and provision of quality education. The school management bodies should take the initiatives in working together with teachers in designing and implementing active teaching mechanisms including the determination of training needs, approaches to satisfy the needs and follow up activities (sparks, 2002).

## **2.5. Opportunities Related literatures regarding to Civics and Ethical Education teaching**

Civic Education got attention was given by the government and leading party because it plays a role to build democracy and enhance prosperity (MOE, 2005; 2006). Civic Education in a democratic society aims at producing informed, competent and responsible citizens by equipping them with civic knowledge, civic skills and civic dispositions so that they can effectively participate in the political, social and economic affairs of their society (Branson, 1988 in Berman 1997). MOE in Dawit (2006:26) argues that serious ethical problems that have been aggravated these days in people are mainly due to improper cultivation of citizens during their schooling. The ministry extends that the educational institutions have not been able to produce young people, who can recognize their country's problem, their own citizenship responsibility and desirable code of conduct.

Similarly, Fenat, in Aschale, 2009:43 pointed altruism, integrity, cooperation sprite; etc seems to decline when compared to the past. Fekadu 2003:15 has suggested similar problems. He noted that the Ethiopian young people are in moral crisis. There have been poor manner of talking, dressing disrespect of elders, etc. It also common to experience in day activity of many people in our country concerning all and the youths so that many elderly people today feel that for the failures of traditional cultures and is one of the other greatest opportunities is the graduated teachers were available and materials were producing.

## 2.6. Policy Related literatures

In Ethiopia, the beginning of the 1990s was formative period for Civic and Ethical education. This was due to the major socio-political developments and changes that took place in the country (Girma, 2006; Akalewold, 2005a). In May 1991, the pro-socialist military dictatorship was overthrown by armed political groups of Ethiopian People's Revolutionary Front (EPRDF). Meanwhile, these political groups established a transitional government under the guiding principle of the transitional charter. This charter according to many observers was unique in the country's political history for its stipulation of numerous democratic ideas. It was in line with charter that the Education and Training Policy (ETP) of the country was promulgated in 1994 (Solomon, 2008; TGE, 1994). The promulgation of these policies could be considered as a milestone for the renewed interest of Civics and Ethical Education in Ethiopia. The policy unambiguously designated the transitional government's desire and dedication for the provision of the Civic Education in its modern essence. In the mean time, the Institute for Curriculum Development and Research (ICRD), a government affair for curriculum development in Ethiopia proposed Civic Education to be included in curriculum of the country (Akalewold, 2005a).

In the Civic and Ethical Education curriculum and policy formulation, many concerned bodies including the governments complain that the subject has not properly implemented in schools as it was expected to be (MOE, 2006; MOE 2007; Girma, 2006; Juneidi, 2006; Allehone, 2005). According to MOE expression to the implementation of the subject Civic and Ethical Education has faced many problems. The implementation of the current civic and ethical education especially at the grass root level because of different constraints or challenges it could be not effective. For instance in the commenting the weak points of the current curriculum of Civic and Ethical Education, Merone (2006:251) pointed out that:

*.....the present curriculum was not sufficiently planned, and, different contextual aspects were being sub summed, while greatest numbers of issues were entirely copied from the western elements of education in general. The present government in this regard needs to be able to balance the forces of internal as well as external demand. From the above literatures Civics and Ethical Education of the current implementation has its strong and weak sides.*

In views of building democracy and facilitating the development of the country, the transitional government has introduced the new Educational and Training Policy (ETP, 1994). The goals of Educational Policy appears too enshrined in democratic values, such as rule of law, equality, liberty, justice, truth and respect for human rights (Seyuom,1996). Seyuom further argues that the government's stance to embrace democracy is in order of the day. Since Ethiopia is multi-cultural and multi-national country, the issue is not only the order of day rather it is the question of death and survival for the country (MOI, 2002). In order to realize/ materialize the intended educational goals, the MOE has developed Civic Education as a separate school subject for all grade levels (MOE: 2001). The government believes that the previous moral education of the emperor and political education of the military regime did not reflect the needs and interest of the public.

## **2.7. Ethiopian Related empirical literatures concerning education and civics teaching**

Civic education involves knowledge and the development of intellect about the contents of citizenship education. Different scholars define the term civics in different ways. Some tried to define it as a subject which involve the grasping of information and internalizing of these information regarding the socio-economic, political-legal, cultural, environmental problems(challenges),success, and opportunities of the country; while others insist that it involves knowledge of the country's past, present and future directions and the possible challenges and opportunities, new and ahead of us in the social, economic and political, environmental, technological and cultural life of the country (Dewey,2004). However, they have a common point that civic education involves basic knowledge of the political system and its operation; the legal system and its operations; the physical geography of the country and its peopling; the history of the country and its peoples; the economic systems and its workings and the current issues (Abowitzet. Al 2006). The most extensive claims for civic education are its extreme relevance to make citizens aware about actual civic participation; products of civic education should be better and more active citizens (Semala et. al.; 2012).

The Ethiopian government has a deeper appreciation of values like tolerance and inclusiveness-values that must not just be known, but internalize and use as guides in actual political engagement. Although most of the countries across the world provide room for civic education mostly at elementary and secondary school levels, the Ethiopian experience provides extra ordinary programs of instruction with in colleges and universities. These needs

to expand such a program are compounded with the rapid expansion of higher education (MoE 2010). As the country was embroiled with internal armed conflict (Semala, 2011; Tekeste 2006), Ethiopia has introduced new civic education curriculum in schools and universities, with a mission to protect the new founded peace and stability since 2003. Following the country's transition to democracy in the 1990's attempts have been made to institutionalize the protection of human and democratic rights of citizens, and also a popular constitution was set in place. To further enhance the ideals of democracy and constitutionalism, civic education was introduced in to the education system (MoE, 2004).

In the quest to consolidate the democratic process in the country and enlighten citizens in their rights and obligations, since 2002/03 the curriculum of civic education was revised and a new Civics and Ethical Education curriculum, which is based on major social values, is adopted across the grade levels. This clearly shows the intention of government to create peace loving, tolerant, and vibrant generation, even in the earliest days of its rule. This was largely attributed to the intention of government to create citizens who understand the real needs of their country and their obligation as a citizenry to look in to the problem equipped with good ethical and democratic culture (Jibril, 2012). In favor of this idea, he further argued that, there is no government in the world without the intention of shaping citizens according to its constitutions. This is because of the fact that the effectiveness of the governments and states in driving sustainable development depends on the creation and development of skilled, competent and responsible human capital.

Education quality is a complex concept, defined differently depending on a country's policy objectives and underlying philosophies. According to a recent UNESCO report on education quality, many countries mix the following approaches in their vision of quality, with one approach or another dominating as policy evolves. 1) A humanist approach which focuses on student's construction of knowledge, active learning and social actions; 2) A behaviorist approach which assumes that students must be led by incremental steps to specific, pre-defined ends; 3) a critical approach which focuses on understanding and correcting inequities, and 4) an indigenous approach which rejects mainstream education imported from the centers of power (UNESCO, (2004). In Ethiopia, as in most countries, policies define education quality according to the knowledge, skills and attitudes that students develop-the familiar cognitive, effective and psycho-motor domains. According to Ethiopia's policies, cognitive learning is important and includes relevant knowledge, analytical thinking and problem

solving skills which are the base of the 1994 National Education and Training Policy (NETP) and the new curriculum Transitional Government of Ethiopia (1994).

## 2.8. Conceptual Frame work

There are different variables which were resulting for the ineffectiveness of the subject civic and ethical education. They were inside school and outside school variables.

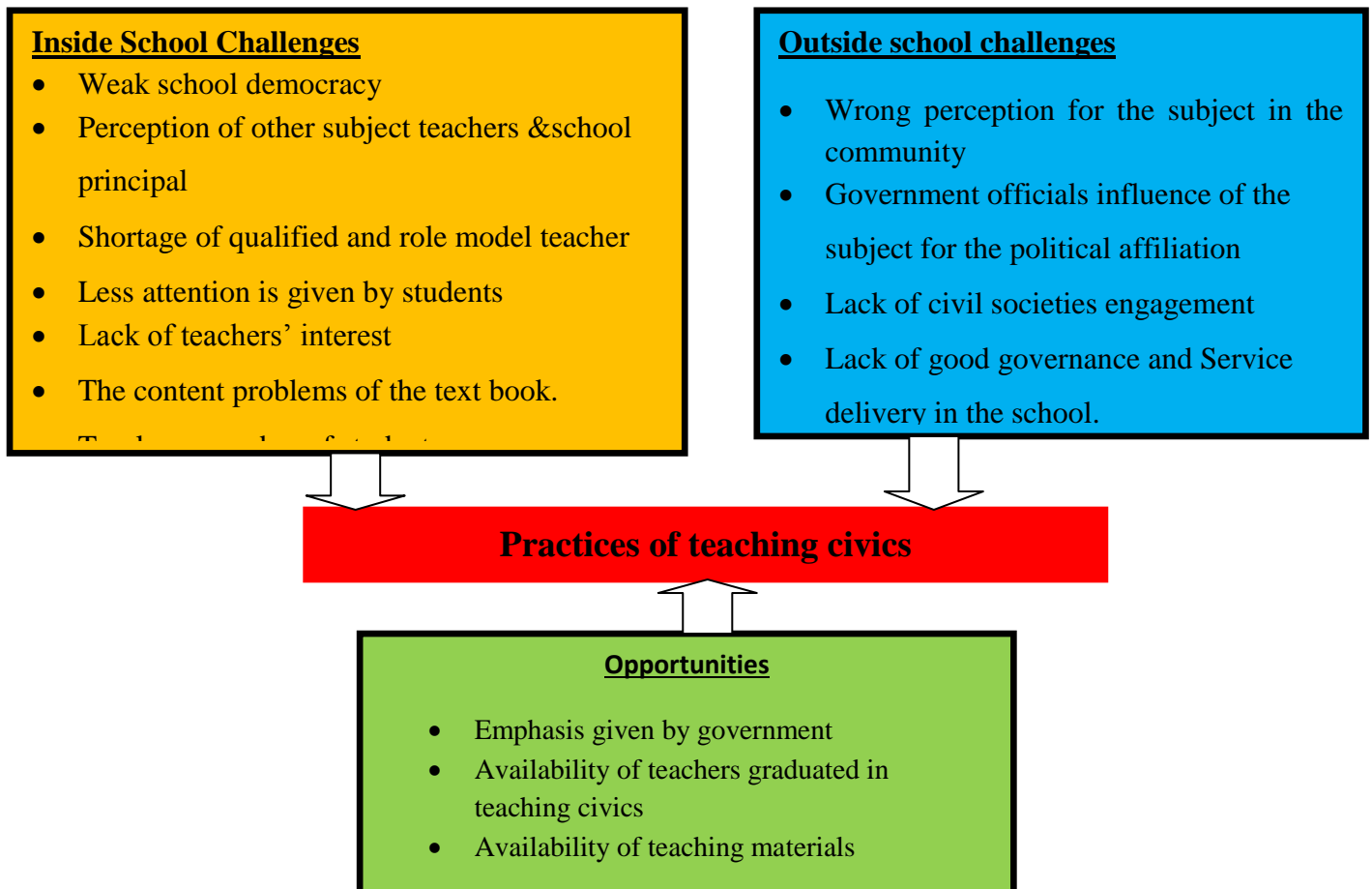


Figure 1; Conceptual frame work

Source: Developed by the research, 2018

The Conceptual frame work explains how different challenges and opportunities affecting the teaching practice of civic and ethical education.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### Introduction

This section deals with the research methodology of the study. It includes the description of the study area, the design of the study, the source of data and types, sample size and sampling techniques, data collecting tools, data collecting procedures and methods of data analyzing techniques. The main focus is the practice and challenges of teaching civic and ethical education at Wolayta Soddo Town Administration.

### 3.1. Description of the study area

#### 3.1.1. Geographical Location

Wolayta Soddo one of 14 zonal administration of South Nations, Nationalities and Peoples Regional State which is roughly located at the distance about 380 of south of the capital city of the country, Addis Ababa on the highway of Arba Minch.. The zone is bounded by Kambata Tambaro zone in the north, Sidama in the East, Gamo Gofa in the south and Dawro Zone in the West (CSA, 2010).

Soddo is the capital of the zone, which has 160k.m.distances from the regional center, Hawassa. The study area (Soddo town) comprises 3 sub-towns: Arada, Merkato and Mehal and 11 kebele administrations (CSA, 2010).

Wolayta zone consist 12 woreda and 3 reform Towns. The total population of Wolayta zone in 1999 E.C census was 1,501,112.The population distribution of the zone accounts 88% rural and 12percent urban. According to zonal statistical report of (2010), the population of the zone grows at 2.8 rates in the rural and 4.8 rate at the urban.

The study area was the most populous town in the zone. According to zonal statistical report of 2010 population of the town is 87,140.Among this 45,956 of the town is characterized by young age structure and rapid growth rate. The population of children under age 15 is 31.8percent, 10-64 years is 66.4% and above 65 age proportion above 1.7% according to CSA, 2010..

According to the Wolayta zone Finance and Economic Development Department Report (2009), there are various institutions (organizations) which is established to provide different social, economic, and administrative services to the residents and other peoples in areas of education, health, hotel and tourism, agriculture and others.

As Zonal Educational Department Annual Report of (2018,education sector provides services such as teacher promotion, hiring and other employees preparing and training, evaluation and commenting first level curriculum, licensing for first cycle private schools with due consideration of accessibility, efficiency, equitability and quality of education.

The education office of Soddo Town on Zonal Education Department Strategic Plan; prepare their own strategic and annual performance plan to improve the quality and access of education in towns. The schools also prepare the same plan according to their situation in order to improve the relevance, quality and accessibility of education.

In terms of educational provision, in the study area, there are nine first cycle primary, five secondary schools, two preparatory schools, one poly Technique College, one TVET college and one university. The enrollment ratio of student at secondary school is 59.85%,students to teacher ratio is 1:90,student to section ratio is 1:95,student to text book ratio is 1:4,% of female students and qualified secondary school teachers are 43.62% and 67% respectively(Annual Report,2010).

### **3.2. Research Design and methodology**

A cross-sectional research design was used to collect data from various sources at a time. Furthermore, a mixed approach that combined both the quantitative and qualitative techniques of analysis has been used in this study.

### **3.3. Sources of Data**

The researcher collected data from both primary and secondary sources. The primary sources of data were obtained from students, parents, teachers, administrative staffs, directors of the two schools,-Otona and Soddo secondary schools of Soddo Town Administration and also from officials of Soddo Town Education Office by questionnaires and interviews. In addition, as it was an educational research which focus on teaching and learning processes. So the study includes supervisors, school leaders and teacher-student union as participants and also it

would intend to indicate opportunities that provided for civic and ethical teachers and students in the class room and school environment.

The secondary data on other hand would collect document analysis at list two years of annual reports of the study area (the schools and Soddo town education bureau), books, articles, manuals and magazines and the curriculum and related issues around the study area. The two sources of data were conducting to assess the practices and challenges while teaching civic and ethical education in actual and grass root level.

### **3.4. Sample size determination and Sampling procedure**

In Wolayta Soddo town, there are five government secondary schools. Out of these schools, two secondary schools, namely; Soddo Secondary School and Otona Secondary schools were purposefully selected based on peculiar characteristics of the school. In terms of the age of the schools establishment, Soddo secondary School is the oldest school of the town with more than 40 years; while Otona secondary school is the youngest school with only four years after its establishment. Geographically, these two schools are located at different direction of the town, Soddo secondary school in the center and Otona secondary school around the border part of the town. Furthermore, these schools constitute large number of teachers and students with diversified backgrounds. Therefore, such diversified characteristics of the schools would help to get representatives of the sample selection.

Then, grade 9 and 10 sections from each school were randomly selected. According to the information obtained from each school, there are a total of 2,567 students in grade 9 and 10. Out of these total students, 2081 of them were attended on Soddo secondary school; while the remaining 486 students were attended at Otona secondary school. Therefore, using systematic random sampling technique the sample respondents of the students were selected proportionally from both schools. One hundred eighty nine (189) sample respondents of the students were selected from both schools by the use Yamane's formula of sample size determination.

According to table 3.1, the researcher uses purposive, random and systematic sampling to analysis the sample size by Yamane's sample determination calculation (1967),  $n = \frac{N}{(1+Ne^2)}$ .



According to the formula:

n=corrected sample size,

N=Population size and

e=Margin of acceptable sampling errors (Moe), e=0.07.

Thus,  $1 + N(0.07)^2 = 2567$

$$1 + 12.5783 = 13.5783$$

$$2567 \div 13.5783 = 189$$

Therefore, the sample size as descriptive studies and to select enough representatives the researcher took the following numbers.

In the place of sampling the target populations from teachers 30 were selected through purposively for civic and Ethical and systematic random approach for other subject teachers. The sample selection of Students was one hundred eighty nine (189) through Yamane's formula of sample size determination method. The researcher has selected randomly four (4) school principals from each schools and two (1) cluster supervisor purposively. So the total population of the researcher took to this research were 224 respondents. Accordingly the respondents of the selected samples of students by using of Yamane's formula of sample size determination, because of their large number, while the subject teachers and other of subject were selected purposively and systematically random.

As a result, students and teachers were participants of the study to fill the questionnaire. This was the researcher's assumption that would help to cross over the teacher's response with the response of students and teachers. Besides, the researcher would take Principals and cluster supervisors as participants of interview because of their small number.

Table3.1. The number of key informants

No	Sample categories	Sample Size	Sampling Technique
1	Soddo and Otona Secondary Schools	2	Purposive
2	Students	189	Yamane's formula
3	Civic and Ethical Education teachers	10	Purposive
4	Other subject teachers	20	Systematic Random
5	Principals	4	Random
6	Supervisor	1	Purposive

**Source:** Field Survey, 2018

### 3.5. Data collection tools

The use of more than one data gathering instrument can empower the reliability and validity of the study. The researcher used different sets of instruments to collect data from the sample respondents. These were questionnaire and interview to collect data from participants and document analysis. The following section may present detail information. Instruments employed for data gathering of this study were both open-ended and close-ended.

#### 3.5.1. Questionnaire (open-ended and close-ended)

Questionnaire was one of the main data gathering tools that were extensively used to obtain the sufficient primary data from the large sample. Also it was used in the study in order to obtain primary data source including the responses of students, teachers, school principals, supervisors and another stakeholders and it may designed not only for civic teachers.

Therefore, the researcher prepared questionnaires as the main data gathering tools because of questionnaire were believed to be better to get large amount of data from large respondents relatively in short period of time with least expenditure. Close and open ended type of questions related with the practices and challenges of teaching civic and ethical education for 219 respondents.

The first part questionnaire contains background of the respondents, which includes sex, age, educational level, occupational background. The second part contains the questions related with the practices and the delivery of the subject matter in the actual manner. The third part contains questions related with the major challenges that constraints the result of the subject and in the learning environment of the study area. The fourth part contains questions to indicate the best opportunities of civic and ethical education and the last is interviews for different stakeholders.

### **3.5.2. Interview and its guidelines**

In order to get rich qualitative data regarding practices and challenges of teaching civic and ethical education in the study area; interview was conducted in two school's principals, Soddo and Otona and the cluster supervisors. Also it was prepared in English and the translation may interest the interview.

The researcher was prepared semi-structured interview participants. He designed interview questions to gather more specific and truthful data from the interviewee to support questionnaires of respondents.

According to Best and Khan (2002), interviews are used to collect verbally in face to face situation. So that, the researcher can understand the feelings and what is in or on the respondent mind. This study was also made face to face contact on the topics such as understandings of principals and supervisors on the practice, challenge and opportunities of teaching civic and ethical education in the school.

### **3.5.3. Guide lines of Document analysis**

In addition to questionnaire and interview, the researcher was used the document as secondary sources of data collection and the document analysis was used to enrich the information about the issue under study. The reports, guide lines, annual result reports and action researches if it is possible and available in the research area.

## **3.6. Data collection procedure**

In the process of testing the instrument and collecting data for the final study, the following different procedures were following. To obtain the descriptive information about the practice and challenges and opportunities of civic and ethical education different sets of survey

questionnaire would develop based on the literature review and in view of the basic questions of the research.

A qualitative research study conducted to overcome the weakness in quantitative data collection. The instruments include questionnaire, interview and document analysis. After all, the qualitative data conducted and presented theme so as to strengthen the finding of the quantitative data.

### **3.7. Methods of data analysis and interpretation**

Data that are collected using both quantitative and qualitative tools were analyzed and interpreted quantitatively and qualitatively relying on numerical as well as non-numerical data. After the instruments were scored for this purpose, descriptive statistics such as frequencies and percentages were utilized. Besides, measurement scales, Likert scales was implemented to organize, interpret and generalize the collected data. The Likert scales in closed ended questions in the questionnaire were converted to numerical codes and scored on 1-5 point scale in order to magnitude of the conduct being measured. The data that were obtained using open ended items, and interviews were analyzed qualitatively by using narrative type. The quantitative data results were represented in tables.

The collected data was organized by using description method, the frequency, percentage and forming as well as using different tables. The researcher has analyzed the data that was collected from questionnaire, interview and document analysis qualitatively and quantitatively. The data obtained from the interview and discussion would analyze qualitatively by using narrative description to identify the themes. The findings were obtained from the analysis of the data. Finally, conclusion and recommendation would give based on the findings.

### **3.8. Ethical Consideration**

The research ethics to gather necessary information with patience till the researcher concludes everything that he needs from the target respondents. All information collected from the respondents would be treated with confidentially without disclosure of the respondents' identity. Moreover, no information was modified or changed, hence information was presented as collected and all the literatures collected for the purpose of this study was appreciate the reference list.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **Introduction**

This chapter deals with data presentation, analysis and interpretation of the study. Accordingly, it consists of the respondent characteristics, analysis of the Practices of teaching civic and ethical education and challenges which affect the teaching learning process of civic and ethical education and the best opportunities

A total population of the study was 219 copies of the questionnaire were distributed for the respondent students and teachers. From these distributed questionnaire papers 215 questionnaires papers were returned. The returned copies of the questionnaires was frequented 98.17 percent, was employed to the data analysis. This is interested to give the important information to these researches. The respondents interviewees were held for these research were school principals and supervisor 4 in number.

#### **4.1. The Demographic Characteristics or Profile of Respondents**

The demographic characteristics of the samples respondents of teachers were listed in table 4.1. The teacher's demographic questionnaire consisted of five items. These were sex, age, work experience, educational status and marital status. The total number of sample respondents who involved in this study was 30.

A total of 30 questionnaires were distributed. The returned response rate of the respondents was 29(96.66). This indicates that the number of non-respondent was small that was only 3.44%. In which was believed not as such affect the findings of the study.

Table4.1: the demographic characteristics of Respondents Teachers

	Characters	Frequency	Percent
<b>Sex</b>	Male	25	86.20%
	Female	4	13.80%
<b>Age</b>	21-29	8	27.58%
	30-39	14	48.27%
	40-49	6	20.68%
	50 and above	1	3.44%
<b>Educational status</b>	College diploma	0	0.0%
	BA/BSC/BED	23	79.31%
	MA/MSc	6	20.68%
<b>Work experience</b>	5 or less	-	-
	6-10	2	6.89%
	11-15	13	44.82%
	16-20	5	17.24%
	21-25	5	17.24
	26 and above	4	13.80%
<b>Marital status</b>	Single	2	6.89%
	Married	27	93.10%
	Widowed	0	0.0%
	Divorced	0	0.0%

**Source:** Field Survey, 2018

As shown in table 4.1 above regarding sex of respondents, both sexes were incorporated in the study. However, the larger proportions of the respondents were males who accounted (86.20%) and the rest were females who accounted (13.8%). The distribution of data was fair because of different sexes were incorporated.

With respects to the respondents age category,48.27% of them were between 30-39 years old, and (27.58%) were between 21-29 years old, (20.68%) were between 40-49 years old, and the rest (3.44%) was 50 years and above. The larger proportion of age levels of respondents was importantly indicating or can answer to the intended issue of the thesis. The distribution of the

respondents' age was skewed to the right and more than 77% of the respondents were between 21 and 40 years old.

Respondent's educational status showed that about (79.3%) had first degree and (20.68%) secured master's degree. This status can have important to got experiences. So, it was significantly important as a secondary school research. Regarding work experience about none of the respondents had below five years' experience,(6.89%) of them from 6-10 years' experience, (44.82%) had 11-15 years' experience, (17.24%) from 16-20 years' experience, (17.24%) had 21 to 25 years' experience and (13.80%) had 26 years and above experience.

Respondents work experience statistics also shows that about 86% of the sampled respondents work experience was above five years. This helps the researcher to get valuable information, since they were experienced. That is, at most of the teachers were senior, they can understand about teaching profession and their main challenges and solutions to address them. As to the marital status of the sample respondents (6.89%) were single and (93.10%) were married. This indicated that most respondents are married. In general, sex, age, work experience, qualification and marital status distribution of sample teachers indicated that there was an appropriate sample group of the population. This enhances the reliability and validity of the research.

Table 4.2: Practices of teaching civics and Ethics in the schools by Teachers

No	Variables	N	1	2	3	4	5
	Do you use different mechanisms of active learning practices with clearly identified by principles to make the class attractive?	30	15 50%	6 20%	-	9 30%	-
	Do you use Class room discussion?	30	15 50%	9 30%	-	6 20%	-
	Do you know teachers who have prepared plan how to use the teaching strategies? (annual, monthly, weekly and daily)	30	12 40%	3 10%	-	12 40%	3 10%
	Are the teachers language used in the class is clear for students?	30	9 30%	6 20%	-	9 30%	6 20%
	Do the teachers check continuously the students' attention for the subject?	30	6 20%	12 40%	-	9 30%	3 10%
	Do the teachers prepare continuous assessment after the completion of the class or course by plan?	30	15 50%	3 10%	-	6 20%	6 20%
	Do you use all information in the students' text book and teachers' guideline?	30	9 30%	3 10%	-	6 20%	12 40%
	Do teachers prepare action research to overcome the problems faced them when teaching Civic and Ethical Education?	30	12 40%	3 10%	6 20%	6 20%	10 10%
	Do you complete student text book in the time of the year by using the allotted period without waste?	30	9 30%	6 20%	-	9 30%	6 20%
	Is the school management attention about the subject is attractive and encourages to implement active learning methods?	30	22 73.3%	5 16.6%	-	3 10%	-

**Source:** Field Survey, 2018

**Key-strongly disagree=1, Disagree=2, Neutral=3, Agree=4, strongly agree=5**

It can be inferred from the questionnaire and interview analysis of Soddo town administration government secondary schools had many problems when assessing teaching learning process or the delivery of the subject.



Regarding to the variable Do you use different mechanisms of active learning practices with clearly identified by principles to make the class attractive, 50% responds to strongly disagree, which indicate about the teaching learning process and practices not clearly identified by principle because of from the total respondents 50% strongly not agree and 20% disagree. As in interview groups said that, “the teaching learning process and practice of civic and ethical education is not clearly identified by principle, for its fruitfulness, the teachers teach according to their interest, which affects the process. But we know that teaching learning process has principle.”As said by Murry Print and Adam Smith (Aug, 2000) practicing school based participative active pedagogies can be an appropriate pedagogical approach. Unlikely using the pedagogical strategy to civic education most likely leads to inefficiency especially in the change of students’ behavior.

Concerning to the variable to the use of class room discussion, 50%- strongly disagree, 30%- were disagree and 20% were agree. From the stand of the respondent answers, that they do not use class room discussion because of large number of student number. Regarding to the response of teachers, Do you know teachers who have prepared plan how to use the teaching strategies? (Annual, monthly, weekly and daily).From the participants, 40% strongly disagree and 10% disagree, and 40% agree and 10% of the respondents strongly agree. Based on its explanation indicates the teachers are planning but they have no strategies how to implement the strategies. Interview groups said that “the teachers have to plan weekly what they will do but there is no modification rather for the sake of reporting.”

Regarding to the respondents of the variable, the teachers’ language used in the class is clear for students? The interest of the teachers to teach the subject, 30% strongly disagree and 30% agree also 20% disagree and 20% strongly agree. Which indicates lacks in interest is one of the problems to the practice of teaching the subject. Besides to the variable of regarding to the teachers check continuously the students’ attention for the subject 20% of the respondents strongly disagree ,40% were responds to disagree, none of them are neutral, 30% of the respondents agree and 10% of them are strongly agree. This indicates the respondents disagree to the teachers’ continual process to check and receive students’ attention. Controlling students’ attention is important and it wishes the continuous process.

Concerning to the item the teachers prepare continuous assessment after the completion of the class or course by plan, 50% strongly disagree, 10% disagree, 20% strongly agree and 20% were agree to preparation of questions after completion of each class. To this indication the

large number of respondents strongly disagrees. Question supports the students to memorize what they learnt in the class. Regarding to the respondents of the variable, do the teachers prepare action research to overcome the problems faced them when teaching Civic and Ethical Education. Accordingly, 40% strongly disagree, 10% disagree, 20% responds to neutral, 20% agree and 10% strongly agree. Based on the response of respondents indicate strongly the subject teachers are not committed to done action research which has power to overcome the problems what faces in the teaching learning process of the subject.

Concerning to the respondents of an item, do the teachers complete student text book in the time of the year by using the allotted period without waste, 30% strongly disagree, 20% agree, non of neutral, 30% agree and 20% of the respondents strongly agree. Based on the response, it indicates that the teacher not completely use the textbook in the time the allotted period of the year, as an interviewee group agrees that the period given in the curriculum for the subject civic and ethical education is 3 in the week. It is not enough to cover any information of the textbook. Also supervisor in his interviewee indicated that teachers are not committed and give attention to all information cited in the students' textbook (interview, May, 2010).

As the respondents regarding to the school management's attention about the subject civic and ethical education, 73.3% strongly disagree, 16.6 disagree, 10% agree and non are neutral. The large number of respondents indicated that school management attention is not encourages. Beside the questionnaire, for similar idea, the interviewer indicates that "lack of support or shortage of different training to update the skill of practicing and also motivation for the teachers from government or non-governmental organizations or concerned bodies." It is supported by the research of MOE(2002;52), the most high school teachers of civic and ethical education might have lack of continual training to upgrade and to have in-depth culture of the concepts.

Table: 4. 3. Challenges in teaching civic and ethical education by teachers

No	Variables	No	1	2	3	4	5
	The perception of individuals-the subject is for the sake of political affluence than for the change	30	3 10%	3 10%	6 20%	6 20%	12 40%
	The large number of students	30	3 10%	- -	6 20%	9 30%	12 40%
	The contextual, ambiguity and complexity problems of the text book	30	- -	6 20%	6 20%	9 30%	9 30%
	Lack of professional/ well trained teachers	30	6 20%	3 10%	- -	12 40%	9 30%
	Environmental challenges like aggravations of corruption, lack of good governance, intolerance, nationality focus and national instability.	30	3 10%	3 10%	3 10%	9 30%	12 40%
	The subject teachers behavior does not encourage to give attention	30	6 20%	3 10%	3 10%	6 20%	12 40%
	The dynamism of the subject in the different government systems	30	3 10%	6 20%	6 20%	3 10%	12 40%
	The behavior of school management and other teachers do not act according to what the students learn from the subject civic and ethical education.	30	- -	6 20%	6 20%	3 10%	15 50%
	The subject teachers are not well informed how to use the effective the practice.	30	6 20%	4 13.3%	4 13.3%	7 23.3%	9 30%
	There is shortage of different training for civic and ethical teachers	30	- -	2 6.6%	3 10%	9 30%	16 53.3%
	The school management is poor	30	4 13.3%	6 20%	8 26.6%	6 20%	6 20%
	There is lack of appropriate support from supervisors and other stakeholders	30	2 6.6%	1 3.3%	1 3.3%	18 60%	8 26.6%
	Teachers are not committed to use different attractive approaches and mechanisms	30	2 6.6%	3 10%	3 10%	10 33.3%	12 40%
	There is shortage of time for teachers to implement different actions because they are overloaded by other duties	30	2 6.6%	7 23.3%	2 6.6%	10 33.3%	9 30%
	There is lack of motivation for teachers by concerned bodies	30	- -	3 10%	- -	11 36.6%	16 53.3%
	The absence of co-ordination between teachers and school principles	30	3 10%	4 13.3%	1 3.3%	11 36.6%	11 36.6%

Source: Field Survey,2018

Key-strongly disagree=1, Disagree=2, Neutral=3, Agree=4, strongly agree=5

Regarding to the variable above table about the perception of individuals-the subject is for the sake of political affluence than for the change, 10% of the respondents strongly disagree and disagree. 20% of the respondents were neutral to the raised variable. 40% of the respondents

strongly agree the perception of other peoples that the subject civic and ethical education is for the sake of politics not for the change. So it was the main challenge. As an interviewee groups discussion rise that the subject teachers of civic and ethical education are perceived by others as the political member expander, they came to act the political mission, because of the students text book of civic and ethical education especially incorporated the positive sides of the current government rather including the different ideas. Accordingly they expressed that could be narrow the multiple scope to see and choose, especially for the youths.

According to the respondents respond of another variable that is the large number of students, 10% were strongly disagree and none of disagree. 20% of the respondents were responds neutral, 30% were agreed and 40% of them are strongly agreed. This indicates the large number of students in the class is one of the factors that affecting the teaching learning process of civic and ethical education. But the course leads and instructs the teacher the classroom discussion and other student centered mechanisms. However, the large numbers of the students not gives a chance and appreciate to the teacher to apply any attractive mechanism. As the discussion of the interviewers,

*“Teaching strategy of subjects wishes that the limited number of the students especially civic is connected with culture and other historical situation of nation nationalities and peoples. So it needs much time, the time to experience or exercise the given examples was not sufficient to do and discuss or to apply as the listed issues and examples in the text book. In curriculum level also the three (3) given or allotted periods in a week was not sufficient.” They indicated the class to student ratio is more than 60 students. (Interviewee, March, 2018).*

Based in the item, ambiguity and complexity problems of the text book, agree-30% and strongly agree-30%, teachers responds that the text book has contextual problem. An interview group discussed that the text book has the problem of fellow of ideas in different grade levels and even in the same grade level. It is supported by the research finding of Tesfaye Semala, in that Civic and Ethical Education text books content and contextual related problems are the challenges of the practice. As Tesfaye et al., 2013 indicated that the text book is complex and ambitious. The text book is talking similar issues in different grade levels. So there is inactive participation of students in the class room. Also subject content is

not include different methodologies, this means the text book is only contain the current government political issues in case of these the teaching method is not attractive.

Regarding to the response of the variable that is lack of professional/ well trained teachers, 20% strongly disagree and disagree 10% and agree 40% and 30% were responds strongly agree respectively. To this end this can indicates that schools lacks professionally and well trained teachers, so it is one of the main challenges. According to the variables of environmental challenges like aggravations of corruption, lack of good governance, intolerance, nationality focus and national instability, from the total respondents 20% and 10% were responds strongly disagree and disagree and 10% were neutral to give the responds. The rest 20%, agree and 40% were strongly agree. Starting from the point of discussion, corruption and lack of good governance what hey students see and sometimes face them in their environment and what they learn to achieve has large difference. So, it is one of the greatest challenges for the effectiveness of subject civic and ethical education

According to respondents of the variable that is called as the subject teachers behavior does not encourage to give attention, 20% strongly disagree, 10% were disagree, 10% were neutral, 20% were agree and 40% the respondents strongly agree. Which indicates the behavior of the subject teacher is not encourage the students to give the attention, mean lack of model teachers:

*“The interview group discussed and said that lack of behaviorally model teacher is the challenge for the subject (interviewee, March, 2018). The research of Puhan also supports this idea in that lack of role model teachers behaviorally and ethically is the challenging factor.*

Also for the variable, the dynamism of the subject in the different government systems, 10% strongly disagree, 20% disagree, 20% were neutral, 10% were agree and 40% of the respondents strongly agree. Based on the responses indicates that the changing of the subject following with the change of government is one of the challenge for the subject. Regarding to the variable that is behavior of school management and other teachers do not act according to what the students learn from the subject civic and ethical education, from the respondents response 20% disagree, 20% were neutral, 10% were agree and 50% strongly agree. From response of teachers, the difference of behavior of school management and information what the student gets from the subject is indicates it is one of the challenge. As it inferred from the

interview discussion, they said “the subject is new as integrated or interdisciplinary subject. But there is lack of the government, community and other stockholders. So, joint effort of the concerned bodies is very crucial to consolidate teaching learning process. Also they discussed the contextual problem of the text book is the main challenge. The outside variable of societies understanding the subject civic and ethical education as political issues, the government and students understanding is in the same way. Because of the subject does not contain all parts of strategies, policies; politics, history, citizenship, democracy, human right, etc. mainly contain the current Ethiopian government and issues.

Regarding to the subject teachers is not well informed how to use the effective the practice, 20% strongly disagree, 13.3% disagree. 23.3% agree and 30% of respondents were answered strongly agree. To such indication the subject teachers were not informed about how to practice the subject in real sense. But the teachers have scientific knowledge. In our interview they indicated that knowledge they have and what they meet in real are different, mean starting from the text book talking about only the current political issue and it’s the only and best political way for Ethiopia.

Concerning to item 10 which is here is shortage of different training for civic and ethical teachers, 6.6% disagree, 10% neutral, 30% were agree and 53.3% respondent strongly agree. Based on this stand it implies there is no training was given which not helps the teachers to update the skills how to practice. According to the variable that is the school management is poor 13.3% strongly disagree, 20% disagree, 26.6% neutral and the rest were 40 % responded about the management of school is not poor and it is paves the ways to that give less attention for the subjects.

According to lack of appropriate support from supervisors and other stakeholders, 6.6% strongly agree, 3.3 disagree, 60% of the respondents agree, and 26.6 were strongly agree. This can indicate lack of support from supervisors and other stakeholders. Lack of authoritative bodies should support and afford different incentives through training, seminars to build the capacity of the teachers. Like Addis Ababa administration the South Nation Nationalities and Peoples State should plan encourage subject teacher. As the teachers are not committed to use different attractive approaches and mechanisms, 6.6% strongly disagree, 10% agree, 33.3% agree and 40% of respondents respond teachers and strongly agree and agree degree or master holders in the research area but how much they are professional is under the question. As an interviewee groups discussion they raise professionalism is with full of character or behavior.

Regarding to variables about the shortage of time for teachers to implement different actions, because of they are overloaded by other duties. From the response of the total 6.6% strongly disagree,23.3% disagree,6.6% were neutral and respondents 33.3%-agree and 30% strongly agree that teachers are over loaded by different other issues, like club and political missions. As indication of this item teachers are less committed to implement different attractive activities. Because of teachers are overloaded by other duties but some are agree teachers are busy by different political issues. Item 15 respondents' 90% and above strongly agreed and agreed that, poor motivation from the government officials and concerned bodies and lack of sufficient reference books. The response of item 9 in the table and interviewers was similar. As an interview groups said that

*“Civic and Ethical Education as one of the package of the six Education principles to bring the quality education that the government is expected to give incentives and salaries difference like as Information Communication Teachers and others.”(Interviewee, March, 20180).*

This idea was also supported by the research study of MOE (2002; 52) and Southern Region Educational Bureau lack of continual training and motivation to upgrade and to have in depth capture of the concepts. Regarding to item 16, the co-ordination of teachers and school managements responded balance 50% and 50%, so we can decide there was lack of co-ordination between teachers and school management challenges the practice. An interviewer also said that *most of time lacks of co-ordination between school managements the subject teachers because of less attention to the subject.* Mulugeta B. in his research work supports lack of collaboration from stakeholders challenges the subject in Ethiopia.

Table4.4.The best opportunities of teaching Civic and Ethical Education Teachers respond on the issues

N	Items	N	1	2	3	4	5
	High emphases given by the government	30	-	1	-	9	20
			-	3.3%	-	30%	66.6%
	Availability of teachers graduated in teaching civics	30	-	2	-	10	18
			-	6.6%	-	33.3%	60%
	Availability of teaching materials	30	3	5	2	13	7
			10%	16.6%	6.6%	43.3%	23.3%
	Access of different institutions to refer and practice what they learn in the class, like court	30	7	3	2	10	8
			23.3%	10%	6.6%	33.3%	26.6%
	Availability of different training for teachers to update their knowledge how to teach	30	16	7	3	4	-
			53.3%	23.3%	10%	13.3%	-
	Availability of different the past government policies and strategies to compare and contrast	30	12	7	5	4	2
			40%	23.3%	16.6%	13.3%	6.6%

**Source:** Developed by the researcher, 2018

**Key-strongly disagree=1, Disagree=2, Neutral=3, Agree=4, strongly agree=5**

According to the above table, based on the variable of high emphases given by the government, none of the respondents strongly disagree, none are strongly disagree, 3.3% disagree, 30% the respondents agreed and 66.6% strongly agreed and the rest were neutral from the total respondents. This indicates the government attention to the subject of civic and ethical education is encourages. Regarding to the variable, the availability of teachers graduated in teaching civics and ethical education, the respondents, 60% and 33.3% of the respondents strongly agreed and agreed. Which indicates the availability of the subject teachers graduated from the higher institutions yearly is one of the best opportunities to the subject matter.

Regarding to the variable, availability of teaching materials, based on the above table, 10% were responds to strongly disagree, 16.6% were disagree, 6.6% were neutral, 43.3% and



23.3% of the respondents agreed and strongly agreed. We can decide from such respondents there is availability of teaching materials. But not all are agreeing to the issues regarding to the availability of the teaching materials like text book, teachers guideline, and other important references, so from these and other reasons, an *interviewee groups from supervisors and principals do not accept that full availability of teaching materials*. Student's text book ratio the researcher obtained from the education office was 1:6, mean one students text book to that of six students. Regarding to item 4, which is, access of different institutions to refer and practice what they learn in the class, like court, 23.3% strongly disagree, 10% disagree, 6.6% neutral, 33.3% agree and 26.6% strongly agreed. So that, the greater numbers of the respondents agrees and strongly agree by the accessibility of different democracy institutions which helps to investigate what they teach in the text book and in the real sense.

With reference to the variable, availability of different training for teachers to update their knowledge how to teach, out of the total respondents 53.3% were strongly disagreed and 23.3% were disagreed. The rest of the respondents none were neutral, 10% were agree and 13.3% were strongly agreed. From the total respondents 76% and above strongly disagreed that the availability of different trainings to the teachers. This showed that that is one of the greatest problems which tackle to the effective implementation the courses intention generally. As noted in the above table item 6, the incited variable that is availability of different the past government policies and strategies to compare and contrast, out of the total respondents 40% disagreed and 23.3% were disagreeing. The rest of the respondents 16.6% were neutral and 13.3% agree and 6.6% were strongly agreed. This indicates there is lack of different the past government policies and strategies to compare and contrast the ideas.

An interview groups from the cluster supervisors and principals from the two sample selected schools indicate the availability teachers towards civic and ethical education in different level. As they say that is a chance to the continuity of the subject but comparing to the rising number schools and students there is shortage of subject teachers.

Table4.5.Students Response yes and no on the practice of teaching civic and ethical education

No	Variables		Yes		No	
			Freq	Percent	Freq	Percent
	There are well trained and professional teachers	189	152	80.42%	37	19..57%
	The teaching practice of civic and ethical education is attractive in your school	189	78	41.26%	111	58.73%
	The misbehavior of the subject teachers affects the interest of the students to the subject	189	123	65.07%	66	34.92%
	Lack of attractiveness of figures, pictures and illustration in text book	189	78	41.26%	111	58.73%
	School management's attention to the subject civic and ethical education is less when comparing with other subjects	189	74	39.15%	115	60.84%
	Lack of good governance and expansion of corruptive action in their environment affects the believe of the subject	189	130	68.78%	59	31.21%
	Lack of concerned bodies attention to the subject lower when comparing with other subject	189	82	43.38%	107	56.61%

**Source:** Developed by the researcher, 2018

Regarding to table 6,to the variable there are well trained and professional teachers, from the total respondents students 80.42% students respond yes and 19.57% were responds no. Starting from the responses it can be decided ant indicates they agree on they have professionally trained teachers. In item 2 from the total respondents 57 (58.1%) were no. In this case it implies the teachers teaching practice is not attractive. Based on the above two questions of focus group discussion said that

*“There are professionally trained teachers. In the case of Otona secondary school not full of professional teachers but their practice of teaching was not more attractive because the lack of commitment.”*

Concerning to the variable which is, misbehavior of the subject teachers affects the interest of the students to the subject, 65.07% of the respondents say “yes” and which 34.92 % were responds no. In this case the subject teachers’ ethics was not model for the teachers. During the interview time they raised the following idea:

*“Lack of role model of the subject teachers (not mean all) according to the ethics was affecting them to not to give attention to the subject. The teachers acting not in the school and social life, what they teach and acting was not the same. This is not appreciating them to give attention to the subject and finally it influence on their result.”(Interview, April, 2018).*

Regarding to above table, the variables, lack of attractiveness of figures, pictures and illustration in text book, 41.26% responds yes and 58.73 were responds no. From this stand, we can decide that the pictures and figures in the text book were not attractive. An interview groups also agree in the figures, pictures and illustration also the coverage of text book is not attractive (interviewee, April 2018). Concerning to the respondents to the variable, School management’s attention to the subject civic and ethical education is less when comparing with other subjects, 39.15% were yes and 60.84% were responds no. In doing so, the school management’s attention to civic and ethical education compare with other subject is less

Besides to the respondents to the variable, lack of good governance and expansion of corruptive action in their environment affects the believe of the subject, from the total population of the respondents 68.78% responds “yes” and 31.21% responds no. In which it implies the lack of good governance and spread of corruption in their environment or surrounding affects their attention for the subject. The interview groups also discussed and agreed it affecting negatively their understanding about the subject. Though, it affects our grade in school and national exams. According to issues indication to that of lack of concerned bodies’ attention to the subject lower when comparing with other subject, besides that 43.38% responds yes and 56.6% were responds no from the total population. To mean that the concerned bodies support is less to the subject.

Table4.6. Students Response yes and no on the challenges of teaching civic and ethical education

No	Variables		Yes		No	
			Frequency	percent	Frequency	Percent
	Subject teachers are overloaded by other duties	189	70	37.03%	119	62.96%
	Teachers are not committed to apply different attractive approaches	189	108	57.1%	80	42.32%
	The other subject teachers perception about civic and ethical education influencing our attention to the subject	189	120	63.49%	69	36.5%
	Do you believe that the subject civic and ethical education is only for the political coverage of the current government rather for the change behavior and working culture	189	94	49.73%	95	50.27%
	The access of content repetition and organization synonymy in different grade levels negatively affects the students understanding about the subject	189	126	66.66%	63	33.33%
	Teachers are not committed to use different attractive teaching mechanisms	189	99	52.38%	90	41.61%

**Source:** Developed by the researcher, 2018

As noted in the above table regarding to the variable that is subject teachers are overloaded by other duties. From the total respondents 37.08% were responds yes and 62.96 were responds no. To this end civic and ethical teachers are busy and overloaded by other duties and also they give prior time to that of other duties. The question why is answered that of group discussion the interest of the teachers to the subject and to implement different attractive approaches, an interview group indicated that

*“Teachers must develop the interest to use different attractive approaches.”*

Regarding to the variable, teachers are not committed to apply different attractive approaches, from the total respondents 57.1% yes and the rest 42.32% were responds no. This implies that

teachers are not committed to act different attractive approaches. According to the variable that of, the other subject teachers perception about civic and ethical education influencing our attention to the subject, other teachers' perception under image for the subject is affecting, from the total respondents 63.49% Yes and the rest 36.5% were responds no. Concerning to item four, do you believe that the subject civic and ethical education is only for the political coverage of the current government rather for the change behavior and working culture. From the total respondents 49.73% were responds yes and 50.27% were responds no. More or less balance responds from the participants of the questionnaires. Which indicates half of the respondent has an idea of the subject is for political coverage rather for the case of the change.

Regarding to the variable, access of content repetition and organization synonymy of the students' text book in different grade levels negatively affects the students understanding about the subject. Regarding to that from the total respondents 66.66% responds "yes" and 33.33% responds to no. This indicates the content of the text book repeated and complex and ambiguous. Interviewer groups said that "*growth of ideas of the student text book from grade to grade is not clear, so it affecting our attention and understanding.*" Based on these and other points of their discussion, the subject teachers' non model character for their students, other subject teachers' negative perception about the subject civic and ethical education denies the students attention and the greatest challenge to the result of the subject.

Table4.7.The best opportunities of teaching Civic and Ethical Education Students respond on the issues

No	Variables	Total	Yes		No	
			Frequency	Percent	Frequency	Percent
	High emphases given by the government	189	173	91.53%	16	8.46
	Availability of teachers graduated in teaching civics	189	162	85.71%	27	14.28
	Availability of teaching materials	189	125	66.13%	64	33.86
	Access of different institutions to refer and practice what they learn in the class, like court	189	79	41.79%	110	58.20%
	Availability of different training for teachers to update their knowledge how to teach	189	55	29.10%	134	70.89%
	Availability of different the past government policies and strategies to compare and contrast	189	45	23.8%	144	76.1%

**Source:** Developed by the researcher, 2018

As depicted in the above table, the variable to that of high emphases given by the government, out of the total respondents about 91.53% replied yes with the clearly identification of the high emphases given the government to the subject. The rest 8.6% responds no to the government emphasis. This result shows that most respondents clearly knowing that disagree on knowing that the continuity of the subject is exact. As the interviewee groups indicated that the.

*in the grade 10 national exam and grade 12 higher institution entrance exam it is one of the criterion to pass and fail through the indication of another supplementary education like Mathematics and English one of the indication of greatest emphasis of the government. (Interview, April 2018).*

Concerning to the availability of teachers graduated in teaching civics and ethical education, out of the total respondents, about 85.71% were yes, the rest of respondents 14.28% were no.

This implied that there is availability of graduates of teachers in different level like diploma up to MA. With Regard to the variable, availability of teaching materials, out of the total respondents about 66.13% of them stated yes and the other respondents 33.86% no. The finding of the study showed that out of the total respondents 66.13% responded that they yes. While the rest 33.86% of the total respondents no. This implied that the availability of teaching materials. Regarding to access of different institutions to refer and practice what they learn in the class, like court, out of the total respondents about 41.79% were responds yes while the rest 58.2% replied that no. The result of this data revealed that there is lack of availability of different democratic institutions which are listed in the students' text book indicating to use as reference.

According to availability of different training for teachers to update their knowledge how to teach, out of the total respondents, about 70.89% were replied no and the rest of the respondents 29.1% were respond yes, about the availability of different training to the subject teachers to update their knowledge and teaching strategies. This indicated that most respondents no and the rest small number of the respondents yes to that of sufficient time training for teachers. Concerning to the variable that is availability of past government policies and strategies to compare and contrast, from the total respondents 23.8% were replied yes and 76.1% were replied no. Based on the data indicates that there is no the past government policies, strategies and other important documents in school or in the libraries.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMANDATION**

#### **5.1. CONCLUSIONS**

This chapter presents the summary, conclusions and recommendations of the study. Especially this section deals with the findings of the study. In the study Teachers, Students, School principals and educational Supervisors and other documents and reports were included to assess the practice and challenges of teaching civic and ethical education in Wolayta Soddo town Administration.

In order to study the practices and challenges of teaching civic and ethical education, the researcher employed both quantitative and qualitative research designs. The primary data were gathered from questionnaires and interviews while the secondary data, the document analysis, were gathered from reports and magazines of the schools educational office. The total participants of the research were 224 respondents. The selecting system was purposive, systematic and random sampling method.

The findings of the study are teachers of civic and ethical education are not practicing the common and exact or successful teaching-learning mechanisms because of lack of commitment from the teachers by fear of difficulties. This also was resulted from lack of motivation and support from the government and concerned bodies. The text book ambiguity and complexity, the expansion of corruption and lack of good governance, and lack of role good governance in their school and model teachers and also the perception of others about subject is for the sake of political coverage rather for the change affects the students and subject teachers' commitment. There good opportunities are has resulting to change the behavior of the students and making them good citizen, in that sense the subject was given from diploma level to MA in colleges and universities which helps to change the of opinion for the future.

Pertaining to the major findings derived from the discussion and interpretation of the data collected through questionnaire, interview and document analysis, the following conclusions are made:



- At first, the practice of teaching civic and ethical education had faced difficulties caused by the gap of knowledge, skill, behavioral and other outside social constraints. The involvement of the actors and other stakeholders support and motivation through facilitating different training is less. This condition may affect and challenging to achieve the interested result.
- Secondly, inside school and outside constraints affecting the participation of students to learn the subject. The similarity of the content of the subject in different class level is one of the problems. The school managements and other subject teachers not to initiate students to follow strictly are problematic.
- Thirdly, though the effectiveness the students' participation and awareness is not active in that there was no supportive rules and regulations were respected by principals and other teachers and non-involvement of others to support the subject.
- Lastly, the challenges of political, economic, social and technological aspects but has opportunities and greater advantage for the change of the nation. This expresses lack of clear teaching practice with clear strategy, bored teachers evaluative system, poor support and motivation from stakeholders must hardly consult and improve. For this the researcher concludes that in the study area of assessing the practice and challenges of teaching civic and ethical education was delivered low.

### 5.3. Recommendations

Despite assessing the practice and challenges of teaching civic and ethical education, several determinant factors hinders for full attainment of its objectives. Accordingly different intervention strategies should be considered to alleviate some that impede the effective implementation of the subject matter and its effectiveness. Hence, the following recommendations are drawn in the intention to address the major problems identified in the study:

- One of the problem that challenging the practice of teaching civic and ethical education is the process of practicing has no clear principle and attractive. This is impact of large number of students, lack of skill of practicing. So, continual training if it is short or long time is interested. Though the subject civic and ethical education is one the package of quality education, training and motivation must interest with others like ICT. Besides the government must design to incorporate the points.
- Developing the practice of involving the school community, stakeholders and other subject teachers to the subject. Making action researches to identify and overcome the problem.
- The national government must do hardily to alleviate the corruptive actions because of the students are the next generation.
- It would be interesting to the change and advance of period allotment of the curriculum. The policy makers must to use and see again the curriculum and the text book.
- The other pre-condition is the changes and improvements of the text book contents repetition. Ministry of education tries to improve the text book, figures and pictures illustration incorporating to the cover pages.
- Before students join to the university, the civic and ethical education teachers' selection based on the interest with clear mechanisms intentionally related to follow their behavior after graduation.

- The national government must make correction regarding to salary and other trainings to motivate and upgrade the skills how to apply the attractive mechanism as other package of quality education.
- The school supervisors and principals must take responsibility to support how to the teachers and students perceive to the subject and also the school management must improve to giving attention and focus to the subject civic and ethical education.
- The local government and school has shoulder their responsibilities to fulfill the students text books and other reference books.
- Teachers must develop the interest to hold and teach by interest and implement every information of the text book because of responsibility
- The course is very important to the development of moral values and to enhance the common values, the government must play crucial contribution.
- In addition, to use the opportunities there should be a workable framework to the government and other stakeholders input in the improvement plan for the subject.

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**Appendix- i**  
**HAWASSA UNIVERSITY**  
**SCHOOL OF GOVERNANCE AND DEVELOPMENT STUDIES**  
**GRADUATE PROGRAM**

A QUESTIONNAIRE TO BE FILLED BY TEACHERS

**Dear respondents**

This questionnaire is mainly prepared to gather relevant data to assess the practices, challenges of teaching civic and ethical education and to analyze the available opportunities to the subject matter in the government secondary schools of Wolayta Soddo town administration. Therefore you are kindly requested to fill the questionnaire in order to know your opinion about the issues.

All your empirical evidences will be confidential and not used other than the purpose of study. Thus; you are kindly requested to contribute in filling out the questionnaire responsibly.

Note: There is no need to write your name.

You are kindly requested to respond to all items.

**Thank you very much for your cooperation**

**Direction**

**Section1. General information**

The following items are presented to describe general information of the respondents. So choose one from the given alternative and put 'X' mark on the box given.

1.1 Name of the school.....

1.2 Sex ( 1) male  (2)Female

1.3 Qualification Diploma  First degree  Master

1.4. Your work experience as a Teacher

5 or less  6-10  11-15  16-20  21-25  26 and above

1.5 Marital status; Single  married  widowed  divorce

1.6 Age 21-29  30-39  40-49  50 and above

**THE PRACTICE, CHALLENGES ANE OPPORTUNITIES OF TEACHING CIVIC AND ETHICAL EDUCATION**

**Section: 1. a. To assess the practice of teaching civic and ethical education by Teachers**

**Direction:** in the following table, some of the practices used by the teachers’ in secondary schools. Please indicate your opinion by putting ‘X’ mark inside the box in line of each item. The numbers have the following meaning which ranges from strongly agree to strongly disagree.

1= strongly disagree, 2= disagree 3= neutral 4= agree 5=strongly agree

No		N	1	2	3	4	5
	Do you use active learning practices with clearly identified by principles?	30					
	Do you use Class room discussion?	30					
	Do the teachers use different activities to make the class attractive?	30					
	Do you know teachers who have prepared plan how to use the teaching strategies? (annual, monthly, weekly and daily)	30					
	Are the teachers language used in the class is clear for students?	30					
	Do the teachers check continuously the students’ attention for the subject?	30					
	Do the teachers prepare continuous assessment after the completion of the class or course by plan?	30					
	Do you use all information in the students’ text book and teachers’ guideline?	30					
	Are the assessing Methods of the teachers attractive?	30					-
	Do teachers prepare action research to overcome the problems follow when teaching Civic and Ethical Education?	30					
	Do you complete student text book in the time of the year?	30					
	Do you use the allotted period of the class without waste?	30					
	The language that is used by teachers is clear for students	30					
	Is the school management attention about the subject is attractive and encourages to implement active learning methods?	30					

The following statements are related with teaching practice civic and ethical education of teachers. Please write ‘X’ mark on your level of agreement to the respective question.

If you have others you can point

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**Section: 1.b.Challenges in teaching civics and ethical education by teachers**

No	Variables	No	1	2	3	4	5
	The perception of individuals-the subject is for the sake of political affluence than for the change	30					
	The large number of students	30					
	The contextual, ambiguity and complexity problems of the text book	30					
	Lack of professional/ well trained teachers	30					
	Environmental challenges like aggravations of corruption, lack of good governance, intolerance, nationality focus and national instability.	30					
	The subject teachers behavior does not encourage to give attention	30					
	The dynamism of the subject in the different government systems	30					
	The behavior of school management and other teachers do not act according to what the students learn from the subject civic and ethical education.	30					
	The subject teachers are not well informed how to use the effective the practice.	30					
	There is shortage of different training for civic and ethical teachers	30					
	The school management is poor	30					
	There is lack of appropriate support from supervisors and other stakeholders	30					
	Teachers are not committed to use different attractive approaches and mechanisms	30					
	There is shortage of time for teachers to implement different actions because they are overloaded by other duties	30					
	There is lack of motivation for teachers by concerned bodies	30				\	
	The absence of co-ordination between teachers and school principles	30					

If you have other information beyond the above ones, you can list

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**Section: 1.c.The best opportunities of teaching Civic and Ethical Education, Teachers respond**

N	Variables	N	1	2	3	4	5
	High emphases given by the government	30					
	Availability of teachers graduated in teaching civics	30					
	Availability of teaching materials	30					
	Access of different institutions to refer and practice what they learn in the class, like court	30					
	Availability of different training for teachers to update their knowledge how to teach	30					
	Availability of different the past government policies and strategies to compare and contrast	30					

If you have other information that is not included in the above table, you can list in the following space.

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**APPENDEX-ii**

**HAWASSA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**SCHOOL OF GOVERNANCE AND DEVELOPMENT STUDIES**

**Interview guide for School Principals and Supervisors**

Name of the school \_\_\_\_\_

Sex \_\_\_\_\_ academic qualification \_\_\_\_\_ service year \_\_\_\_\_

**Guiding questions for interview**

1. What does the understanding of teachers on the subject of civic and ethical education?
2. Do you think that the subject civic and ethical education can change the behavior of the students if is effectively practiced?
3. Do you believe that Subject program can improve students result and strengthen teacher's competences (knowledge, skill and attitude?)
4. As a stake holders attention as other subject? If yes how? If no why not?
5. What are the obstacles for the ineffectiveness of the subject civic and ethical education in your school?
6. What kind of solutions do you propose to solve the problems?
7. What are the available opportunities about the subject?



### APPENDIX III

**Section: 2.a. Students Response yes and no on the practice of teaching civic and ethical education.**

No	Variables		YES		NO	
			Frequ ency	Percent	Frequ ency	Percent
	There are well trained and professional teachers	189				
	The teaching practice of civic and ethical education is attractive in your school	189				
	The misbehavior of the subject teachers affects the interest of the students to the subject	189				
	Lack of attractiveness of figures, pictures and illustration in text book	189				
	School management's attention to the subject civic and ethical education is less when comparing with other subjects	189				
	Lack of good governance and expansion of corruptive action in their environment affects the believe of the subject	189				
	Lack of concerned bodies attention to the subject lower when comparing with other subject	189				

If you have other than the above stated ones, you can list in the following space

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**Section: 2.b. Students Response yes and no on the challenges of teaching civic and ethical education**

No	Variables		Yes		No	
			Freque	percent	Frequ	Percent
	Subject teachers are overloaded by other duties	189				
	Teachers are not committed to apply different attractive approaches	189				
	The other subject teachers perception about civic and ethical education influencing our attention to the subject	189				
	Do you believe that the subject civic and ethical education is only for the political coverage of the current government rather for the change behavior and working culture	189				
	The access of content repetition and organization synonymy in different grade levels negatively affects the students understanding about the subject	189				
	Teachers are not committed to use different attractive teaching mechanisms	189				

You can list if you have other ideas related to the issues in the following free space.

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**Section: 2.c. The best opportunities of teaching Civic and Ethical Education**

**Students respond on the issues**

No		Total	Yes		No	
			Frequency	Percent	Frequency	Percent
	High emphases given by the government	189				
	Availability of teachers graduated in teaching civics	189				
	Availability of teaching materials	189				
	Access of different institutions to refer and practice what they learn in the class, like court	189				
	Availability of different training for teachers to update their knowledge how to teach	189				
	Availability of different the past government policies and strategies to compare and contrast	189				

If you have another ideas related to the above issues, you can point out in the following free spaces.

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