

JIMMA UNIVERSITY



COLLEGE OF LAW AND GOVERNANCE

DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES

AN ASSESSMENT OF STUDENTS' ATTITUDE TOWARDS LEARNING
CIVIC AND ETHICAL EDUCATION IN CASE OF BILO SECONDARY
SCHOOL

THESIS SUBMITTED TO DEPARTMENT OF GOVERNANCE AND
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REQUIREMENTS FOR THE DEGREE OF MASTER IN CIVICS AND
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BY:

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OCTOBER, 2017
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AN ASSESSMENT OF STUDENTS' ATTITUDE TOWARDS LEARNING
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WOREDA BILO SECONDARY SCHOOL

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Statement of Declaration

Urge Dugassa, declare that the thesis entitled “Assessment of the Students’ Attitude towards learning Civic and Ethical Education: the case of Boneya Boshe woreda Bilo Secondary School” is the result of my own effort. I have conducted the thesis independently with the guidance and support of the research advisors. It is submitted for the partial fulfillment of the requirement of Masters Degree in Civics and Ethical Studies.

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TABLE OF CONTENTS

| Contents | Page |
|---|-------------|
| Acknowledgment | i |
| Table of contents | ii |
| List of Table | iv |
| Acronyms..... | v |
| Abstract..... | vi |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.1. Background of the Study | 1 |
| 1.2 Statement of the Problem..... | 4 |
| 1.3. Research question | 6 |
| 1.4 Objective of the Study | 7 |
| 1.4.1. The General Objective | 7 |
| 1.4.2. The Specific Objectives | 7 |
| 1.5. Significance of the Study | 7 |
| 1.6 Delimitation of the Study..... | 8 |
| 1.7 Limitations of the Study..... | 8 |
| 1.8. Operational Definition of Terms..... | 8 |
| 1.9. Organization of the Study | 9 |
| CHAPTER TWO | 10 |
| REVIEW OF RELATED LITERATURE | 10 |
| 2.1. An Overview on Civic and Ethical Education | 10 |
| 2.2. Civic Education and Experiences of Some Other Countries of the World | 12 |
| 2.3. The Experiences of Civic and Ethical Education in Ethiopia | 16 |
| 2.4. The goal of Civic and Ethical Education in Ethiopia..... | 17 |
| 2.5. Do Civic and Ethical Education Learning Create Democratic out look to Students?..... | 18 |
| 2.6. The Benefit of Educating Civic Education | 19 |
| 2.7.Important Practices that Help for shaping the Attitude of Students to learn CEE | 20 |
| 2.7.1 Creating Democratic School Climate in School | 20 |
| 2.7.2 Employing Participatory Instructional Method..... | 20 |

| | |
|--|----|
| 2.7.3 Involving Students in Different Co-Curricular Activities..... | 21 |
| 2.8. Factors that Negatively Influence Students’ Attitude to learn Civic and Ethical Education | 21 |
| CHAPTER THREE | 23 |
| RESEARCH METHODOLOGY..... | 23 |
| 3.1. Description of the Study Area..... | 23 |
| 3.2. Research Design..... | 23 |
| 3.3. Research Approach | 24 |
| 3.4 Sources of Data | 24 |
| 3.5 Sampling and Sampling Techniques..... | 24 |
| 3.6 Method of data collection | 26 |
| 3.6.1 Questionnaire | 26 |
| 3.6.2 Interview | 27 |
| 3.6.3 Observation | 28 |
| 3.6.4 Document Analysis | 28 |
| 3.8. Ethical consideration..... | 29 |
| CHAPTER FOUR..... | 30 |
| Analysis and Interpretation of Data | 30 |
| 4.1 Background Information of the Respondents | 30 |
| 4.1.1 Background Information of Students’ Respondents | 30 |
| 4.2 Factors that may have Considerable Impact in Enhancing Students’ Interest to Learn the Subject matter of CEE. | 31 |
| 4.3. Students Perception toward Learning Civic and Ethical Education | 37 |
| 4.4 Challenges that could contribute by Hindering Students’ Level of Understanding of the Subject matter of CEE | 40 |
| 4.5 Behavioral Change Effected due to Civic and Ethical Education..... | 47 |
| CHAPTER FIVE | 52 |
| Summary, Conclusions and Recommendations..... | 52 |
| 5.1. Summary | 52 |
| 5.2 Conclusions..... | 54 |
| 5.3 Recommendations..... | 55 |
| <i>Reference</i> | 56 |
| Appendices..... | 62 |

List of Table

| | |
|--|----|
| Table.1 Bilo Secondary School and sampling of the data | 25 |
| Table 2: Bio data of sample students | 30 |
| Table 3: Subject matter | 31 |
| Table 4: Teaching methodology | 32 |
| Table 5: External factors | 35 |
| Table: 6 the school environment..... | 36 |
| Table: 7 Students' response on their perception toward learning civic and ethical education | 38 |
| Table: 8 Challenges that could contribute to the students' low interest to learn civic and ethical education | 41 |
| Table: 9 Behavioral changes that are effected among students' due to learning civic and ethical education | 48 |

Acronyms

CCE Center for civic education

CEE Civics and Ethical Education

EPRDF Ethiopian People's Revolutionary Democratic Front

ETP Education and Training Policy

ICRD Institute of Curriculum Research and Development

MOE Ministry of Education

MOI Ministry of Information

TGE Transitional Government of Ethiopia

Abstract

The purpose of this study was to investigate the attitude of students toward learning civic and ethical education in Bilo secondary school of Boneya Boshe Woreda. To accomplish this purpose descriptive research method was implemented. With this respect, students, social science teachers, school principals, and education experts were used as sources of data in the study. The data gathering instruments included questionnaire, interview, classroom observation and document analysis. Data obtained through questionnaire were quantitatively described and interpreted in the light of available literature while information obtained through interview; observation and document were qualitatively described to support quantitative data.

On the bases of this finding attention and weight given to the subject both by school and community, the subject matter coverage about past traditional values, customs and history of the society that help students to know their identity and neutrality of the school from any influences perceived as good qualities that enhances students interest towards learning the subject of civic and ethical education.

As the result of the study indicated, teachers dominated class room practices that do not involved students in different activities, the insufficiency of related reference, content redundant nature of the subject matter and the gap between theoretical discussion of the subject and with practical political realities of the country found negatively influencing students level of understanding towards learning the subject matter of CEE. Furthermore, exposure to civic and ethical education students were not shown behavioral changes with regard to managing the school time, equally understanding obligations and as they do with their rights and doing exam independently.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is a process by which human beings transmit their experiences, new findings and values accumulated over years, in their struggle for survival and development through generation. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skill and attitudes. One of the aims of education is to strengthen the individual's and society's problem solving capacity, ability and culture starting from basic education and all levels. Education also plays an important role in the promotion of respect for human rights and democratic values creating suitable conditions for equality, mutual understanding and cooperation among people (ETP, 1994).

Ethiopia has a long and rich history of educational traditions. Ever since the advent of Orthodox Christianity in Ethiopia in the fourth century A.D, religious education, including writing as part of its curriculum, has been given by the Church. It aims at instilling in children the attitudes and skills appropriate for male and female social roles, emphasizing the duties and privileges derived from cultural values (Seyum, 2005). Until the first decade of the 20th century, the Ethiopia education was traditional in approach and religious in nature. As a result, many educators indicate that this traditional/religious education was not in a position to address the socio-economic and political problems of the country and to transform the life of its people (Solomon, 2008; Seyoum, 1996) in Mulugeta (2015).

Modern education was introduced to Ethiopia nearly a century ago (MOE, 2002). The introduction of modern education to Ethiopia was not an accidental happening. Rather it was the outcome of the objective conditions in the country. The establishment of a central state authority and permanent urban seat of power, the arrival of foreign embassies, the development of modern economic sector and other conditions were some of the objective conditions that called for modern education in Ethiopia. The beginning of the concept of Civic and Ethical

Education in Ethiopia can be traced back to the beginning of indigenous education that parallels the introduction of Christianity in the 4th century AD. From that time on, the Ethiopian Orthodox Church was devoted to offering moral education. Under the Imperial regime moral education was offered from grade 7-12 for character formation (Alamirew, 2005). Dergue military regime instead of civic education, introduced political education which was offered from grader 4-12 (Birhanu, 2012).

Ethiopia introduced new education and training policy in 1994. The process of formulation of the policy to some extent was transparent, participatory and democratic (MOE, 1994). The promulgation of this policy could be considered as a milestone for the renewed interest of civic and ethical education in Ethiopia. The policy unambiguously designated the transitional government's desire & dedication for the provision of civic education in its modern essence. In the mean time, the Institute for Curriculum Development and Research (ICDR), a government affair for curriculum development in Ethiopia proposed civic education to be included in curriculum of the country (Akalewold, 2005a). The new education and training policy embarked on the civic and ethical education aiming to shape and cultivating responsible citizen of the nation (Ayele, 2006).

The ultimate goal of civic education is to prepare generations for the essential principles and values of democracy embodied with higher sense of responsibility and active engagement in issues that the society, community or state face in its everyday life (CCE,1994).

Civics and Ethical Education make students to be socially efficient and well-aware of the social and political problems of their country to take active part in them. It is the students of today who think about the destiny of the future of his/her country. Consequently, social efficiency requires the students to have the qualities of sympathy, cooperation, patriotism etc. Such qualities can be developed in students by teaching of civics and ethics in a scientific manner (Shankar, 2009). Teaching the subject would help the students to leave unnecessary practices in school and/ or outside (in the society).

Civics and Ethical Education is developing and promoting civic skills, knowledge and disposition to affirm both changes in behavior and attitude of the learners. Besides, it also enforces the students so as to develop culture of hardworking due to the fact that it discusses

issues titled patriotism, responsibility, industriousness and self-reliance. These issues are more closely related with character development and moral education (Yamada, 2011).

The desire of nations to cultivate good citizens through formal schooling has resulted in the revitalization of global interest for citizenship (civic) education in the 1990s. The establishment of democratic states in different parts of the world, the emergence of multi cultural societies, threats of terrorists and other extremists are some of the factors that contributed to the renewed interest of citizenship education (Osler and Starkey, 2004).

Civic and ethical education has a great role in changing attitude of students in Ethiopia and many other countries like USA, Africa and the Middle East and also serves as a way of cultivating good citizenship. In Ethiopia it is playing a great role in producing good citizens, who understand properly the problems of the country, and who understand the citizens' obligation to make personal contributions in the development of good ethical and democratic culture (Seyoum, 1996). Civic education prepares people of a country, especially the young, to carry out their roles as citizens.

Civic education helps to build better citizen via acquiring skill and attitude towards their nation via awareness of current and past challenges and active participation in the society (Samira, 2015). Governments need to give greater attention to how civic education is delivered and what is being delivered as part of civic education. They should ensure the expertise and resources are provided to deliver effective civic education (Samira, 2015).

For a country with a young democracy (for a country of democracy on the process of development for example Ethiopia) a study of civic and ethical education can help a lot to develop proper attitude, which can ultimately strengthen democracy in students (Gottlie and Robinson, 2006). The present government of Ethiopia gives emphasis to civics and ethical education which aimed at making it stand with the purpose of creating citizens that value equality, liberty, justice and democracy that enable to reflect high ethical standard and set this statement in the education and training policy of the country(MOE, 2002). Having all the above justifications the study was to investigate the students' attitude towards learning civic and ethical education, in case of Boneya Boshe Woreda, Bilo Secondary School.

1.2 Statement of the Problem

Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills (Branson, 1998). In line with this, civic and ethical education foundation aimed at promoting of democracy and democratic values to reduce conflicts among students with different background. When students have good attitude towards citizens and follow democratic procedure and rules, they can solve their conflict of interest (Yamada, 2011).

Civic education does have a significant, positive impact on certain democratic behaviors and attitudes (USAID, 2002). In relation with the literature, Civic and ethical education aims at generating political consciousness in the students and at inculcating democratic outlook in the soul of the students. If civic education is useful but limited in its reach and impact, it makes the study of the content and purpose of that civic education all the more important (Lahara, Smith, 2007).

Ethiopia as part of the world democratic country introduced civic education in to a new curriculum with the intent of equipping its citizen with fundamental principles and values (MOE, 1999EC, MOI, 2002) in Abebe (2008). In view of building democracy, Ethiopian government has introduced the new education and training policy with a goal of ensuring democratic values such as equality, liberty, justice and respect for human right (Seyoum, 1996). Currently, civic and ethical education is one of the topical issues in the education system of Ethiopia. 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) in Brihanu (2012). 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. Civic and Ethical Education has got attention by the current government because it plays key role to build democracy and enhance prosperity (MOE, 2005; 2006) in Brihanu (2012). 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).

Serious of ethical problems that have been aggravated nowadays in peoples are mainly due to the improper cultivation of citizens during their school. Moreover, educational institution has not been able to produce young people who can recognize their country's problems, their own citizenship responsibility and desirable code of conduct (MOE, 2003).

The present curriculum was not sufficiently planned, and, different contextual aspects were being sub summed, while greatest numbers of issues were entirely copied from 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 (Merone, 2006). From the above literatures civics and ethical education of the current implementation has its strong and weak sides.

At the very beginning, the public in Ethiopia was suspicious of the reason behind teaching civic and ethical education. People, including school practitioners, were opposing its curriculum believing that the subject was an ideological instrument coined by the ruling party with the aim of creating docile and subservient citizens to the existing regime (MoE, 2007; Girma, 2006) in Mulugeta (2015). In addition as the government in many of its educational discussions and documents stated civic education not achieved its goal of bringing the required change in recent times on youth (MOE, 1999EC) in Abebe (2008).

There was informal criticism from some people on CEE by saying it is theoretical alone most of the written issues retain on the paper. Therefore, the peoples concluded that it is the doctrine of the ruling part. This informal criticism may be raised due to the contradiction between theoretical discussion and practical political realities of the country. Thus, attitudinal dilemma was inspired the researcher to focus on the topic.

As the knowledge of the researchers none studies in this area (Bilo Secondary School) accomplished on the topic of the study. This was another issue which initiated the researcher to conduct a study on the topic of interest.

There were previous studies conducted on relevant issues. A study which conducted by (Birhanu, 2012) on 'The Role of Civic and Ethical Education in the Development of Students' Behavior in the case of Kokeb Tsibiha Secondary and preparatory School'. He was found poor coordination of parents and school administration, socio-economic background of the students

and the influence of external environment as the main factor for the cultivation of the students' ethical behavior.

Abebe(2008) in his study entitled 'Perception of Student to ward Civic and Ethical Education in the College of Hadiya Zone. He was found that the teachers dominated classroom practices and lack of design and co-ordination of programs for active participator learning and lack of cooperation and support from school negatively influenced the provision of civic and ethical education. The other study was conducted by Dawit (2006) entitled 'Perception of teachers and Students towards Civic and Ethical Education and its Practices in selected preparatory school of South West Shoa Zone. The result of the study revealed that traditional teaching approach, lack of attention for co-curricular activities and lack of coordinating learning activities negatively influenced the provision of civic and ethical education and students' civic competence.

My research is unique from the previous study in terms of its geographical location and the scope of the study. One of the above studies was conducted at collage level in the southern part of the country and the other was done in four high schools in southern part and the other was conducted in central part of the country. However, my study was conducted on "an assessment of students' attitude towards learning civic and ethical education in case of Bilo Secondary School in western part.

1.3. Research question

This study was raised the following basic research questions:

- ◆ What shapes students attitude towards learning civic and ethical education?
- ◆ How do students perceive the subject matter of civic and ethical education?
- ◆ Are there challenges that hinder the successful delivery of the subject matter at schools and then constraining students' level of understanding?
- ◆ Is the subject matter achieving its goal of improving student's democratic outlook?

1.4 Objective of the Study

1.4.1. The General Objective

The general objective of this research is to investigate students' attitudes towards learning civic and ethical education in East Wollega Zone, Boneya Boshe Woreda, Bilo Secondary School.

1.4.2. The Specific Objectives

The specific objectives of this study were stated as follows:

- ◆ To identify factors enhance the students' attitude towards learning civic and ethical education.
- ◆ To assess students' perception of the subject matter of civic and ethical education.
- ◆ To describe the challenges that hinders the successful delivery of the subject matter at schools and then constraining students' level of understanding.
- ◆ To check whether the subject matter is achieving its goal of improving students' democratic outlook.

1.5. Significance of the Study

This study attempts to investigate the students' attitude towards learning civic and ethical education in Bilo Secondary school. So, this study is expected to have the following contributions.

- It may help civic teachers to design valuable strategies to improve students' attitude towards learning civic and ethical education.
- It may generate valuable information on factors that negatively influence students' level of understanding to learn CEE.
- It may help school administrators including Woreda education office in identifying the factors that promote the student's interest towards learning the subject.
- Based on the findings the recommendation set to inform the government to improve the quality of the subject matter in shaping democratic outlooks and building good citizenship.
- It may also help as a base line for those who are interested to conduct further studies.

1.6 Delimitation of the Study

To carry out any research work it is necessary to delimit the scope of the study to manageable size. The study is limited to Bilo Secondary School. It is also bounded to the topic of students' attitudes towards learning civic and ethical education.

1.7 Limitations of the Study

To develop the study and make it more adaptable sufficient information is need. So it is difficult to mention all the constraints that the researcher was encountered in the course of the study. However to state some of the problems, the researcher faced critical shortage of time during the entire period of her research work since she is a full time worker. Besides, shortage of money and, lack of sufficient and related reference materials on the title and lack of interest from respondents to fill the questionnaire the study took more time than planned. Despite all those limitation, the study was successfully managed and completed.

1.8. Operational Definition of Terms

Attitudes -is positive or negative evaluation of feeling that people have toward other people, objects, issue or events (Gifford and Hine, 1997).

Civics -is the branch of human knowledge which deals with rights and duties of man living as a member /group of people politically organized (Shah, 2002).

Democracy –is a political doctrine according to which sovereignty should belong to every citizen

Constraint- refers to limitation that must be taken into account.

Ethics-is a study of what is good or bad, what is right or wrong, what is acceptable or unacceptable and what is immoral or morally sound in human activities and deeds.

1.9. Organization of the Study

The study consisted of five chapters. The first chapter deals with the introductory part which includes the background of the study, statement of the problem, research question, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definitions of some important terms. The second chapter focused on the review of related literature that provides a conceptual framework of the study. The third chapter deals with the design and methodology employed to conduct the study. The fourth chapter provides data analysis and presentation. The finally chapter presents brief summary of the findings and conclusion followed by possible recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section of the study reviews those previous studies, which are assisting to introduce the current study. Some of them are direct and the other are indirectly related to the current study. However, it is useful to develop the recent idea. The main principles used to formulate the previous studies were the methods they have been used to develop their study and the approach they get to explain their study. There are many books, journals, conference papers, & thesis was used to back-up the current paper, some of them were discussed on this paper.

2.1. An Overview on Civic and Ethical Education

The word civics is derived from the Latin word civic which means citizen. Another Latin word civitas means city-state. Both these word may have given birth to the social science known as civics. As an ancient history of Greek and Rome confirm the two great states governed various affaires with the help of rules founded by the citizen of the time. They had their own small city states known as civitas. After wards the word civics and civitas come to be seen in English language and the word such as citizen and city come in to being (A.A.U Cvet, 201, 2016).

According to Merone (2006), the history of civics dates back to the earliest theories of citizenship in ancient time and civics as a discipline deals with, day-to-day affairs of the state & its citizen done after the time of the renaissance.

This definition of civics lays more streams on social life of citizens. In the context of social relationship, it is clear that there are many duties to be performed & correspondingly many sites to be respected. Therefore, according to the above definition it is mainly with these senses of the relation that civics is conceived. In modern times with the whole world becoming a single unit, the need for world fraternity has enormously increased & so civics has assumed greater importance in the field of study.

In the word of Shah (2002), civics is the branch of human knowledge which deals with rights and duties of man living as a member /group of people politically organized.

In the word of Gold cited in Merone (2006), civics is a study of government and areas of administering public trust, or theory of governance as applied public institutions with respect to

their relations to the public. It is usually considered as a branch of applied ethics and is certainly a part of politics. This is any given political or moral tradition, civics, refers to education in the obligations and rights of citizens, which is enshrined under that tradition.

Ethics refers to not only what is good or bad, just or unjust, right or wrong, it is also encompasses a systematic attempt through the use of reason, to make sense of our individuals and collective social and moral experiences in such a way as to determine the rules that ought to govern human conduct and the values worth pursuing in life (Rasheed& Olowu, 1993).

Rasheed & Olowu suggests the following types of ethical codes;-

- The personal self-imposed ethics
- The group self- imposed ethics
- The administrative enforceable ethical code as opposed to the legally enacted ethical codes.

The personal ethical and behavior code stems from personal beliefs and convictions on what is right or wrong way of educating oneself in respect of conducting public affairs.

Group ethics are group- agreed right or wrong way which should be practiced by army member of the group when servicing society. These groups have common unifying factor such as demand by a profession.

The administratively implemented ethical codes are written ethical rules of conduct for civil servants. Hence, and a school has its own ethical code by which guide the school community. So that, good ethics is a role play in developing democratic out look to the pupil.

In its broadest definition “civic education” means all the process that affect people beliefs, commitment, capabilities and actions as members of prospective members of communities (Stanford encyclopedia of philosophy, 2007). It has been defined more compressively in international report issued by USA 2004, described as educating youth on four components: 1) human rights, which include empowering citizens to be able to engage in social development: 2) law, social justice and democracy, meaning political and civic participation: 3) development meaning human development as the basis of human right; 4) Peace meaning peaceful resolution of conflict through negotiation and dialogue (Barkan, 2007). Parker (2001) defines civic

education as society's or nations explicit provisions for inculcating civic virtues through formal schooling.

The name civic and ethical education coined from the two word "civic and ethics" in Ethiopia school curriculum. Generally, civic and ethical education refers to the education that is concerned with development of citizen ship or civic competence (Competent and responsible citizen) (Ayele, 2006).

The main concern of Civics and Ethical Education is to search the value & principle of democracy & civic competence (Birhanu, 2012). Democracy requires us to educate children to the idea of democracy and those ideas require citizen of great character and civility.

2.2. Civic Education and Experiences of Some Other Countries of the World

I. United States of America

The diversity of cultures, economies and political system within the western hemisphere is reflected in the differing traditions of civic education and research on the topic. Much of the researcher has been reviewed elsewhere (Ehman, 1980). Modern civic education was first practiced in the education system of the united state at the beginning of 20th century (Endalchew, 2016). Civic education has parallel development with democracy through civic education; peoples' participation will bring and sustain democracy (Ibid).

Civic education in any of its forms may be the most important aspect of education related to achieving and maintaining world peace, certainly without a civic-educated citizenry, democracy cannot be maintained (Diane, 2005).

Much of the research from the United States has focused on the relationship between students' experiences of democratic participation in school and the development participatory civic-political attitude (Birhanu, 2012). Other researchers found that students who experienced interactive discussion based civic education had the highest scores on major of twenty-first century competencies including economic knowledge, skill in interpreting media and positive attitude toward diverse group(Torney-purta and Wilken feld,2009).

The goal of civic education in US should help young people acquire and learn to use the skill, knowledge and attitudes that will prepare them to be competent and responsible citizen through their life (Jamieson, 2013). In America civic learning provides basic facts, educate student in core ideals and fosters a discourse of civility is as prerequisite to constructive public dialogue (Meria, 2011).

Effective civic education programs should provide student with many opportunities for the development of desirable traits of public and private character (Branson, 1998). America still believes that school have active mission and that education for good citizenships hold be the school top priority (Branson, 1998).

II. France

France is considered as one of the countries where citizen ship education mostly firmly established as a system of educating citizen since 1882 (Starkey, 2000).

Defeat in the Franco-Prussian war had necessitated providing education of patriotism to inculcate in the minds of young generation to become staunch republican and defend their country. The content of this education include as Starkey, discusses-respect our elders and other had been superseded by the inclusion of principles of civic and citizenship characteristics. These are honesty, courage, antiracism, and love of the republic. Toward the end of the 20thcentury this provision in the primary school was reinforced by introducing citizenship education in to the lower secondary school and teachers of French, history and geography being given responsibility for the subject. On the other hand civic education program for the nursery school was also introduced and at the same time the contribution of informal education was recognized as important by education authorities, so that by the meetings outside the school. And the exercise of democratic rights within the school has been proposed as one relevant activity (Starkey, 2000).

According to report from French experts of (2008), the aim of civic education in France is to prepare pupils to participate in the best possible way in democratic life, to be aware of their rights and duties as citizens and also to live together in society. In addition to this, the experts add to that citizen education is part of curriculum. It is a major element in the learning program and focuses on acquiring knowledge as well as behavioral skill “civic and moral education” is

now a mandatory part of the curriculum. The program is organized around key values: respect and tolerance that are the bases of universal human right.

III. Arab Countries

Arab nations have different approaches to educating students for citizenship in terms of the ways in which content is organized, time is allocated and the pedagogical models that are used. In most of Arab nations more study time is allocated to Islamic education than civic education (Muhammed, 2013).

The goals of citizenship education are fairly consistent across the Arab world. They fall into three categories: raising religious citizens; developing patriotic nationalists; and fostering multiple identities, including national, ethnic, religious, Arab, and global conceptions of citizenship. But the strategies for achieving these goals vary. Some textbooks that address citizenship explicitly support a Western democratic system, and others favor an Islamic system. There is also tremendous variety in the way that human rights, citizenship identity, and attributes of a good citizen are presented to students. Despite its critical importance, the practice of developing citizenship education skills through extracurricular activities, participation in school decision making, and community engagement remains very rare. In addition, curricula are often disconnected from social and political realities and ignore controversial topics such as sectarianism, corruption, and bad governance (Ibid).

In Bahrain civic teaching starts in second grade. The title of the civic course is "education for citizenship. The aim of the course" to make the learners aware of her/his national identity" and to develop the students 'sense of national duty "deepening the concepts of citizenship, planting the spirit of loyalty and belonging among students and specifying their duties to ward their nation and leadership" (Muhammad, 2013).

In Lebanon's, the objectives of civic education for the primary school students include "promotion of the feeling of the Lebanese national identity and promotion of the feeling and belonging to the Arab identity" (Muhammad, 2013).

Egypt's commitment to human rights and citizenship predates the rise of Islamists. In 1919, during the revolution led by Saad Zaghloul, Egyptians of all genders, classes, and religions

called for self-determination for all citizens. Furthermore, Egypt was an original signatory of the Universal Declaration of Human Rights in the aftermath of World War II (Muhammad, 2013).

According to 2012 constitution of Egypt “the Egyptian peoples are part of the Arab and Islamic nation”. Additional Islam is the religion of state and Arab its official language (Muhammad, 2013). In Egyptian public schools, civic education is taught as a separate subject to students in grades ten through twelve. In grades four to nine, there is no separate course, and civic concepts and values are integrated into courses on social studies, Arabic language, and religious education. A new course on citizenship and human rights was added to the course requirements for grade eleven for the 2012–2013 years. Whether offered as a separate course or integrated into other subjects, Egypt’s civic and citizenship education curriculum focuses on acquiring knowledge through rote learning. Its aim is to mobilize students in support of the political regime. Topics include information about state institutions; types of political regimes; rights of women and children; and attributes of the “good citizen,” notably respect for the law and for others’ freedoms, acting responsibly, and caring for public properties and natural resources. Duties of the citizen toward state and religion are emphasized, but human and civil rights are not. There is no mention of major social and political problems (Ibid).

In addition Muhammad (2013), stated, that today new curricular reforms require students to be tested in the civic course, but they are given only pass/fail grade. A key civic principle that is at least nominally adapted by all United Nation member states in that of human right. What students read in their text books about human right is disconnected with its implemented in their communities. This implies that civic course in Arab nations more focus given for religion.

V. Africa countries

A growing number of researchers have been reporting studies of civic teaching and learning in Africa in recent years.

In South African and Kenyan the teachers defined democracy in terms of equality, particularly gender equality, and freedom of thought and speech as experienced in homes, schools, and communities. Teachers’ were informed by both global/western rights based discourses and local/indigenous values of compassion, communalism, and concern for the interests of community (Kubow, 2007). Similarly, other literature found that Ghanaian students defined

concepts like citizenship, democracy, tolerance, patriotism, and rights and responsibilities in terms of Ghanaian law and history (Groth, 2006). In Ghana and Rwanda, researchers also explored how history instruction can contribute to a sense of who ‘we’ are as a nation that transcends ethnic divisions (Levstik and Groth, 2005).

2.3. The Experiences of Civic and Ethical Education in Ethiopia

The beginning of the concept of Civic and Ethical Education, in Ethiopia, can be traced back to the beginning of indigenous education that parallels the introduction of Christianity in the 4th century AD. From that time on, the Ethiopian Orthodox Church was devoted to offering moral education primarily intended to create the unconditional acceptance of, and loyalty to, the ruling class. It continued to be used in modern education until the end of the Imperial regime in 1974 (Tesfaye et al. 2013) in Endalchew (2016).

Under the Imperial regime moral education was offered from grade 7-12 for character formation. The purpose was aiming at creating “ethically decent” citizens’ that function with the existing socio-political system .In addition, it was to make students accept that the king was given by God and that his king ship was hereditary. This means all that moral education was aimed at informing unquestionable power of the king and preparing citizens who don’t question order flowing from that crown (Alamiraw, 2005).

Under the Dergue military regime instead of civic education, the so called political education was provided to include socialist ideology aimed at creating ideal society. It was offered from grade 4-12. The beginning of 1990s, was a for motive period for civic and ethical education. This was due to the major political development that took place in the country. In May 1991, the pro-socialist military dictatorship was over thrown by armed political group Ethiopia people revisionary Democratic front (EPRDF) (Birhanu, 2012).

Currently under the new educational and training policy, the civic and ethical education curriculum has be designed in the school system (MOE, 2005). The subject has been given from grade 1-12. For elementary school first cycle (grade1-4) civic issues were integrated in to environmental science, but from grade 5-12 it was given as separate subject.

Objectives /purpose of civic and ethical education to create competent and responsible citizen, to inculcate citizen to take part in public affairs, to make citizen aware of fundamental right and

compromise ,to create well informed ,conscious, responsive and active participant citizen, responsive patriotism and develop the capacity of citizens to make sound judgment (A.A.U cvet 201, 2016). It is clearly stated, democratic and non- democratic states are introducing civic education in to their school curriculum in the context of state- based political education. Its purpose is based on political situation of the country. For example, under the imperial regime aiming to create awareness about unquestionable power of the emperor .The Dergue also was focused to given awareness on socialist ideology. However, after 1991, the goal of the subject is far from the previous states, now a day's aimed to introduce to create democratic citizen.

The quality of civic education has been well-being of the citizenry. For match of nation's history the leader has viewed civic education as a means of realizing the country democratic idea (Jamieson, 2013). Creating democratic culture within the school not only facilitates preparing students for democratic participation in the political system, but it also a democratic environment that shape the relationships with adults and among peers that the student's already engage in "student's learn much more from the way school is run" community (John Dewey, 1916).

2.4. The goal of Civic and Ethical Education in Ethiopia

Civic and ethical education help students to become competent, informed and responsible Ethiopian citizen .This include participation in school affairs, classroom learning, community activities, in elections and participation in what is going in the country (Tesfaye, Zergaw, 2008).

In addition to this, under the current government the subject has been given at different level in the school with the intention of creating good citizens equipped with various characters who are active participants in the overall affairs of their country (Endalchew, 2016). In this line, civic education prepares people of a country, especially the young to carry out their roles as citizens.

The goal of civic education in democratic society concentrated around three essential components: civic knowledge, civic skill and civic disposition (Branson, 1998). The goal can be achieved only when schools are competent in implementation the designed curriculum as it is (Dawit, 2006). Civic and ethical education means educating future democratic citizens. Educating future democratic citizen means instilling in the students an understanding and commitment to a system of democracy, a set of values the vision of society and the way of life. The subject must prepare students so that they can master the skills and knowledge and develop

the attitudes required for effective democratic citizenship (Tesfaye, Zergaw, 2008). One of the aims of the subject is the youth to take their place in the society as competent citizens. This objectives can be realized, when change of character bought on the students through the instruction of the concepts of civic education in both class room and engagement outside classroom (Abebe, 2008). The proper implementation of what the subject thought and its practices can be realized its objectives.

Department of Civics and Ethics is working in providing developing a sense of moral and social responsibility of the students in particular and fostering a reflective culture and attitude that produce self-confidence and commitment of the students at large (Gosa and Desta, 2014).

2.5. Do Civic and Ethical Education Learning Create Democratic out look to Students?

According to Branson, if civic education program are well designed and well thought, if they meet frequently use participatory method, stress learning by doing and focus on issues that have directly relevance to participate daily live, they can have significant positive impact on democratic behavior and attitude (Branson, 1998) .

Civic education in democratic society most assuredly needs to be concerned with promoting understanding the idea of democracy and reasoned commitment to the value and principles of democracy. To be effective, civic education must be realistic; it must address the central truths about politics. To this end, civic education enable students to enjoy their right and freedom and prepare them to respect the freedom of other, enable them, consciously charge their duty and responsibility, respect rule of law and try to solve the problem of the society (Branson, 1998).

Civic education should help students develop moral behavior, social responsibility, and the concerns for and about other by widening their social relationship, social interaction in the school and in their community (Berman, 1990). In other words Civic and ethical education enables students to know how to exercise their rights and discharge responsibility in school and in their societies for example like cleaning their class room, safeguarding school property from distraction, respecting norm and values of their community , respecting others right, religion, culture and etc...

Civic education for citizenship is important because society needs people to contribute effectively, in a variety of ways to the future health and well being of communities and the environment, locally, nationally and globally. Fostering active and responsible citizens contributes to the process of developing a healthy and vibrant culture of democratic participation (Abebe, 2008).

Civic education encourages participants to move outside the confines of what is familiar and comfortable and explore new information, the ability to make connection, to understand the relation between the individual and the larger community. Civic education also challenges citizens to recognize the inter relationship of private issues with larger public problems and to use civic skill in solving them (Augier, 1994).

2.6. The Benefit of Educating Civic Education

Schooling in civic increases knowledge of the system of government and its history and law: builds students confidence in their ability to exercise the prerogatives of citizenship, can increase participation in community and in governments including voting (Jamieson, 2013).

The benefit of civic learning extends well beyond civic output alone and civic content in one classroom is to help/ shape the norms of other classrooms and school more broadly. Learning Civic builds positive school for students, ranging from academic achievement to personal character. Positive school climate is the foundation for learning and positive civic development .School with positive climate is one that promotes norms, values and expectations that support people feeling socially, emotionally and physically safe, support a sense of unity and cohesion in the school as community; promotes culture of respect and encourages students consider themselves stakeholder in the school success (Maria, 2011). Educating the subject helps the future generation to contribute to the peace and stability of the country .It stresses to teach how the pupil create democratic opinion, take responsibility and exercise their right and duty. In addition to the above statement, high quality of civic learning teaches the importance of community (both in the school broadly) about controversial issue, problem solving, collaboration, team work and the importance of adversity (Ibid).

In addition to this, effective civic learning increase the civic health of nation by empowering young peoples to exercise their democratic rights and responsibility .It also promotes civic

equality by giving all students access to civic knowledge, skills and dispositions. On the other hand, when young people have no access to effective civic learning opportunities, they inherit unequal democracy (Maria, 2011). Civic education promote students to gain the ability to learn to interact in a groups, exchange opinion, explain how something should work like system of check and balance ,create the ability to analyze something like consequences of social ,political and economic process and institutions.

2.7 Important Practices that Help for shaping the Attitude of Students to learn CEE

2.7.1 Creating Democratic School Climate in School

The school must prepare students for a democratic society by providing them democratic experiences. A according to (Aggerwal, 2006), the students should be trained in the art of living together and made to realize the implication of the term,'right and duties' of responsible member of a democratic society. Inculcating democratic culture requires democratic social climate in the school.

This implies that school should prepare conditions that encourage students develop sense of responsibility and become acquainted with the social and civic problems and the need to tackle them. In line with this in democratic school governance students are able to participate in decision making about matters that affect their learning. Students also able to express divergent opinion in a free atmosphere and there they get an opportunity to develop skill of presenting their idea, listen to others view and understanding the basic social and moral values on which democracy is found. The skills develop in this kind of atmosphere help students for their future citizen ship role in society.

2.7.2 Employing Participatory Instructional Method

To help students gain the understanding, skill, attitude and values needed citizen ship in democracy more direct approaches are needed. Students must learn through direct experiences with their teachers and peers (Gisbon, 1965). This implies that in order to develop students knowledge skill and attitude required in democratic society they need to learn in situation that directly involve them as active participants.

Understanding and appreciation of democratic values and process are strongly influenced by the teaching methods and classroom procedures students encounter in all their courses, and they become interested in political participation as a result of pedagogical strategies that solicit inquire and invite them to analyze content Donald Warren in Burstyan (1996). From the above description the students when learn civic and ethical education by active learning method, they able to inculcate notions of democracy and good governance, that enables them to participate in the social, economic and political activities of their country.

2.7.3 Involving Students in Different Co-Curricular Activities

Students who participate in co-curricular activities are more motivated to learn more self-confident and exhibit greater leadership qualities (Baranson, 1998). In addition co-curricular activities help students develop a sense of team work. Hence co-curricular activities provided chances for students to learn decision making, group work in which each member learns the role he/she has to play and sense of common good. In order to achieve these goal students activities in the club must be guided and followed by teachers.

2.8. Factors that Negatively Influence Students' Attitude to learn Civic and Ethical Education

Despite its positive contribution in building good behavior and creating active and participant the change brought are not satisfactory. There are a number of factors which limit the proper realization of the purpose of civic and ethical education. Certain factors are prevalent at the country levels, some at university level, and others at elementary and secondary school levels.

which are content- context related problem, lack of civil society engagement, lack of democratic school administration, improper mode of delivery ,external environment, weak democracy, limited geographical reach and lack of role model (Endalchew,2016). The major challenges for poor implementation of the subject of civic and ethical education were attributed to lack of attention given by concerned bodies (MOE, 2006).

The problem of civic text books and method of teaching the concept of teachers and students have of good citizenship is limited (Berman, 1997). Students' perception and political attitude are factor for their failure to exercise participation in political issues. Their understanding of

participation limited to voting. The National Assessment of Education of America in 1990 about civic achievement showed that what young understand by participation is limited to voting. “Voting certainly is an important means of exerting influence in participation: but it is not the only means. Citizen also needs to learn to use such means as petition, speaking and forming political parties” (Branson, 1998). Supporting this idea there are many trends in contemporary society that make the civic education of youth problematic and undoubtedly contribute to growing sense of civic apathy. One such trend is an increasing culture fragmentation resulting from new emphasis on diversity. The complexity of contemporary government and issues that must be concerned with undoubtedly create in many youth a sense that government is somehow beyond their grasp (Samuel Totten etal, 1997) in Dawit (2006).

Overcrowd of classes one of the highly observed critical problems of education in Ethiopian (Amare, 1998). This implies that if there is no free space to facilitate different sitting arrangements for group work and other class activities, have no enough space for movement it is difficult to conduct student centered learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Description of the Study Area

Bilo High School is one of the secondary schools in Boneya Bosh woreda in East Wollega Zone. It was established in 1996 EC. It is owned by None Governmental Organization (NGO's) called Glomar of Hope. It has 7 building blocks. Library rooms, administration office, and pedagogical center are existed. There are three toilet blocks for males and females students and for teachers separately. There are 11 Classes each consisting of 57- 60 students. The school is only general secondary school (grade 9-10) and it has no Shift systems. There are a total of 657 students (360 boys and 297 girls) and 27 teachers (of which 24 male and 3 female). The school has language, natural science, social science and mathematics departments. Each department has its own head. There are also many co-curricular activities. For instance, Civic and Ethical club, mini media club, women's club, language club, and sport club. Each club has coordinators and members from both teachers and students.

3.2. Research Design

The purpose of this study was to investigate factors that shape students attitude and perception of students toward learning civic and ethical education: Challenges that hinder the successful delivery of the subject matter at schools and then constraining students level of understanding and whether the subject matter achieve its goal in improving students' democratic outlook in Bilo Secondary School of Boneya Boshe Woreda.

Hence, the study employed descriptive survey as an appropriate method. Supporting the idea Sharma (2008) stated that descriptive survey approach is appropriate to gather data from a relatively large sample at a particular time. In addition, descriptive survey method serves as direct source of valuable knowledge concerning human behavior (Ibid).

In line with this Kaul also suggested that descriptive method is the means through which opinions; attitudes suggestion for educational practice can be obtained (Kaul, 1996) in Molalegn (2012). According to this authors'' idea the attitude of students' can be obtained through descriptive methods. Because of this the researcher decided to use descriptive method of design

for the study since the topic of the study relate with assessment of students' attitude toward learning civic and ethical education. Thus, descriptive method is strongly believed to be the most appropriate method to address the intended purpose of this study

3.3. Research Approach

Both quantitative and qualitative data was collected from the study subjects through self-administered questionnaire, interview, observation and document analysis method. Supporting the information, the overall purpose and central premise of mixed methods is that the use of quantitative and qualitative approaches in combination may provide a better understanding of research problems and complex phenomena than either approach alone (Creswell and Plano Clark, 2007).

3.4 Sources of Data

The source of data for this study selected from primary and secondary sources. The primary data means original data that has been collected specially for the purpose in mind. It means someone collected the data from original source first hand (Manukumar, 2013). The primary data includes questionnaire, interview and observation. Secondary data which were collected and used by someone else for his/her own studies and then maintained as record (Agarwal, 2015). The secondary data include document analysis.

The primary data was gathered from Bilo secondary school community such as the students, social science teachers, principals and experts of education from the woreda education office. The secondary data also gathered from document.

3.5 Sampling and Sampling Techniques

There were four secondary Schools found in Boneya Boshe Woreda. Bilo secondary school was one of the secondary school in the Woreda and the researcher was interested to conduct the study in this (Bilo) secondary school.

As to the sampling technique purposive and systematic random sampling techniques were used. Regarding the selection of the school purposeful sampling was employed. This was because its oldest school.

With respect to teachers, the researcher was selected five teachers from social science purposively. The criteria for the selection of the teachers were their willingness and responsibility and because selected social science their subject relevant to civic and ethical education and the researcher believed that to get valuable information from them.

Two principals were selected because they are responsible and play great roles in bringing about positive behavioral change the students' attitude and they are familiar with any disciplinary problems that occur in the school and two experts were included in the study purposively according to their willingness.

Purposive sampling is a sampling technique and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that can obtain a representative sample by using a sound judgment, which will result in saving time and money” (Black, K. 2010).

Concerning the selection of sample students systematic random sampling technique was employed, systematic random sampling involves selecting subjects from a population list in the system rather than random fashion (Cohen, 1994). In this case formula $K=N/n$ when N =population size, n =sample size and every k^{th} individual was selected from the list until the sample size was complete (Sharma, 2000).

In this method each element of the population has an equal and independent chance of being included in the sample. It is free from subjectivity and free from personal error. The homogeneity of the sample population would also be kept in this technique (Ibid: 128). That is why this technique was used in selecting sample students.

Table.1 Bilo Secondary School and sampling of the data

| Name of the school | Total number of students | | | sample of the students | | | Total number of social science teachers | | | Sample of teachers | | | Sample of principals | | | Total number of experts | | | Sample of experts | | |
|-----------------------|--------------------------|-----|-----|------------------------|----|-----|---|---|---|--------------------|---|---|----------------------|---|---|-------------------------|---|----|-------------------|---|---|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| Bilo secondary school | 360 | 257 | 657 | 70 | 61 | 131 | 6 | 1 | 7 | 5 | - | 5 | 2 | - | 2 | 12 | 7 | 19 | 1 | 1 | 2 |

As indicated above in table 1, 5 social science teachers were involved in the study. Regarding the sample size of the students 131(70 males and 61 females) of grade 10 and 9 of Bilo secondary school. Regarding principals and experts sample size 2 principals and 2 experts were included in the study. In general the necessary information for this study were collected from 140 respondents.

3.6 Method of data collection

The instruments employed to gather the necessary data for this particular study were questionnaire, interview, observation and document analysis. Each method discuss below.

3.6.1 Questionnaire

Questionnaire is the most important tools in gathering data from large sample. It is also preferable because of the relative easy for respondents to fill out it within short time (Koul, 1984). Questionnaire enables a researcher to collect data from large groups of individuals within a short period of time and also it is easy to administer a number of subjects in one place at a time (Sharma, 2000). In addition Best and Khan (2005) suggested questionnaire allow and make possible an economy of time. This implies that questionnaire help to collect the most complete and accurate data with short period of time. This is done in order to reach reliable conclusions from what the researcher's planning.

The questionnaire is widely used in education research to obtain information about certain condition and practical and to inquire in to opinions and attitudes of individual (Best, 2004).

The questionnaire can frustrate the respondents if it contains open-ended questions, resulting in a situation where these questions may be left unanswered because they are too demanding in terms of time and effort compared with close ended questions. Therefore the open-ended question is a less satisfactory way of eliciting information (Cohen and Manion, 1994). Based on these facts, to get valuable information from students close ended forms of questionnaires were employed and the self-administered questionnaires disturbed for the students by the researcher's.

The researcher was prepared questionnaire for students which had two parts. The first was dealt with general information (sex, age, academic year, name of the school) about the sample students. Part two was about the main data that consist of close -ended questions. The close ended questions were concerned with factors that may have considerable impact in enhancing

students' attitude and perception of students towards learn the subject matter of CEE ; challenges that could contributes to the students low interest towards learning the subject and behavioral changes that effected among students due to learning CEE. As a part of research, the researcher was first submitted the instrument to the advisor for comments. Based on the advisor comment and suggestion, certain corrections were made by omitting and inserting. For instance based on advisor comments some questions totally cancelled. In all questions, Complex structures and abbreviations were avoided to guarantee accuracy in the information. For example, the questions did not include any double negative structures which could in themselves are difficult to understand and leading questions.

Supporting the above mentioned fact literature suggested that a well-designed questionnaire should meet the research goal and objectives and minimizes unanswered questions a common problem bound to many surveys (Abawi, 2013).

With this modification all the questionnaires were found to be useful together data for the main study. The close ended questions were used and all of the questions presented for this study had five alternatives items to provide the respondents with a wider choice. These five items were strongly agreed, agree, undecided, disagree and strongly disagree. Respondents were requested to choose and thick one of the above items. The questionnaire were prepared in English language and then translated in Afan Oromo to make it easily understandable by the sample students. Then, the questionnaires were given to sample population. All the questionnaires filled in and returned. The questions would be attached in appendix.

3.6.2 Interview

In-depth interview were conducted with five social science teachers, two principals and two education experts of the woreda. In-depth interview is less formal and the least structured, in which the wording and questions are not predetermined. This type of interview is more appropriate to collect complex information with a higher proportion of opinion-based information (Abawi, 2013).

Interviewing is a valuable assessment tool because it allows the participant to share their experiences, attitudes, and beliefs in their own words. In addition to this, interview is an effective qualitative method for getting people to talk about their personal feelings, opinions and experiences in face to face contact (Kothari, 2004).

Interview is private meeting between people when question are asked and answered. It permits greater depth of response which cannot be found through questionnaire items. It is also enables an interviewer to get information concerning attitude in relation to the question. The interview questions were relevant and focused to the research questions.

The interview took place both in the school and the office of the interviewed people. For the sake of effective communication between the interviewees and the researcher communicate with adequacy; the interview questions were prepared in Afan Oromo. During the interview process all the necessary notes properly collected using hand writing and mobile recording. Later all relevant interviews were transcribed and translated in to English for analysis. The responses finally have been used in the process of discussing data. The interview questions would be attached in appendix.

3.6.3 Observation

Observation is a major means of data gathering instrument (Merriam, 1998) cited in Brihanu (2012). According to Best and Kaham (1989), observation gives the firsthand account of situations under study, and when combined with other data collection tools, it allows for a holistic interpretation of the situations which are being studied.

For this study, the researcher made classroom and outside classroom observation. In class room observation the researcher was observed three Civics and Ethical Education teachers of grade 9 and grade 10 twice while they were teaching the subject focused on students' active involvement in group discussion, sitting arrangement, method of teaching used by teachers and student's active involvement in asking and answering question. Outside class room the researcher was observed the students' activity in school compound in schooling time, the students' activity in CEE club, participation of students to use library and observe reference, library workers and sitting arrangement in library.

3.6.4 Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give meaning around an assessment topic.

In order to triangulate the data collected from different sources, the researcher reviewed students' text book of Civic and Ethical education, teacher's guide and students' disciplinary record of the school.

3.7 Method of Data Analysis

Data analysis is the process of systematically applying percent and number to describe and illustrate, recap and evaluate the data. To analyze the collected data both the qualitative and quantitative method was applied.

Qualitative method: - it can describe events, persons and so forth scientifically without the use of numerical data (Best and Khan, 1989).

Quantitative method: - is as the term suggests, concerned with the collection and analysis of data in numeric form (Blaxter, Hughes and Tight, 1996).

Better understanding can be obtained, for example, by triangulating one set of results with another and thereby enhancing the validity of inferences (Tashakkori and Teddlie, 1998). Jick (1979) discussed triangulation in terms of the weaknesses of one method being offset by the strengths of another.

In addition regarding the main benefits, the overall purpose and central premise of mixed methods studies is that the use of quantitative and qualitative approaches in combination may provide a better understanding of research problems and complex phenomena than either approach alone (Creswell and Plano Clark, 2007). According to idea of the above literatures conducting a mixed methods study is whether mixed methods, as compared to mono method designs, best addresses the research problem and the research question(s).

The quantitative data was put in tables, counted and analyzed with the help of percentages. From the quantitative methods frequency and percentage was dominantly used in close ended questions. Moreover, response collected from interview question and information gathered through observation and document were narrated to support the analysis.

3.8. Ethical consideration

Ethical approval was obtained from ethical review committee of Law and Governance College, Jimma University. Official permission was also obtained from Bilo secondary school administration office after explaining the aim of the study. Verbal informed consent was obtained in the local language from all study participants. The questions was translated to local language (Afan Oromo version) to make the questioner is easily understand by study participants.

CHAPTER FOUR

Analysis and Interpretation of Data

This chapter deals with analysis and interpretation of the data collected from the sample population through data gathering instruments (questionnaire, interview observation checklist and documents analysis). In the analysis, quantitative data is presented in tables. Then, detailed description the figure is given after each table. Correspondently, the qualitative data was quoted and described in line with the quantitative data by way of triangulating the finding from both methods. Finally, subsequent interpretations and descriptions were made in the literature reviewed.

4.1 Background Information of the Respondents

The respondents involved in this study were teachers, students and school principals of Bilo secondary school and experts from education office of the woreda as they are considered to be relevant and main source of information for the study.

The questionnaires were administered to 131 respondents and all the copies were filled and returned. The questionnaires were administered on grade 9 and 10 students. Interview was conducted with 5 social science teachers, 2 principals and 2 experts. To sum up, the returned copies of questionnaires and interviews were found to be sufficient to draw inferences for the study.

4.1.1 Background Information of Students' Respondents

Table 2: Bio data of sample students

| NO | Item | Sample students(N=131) | |
|----|--------|------------------------|--------|
| 1 | Sex: | | |
| | Male | 70 | 53.43% |
| | Female | 61 | 46.56% |
| 2 | Age : | | |
| | 15-17 | 75 | 57.25% |
| | 18-20 | 56 | 42.74% |

As indicated in the above table 70 (53.43%) of the respondents were male, while 61(46.56%) of them were female. Regarding age 75(57.25%) of the total 131 respondents fall in the age category of 15-18. While the remaining 56 (42.74%) are between the age of 18-20 Years.

4.2 Factors that may have Considerable Impact in Enhancing Students’ Interest to Learn the Subject matter of CEE.

As literature describes attitude is a positive or negative evaluation of feelings that people have toward other people, objects, issue or events (Gifford and Hine, 1997). An attitude shapes ones’ behaviors in many ways and determines ones’ involvement in his or her daily activities (Blaydes and Jean, 2003). This implies that students with favorable feelings and interest are expected to learn more about the subject both in and outside the school if they have positive attitude toward the subject and gain satisfaction from learning more about it. The study accordingly attempted to investigate students’ attitude toward learning civic and ethical education.

To know factors that may have considerable impact in enhancing students interest to learn the subject matter of CEE, respondents were asked to indicate the extent to which they agree or disagree to listed items on five scale(strongly agree, agree, undecided, disagree and strongly disagree) in the table below.

Table 3: Subject matter

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|--|----------------|------------|-----------|----------|-------------------|
| 1 | The subject matter covers about past traditional values, customs and history of the society that help students to know their identity. | 94(71.75%) | 28(21.37%) | 0(0%) | 6(4.58%) | 3(2.29%) |
| 2 | The capacity of the subject matter in developing the ability of students in respecting and accepting others right | 79(60.30%) | 32(24.42%) | 1(0.76%) | 7(5.34%) | 12(9.16%) |

As indicated in the table above, 71.75% of the respondents confirmed the subject matter coverage of past traditional values; customs and history of the society help them to know their

identity. While 21.37% of them agreed. Therefore, it can be attested that familiarizing the youth about their past traditional values, customs, and history may provide the opportunities to identify values needed to be developed and enhances their interest towards learning the subject matter of civic and ethical education.

This finding seems analogues with Augier’s (1994) argument which says involving students in activities in which they study traditional values, cultures and history of their own people enables them not only to place themselves in certain group but also provide opportunities to identify values needed to be developed and to contribute for the sustenance of those values.

On the other hand 84% of students’ confirmed the capacity of the subject matter’s in developing the ability of students in respecting and accepting others right perceived to enhance students’ interest towards learning the subject of CEE.

Table 4: Teaching methodology

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|--|----------------|------------|-----------|------------|-------------------|
| 1 | Students are more involved in decision making process about the classroom learning activities and school rules and program | 58(44.27%) | 48(36.64%) | 8(6.1%) | 11(8.39%) | 6(4.58%) |
| 2 | Students are involved in dialogue both with teachers and with one another | 13(9.92%) | 12(9.16%) | 4(3%) | 38(29%) | 64(48.85%) |
| 3 | Students are involved in debate and discussion of their country’s current political issue | 22(16.79%) | 20(15.26%) | 6(4.58%) | 32(24.42%) | 51(38.93%) |
| 4 | Students are involved in the discussion through questioning and answering. | 15(11.45%) | 18(13.74%) | 6(4.58%) | 39(29.77%) | 53(40.45%) |

According to data given on table 4, 81% of the participant answered that giving opportunity to students on decision making in classroom learning activities and school rules and program improves their interest. When students involved in various classroom activities at school they

would get opportunity to develop knowledge based participation skills. They would also have a better understanding on the subject matter and school rule and program.

Dialogue provides the opportunity for participants to come together, examine thought processes and assumptions, thereby transforming the understanding of one's self, others, relationships, and the social systems in which exist and interact (Diaz & Gilchrist, 2010). Similarly, dialogue promotes conversation among peoples with different viewpoints for the purpose of deeper understanding (Ibid). This implies that promoting dialogue in class between students and with their teachers is better for students' deep understanding, sharing experiences and also promotes the spirit of cooperation among pupils. Therefore, civic and ethical education by its nature needs learning through participatory methods like dialogue.

In relation with the above mentioned fact, close to (78%) of the respondents do not agree that students are involved in dialogue both with teachers and with one another while learning civic and ethical education in the class. This may be due to usually teachers domination of the class room practices that neglect students' involvement in different activities. Therefore, based on the finding involving students in dialogue in classroom should be encouraged in order to promote students level of interest to study CEE.

On the other hand, students were also asked if they are encouraged to actively discuss about current political issues of their country during CEE classes. 63% of them were indicated that as they were not actively participated in the current political issues of their country during teaching and learning process. This may indicate that their inability to participate in their country political issues may discourage them from learning CEE.

The researcher also asked interview question for teachers about students' involvement in debate and discussion of their country political issues in civic and ethical education class. They responded accordingly:

There are no practices of holding discussion and debate on current political issues while teaching civic and ethical this due to fear of political situation of the country. In connection with the current violence even the government has no strong trust on teachers and considered as teachers initiates students in the strike because civics is more or less related with politics.

As some literature describes giving the opportunity to students in the discussion of political issues not only improves the dirty game image of politics but also inculcates in students the qualities of leadership. It helps them to voice their opinion, have their say in crucial issues and also the societies go to know about their perspective and also develop sense of responsibility and duty for the country /www.debate.org>opinions>Education/.

UASID report also claims that civic education helps students to know and identify public policy and increases their political participation through exploring and studying local problems. “It also leads to more moderate, but still significant, differences in participants’ knowledge about their political system and about democratic structures and institutions in general, and it also tends to contribute to a greater sense of political efficacy” (UASID, 2002).

In all cases, the result from students’ and teachers interview shows involving students in debate and discussion of their current political issue promote their interest towards learning CEE subject in the context of this study.

Teachers’ asking question while in the class help students to understand what has been learned, to generate discussion and peer-to-peer interaction. Student-initiated questions increase higher-order learning by requiring them to analyze information and articulate their thoughts. However, the above table portrays, as teachers are not promote discussion in class through question and answering. Accordingly, 70% of students disagreed as they are not involved in discussion through questioning and answering while in civic and ethical education class may be decreases their interest towards learning CEE.

Students can be effectively prepared for democratic society when they are taught using pedagogies that encourage them to practice David Bricker in Burstyn (1996). In connection to this active learning is vital in the classroom because of its powerful impact up on students learning. Furthermore, several studies have shown that students prefer strategies that promote active learning to traditional teaching approaches. Active learning is a strategy that can increase participation (Bonwell and Eison, 2003).

Table 5: External factors

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|---|----------------|------------|-----------|------------|-------------------|
| 1 | Students are involved in participation of socio-political activities | 15(11.45%) | 27(20.61%) | 10(7.63%) | 22(16.79%) | 57(43.51%) |
| 2 | Attention and weight given to the subject matter of CEE by the school and outside community | 44(33.58%) | 55(41.98%) | - | 16(12.21%) | 16(12.21%) |

The data obtained indicated that students are not encouraged to actively take part in the sociopolitical activities of their nation in general and their local area in particular. This has been confirmed by 60% of the respondents who in total replied strongly disagree and disagree to the statement. This may be for fear that their active involvement may lead them to raise more questions that may not be addressed by their teachers.

However, allowing students' involvement in the socio-political activities of their nation and locality may help them to understand problem of their community and their own role in solving them and as the result of this involvement, they would come to feel more as part of their community.

Young people who engage in and know more about their communities are more likely to want to improve those communities through better government, voting, political discussion, and other civic activities than their less engaged and knowledgeable counterparts. These students also tend to be more interested in learning how to make change and engage in effective decisions in their

civic work (Robert, 2013). In the context of this study, their little involvement on issues that affect their life as a citizen of their own nation has affected their interest to learn CEE.

Students were also requested to rate the extent to which the school community and community outside perceive the subject matter of CEE with regard to the attention given to it and its impact in improving morals in society. Close to 76% of them confirmed that the society both within and outside the school have good attitudes towards the subject matter and have got sufficient attention from both. The response given confirmed that the outlook of the community and the school has positively affected students' interest toward learning the subject matter.

Table: 6 the school environment

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|--|----------------|------------|------------|------------|-------------------|
| 1 | The school is secular from any influence such as political, religious and others | 76(58.01%) | 24(18.32%) | 6(4.58%) | 9(6.87%) | 16(12.21%) |
| 2 | Students are involved in different co-curricular activities | 6(4.58%) | 16(12.21%) | 20(15.26%) | 45(34.35%) | 44(33.58%) |

In the table above it is indicated that learning CEE promoted secularism at school as one of the principles of democracy that assists neutrality of the school from any influence. Accordingly, 76% of students agreed that the subject matter has had practical effects in promoting secularism. This shows that such practical impact may have enhanced their interest to learn the subject matter of CEE.

Encouraging students in school and in co-curricular activities provides the opportunity for collective planning and for collective action that brings students together to address issues related to school life. Because of their great contribution to the whole development of the learner, schools develop different co-curricular activities or clubs. However, 68% disapproved the schools' effort to engage them in CEE club and other extracurricular activities. As a result, students are not actively engaged in extracurricular activities that would have enabled them to practice decision making and leadership roles. Their presence and active operation could have

enhanced their capacity for participation and encouraged them towards learning the subject and this may be due to the non-functionality of the different co-curricular activities in the school.

Most of the interviewed teachers have similar views with regard to co-curricular activities taking place at the school. They stated that:

Different co-curricular activities are formed and based on our evidence most (all) of them are not effectively functioning. The school form different clubs only for the sake of reporting. This is because from morning up to 7:00 local time students are attending their class and after classes are over go back to their home by traveling long distance as most of them are coming from remote rural area. Thus, calling them for another program is so difficult on the one hand and they are not also voluntary to come. The interviewers added to that teacher have no more interest in involving and motivating students in different co-curricular activities since they consider it as an additional burden. Therefore principals push teachers to register club member at the beginning of each academic years and forms different clubs and reported to the woreda education offices.

In connection to this one of a teacher commented that:

Clubs are more functional if it is given as a separate subject in class just as other course and otherwise it will be continued as a report alone.

Obviously, the above response indicates that the clubs in the school are no more functional rather it is nominal. Therefore, based on the finding from students response and teachers interview the different co-curricular activities are not functional and this may decrease students' interest towards learning the subject.

4.3. Students Perception toward Learning Civic and Ethical Education

A person perception towards an issue might influence his/her action or behavior (Dawit, 2006). There is a direct relationship between personal belief and ones practices. This implies that studying students' perception helps to understand the actual practices of the pupil in the school compound or outside and factors that have negative or positive impact on students level of understanding toward learning civic and ethical education.

The following table assessed the perception of respondents toward learning civic and ethical education for items that they are required to rate on a five scale likert scale.

Table: 7 Students’ response on their perception toward learning civic and ethical education

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
|----|---|----------------|------------|-----------|------------|-------------------|
| 1 | I enjoy learning CEE because it creates awareness to us about accepting majority rule and protection of minority right. | 78(59.54%) | 37(28.24%) | 10(7.63%) | 3(2.29%) | 3(2.29%) |
| 2 | I have less interest to learning CEE because our teachers do not use participatory method that involves students in different activity. | 50(38.16%) | 33(25.19%) | - | 21(16%) | 27(20.61%) |
| 3 | I enjoy to learning CEE because it enabled me to develop the habit of tolerance in the class and outside. | 54(41.22%) | 43(32.82%) | 7(5.34%) | 14(10.68%) | 13(9.92%) |
| 4 | I have less interest to learning civics because the content in the text books has less practical applications in reality. | 76(58%) | 50(38.16%) | 5(3.81%) | - | - |
| 5 | I have less interest to learn CEE because the contents in the text books are redundant. | 70(53.43%) | 25(19.08%) | 7(5.34%) | 8(6.10%) | 21(16.03%) |
| 6 | I enjoy learning civic and ethical education because it encourages me to develop positive ethical values. | 68(51.90%) | 44(33.58%) | 7(5.34%) | 12(9.16%) | - |

Considerable proportion of respondents 88% have expressed positive attitude towards learning civic and ethical education. Since it encourages them to develop awareness about accepting majority rule and protection of minority right as it is the main principle and values of democracy. On the other hand they have also indicated that their interest toward the subject matter could be affected negatively if teachers employ less participatory and teachers centered teaching methods as depicted by item 2 of the above table where, 64% of the respondents’ went for student centered teaching method for civic and ethical education.

Tolerance is one of the values of democracy. It is a key to living with others in peace in class room and outside community. Civics promotes students to develop the skill of tolerance. Accordingly, 74% affirmed students’ have developed the habit of tolerance because of their

exposure to CEE and this may help them to have positive perception towards learning the subject matter.

With regard to item 5 of the above table the respondents' reflected that less practical application of the concepts and ideas incorporated in the text books of CEE negatively affects their interest towards learning the subject matter. This has been affirmed by 96% of the respondents who have agreed and strongly agreed on the need to match between theory and the reality in teaching CEE.

Respondents' assessment of content variation across grades was also assessed and the result indicated that redundant chapter, topics and titles are emerging in the text books across various grades as approved by 72% of them. The researcher has done analysis of content variation on grade 9 and 10 text books and found that content in the chapters are all similar from unit one to unit eleven and reflect more or less similar ideas. For example; unit one for both grades (9& 10) says building a democratic system. Under this chapter all titles are similar and ideas which reflected in grade 9 directly or indirectly reflected in grade 10. The remaining units and contents of both grade seems to confirm to the above example. Teachers' guide of CEE also gives guidance and notes for each lesson on the same units and contents.

The researcher also asked interview question for teachers which says "How do you evaluate contents of CEE text book". They reported their views as follow:

Both grade levels have similar chapter and contents. It is our opinion if the ideas which are incorporated in both grade levels are combined together in one grade to make the subject more attractive and increase students' interest. Naturally human beings need new things to see and hear; therefore, avoiding over repeated units and contents is mandatory for the quality of the text.

As a criticism one of teacher from respondents raise his view accordingly:

I am civic and ethical education teacher, as a civic teacher while the school assigned text evaluation with other civic teachers we commented several times the content redundancy of the subject.

As Levinson, Meira (2011), described effective civic learning infuses the classroom with both content and culture that is not only relevant to good citizenship, but also helps students stay in school. High quality civic learning is interactive, stimulates debate, encourages creative thinking, and immerses the students in questions of contemporary relevance.

According to response from teachers and students and document analysis of the contents of the subject matter redundant nature of the issues raised in the text books of different grades may negatively affect students' attitude towards learning the subject of CEE.

On the other hand 85% students affirmed that CEE subject helps them to develop positive ethical values and this may increase their interest towards learning the subject. As MOE (2006), mentioned the purpose of civic and ethical education is to develop good moral character and civic competence in producing citizens who knows, exercises his/her rights, responsibilities and participate in political, economic and social affairs of their country. Therefore, the result shows that the subject enabled students' to developed positive ethical values and this may be enhancing students' interest towards learning CEE subject.

4.4 Challenges that could contribute by Hindering Students' Level of Understanding of the Subject matter of CEE

To educate good citizens who are competent, responsible and honest, developing positive attitude towards the subject matter is very crucial. From perspective of this fact the government needs to give sufficient attention for civic and ethical education.

Thus, students were asked to express their opinion by identifying from the listed items, which considered as challenges that hinder students' understanding on the subject matter of CEE. To investigate these challenges 9 items with five alternatives were given using likert scale.

Table: 8 Challenges that could contribute to the students' low interest to learn civic and ethical education

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|---|----------------|-------------|-----------|------------|-------------------|
| 1 | Teachers' using traditional methods of teaching the subject | 49(37.40%) | 31(23.66%) | - | 23(17.55%) | 28(21.37%) |
| 2 | The gap between theoretical discussions and practical implementation of the subject with political realities of the country | 105(80.15%) | 20(15.26%) | 6(4.58%) | - | - |
| 3 | Lack of proper role model in school and outside | 13(9.92%) | 32(24.42%) | 3(2.29%) | 18(13.74%) | 64(48.84%) |
| 4 | Over criticism of the past government of the subject | 75(57.25%) | 40(30.53%) | 5(3.81%) | 8(6%) | 3(2.29%) |
| 5 | Lack of teacher interest to teach the subject | 4(3%) | 6(4.58%) | -- | 41(31.29%) | 80(61%) |
| 6 | Lack of clarity given by the teachers on the questions and issues raise during the lesson due to fear of the political situation of the country | 35(26.71%) | 43(32.82%) | 9(6.87%) | 30(22.9%) | 14(10.68%) |
| 7 | Lack of students' awareness about political activities of their country | 20(15.26%) | 15(11.455%) | 6(4.58%) | 23(17.55%) | 67(51.14%) |
| 8 | Lack of coordination between school administration, teachers and students | 18(13.74%) | 12(9.16%) | 9(6.87%) | 37(28.24%) | 55(41.98%) |
| 9 | In sufficient CEE reference book | 82(62.59%) | 37(28.24%) | - | 9(6.87%) | 4(3%) |

As we can see from the above table teachers' methods of teaching the subject may be a reason for the students' low level of interest. Accordingly 61% of the respondents agreed as classroom method of teaching-learning process negatively affected their level of understanding towards learning CEE.

In addition to this teachers were asked in an interview session about their method of teaching the subject. They have clearly stated that:

Participatory method is the best to teaching CEE because the subject doesn't go with teacher centered method. The use of various methodologies will help students to develop their learning potential and boost up their knowledge and understanding, skill of investigation and problem solving capacity. All learning styles may be good for a student, but may not be best for the teacher. However, civic and ethical education class is still dominated by lecture method. This is because of students' seating arrangements are not favorable and the desks are found difficult to move within the class room for group discussion daily and the teacher will have to spend more time. Other factor which hindering the application of constructive (student centered learning) method number of students. For a proper implementation of student centered learning the number of students' in the class should be ideal. In overcrowd class creating conducive environment for active learning is difficult. Under such circumstance it is difficult to conduct active learning strategies. The problems forced teachers to employ traditional lecture method of teaching.

On interviewed a teacher of the subject opined that:

My education back ground is civic and ethical education but I have had no training in the methodology course and I have no concept to the use of different methodologies to be used in civic and ethical education.

In line with this, the researcher conducted classroom observation with three civic teachers. In that the researcher observed teachers employing chalk and talk method of teaching, seating arrangement of the students was not favorable for discussion and the different methodology like small group discussion, dialogue, pair group discussion, debate, role play, presentation and other participatory method were neglected in class room performance. Teachers also not motivate

students by asking question. Consequently, lecture method dominates the class where teacher is active and the students remain passive.

The traditional authoritarian approach has still remained to be a serious barrier in the cultivation of active, informed and effective citizens. In the traditional approach, (pedagogy of imposition), education is seen as “something done by one party to another (by teacher to students), by ascribed producer of knowledge to ascribed consumer of knowledge” (Zeus Yiamouyiannis-in Burrstyn (1996). This type of education which is merely carried out by the teacher would leave students ill-prepared to be active, reproducers rather than making them producers. In relation to instructional method, unless students are given opportunities within their classroom and school to live democratically and actively participate in their learning, they will not become active, participatory citizens in the wider society in the future said (Burstyn, 1997).

Generally, the approaches of teaching observed from various studies reviewed by Berman (1997) were authoritarian, teacher dominated, individualistic learning and competitive environment that discourage cooperative learning in which students develop nurturing and caring behavior and established supportive relationships within and between groups.

Therefore, the finding from students, interview and researcher observation indicated teachers using teacher centered method of teaching challenges for students’ level of understanding towards learning the subject of CEE.

This finding is in agreement with Abebe (2008), in his study entitled ‘Perception of Students towards Civic and Ethical Education’ who expressed that CEE teaching and learning predominated by lecture. So that characterized by mere transmission of facts, which seriously affects building civic skill and disposition which enable them to play their role in the society.

To be effective civic education must be realistic; it must address the central truths about political life (Mason, 2009). In line with this 95% of the students confirmed that the existence of a huge gap between theory and practices is hindering factor to their level of understanding and interest toward learning the subject matter of CEE.

During an interview session teachers were asked to forward their opinion on the interview question which says “How do you evaluate the theoretical discussion and the practical implementation of the subject matter”? The teachers reported that:

Civic and ethical education consisted about principles and values of a democratic system, right such as human (the right to life, liberty, privacy and others) and democratic right (the right of thought, express opinion freely, freedom of association, movement and others) rule of law, transparency, accountability, responsibility and others. They further added to that students' always raise question why what we learn in civic and ethical education is not implemented practically in our daily life. For example we teach freedom of expression of idea, freedom to form or be a member of political parties and other association. Other example, the right to liberty of person: No person may be subjected to arbitrary arrest and no person may be detained without a charge or conviction against him. On implementation it is nothing.

Therefore, interview session and the students' response affirmed the existence of wider gap between theoretical discussion and practical implementation of CEE subject. The contradiction between theories and practical implementation of the subject may negatively affect students' level of understanding in learning CEE and it may push students to violence in school and outside.

In order to prepare young people for effective, active and responsible democratic citizens, teachers and administrators should be exemplary not only in the school but also in the community. Accordingly, 63% of students confirmed teachers and administrators are good role model in all activities which students learn a lot and follow the same pattern. This may positively enhances their level of understanding toward learning the subject matter of CEE.

In relation to item 4, 88% students agreed that the over criticism of past governments by the subject led them to boredom to learn CEE. It indicates that any government has its own strengths and weaknesses. Therefore, it is important if students get accurate information of both the current and past government rather than blaming the past ones.

As attempted to show above in the table teachers' interest and motivation encouraged students' interest. 90% of respondents affirmed that their teachers' have interest and motivation to teach the subject and it may encourage them to follow the object with great interest and enthusiasm.

Teachers' willingness to clarify confusions during the class discussion is helpful factor to increase students' interest to learn civic and ethical education. However, 59% of students have no strong belief on teachers' tendency to clarify question that are raised during the teaching learning process. On the other hand, 33% of the respondents' response testified that teachers are willing to answer their questions raised during classroom discussion.

Furthermore, the researcher collected information from teachers' during an interview session regarding whether the teachers give clarity of all the questions and issues raised by the students during the lessons. It is summarize as follows:

Students raise question in relation to political realities. It is difficult to clarifying such question by citing scientifically supported evidences and if we give clarity for complex political question, we may be considered as member of other political parties and it is risk. By citing pervious example, they pointed out that some teachers were prohibited from teaching civics and other were even imprisoned mainly in connection with students' strike for suspicion as initiators.

According to the interview respondent teachers have fear of being criticized and victimized and not voluntary to clarify question asked by students due to the above mentioned problem. Generally, students' responses and interview session affirmed that the issue of the absence of clarity may cause students' low level of understanding toward learning the subject of CEE.

Involving students in discussion of their country political activities in the class room develop their knowledge about their fundamental rights, enable youth to play important role on their part for peace and cooperation of their country based on democracy, and discharging responsibilities. Acquainting an individual with information about political activities of their country to allow increasing his/her ability, to give ever opportunity to become an educated pupil is necessary. Accordingly, 69% of participants affirmed that as they have awareness about political activities of their country may not matter in their level of understanding towards learning the subject.

The data in the same table shows that about 70% of respondents ensured the existence of coordination among their school community (student, teachers and the school administration) and this cooperation increase their level of understanding toward learning the subject matter. On the same item 23% of students' approved that poor coordination of the school community negatively affected their attitude toward CEE subject while 6.87% remained neutral.

In spite of the above stated fact, the researcher asked interview question for principals on whether there is coordination between the school administration, teacher and students. Accordingly, the principals responded that:

Yes we have coordination and work together. Without the existence of harmonious relation among these school community running healthy teaching-learning process is unthinkable.

From student response and interview session it is possible to understand that student, teacher and school administration are working in coordination with each other. This shows the existence of favorable climate in school and it may lead students' to setup positive understanding towards the subject matter of CEE.

The experts were asked their views on the interview question which says” Have you conduct discussion with principals, teachers and students?” they responded that:

Yes we conduct discussion with the school community (students, teachers and directors) separately or together based on the issues. If we fail to conduct discussion then it will be difficult for running teaching learning process properly.

The experts also responded for the interview question” How often your office discusses matters related to the school?”

Up to matters to be solved, our office contact and communicate with the school and we also gives training and work shop for awareness creation depending on the weight of the matter.

The data presented in table 8 depicted that insufficiency of civic and ethical education reference materials negatively affected students' level of understanding as (91%) of students affirmed the same. During the interview, school principals reported the unavailability civic reference books in the school library. The researcher observation of library concerning reference confirmed the response of the principals and students. In addition seating arrangement, table, chair and other necessary materials in library is better. The school library has two librarians serving students properly from 2:30-11:30 local time. In addition small number of students read from sources in the library. This indicated that majority of students have no awareness about the use of library.

With regard to the interview question which says “Are there access CEE teachers in your school? How many period each teacher have?” the principals responded that:

Yes we have access civic and ethical education teachers, eleven (11) classes and each class has three period per-weeks. Therefore, eleven classes have 33 period per-weeks. Hence, each teacher has 10 or 13 period.

4.5 Behavioral Change Effected due to Civic and Ethical Education

The ultimate goal of civic education is to prepare generations for the essential principles and values of democracy embodied with higher sense of responsibility and active engagement in issues that the society , community or state face in its everyday life (CCE,1994). Shaping the attitude of student is the top most priority of civic and ethical education. It is the obligation of any government to acquaint citizens with good civic and ethical values.

Using the 5-point scale for 9 items, the students were asked to express their opinion on what behavioral changes they have observed due to learning civic and ethical education.

Table: 9 Behavioral changes that are effected among students’ due to learning civic and ethical education

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|--|----------------|-------------|-----------|-------------|-------------------|
| 1 | Students are more punctual responsible towards their education | 40(30.53 %) | 26(19.84 %) | 2(1.52%) | 30(22.90 %) | 33(25.19 %) |
| 2 | Students are behaving responsibly to safeguard school property. | 49(37.4%) | 40(30.53 %) | 6(4.58%) | 19(14.5%) | 17(12.97 %) |
| 3 | Students’ respect each other’s right | 55(41.98 %) | 37(28.24 %) | - | 16(12.21 %) | 23(17.55 %) |
| 4 | Students are responsible to cleaning their class room and beautifying school compound. | 55(41.98 %) | 52(39.69 %) | - | 10(7.63%) | 14(10.68 %) |
| 5 | Students are honest and do not cheat exam | 6(4.5%) | 7(5.34%) | - | 47(35.87 %) | 71(54.19 %) |
| 6 | Students are becoming gender sensitive and respecting the rights of female students’ | 65(49.61 %) | 31(23.66 %) | - | 14(10.68 %) | 21(16%) |
| 7 | Students equally understand their obligations as they do with their right | 12(9.16%) | 15(11.45 %) | 3(2.29%) | 30(22.9%) | 71(54.19 %) |
| 8 | Students have developed democratic outlook | 35(26.71 %) | 29(22.13) | 3(2.29%) | 33(25.19 %) | 31(23.66 %) |
| 9 | Students are becoming more ethical and confirming to the norms and values of their society | 31(23.66 %) | 28(21.37 %) | - | 21(16%) | 51(38.93 %) |

Students were requested to rate the extent to which their punctuality is improved due to learning CEE. Accordingly close to (50%) of them stated that the subject matter has positively influenced their attitude toward managing their time and be punctual at school. On the other hand close to (40%) of them did not agree that they are not shown changes in managing their time in attending school.

In this regard interviewed teachers and principals’ reflected that:

During first period and fifth period (after break time) students come to the class after spending several minutes and daily the school has been recording late comers and sometimes the school took simple corrective measures. For example

until when the first period ends late coming students are ordered to clean the school compound. In addition at times parents are also called to school specially parents of students who frequently miss class or come very late to discuss with them on how the problems can be alleviated.

The document (student disciplinary record) revealed that during the first period 20-30 students on average come late to class. The researcher observed students activity during the schooling time. After the guard closes the gate students stood in front of the gate and after five or ten minute the school orders them to do something from the school compound as a punishment up to the completion of the first period. After break the same situation was also seen. This implies that students are not becoming more punctual and sensitive to schedules due to learning CEE. Therefore, the finding from 48% students, teachers and principals' interviewers and document analysis reflect students have not shown behavioral changes due to learning CEE with regard to managing their schooling time.

With regard to the impact of the subject matter on students' perception in safeguarding school property the findings indicate that 68% of the respondents confirm that learning civic and ethical education has helped them to improve their attitude towards carrying about school property. As TGE (1994), suggested students have a right to utilize school properties but wisely. From the lists of the rights of the students it was stated that the students has the right to use school furniture and equipments.

As articulated in the policy document, one of the aims of education policy is to bring up citizens who can take care of and utilize resources wisely (TGE, 1994). Thus, based on the response from the students', CEE may have a positive impact towards shaping students attitude in safeguarding school property.

The students were asked to give their response about respecting each other right.70% of them agreed that students' have positive perception with regard to respecting each other right. But 30% of them are to the view that students have shown little behavioral change in respecting each other right. This shows that learning CEE has more or less changed students behavior in terms of making them more sensitive toward the right of others.

In addition, students were asked to rate the extent to which their participation is developed through knowledge they obtain from CEE. Accordingly, 82% stated that the subject matter improved their attitude toward discharging duty as a student in cleaning their class room and beautifying school compound.

Dependency is bad habit which weakens ability to do something independently. As respondents' information confirmed civic and ethical education have not positively influenced students' attitude toward doing exam without help. Accordingly response from 90% of students' clearly indicate that passing from one grade level to another in Bilo Secondary School may be based on cheating. This describes students may not read their book or do their home work, class work and other activities. This shows that learning civic and ethical education may not be leading students to high level of integrity and independent thinking.

Civic and ethical education promotes the importance of equality for peace, stability and development. One dimension of equality is gender equality. By understanding the concepts 73% of participants agree or strongly agree that civic learning shaped their attitude in respecting female students' right in class room and as well as in the community while 27% of the respondents' do not believe that they are being gender sensitive. The finding therefore, indicates that students are becoming more or less gender sensitive as a result of learning CEE.

It is also indicated that these students do not need to carry out their responsibility which is inseparable from their rights. If an individual desires to protect his/her right without carrying out the expected responsibility, this is indeed impossible. Moreover, the data shows that about 77% of students' admitted that they do not equally understand their obligations as they do with their right. The role of the subject in shaping attitude of young towards accepting obligation just as they do with their rights may be less as observed from the results.

Regarding students' democratic outlook USAID study discovered that civic education programs have an enormous and positive impact on learners in comprehending and practicing key aspects of democratic attitudes (USAID, 2002). In connection with this the data indicated 48.84% of students' confirmed that CEE shaped their attitude as the result they showed change in class room and outside class room engagement. Contrary, on the same item about 48.85% disproved the statement.

Teachers' opinion with regard to students' democratic outlook due to learning CEE has been assessed and it was indicated that:

The subject helps students' know basic democratic values and principles such as human and democratic right; justice, transparency etc. Even the government gives focus on the subject matter and has given training for CEE teachers in order to cultivate good citizen. However, according to teachers responses civic and ethical education has not achieved its goal in bringing democratic outlook to students as expected due to problems it faces since implementation. Some literature revealed that though civic education had been implemented in Ethiopian school since 1994, the desired objectives have not been realized (MOE, 2006). The data shows that 48.85% of students' response and response from teachers' interview confirmed that students' exposure to CEE may not develop democratic outlook according to the objectives of the subject. On the same item 48.84% of respondents agreed that exposure to CEE students may develop democratic outlook.

Ethics is necessary for human beings. If someone has good ethics, he/she will be loved by everyone. CEE is a good subject for students because it encourages them to have good ethical values and practice it. In this regard table 8 indicated about 55% of students strongly agreed or agreed that learning CEE subject has significant impact in shaping their attitude with regard to developing the habit of good ethics. On the other hand 45% of respondents' do not agree that learning the subject may help them to develop good ethics and confirmed values and norms of their society.

The experts responded for the interview question "Do you think that shaping students' attitude is necessary? Who should be responsible to shape the students' attitude?"

Undoubtedly shaping students' attitude on the right way is necessary. Students' with ethical problem are vulnerable to violence. However, it is difficult to shape students' outlook with CEE teachers alone. It needs the cooperation of parent, non-civic and ethical education teachers' school and local community.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

The main purpose of this study was to investigate students' attitude towards learning civic and ethical education in the case of Bilo Secondary School of Boneya Boshe Woreda found in East Wollega Zone Oromia Region. In order to achieve these purposes the following research question were raised and their answer sought in the course of investigation.

- What shapes students attitude towards learning civic and ethical education?
- How do students perceive the subject matter of civic and ethical education?
- Are there challenges that hinder the successful delivery of the subject matter at schools and then constraining students' level of understanding?
- Is the subject matter achieving its goal of improving student's democratic outlook?

The study employed descriptive research method. Mixed methods (qualitative and quantitative) were used to obtain adequate information. In selection of the school purposive sampling was utilized. The subjects of the study were students (131) teachers (5) principals (2) and experts (2) selected using systematic random sampling and purposive sampling techniques. Data gathering instrument were questionnaire, interview, observation and document analysis. The questionnaire was distributed to 131 students and all questionnaires were filled and returned. Interview was conducted with social science teachers, school principals and woreda experts. Observation and document was made by the researcher. The data obtained were organized, tabulated, counted and then analyzed by using percentages, and descriptive statements.

Hence, based on the analyzed data the following major important points were summarized as follows.

Large number of students recognized the subject matter coverage about past traditional values, customs and history of the society, the capacity of the subject matter in developing the ability of students in respecting and accepting others right, neutrality of the school, and attention given to

the subject matter both by the school and outside community perceived as a good quality and enhance students interests towards learning the subject of CEE.

Teachers are not involved students in socio-political activities, debate and discussion of their country current political issues while teaching civic and ethical education fearing of their active involvements may lead them to raise complex political question that may not be addressed by teachers and it decreases students interest towards learning civic and ethical education.

The data implies that both teachers interview report and students response affirmed the different co-curricular activities were not functional due to teachers lack of interest to encourages students involvement in club and this demotivated students interest towards learning the subject of CEE.

According to the data factors such as teachers' using traditional methods of teaching, the gap between theoretical discussion of the subject and practical implementation with political realities of the country, lack of clarity given by the teachers on the questions and issues raised during the lesson due to fear of the political situation of the country, lack of CEE reference book and content redundancy nature of the subject matter affirmed by respondents as hindering factors of students' level understanding toward learning civic and ethical education.

The data confirmed the coordination of the school community (students, teachers and principals) positively enhance students attitude towards learning CEE.

With regard to behavioral changes the data shown in safeguarding school property, respect each others' right, cleaning class room and beautifying school compound and respecting the rights of female students' the subject of civic and ethical education positively influences the attitude of students and as the result they shown change.

Teachers and principals reported during the interview, the researcher observation and document analysis reflected that students are weakness in managing their schooling time exposure to CEE and this shown the subject has less significant.

5.2 Conclusions

Based on the results and discussions of the study described in each sections about the attitude of students towards learning civic and ethical education the following possible conclusions are made.

Participatory instructional methods like involving students in dialogue, debate and discussion of their country current political issues, making discussion through questioning and answering are important that enhances students' interest towards learning the subject. However, teachers were not used these activities while teaching civics and ethical education these make less students interest towards learning civic and ethical education.

Teachers are no encouraged students' involvement in sociopolitical activities while teaching civic and ethical education. Their little involvement affects their life as a citizen of their own nation has affected their interest to learn CEE.

Absence of attention for co-curricular programs was one of the main deterrents to enhanced students' interest towards learning the subject.

Class room civic and ethical education practices were teacher dominated this affirmed by response of students, teachers and researcher class observation that negatively influenced students' level of understanding towards learning the subject.

Content redundant nature of the subject was problem that negatively influenced students understanding as admitted by response of students' teachers and researcher content analysis.

The insufficiency of related reference was problem that decreases students' interest towards learning the subject of CEE.

Over critics of past government by the text, the gap between theoretical discussion of the subject and with practical political realities of the country, teachers' lack of willingness to give clarity for questions and issues raised by students while in civic and ethical education learning were the main problem that influences students' level of understanding towards learning the subject.

The finding of the result of the study indicated that students were not shown behavioral changes due to learning civic and ethical education on managing their schooling time, equally understanding their obligations as they do with their right and doing exam independently.

5.3 Recommendations

Based on the findings of this study the researcher recommended the following issues to improve.

- ❖ Teachers' using teacher centered method is obstacle in enhancing students' attitude. Therefore, it is recommended that teachers have to be able to carefully identify and selecting teaching strategies and organize teaching activities that democratize their classroom by creating nurturing learning environment.
- ❖ The school (CEE teachers, the school principal other teachers) should be give attention for effective functioning of school clubs. The students motivated to involve in different co-curricular activities so that they can develop the ability of accepting responsibility, understanding their obligations as they do with their right and others.
- ❖ The government should be responsible to improve the quality of the subject matter especially on the content redundancy nature of the subject matter, the gap between theoretical discussions of the subject and its implementation with practical political reality of the country. It is necessary to shape attitude of the youth and build good citizen ship in the country.
- ❖ Insufficiency of related reference negatively influence students' outlook. Therefore, the school and woreda education office should be responsibly to solve the problem.
- ❖ Shaping the attitude of students is necessary in order to running healthy teaching learning process. It is achieved when all concerned body such as teachers, principals, parents and the local community are work to gather.
- ❖ As per the Constitution of the country, it is better if every individual person be punished for exercising his/her human or democratic rights.

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Appendices

Appendix A

JIMMA UNIVERSITY POSTGRAGUATE PROGRAM

DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDY

Questionnaire filled by students

This questionnaire is part of a research process which aims to collect data concerning the attitude of students toward learning civic and ethical education. This research becomes effective and meaningful the respondent shows their cooperation to answer all the questions carefully based on their experience. Thus, your participation in giving answer to the question has great contribution to the effectiveness of the research.

Name of the school-----

Sex -----

Years 15-17-----

18-20-----

Direction: Indicate your opinion by writing X in only one of the following alternatives, five alternatives listed as follow;

| | |
|----------------|-------------------|
| Strongly agree | Undecided |
| Agree | Disagree |
| | Strongly disagree |

Question I: The following questions are designed to know your opinion as to which factors may have considerable impact in enhancing students' interest to learn the subject matter of CEE

| No | Items | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The subject matter coverage's about past traditional values, customs and history of the society that help students to know their identity. | | | | | |
| 2 | The capacity of the subject matter in developing the ability of students in respecting and accepting others right | | | | | |
| 3 | Students are involved in decision making process about the classroom learning activities and school rules and program | | | | | |
| 4 | Students are involved in dialogue both with teachers with one another | | | | | |
| 5 | Students are involved in debate and discussion of their country's current political issue | | | | | |
| 6 | Students are involved in the discussion through questing and answering | | | | | |
| 7 | Students are allowed participation in socio-political activities | | | | | |
| 8 | Attention and weight given to the subject matter of CEE by the school and outside community | | | | | |
| 9 | The school is secular from any influence such as political, religious and others | | | | | |
| 10 | Students are involved in different co curricular activities. | | | | | |

II. The following questions are designed to grasp students' perception towards learning CEE.

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
|----|--|----------------|------------|-----------|-----------|-------------------|
| 1 | I enjoy learning CEE because it creates awareness to us about accepting majority rule and protection of minority right. | 78(59.54%) | 37(28.24%) | 10(7.63%) | 3(2.29%) | 3(2.29%) |
| 2 | I have less interest to learning CEE because our teachers do not use participatory method that involves students in different activity . | 50(38.16%) | 33(25.19%) | - | 21(16%) | 27(20.61%) |
| 3 | I enjoy to learning CEE because it enabled me to develop the habit of tolerance in the class and outside. | 54(41.22%) | 43(32.82%) | 7(5.345) | 14(10.68) | 13(9.92%) |
| 4 | I have less interest learning civics because the content in the text books has less practical applications in reality. | 76(58%) | 50(38.16%) | 5(3.81%) | - | - |
| 5 | I have less interest to learn CEE because the contents in the text books are redundant. | 70(53.43%) | 25(19.08%) | 7(5.34%) | 8(6.10%) | 21(16.03%) |
| 6 | I enjoy learning civic and ethical education because it encourages me to develop positive ethical values. | 68(51.90%) | 44(33.58%) | 7(5.34%) | 12(9.16%) | - |

Question III: The following questions are deigned to identify the challenges that could contribute by hindering students' level of understanding of the subject matter of CEE.

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|---|----------------|-------|-----------|----------|-------------------|
| 1 | Teachers' using traditional methods of teaching the subject. | | | | | |
| 2 | The gap between theoretical discussions and practical implementation of the subject with political realities of the country | | | | | |
| 3 | Lack of proper role model in school and outside | | | | | |
| 4 | Over criticism of the past government of the subject | | | | | |
| 5 | Lack of teacher interest to teach the subject | | | | | |
| 6 | Lack of clarity given by the teachers on the questions and issues rise during the lesson due to fear of the political situation of the country. | | | | | |
| 7 | Lack of students' awareness about political activities of their country. | | | | | |
| 8 | Lack of coordination between school administration, teachers and students. | | | | | |
| 9 | Insufficiency of CEE reference book. | | | | | |

v. The following questions are designed to grasp students' opinion about changes are effected among students due to learning CEE

| No | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----|--|----------------|-------|-----------|----------|-------------------|
| 1 | Students are more punctual responsible towards their education | | | | | |
| 2 | Students are behaving responsibly to safeguard school property. | | | | | |
| 3 | Students' respect each others' right | | | | | |
| 4 | Students are responsible to cleaning their class room and beautifying school compound. | | | | | |
| 5 | students are honest and not cheat exam | | | | | |
| 6 | Students are becoming gender sensitive and respecting the rights of female students' | | | | | |
| 7 | Students equally understand their obligations as they do with their right | | | | | |
| 8 | Students have developed democratic outlook | | | | | |
| 9 | Students are becoming more ethical and confirming to the norms and values of their society | | | | | |

Appendix B

I. Interview Question for the Teachers

Did you clarify all the questions and issues raised by the students during the lessons?

Do the students punctually to get the school?

What teaching approach do you think to develop students' knowledge and participatory skill for CEE?

Do you involved students' in debate and discussion of their country political issues while teach the subject of civic and ethical education?

How do you evaluate contents of CEE text book?

Do you think that CEE course achieve its goal in bringing democratic out look to students?

How do you evaluate the theoretical discussion and the practical implementation of the subject matter?

Are co-curricular activities functioning properly? if it is not, why?

ii. Interview Question for the principals.

Is there sufficient CEE reference book in the school library?

Are there access CEE teachers in your school? How many period each teacher have?

Is there coordination between the school principal, teacher and students?

Do the students punctually to get the school?

iii. Interview Question for the experts

Have you conduct discussion with principals, teachers and students?

How often your office discusses matters related to the school?

Do you think that shaping students' attitude is necessary? Who should be responsible to shape the students' attitude?

Appendix C

Observation Guideline for the researcher

➤ Class observation

Method of teaching used by teachers

Students sitting arrangement

Group discussion

Students' participation in asking and answering question

➤ Outside class room observation

Students' activity in the school compound during schooling time

Students' activity in CEE club

The participation of students to use library

Observing reference, library workers and sitting arrangement in library.

iii. Document analysis

Text book

Teachers guide

Student disciplinary record

Appendix D

1. Gaaffii Barattootnii Mana Barumsaa Billoo sadarkaa Lammaffaa Deebisaan

Kaayyoon gaffillee kanneen itti qophaa'an ilaalichaa barattootaa mana barumsaa Billoo sadarkaa lammaffaa barnoota lamummaaf amalaa garii barachuu irraatii qabaanii ilaalchisee daataa funaanuuf qophaa'e. Qoranchii kun bu'aa qabeessaa ykn galmaa ga'uu kan dadaa'u yoo isiin gaffichaa isiiniif dhiyaatee maraa of egaanoon deebii itti kennitanidha.

Odeeffannoo dhuunfaa

Maqaa mana barumsaa-----

Saala -----

Umurii 15-17-----

18-20-----

Qajeelfama: filaannoo armaan gadiitti tarreeffamaan keessaa mallattoo 'X' barreessuun yaada kessaan sanduuqaa armaan gadii keessatti ibsa. Filaannichii akka armaan gadiittii tarreeffameera:

Bay'ee walii gala

Hin murteessine

Gonkumaa walii hin galu

Walii gala

Walii hin galu

Gaaffii I. Gaffiileen akka armaan gadiitti qophaa'an kessaa fedhii isin gosa barnoota kana barachuu irratti qabdan jajjabeessuu keessatti gahee qaba kan jettani filadhaa.

| Lak. | Gaafii | Baay' seen walii gala | Walii gala | Yaadak ohin murtees sinee | Walii hin galuu | Gonkumaa walii hingaluu |
|------|---|-----------------------|------------|---------------------------|-----------------|-------------------------|
| 1 | Gosni barnootichaa waa'ee aadaa, duudhaa fi sona hawaasa of keessatti hammachuun isaa barattootni eenyummaa isaanii akka beekaniif gargaareera. | | | | | |
| 2 | Gosni barnootichaa barattootni mirga namoota biroo simachuu fi kabajuu irratti ogummaa isaan qaban guddiisuu kessattii gahee gudda xabateera. | | | | | |
| 3 | Dhimma barnoota daree keessaa, qajeelfamaafi sagaantaa mana barumsaa irratti barattootni murtoo keennuu keessattii baayiinaan hirmaataniiru. | | | | | |
| 4 | Barattootni daree keessatti barsiisaa/tuu isaanii waliinii fi walii isaanii waliin yaada walijijjiraa ni baaratu. | | | | | |
| 5 | Barattootni dhimma siyaasa biyyattii irrattii daree kessatti falmii fi marii ni geggeessu. | | | | | |
| 6 | Barattootni wayita gosaa barnootichaa baraan mala baru-barsiisuu hirmachisaa ta'e mariin bifa gaaffii fi deebiin barnoota isaan barataniiru. | | | | | |
| 7 | Barattootni Sochiilee siyaasaa fi hawaasummaa kessattii ni hirmaatu. | | | | | |
| 8 | Xiyyeeffaannoofi ulfaatina manni barumsaa fi hawaasni gosa barnootichaatti kennee jira. | | | | | |
| 9 | Mana barumsaa dhiibaa siyaasaa, amantii fi kan biroo irraa bilisa. | | | | | |
| 10 | Karooora gumii barnoota lamummaa fi amala garii diriirsuudhan barattootni gumicha kessatti akka hirmaataniif haali mijatee jira. | | | | | |

Gaaffii II:Gaffilleen armaan gaditti qophaa'aan yaadaa isin barnoota lammummaafi amala gaarii barachuu irrattii qabdan beekuuf nugargaara. Kanaafuu gaffiilee kanneen keessaa yaada keessan bakka bu'uu danda'aa jettaanii yaaddan filadha.

| lakk | Gaaffii | Baay'een walii gala | Walii n gala | Yadaakoo hinmurtee ssinee | Waliihin galuu | Gonkum makuma a waliihin galuu |
|------|--|---------------------|--------------|---------------------------|----------------|--------------------------------|
| 1 | Ani barnoota lammummaa baraachuu nanfedha sababnisaas gosni barnootichaa gartuun filataame akka hogganu akkasumas kenneen hinjjifataman immo miirig isaan kabajaamu akka qabuu akkan beekuf nagargareera. | | | | | |
| 2 | Barnoota lammummaafi amala gaarii barachuudhaaf fedhiin kiyyaa gadii bu'aadhaa. sababnisaas barsiisaan kiyyaa mala baru-barsiisuu hirmaachiisaa ta'ee, barattoota sochiilee garaa-garaa kessattii hirmaachisuu waan hingargaaramneef | | | | | |
| 3 | Barnoota lammummaa barachuu nanfedhaa.Sababnisaas adaa waldanda'u daree kessatis ta'e alaati akkan gudifadhuu natasiiseera.. | | | | | |
| 4 | Ani barnoota lammummaa baraachuu hin fedhuu. Sababnisaas wantii barnooticha irrattii baratamu qabatamaan waan hinmuldhanneef. | | | | | |
| 5 | Barnoota lammummaa fi amala gaarii barachuuf fedhiin ani qabuu xiqqaadha, sababnisaas qabiyyeen barnooticha irra deddeebi'aa waan ta'eef. | | | | | |
| 6 | Ani barnoota lammummaafi amala gaarii barachuuf fedhiin qaba. Sababinisaas namuusa garii akkan gudifaadhuuf ni jajjabeessa. | | | | | |

Gaaffii III. Gaaffilee armaan gaditti tarreeffamani keessaa barnoota lammumaafi amalaa garii baraachuu kessan irratti kamitu danqaa ta'aa jettanii yaadduu? Filannoowwaan qophaa'an keessaa yaada keessan baka bu'uu danda'a kan jettan filadha.

| Lak | Gaaffii | Bay'seen walii gala | Walii gala | Hinmurte essinee | Walii hin galu | Gonkuu mawalii galu |
|-----|--|---------------------|------------|------------------|----------------|---------------------|
| 1 | Barsiisaan mala baruufi barsiisuu hirmaachiisaa ta'e fayyadamuu dhisuu. | | | | | |
| 2 | Barnootichi qabatamaa ta'uu dhabuu (waantii gosa barnootichaa kessatti barraa'e jiru qabatamaan siyaasa biyyitti waliin walsimuu dhabuu) | | | | | |
| 3 | Mana barumsaa keessattiis ta'e alatti adda dureen dhabamuu. | | | | | |
| 4 | gosni barnootichaa mootummoota darban baay'ee ceepha'aa. | | | | | |
| 5 | Fedhiin barsiisota gasa barnoota kana barsiisanii gadii bu'aa ta'uu. | | | | | |
| 6 | Yaadaafi gaaffii barattootni barannicha yeroo baratan kaasaniifi barsiisaan deebii ga'aa kennuu dhiisuu, soodaa siyaasaa irraa kan ka'e. | | | | | |
| 7 | Haala sochii siyaasaa biyyittii irratti barattootni hubannaa gaha dhabuu | | | | | |
| 8 | Barattoota, barsiisotaafi hoggaantoota m/b gidduuttii tokkummaan dhabam. | | | | | |
| 9 | Kitaabileen wabii barnoota lammummaafi amala gaarii ilaalchise dhabamu | | | | | |

V. Gaffileen akka armaan gaditti qopha’an kun jijjirama barnootni lammummaafi amala garii barattotaa irratti fidee beekuuf nugargaara. Kanaafuu filannoo akka armaan gadittii qophaa’an keessaa sirriidhaa kani jettanii filadha.

| Lak. | Gaaffii | Baay’ee waliigala | walii ngala | Hinmurt eesine | Walii hingalu | Gonkumaa Waliihingalu |
|------|--|-------------------|-------------|----------------|---------------|-----------------------|
| 1 | Barattootni yeroo barnoota isaanii sirritti ni kabaju | | | | | |
| 2 | Barattootniqabeenya manabarumsaa kunuunsu irratti amaleeffanoo gaarii qabu. | | | | | |
| 3 | Barattootni mirga walii waliisaan ni kabaju. | | | | | |
| 4 | Barattootni daree fi mooraa m/b qulquleessuu keessattii gahee isaanii nibahu. | | | | | |
| 5 | Barattootni amanamuummaan qormaata hojjetu. | | | | | |
| 6 | Barattootni dhimma koorniyaa irratti miraa garii qabu. Akkasuumas mirga duabartootaa ni kabaju.’ | | | | | |
| 7 | Barattootni martinuu mirgaa fi dirqama isaanii adda baasanii beeku. | | | | | |
| 8 | Ilaalichiidemookiraatawaa barattoota keessattiiguddateera | | | | | |
| 9 | Barattootnisirritti namuusa gaarii nicalaqqisiisuu, akkasuumas sona fi safuu hawaasaa isaanii ni kabajuu | | | | | |

2. Gaaffii Qomaa Barsiisoota, Hooggantoota fi Ogeeyyii Barnootaa Waliin Geggeeffame

Gaaffii qomaa barsiisoota waliin tasiifame

Yaadafi gaaffii barattootni baranicha booda kasan huundaaf deebii qubsa ni keennitu?

Barattootni yeroo barnootaa kabajuun mooraa mana barumsaa keessaatti argaamu?

Mala barsiisuu akkamitu ogummaa fi dandeetti hirmaannaa barattootaa barnoota lammummaafi amala gaarii irratti cimisa jettee yaadda?

Yeroo barnooticha barsiiftanu, barattootni dhimmaa siyaasa biyyatti irratti falmii fi marii akka geggeessaniifi ni jajjabeesitu?

Barnooti lammummaafi amala gaarii ilaalcha dimookirataawaa barattoota keessatti uumuu irraatti kaayyoo barbaadame bira ga'eera jettee yaaddaa?

Qabiyyee gosaa barnootichaa akkamitti madaalitu?

Wanta kitaaba barnootichaa irratti barraa'ee jiru qabatamaan hojiirra olmaasaa akkamitti madaalta ?

Gumiileen m/b Billoo sad. Lammaffaa sirritti sochoo'aa jiru? Yoo sochoo'aa hinjiraanne maaliif?

Gaaffii qomaa hooggantoota m/b waliin tasiifame

Kitaabni wabii barnoota lammummaafi amala gaarii gahaan m/kitaabaa keessan keessaa jiraa?

Barsiisoota barnoota lammummaafi amala gaarii barsiisan gahaa qabduu? Barsiisaan tokko torbaaniitti wayiiti meeqa qaba?

Hoggantoota m/b, barsiisotaafi barattootaa gidduu wallitti dhufeenyi jira?

Barattootni yeroo barnootaa kabaajuun mooraa mana barumsaa keessaatti argaamuu?

Gaaffii qomaa ogeeyyii barnoota waliin tasiifame

Hoggantoota m/b, barsiisootaa fi barattoota waliin marii geggeessituu?

Dhimma(rakkoo) m/b irratti waajirrii keessan waggattii hagam m/b waliin mari'aatee furmaata itti kenna?

Ilaalcha barattootaa qajeelchuun barbaachisaadhaa? Eenyuutu ittigaffatamummaa fudhaatee hojjeechuu dandaa,aa jeettaanii yaadduu?