

THE CONTRIBUTION OF SCHOOL CURRICULUM  
COMMITTEE IN IMPLEMENTING AND IMPROVING  
SECONDARY SCHOOL CURRICULUM: THE CASE OF  
METEKEL ZONE SECONDARY SCHOOLS

BY:

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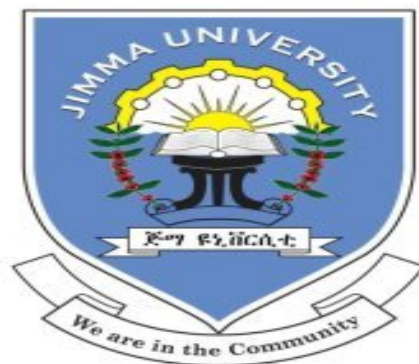
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## **Declaration**

I, the undersigned, declared that this thesis is my work and that all Sources of materials used for this study have been duly acknowledged.

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## **Acronyms and abbreviations**

BGRS-	Benishangual Gumuz Regional State
CDC-	Curriculum Development Center
DoE-	Department of Education
EESDP-	Ethiopian Education Sector Development Program
ELTED -	English Language Teacher Education and Development
EMIS -	Education Management Information System
EMPDA-	Educational Material Production and Distribution Agency
ERIC -	Education Resources Information Center
ICDR-	International Center for Dispute Resolution
ICT-	Information Communication Technology
MoE-	Ministry of Education
NCSL-	National College for School Leadership
OECD-	Organization for Economic Co-operation and Development
SADC-	Southern African Development Community
SDA-	School Development Associations
SDCs-	School Development Committees
TGE-	Transitional Government of Ethiopian
T-	Total
Teach-	Teacher
C.com-	Curriculum committee
SIP	School Improvement Program
CPD	Continuous Professional Development

## Abstract

*The purpose of the study was to treat the contributions of the school curriculum committee in implementing and improving the curriculum and to examine major possible challenges that the school curriculum committee face while exercising their duties in Government Secondary schools of Metekel Zone. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented and enriched by qualitative data. The study was carried out in eight randomly selected secondary schools of Metekel Zone. Then 99 teachers and 32 school curriculum committee were selected using simple random sampling techniques. All 8 school principals and 7 woreda supervisors were also involved in the study for interviewing. Questionnaire was the main instrument of data collection. Interview was also utilized to substantiate the data gained through the questionnaire. Frequency, percentage and chi-square were utilized to analyze the questionnaire. The qualitative data obtained through interview were analyzed and the result was used to enrich the quantitative findings. The results of the study revealed that the school curriculum committee contributions in facilitating the condition of curriculum implementation and improvement were ineffective. School curriculum committees were involved in the hard task of facilitating condition without having preceding encouragements. The cooperation of school curriculum committee with parents, community and principals on discussing with teachers after classroom visit, initiating teachers to conduct action research was ineffective and their plans were not participatory. Furthermore, the study revealed that: lack of training and experience sharing session, work load of committee members, lack of material and incentive support, misunderstanding of committee about their roles, unavailability of resource, lack of ICT, insufficient fund were those factors which hinder effective implementation of secondary school curriculum. Finally recommendations were drawn based on the above findings. The point of the recommendations include: awareness on the part of school curriculum committee, principals, supervisors and teachers through seminars, workshops and discussion about the different activities of curriculum implementation process in order to bring skill development of teachers and improve the implementation of secondary curriculum. Moreover, suggestions were forwarded to solve the factors that hinder implementation of curriculum.*

## CHAPTER ONE

### THE PROBLEM AND ITS APPROACH

#### 1.1. Background of the study

Curriculum is a crucial component of any educational process. As Woube (2005) states, education is unthinkable without curriculum. The traditional curriculum at different times of our country's education was noted for reinforcing factual knowledge through academic, content centered curriculum, teacher-dominated classroom instruction and rote memorization oriented assessment. These situations fostered superficial learning which cannot change the social, economic, political and cultural aspects of the country and the lives of each individual as desired (MoE, 2002). Cognizant of the above facts, the Education and Training Policy of Ethiopia gives due emphasis to strengthening of the individuals' and society's problem-solving capacities at all levels.

The curriculum decentralization process in Ethiopia has created a mechanism by which stakeholders participate in the development, implementation, improvement and evaluation of the curriculum. The teacher, as he/she is a resource person who works with the learners closely and knows them better than others and concerned with the education process, holds strategic positions in the planning, developing and subsequently the implementing of the curriculum (ICDR, 1999).

In order to achieve the desired educational objectives, we need to have well selected curriculum and improved instructional situation and professionally motivated and competent teachers. In line with this, Mohanty (1990) states that in educational system; there are different variables that have their own contribution for its implementation and improvement. Therefore, the school curriculum committee has to facilitate, coordinate and manage curriculum implementation and improvement systems that will promote good teaching, effective learning and high standards of learner achievement.

For Ornstein and Hunkins (1998), curriculum implementation is the process of putting something (which has been planned) into effect or the systematic process of ensuring that the newly created curriculum reaches the immediate beneficiaries, i.e., the learners.

The decision on curricular issues requires the participation of all members of the society since the product of the curriculum would affect all. In other words, curriculum improvement and implementation will not satisfy the needs of the society unless teachers' involvement is practical. In relation to this, Levacic (1995) spelt out that the underlying assumption upon which local organization of the curriculum is the fact that curriculum decisions, curriculum improvement and implementation is effective when it comes through the participation of people at the school level.

Therefore, to achieve a better result in improving the implementation of the curriculum, teachers have to be a member of a curriculum committee where each individual accepts appropriate share of responsibility. This committee is referred to as the school curriculum committee. The role of the committee is to provide input, advice, facilitate and coordinate all stakeholders to participate in improving the implementation of curriculum. A school curriculum committee, as explained by Doll (1994), is some form of social organization whose task is to study the problems that have been identified, recommend remedies to those problems and assist or coordinate the implementation of the solution. In this study, therefore, an attempt was made to explore the contribution of school curriculum committee in relation to the implementation and improvement of curriculum in secondary schools of Metekel zone.

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

The school curriculum committee is a sub-committee of the school with the primary responsibility of facilitating and coordinating curriculum implementation and improvement according to educational objectives. The implementation process of the school curriculum would initially include facilitating and coordinating of an appropriate educational program, its evaluation and maintenance, as well as administering student evaluation and promotion.

The school curriculum committee includes the deputy-principal, head of departments or senior teachers, school pedagogical center coordinators and librarians (MoE, 1994). These people have an important role to play in facilitating and coordinating the implementation and improvement of curriculum at school level. Regarding to improving the implementation of curriculum, it is essentially their duty and responsibility to coordinate the implementation of the secondary school curriculum in a coherent and systematic manner. In essence, curriculum committee needs to develop clear and identifiable implementation and improvement strategies.

Furthermore, the committee should start with a situational analysis so as to identify the resources, behaviors and practices which need to be administered, supported, taken care of, managed and facilitate the curriculum. The responsibility of the school curriculum committee are planning, managing, facilitating and overseeing the curriculum implementation and improvement process (Ornstein and Hunkins cited in Labane, 2009).

In addition, Coleman *et.al.* (2003) recommends interdependent and interrelated systems to address the curriculum implementation, improvement and participation of concerned bodies. Such systems can, for example, include teaching area committee (school curriculum committee and departmental committees). The contribution relates to the responsibility of the school curriculum committee and the head of department who can delegate the task to a senior teachers or subject coordinators (Earley and Bubb, 2004). During departmental meetings, aspects like lesson plans, concept clarifications, procedures of classroom observations and feedback on curriculum experiences should be discussed. Curriculum implementation can further be facilitated by workshops on the utilization of material resources, development of assessment plans and so forth (Coleman *et al.*, cited in Labane, 2009).

Successful implementation of curriculum requires understanding the relationships, traditions and roles and responsibilities of individuals in the school system. Implementers (whether they be teachers, principals and district education officers) should be well-experienced with the contents of the curriculum. They must be clear of the purpose, the nature and the real and potential benefits of the innovation (Sarason, 1990). As stated by

Fullan (2001), effective implementation and improvement requires time, personal interaction and contacts, in-service training and other forms of people-based support.

Many educationists who have discussed the issue of curriculum implementation in Africa identified as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implementation is said to take place when the teacher personality, the teaching materials and the teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively in the society.

Similarly, Ben-Pertz (1994) noted that real progress and the betterment of instruction should start at school level. This emanates from the notion that it is the teachers and students who are the immediate practitioners and consumers and the target people to develop, implement and improve the curriculum. It is due to this basic reason that each Ethiopian secondary school has curriculum committee which is aimed at facilitating and coordinating school curriculum implementation and improvement (MoE, 1994).

Likewise, Wudu (2003), in his study conducted on contribution of school curriculum committee in facilitating and coordinating curriculum implementation and improvement in secondary schools of Amhara region, pointed out that school curriculum committee is ineffective in creating favorable situations for teachers to get in-service education, to get resource support, create smooth relationship among staff members. In order to narrow such gaps as much as possible, the practices of the school curriculum committee in planning, managing, facilitating and encouraging the stakeholders in implementing and improving the school curriculum are reviewed to see how they influence curriculum implementation.

In line with this, the researcher was thought to investigate the contributions of the school curriculum committee in implementing and improving secondary school curriculum in Metekel Zone and to explore major challenges that the school curriculum committee face while exercising their duties. In order to address this, the researcher has set the following basic questions:

1. To what extent do the school curriculum committees facilitate and coordinate school curriculum implementation?
2. To what extent do school curriculum committees coordinate parent and school community in improving the implementation of curriculum?
3. To what extent do school curriculum committees cooperate with principals and supervisors so as to facilitate conditions which make teachers to participate in all activities of curriculum implementation and improvement?
4. What are the major challenges that the school curriculum committee face while discharging out their responsibilities?

### **1.3. Objectives of the study**

#### **1.3.1. General objective**

The general objective of this study is to investigate the current contributions of school curriculum committee in implementing and improving curriculum in government secondary school of Metekel Zone.

#### **1.3.2. Specific objectives**

This study had the following specific objectives:

1. To examine the contribution of school curriculum committee in facilitating the implementation and improvement of secondary school curriculum in Metekele Zone
2. To investigate the cooperation between school curriculums committee, principals and supervisors in facilitating conditions for curriculum implementation?
3. To examine the relationship between the school curriculum committee and different other groups (community, parent etc) in improving curriculum implementation in secondary school of Metekele zone.
4. To examine the main challenges that secondary school curriculum committee face in carrying out their responsibilities.

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

The finding of the study was thought to be helpful:



1. In providing information for regional and zonal educational officials on the current contribution of school curriculum committee in facilitating and coordinating school curriculum implementation in secondary schools.
2. For school principals, supervisors and other concerned bodies to have better understanding the status of the implementation and improvement of first cycle secondary school curriculum.
3. For all concerned bodies for it identified and revealed the strengths and weaknesses of school curriculum committee in relation to the implementation and improvement of curriculum and to take remedial measures against the challenges of secondary schools face in implementing the curriculum. It may also serve as a starting point for other researchers who are interested to conduct research in this area.

### **1.5. The scope of the study**

Even though the contribution of the school curriculum committee in implementing and improving school curriculum is limited and full of challenges in all secondary schools of our country, to make the research manageable, this study, geographically, was delimited to only 8 secondary schools of Metekel zone of BGRS. Thus, contribution of regional and zonal educational experts and other school co-curricular committee were not assessed. Moreover, the second-cycle secondary schools were excluded from this study. Conceptually, the study was delimited to the investigation of the contributions made by school curriculum committees in facilitating secondary school curriculum implementation and improvement process. Furthermore, the practice of the school curriculum committee in planning, managing, facilitating and encouraging the stakeholders in implementing and improving the school curriculum were the major concerns of this study. Other administrative aspects like SIP, CPD and financial relations etc were not part of this study.

### **1.6. Organization of the study**

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives, significance, limitation and delimitations of the study and definition of terms. The second chapter presents review of relevant literature. The third chapter relates to research design and methodology including the sources of data,

the study population, sample size and sampling techniques, instruments of data collection, procedures of data collection and method of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The fifth chapter presents the summary, conclusions and recommendations of the study.

### **1.7. Limitation of the study**

It is clear that research work is not totally free of limitation. Likewise, some limitations were observed in this study. One apparent limitation was that secondary school principals and woreda supervisors were busy and had no enough time to respond to interview. Lack of recent and relevant and adequate literature especially on Ethiopian condition was a problem. In spite of these, however, it was attempted to make the study as complete as possible.

### **1.8. Definitions of terms.**

**Curriculum-** is the totality of all learning to which students are exposed during their study in the school (Marsh & Willis, 2003).

**Curriculum improvement** -is the ongoing analysis of curriculum, instruction and assessment to provide an opportunity to improve teaching practice (Retrieved from: <http://clihome.com/curriculum->).

**Curriculum implementation:** is a process of putting the developed planned curriculum into effect, or the actual use of curriculum in schools (Marew, 2000).

**School curriculum committee-** is a group of chosen members responsible for coordinating, facilitating and overseeing the activities of the school to achieve the implementation and improvement of curriculum (Retrieved from: <http://www.virginia.edu/education/curriculum>).

**Secondary School** - refers to a school system following the elementary school and solely established to offer secondary education to students. Specifically, it refers to the first (grades 9-10) and second cycle (grades 11-12) of secondary education (MoE, 2002).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Concept of curriculum implementation and school curriculum committee

The term curriculum implementation has been defined in different ways by different scholars. Onyeachu (2011) defined curriculum implementation as, the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. Onyeachu (2008) viewed curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment. These definitions show that curriculum implementation is the interaction between the teachers, learners and other stakeholders in education. In line with this, school curriculum committees play a great role in its facilitation and coordination process.

Educators such as Stoner *et. al* (cited in Wudu, 2003) defined a committee as a formal organizational team, usually relatively long lived and created to carry out specific organizational tasks. Their definition of the committee makes clear that a committee consists of two or more people who interact and influence each other toward a common purpose. Similarly, Kinard (1988) defined the committee by mentioning its main characteristic. He said that it is characterized by regular meeting times, defined goals and memberships created on systematic basis. The issue it deals with recurring or customarily specialized and usually is significant to the organization.

When it is applied to curriculum, in particular, a school curriculum committee refers to some form of social organization whose task is to study the problem that has been identified, recommend remedies to those problems and assist or coordinate the implementation of the solution (Doll, 1994). On the other hand, Smith *et al.* (cited in Wudu, 2003) “defined school curriculum committee as “a committee, which concerns itself with curriculum problems relating to the entire school in which it is organized.” He

further explained that this committee may receive suggestions and recommendations from grade level committees. A more comprehensive definition of curriculum committee is given by Kearney and Cook(cited in Wudu,2003).They wrote that “A school curriculum committee is composed of educators, citizens, students or a combination of one or more of these groups that exist for improvement of the teaching learning situation within the school”. This definition suggests important components. The main purpose of establishing this committee is for facilitating implementation of the existing curriculum and improvement of teaching-learning situation within the school. They further suggested that a curriculum committee might exist at any level within the district such as grade level curriculum committee, district curriculum committee and the like.

The grade level committee within one school usually concerned the curricular problems arising within the grade itself and it resolves problems within the boundaries of the curriculum as established for the district. When a satisfactory resolution cannot be reached, the committee may recommend revision or study to the principal who will forward the recommendations to the appropriate district committee.

Grade levels and subject matter areas organize a school level committee or long lines determined by any of the functions of the curriculum committee. The concern of the curriculum committee is to evaluate the implementation of the curriculum at the school level. It receives recommendations from grade-level committee and act on them within the areas of the representative assigned to it.

To sum up, school curriculum committee is one of the committee established at different levels which is concerned with matters related to curriculum. It is mainly concerned with facilitating and coordinating school curriculum implementation and instructional improvement in the schools.

## **2.2. The need for working with committee**

According to Kinard (1988) the most compelling reason for using a committee to do things or to solve problems is the fact that a group can bring a variety of opinions on how to do things or solve the problems. Facts related to the problem are analyzed more thoroughly

because members with specialized backgrounds tend to ask probing questions in their areas of expertise. If the problem is broad, the expertise of a group can cover larger area than that of an individual.

Committee work serves a variety of functions these like releasing intelligence, providing a potent dynamic to rethinking and others. In committee work and discussion, one person's insight generates another's; one idea suggests another. The greater the range of experience, the greater this learning, provided the members of the committee focus on similar task. For example if range of evidence and broader perspective become available to all Taba (cited in Wudu, 2003).

Committee can also create motivation and courage to proceed. Too many individual teachers, who struggle with practice, cannot change the single-handed situation. Group work provides moral support and encouragement. Still others feel that there is too much to learn, too much to get better in group participation where additional energy and courage is destroyed (ibid).

### **2.3. School curriculum implementation plan**

According to Earley and Bubb (2004) school curriculum committee implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. These plans become devices for identifying ways of solving or minimizing problems related to curriculum implementation.

Coleman *et al.* (cited in Labane, 2009) believed that suitable school curriculum committee implementation plans specify the duties and responsibilities of the various role players involved in the implementation process. In this regard, implementation plans should not only specify the process of school curriculum implementation but also refer to the management of the process in a sequential and integrated way. These views concur with those of Coleman *et al.* and Fleisch (cited in Lanane, 2009) who argue that good curriculum implementation plans are characterized by details regarding the duties and responsibility of the various responsibility players involved in the implementation process.

Fullan (2001) argues that curriculum implementation plans should include specific components which constitute the characteristics of the change. The rationale, goal, philosophy and vision regarding the implementation should be spelt out clearly. The school curriculum plans also need to describe the specific programs, activities, tasks, resources, time schedules, responsible persons, inside collaborating structures, outside collaborating structures and duties of supervisors or monitors.

Appropriate school curriculum implementation process will be context-responsive by acknowledging the situational factors of the setting in which it is to be implemented. Earley and Bubb (2004) warn that if users are still about unconvinced certain implementation tasks, those duties will not be considered by the users as real. Fullan (2001), thus, sees realistic plans as those that refer to activities or tasks that match the users' daily realities.

Labane (2009) emphasizes the importance of clarifying roles of curriculum implementers when drafting the school curriculum committee implementation plans at school level. In this regard, all stakeholders including those outside and inside the schools are considered in these implementation plans and that their roles are clarified. Such engagements or partnerships may prevent unnecessary misunderstandings and subsequent conflict when plans are implemented. Appropriate implementation plans, thus, not only spells out the position, function and responsibilities of the principal, school curriculum committee and teachers at the school but also elucidate the roles of the other stakeholders such as parents and community agencies. Therefore, curriculum implementation should match the settings in which they will be implemented. They should also include timelines and justifications for implementation.

#### **2.4. Management of curriculum implementation plan**

However, in essence, curriculum implementation plans merely describe the visualize improvement in practice. In order for this enhancement to occur, the proposed activities specified in the plans need to exist in a systematic manner. This requires effective management and improvement of the curriculum implementation process.

#### **2.4.1. Need for proper curriculum implementation management.**

Earley and Bubb (2004) see appropriate preparation of curriculum implementation plans are crucial to successful curriculum implementation and also it determine the process of improvement. Logan (1997) believed that an effectively managed curriculum implementation process will promote curriculum arrangement by linking curriculum implementation to the plans. Labane (2008) concurs that properly managed curriculum implementation reduce conflicts among the implementers. Management in this regard, coordinates, facilitates and encourages partnerships or interactions between school curriculum committee and other stakeholders.

#### **2.4.2. Curriculum implementation management**

The management of curriculum improvement relates to the various role players' involvement in the implementation of the curriculum. The key role players in this case are the school curriculum committee, school principal, supervisor, head's of departments, senior teachers, parents, teachers and learners. These people need to monitor as well as evaluate and review the realization of the established objectives of the school curriculum implementation (Doll, 1996). These curriculum implementers require support in the form of peer-networking, direct coaching, as well as mentoring. This kind of reinforcement needs to be managed. Support strategies should make provision for the training of implementers, observation of peers' classroom teaching and scheduling of regular meetings for reflective discussions Rhodes, *et al* (cited in Lebane, 2009).

Furthermore, the school curriculum committee has to develop, coordinate, manage and facilitate implementation and improvement systems that will promote good teaching, effective learning and high standards of learner achievement. These authors see the management of such group as the responsibility of the school curriculum committee and the head of department who can delegate the task to a senior teacher or subject coordinator. During departmental meetings, aspects like lesson plans, concept clarifications, procedures for classroom observations and feedback on curriculum experiences should be discussed. Curriculum implementation and improvement can further be facilitated by workshops on

the utilization of material resources, development of assessment plans and so forth (Earley and Bubb, 2004).

When school curriculum committee managing the implementation of these curriculum implementation plans, proper communication between all the role players is vital. Labane (2009) advocates the notion of committee or group work as it not only promotes good relationship between curriculum implementation role players but also leads to coordination of activities. In groups, curriculum implementers solve emerging problems collaboratively. Furthermore, when the curriculum implementers are exchanging their experiences and sharing expertise or practice, they grow professionally (Earley and Bubb, 2004).

Effective curriculum implementation also implies attending to aspects of monitoring, assessment of the implementation progress and provision of regular feedback to the implementers. Fullan (2001) sees monitoring as a form of potential action research conducted by both the school curriculum committee and teachers provided that the implementation process is informed by their daily and contextual experiences.

## **2.5. Membership and principles of organizing school curriculum committee**

Committee involved in any aspect of curriculum work should be set up based on some guiding principles and it should be done with care. Smith *et al.* (cited in Wudu, 2003) stated the following general principles to organize curriculum committee:

1. Committee membership should be voluntarily whenever possible.
2. Committee membership should be representative of the school concerned.
3. Committee members should have the guidance of competent leaders or consultant from teaching staff, administrative staff.
4. Committee membership should be small enough to allow interchange of ideas between members and selected with all understanding of their potentialities for committee works.

Doll (1994), on his part, advocated that the committee has to include teachers who could represent other instructors. There must also be representation from the supervisory and



administrative staff. Besides, membership to a school curriculum committee should be extended to include parents and other lay citizens from the community. He further argues that allowing membership to such a committee must be based on their contribution.

According to MoE members of curriculum committee in the Ethiopian schools are;

1. The deputy principal for academic affairs
2. Head of school pedagogical center
3. Unit leaders
4. Department heads

As can be observed from the above list (particularly in Ethiopian context), students, parents, supervisors and laypersons in the community do not have representative in the school curriculum committee. But literature indicates that students, parents, lay citizens and supervisors have a great contribution for curriculum implementation and improvement. It is then a failure unless the committee adopts some means to approach these groups to be a member of the school curriculum committee and make them contribute to effective implementation and improvement of the school curriculum.

## 2.6. Functions of school curriculum committee

The curriculum development center is responsible for the development of the pre-school, primary school and secondary school curriculum. In the implementation of the curriculum, however, various committee have been set up in the Ministry of Education, State Education Departments, District Education Offices and schools (UNESCO, 1998)

A committee is established to carry out certain functions which are significant to the organization in which it is established. A school curriculum committee has its own functions to perform relating to school curriculum matters. According to UNESCO (1998) suggested the following as the functions of the school curriculum committee.

1. Evaluate the existing curriculum to see whether it best serves the interests, needs and abilities of the students in the school.

2. Research into current practice and trends in education in order to provide the staff with information regarding recent educational development.
3. Facilitate opportunities with concerned bodies in providing in-service training of teachers leading to instructional improvement and implementation.
4. Facilitate conditions which lead to coordination and implementation of instruction through effective communication.
5. Facilitate conditions to plan, organize and evaluate teaching-learning activities in schools and working towards increasing the knowledge and competence of teachers and students.
6. Facilitate conditions of study; evaluate textbooks and disseminate information to all teachers on the latest progress and development in education.
7. Facilitate conditions to assess pupil performance and to identify follow-up action.

In Ethiopian context the Ministry of Education (cited in Wudu, 2003) pointed out that a school curriculum committee is expected to meet the following functions.

1. Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by labor education, co-curricular activities to be implemented and evaluated.
2. Has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc are in conducive situations to give a coordinated services.
3. Has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems which are beyond the abilities of each department.
4. Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation.
5. Comes up with suggestions that could facilitate the provision of staff development or in- service training programs.
6. Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

To sum up, the school curriculum committee is established to play major role in school curriculum related matters; that is, facilitating the effective implementation of the existing curriculum by providing all the necessary resources, facilitating effective communication among members of the school community, providing opportunities for teachers to participate in all decision making activities related to curriculum and facilitating conditions for professional growth of the teachers. It also helps for curriculum improvement by providing opportunities for teachers to get in-service training to improve the teaching-learning process and make aware of the teachers how to solve the current educational problems systematically through action research so as to improve the teaching learning process.

## **2.7. Strategies for curriculum implementation**

Scholars in the field of curriculum suggest with evidences that the following strategies and tactics are important for curriculum implementation and improvement. These are in-service training, resource support, open and clear communication between staff members and participation in decision making and so forth. Moreover scholars make clear that these factors are interactive in the sense that they may be mutually reinforcing over time. The presence of any one without the other would probably limit, if not eliminate its effectiveness (Ornisten and Hunkins, 1998).

### **a. Resource support**

A plan for an educational program cannot be fully implemented in the absence of resource support. Therefore, different kinds of support are needed for implementation process. Resources could be financial, time, materials or human. These different types of resources help the teacher to facilitate the planning of instruction and the choice and organization of teaching and learning activities ( Marew, 2000).

The extent to which different materials are adequately available determines their wise use in instruction and limit the degree to which the curriculum plan could be implemented. In line with this, whether the classroom has ready access to instructional resources or not affects both plans for instruction and the actual teaching. Different kinds of support are

needed at different times in the implementation. In line with this, material and human support is very important at all stages to make the change favorable (Marew, 2000).

The support provided by the school personnel is also important for the successful curriculum implementation. School principal and other auxiliary school personnel's are key figures in blocking or promoting curriculum implementation process. These school personnel have direct responsibility to work together with the teacher in charge of curriculum implementation ((Marew, 2000).

In addition, media centers or the school pedagogical centers are also considered as the immediate support system for the teacher in implementing the curriculum. The school pedagogical center seems to be pertinent responsible bodies to facilitate the process of curriculum implementation in that it provides teachers with the necessary audiovisual materials and with a place to prepare various teaching-learning materials. The other resource support for successful implementation of the curriculum is time. In many studies, lack of time was identified as barriers for curriculum implementation. The need for time for teachers to familiarize themselves with new materials and methods and to reflect and work on problems of implementation both individually and collectively is strongly emphasized in the humanities curriculum research. In the study by Cole (cited in Wudu, 2003), time and access to materials were seen as important factors contributing to success.

#### **b. Participation in decision making**

The participation of teachers throughout the stages of curriculum development, especially at the initial stages of deciding what will be taught, is very vital both in making the curriculum relevant and raising the degree of its acceptability among students and parents. Several scholars pointed out that active participation of teachers in decision making during the curriculum development and improvement process is more important in persuading teachers to implement plans or increase the likelihood of successful implementation (Mc Neil, 1990).

On the other hand, scholars such as Shiundo and Omulando (cited in Wudu, 2003) pointed out that keeping a teacher away from curriculum development until a later stage is a waste

of valuable resources that a nation needs to build a useful curriculum for its schools. If the teacher implements what he/she has considered right from the start rather than what has been imposed on him/her by others, this makes implementation easy and hence more effective. Thus, for effective implementation, the teachers must feel that they are a part of the process. This is one of the reasons that are suggested that teachers should get involved in all stages of curriculum development so that feel they are a part and a parcel of the process.

Research on curriculum implementation shows that the extent to which curriculum is implemented in the classroom is associated with teacher involvement in the process. As scholars suggested, if teachers did not participate in day-to-day curriculum decision, the implementation is more difficult and the chance of success of fidelity to curriculum improvement and teacher change was reduced (Fullan, 2001).

### **c. Open and clear communication**

Communication is a two way process of reaching mutual understanding ,in which participants exchange information, ideas, feelings and create and share meaning. In general, communication is a means of connecting people or places. As Ornstein and Hunkins (1998) put, such interaction can be done through visiting teachers by principal, keeping an open door for teachers, conducting attitude surveys, having suggestion boxes, and having collegial staff meeting.

Ornstein and Hunkins (1998) stressed the requirement of open and clear communication for curriculum work. Particularly whenever a new program is designed a communication channels must be kept open so that the curriculum does not move toward blow to the implementer. Frequent discussion about a new program among teachers, principals, and curriculum workers are a key to successful implementation. There must be a comprehensive network of communication that can provide reliable information at all levels of the system.

Besides, Ornstein and Hunkins (1998) suggest that effective educational leaders should encourage the emergence of numerous channels of information communication since it is a

key component in facilitating curriculum implementation and the communication network needs careful attention so that all concerned understand recommendations and actions and especially so that consideration of feedback from these persons is processed easily.

Moreover, analysis of curriculum activities indicates that in both the planning and implementation phases a major block to action is the failure of persons concerned to understand each other. Implementations of plans made by persons other than the implementers are obviously impossible unless the plans are clearly communicated and fully understood and accepted Ornstein and Hunkins (1998).

## **2.8. Approaches to curriculum improvement**

The strategies to curriculum improvement in historical perspective can be divided into earliest and modern approach Taba (cited in Wudu, 2003). The same authority also explains that curriculum improvement during earlier times was made by establishing rules and regulations that determine which courses to teach, which courses not to teach and also through the preparation of textbooks to give some shape to the content to be taught. During the earlier times a national committee was also set up to facilitate curriculum revision.

Several committees were, thus, established exclusively at the national level to provide some uniformity and flavor the chaotic educational program. At this time, revising the curriculum was solely the responsibility of educationalists like college professors and subject matter experts. Those experts, the knowledgeable of the time as they were, set some norms and patterns which then schools were called for strictly to absolutely follow Taba (cited in Wudu, 2003).

However, gradually, there appeared the need to cultivate local foundations and control of schools which may be of help for the national influences on the attempt to affect its ultimate goals. As a result, there emerged some change in the concept of the ‘what’ of the curriculum and slight shift in occupying the responsibility in curriculum improving by the professors and specialists taken over by some lower experts and teacher. Similar as it was the case in the earliest condition, committee was now formed that allowed experts and

teachers to take membership. The approach was simply a slight modification of the one articulated previously (Fullan, 2001).

On the other hand, the modern or current approach to curriculum improvement is referred to as cooperative approach to curriculum improvement. Those involved in these cooperative efforts are teachers, supervisors, principals, students and parents with coordination of school curriculum committee in curriculum implementation and improvement Dull (cited in Wudu, 2003). Therefore, the school curriculum committee has responsible to facilitate and coordinate overall activities of curriculum implementation and improvement systems that will promote good teaching-learning process.

When one thinks of this novel approach it may sound that nearly everyone is supposed to get involved. The fact that there is such an extended participation will certainly require accompanying rational as to what role each to play. In this regard the researcher of this study has the same opinion with the above author that curriculum implementation or improvement is effective when all members of the community actively participate for such effort at the school level. Therefore, some of the modern means for improving the curriculum that the school curriculum committee should actively facilitate and coordinate in school curriculum improvement are discussed below.

### **I. In-service education**

In service training at school level is one of the means to achieve professional development of teachers' of the school. Through the training, teachers could improve teaching methodologies and curriculum innovations, develop mutual support and stand for common goals (Leu, 2004).

Similarly Hawes (cited in Amde, 2003) writes that in-service education helps for the instructional program improvement and for continued professional development of educators during their working years. Therefore, in-service program in education are normally designed to bringing about instructional improvement by expanding teachers knowledge, improving individual teachers effectiveness and encouraging teachers to want to improve them.

In the same manner Erkyehun Desta (1991) in their work provide further confirmation regarding the significant influences of training on the quality of teaching. These educators have shown that training teachers is one of the means to promote the quality of education. It is not only pre-services training but also in-service training is an essential aspect. So, to develop the intellectual, moral and physical qualities as well as professional knowledge and skills of teachers or to be effective in teaching and keep up-to-date with the subject matter, teachers should be always acquainted with changes in pedagogical and curriculum contents.

Generally the contribution of school curriculum committee in facilitating in-service training to successful curriculum implementation and improvement has been documented by many writers and researchers. Ornestin and Hunkins (1998) clearly show that orientation and training should be given to those people who are directly or indirectly involved in curriculum implementation and improvement. Therefore, manpower training both, short and long-term courses, workshops, seminars and other similar orientations might strengthen effective curriculum implementation and improvement. On the other hand, failure to arrange such in-service programs would likely affect their effectiveness in curriculum implementation.

## **II. Action research as a means to curriculum improvement**

The second modern approach to curriculum improvement is what educators call action research. Action research, according to Kemmis and McTaggart, (1988) is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve practices and the situation in which the practices are carried out. Similarly, Altrichter (1993) explains action research as the study of a social situation with a view to improving the quality of action within it. Therefore, action research is intended to support teachers and groups of teachers in coping with the challenges and problems of practice and carrying through innovations in a reflective way. Action research is conducted by educators to investigate educational problems systematically. It is an orderly treatment of the differences, assumptions, activities, process and remedies that is pertinent to the development, implementation and improvement of the curriculum.



To sum up, teachers, supervisors and administrators engage in action research because they wish to improve their own practice within the actual context of their day-to-day work. Therefore, action research is a means to improve the works of teachers, supervisors and administrators that results in the final analysis for the improvement of school curriculum.

### **III. Techniques of inspection as a means for curriculum improvement**

A number of techniques of instructional supervision can be identified as a modern approach to curriculum improvement such as classroom observation, supervisor-teacher conference, workshops and staff-meetings etc.

#### **A. Classroom observation**

Classroom observation is the most time-honored among supervisory procedures. Therefore, it is a valuable means to obtain first hand information and experience of the classroom atmosphere. Because when a supervisor observes the classroom, he/she is able to observe actual classroom condition and explore the needs of the teacher and the pupil. This includes discussing on the strong and weak points that were observed during the classroom visit and suggesting the possible ways of solving those problems which ultimately produce instructional improvement (Doll, 1994).

Conducting of classroom observation for instructional improvement is also evidenced by Dejnozka (cited in Wudu, 2003) who warns that the emphasis on classroom observation must not be on rating the performance of the teacher. The instructional leader holding the observation has to be in a position to assist teachers to do away with their problems related to the teaching-learning process. He/she must also make note of the reactions of pupils toward the teaching. Therefore, investigating classroom observation serve as a reference to the improvement of curriculum or it forwards the committee to undergo curriculum improvement activities’.

## **B. Supervisor-teacher conference**

A second common procedure of supervision which serves as a means for improving curriculum is supervisor teacher conference. Okeje, O.B.(1992) suggested that there should be series of conferences after classroom observation to help issues to be clarified and to give guidance as to how to improve things. The conference should be held in an atmosphere of co-operation without an air of superiority on the part of the supervisor.

In the supervisor-teacher conferences, it is good for the supervisors to point out part of the instruction that went well and those which need improvement. In other words, it is good for the supervisor to provide the teacher with honest or genuine praise and due respect. He has also to explain to the teacher the weak points that dominantly prevailed during visits.

Conferences that have marks of constructiveness and informality often yield ideas and encouragement that can greatly facilitate curriculum improvement. Constructive, informal conferences are praised and sought to be developed in school of supervision. When the individual teacher is supported and strengthened with this kind of supervision, he can truly express his talent to deserve having the resources of supervision used on behalf (Doll, 1994).

## **C. Educational workshops**

Another technique to improve the curriculum is facilitated through workshop by the collaboration of school curriculum committee, principals and supervisors. Educational workshop is a type of meeting at which professionals or reactionaries exchange ideas, demonstrate techniques, prepare materials, solve problems or develop their knowledge or skills frequently with the help of experts and in some area of special or current importance.

Similarly, (Fullan, 2001) explains that a workshop is an experience centered inquiry held by reactionaries like teachers. The whole idea in a workshop rests on establishing groups to obtain a profitable exchange of views, ideas, knowledge, and experience relative to the improvement of curriculum instruction. The workshop demands the availability of specialists who can serve as consultants and resource person.

According to (Fullan, 2001), the most important feature of a workshop is its emphasis on the study of practical problems that emanate from the daily functioning of the teaching-learning process. Therefore, educational workshops release in-depth information regarding the improvement of curriculum for the committee.

#### **D. Staff meeting**

The staff members of any school are potentially helpful for curriculum improvement efforts. There must be a regular meeting of staff members to discuss on matters related to the improvement of instruction. The meeting should chiefly center on the interests, needs and problems of teachers confronted during the teaching-learning process. The major purpose of school curriculum committee and staff meeting must be to assist the betterment of curriculum instruction. Moreover, that staff meetings do treat administrative affairs. Some of them, which help to curriculum improvement, are assisting the identification of problems, establishing means to solve those problems, developing creative and successful approaches to teaching, developing commitment in the staff and pooling useful ideas and strong points Dull (cited in Wudu, 2003).

### **2.9. The role of different groups in curriculum implementation and improvement**

Curriculum activities (i.e. curriculum development, implementation and improvement) are cooperative activities of those who are affected by the results of the curriculum. If the curriculum is to be implemented and institutionalized, all parties should perceive it as their program since curriculum activities are cooperative work. This sense of ownership is achieved by involving people directly and indirectly with the major aspects of curriculum development and implementation process.

Wiles (cited in Wudu, 2003) stated that unless individuals involved in curriculum improvement have common perceptions of their various roles, any program of improvement will be hampered. Thus, curriculum implementation and improvement need the participation of all parties such as the principal of the school, teachers, supervisors,

students, parents and the community members since all are the consumers of the results of the curriculum.

Furthermore, Shiferaw (2010) describes the importance of active participation of the following groups when developing, improving and implementing curriculum. These are:

1. Professional groups (i.e., teachers, administrators, principals', researchers etc).
2. Representatives of governmental bodies (i.e. ministerial bodies, heads of organizations).
3. Community.
4. Other concerned bodies i.e., project directors, authors, publishers, etc; and various persons i.e., representatives of non-government or organizations etc.

In addition to this, Fullan (2001), Ornsten and Hunkins (2004), (cited in Shiferaw, 2010) explained that different groups such as students, teachers, parent associations, administrator's and community leaders should be participated in the process of curriculum development, improvement and implementation.

#### **i. Role of the principals**

The school principals play as facilitators of both curriculum implementation and improvement. His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school. Thus, the school principal is a key granter of successful curriculum implementation and improvement especially by establishing good working relationship with school curriculum committee and other concerned bodies. He can also play a major role in curriculum implementation and improvement by giving moral support to the staff, arranging staff development, collecting resources to the task, establishing good working relationship among school curriculum committee, department heads, teachers, generating better solution to the school problems and the like (Fullan, 2001).

The school principal has the responsibility to provide directions and guidance and assure that teachers have the necessary instructional materials to carry out their duties. Without

the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school.

Doll (1994) mentioned the principal's role in curriculum improvement as follows.

1. Arrange and persuade the conduct of continual meetings to arrive at remedies to problems.
2. Facilitate the provision of in-service training to teachers.
3. Should have in-depth knowledge about the planned change and of the implementation process.
4. Should be familiar with the goals and components of the curriculum and be able to see a shift in teachers' role in the classroom and the way in which school curriculum committee interact with teachers and other concerned bodies about curriculum issue.
5. Should be open and willing to communicate with all curriculum implementers involved in teaching learning process.

Principals should be able to convince parents on the merits of the new and how the curriculum new pedagogical strategies to the change and be able to employ a variety of leadership strategies to meet the needs of teachers such as; building on the strengths of their staff, being willing to take risks; being positive about the planned change and to use this optimism to motivate others.

## **ii. Role of supervisors**

The process of curriculum implementation must be supervised by persons who are assigned to do so. Frequently, supervision is important especially at the level of curriculum implementation but in fact, the entire process of curriculum development and improvement needs to be supervised. The supervisor facilitates implementation by providing directions and guidance for implementing the curriculum and makes sure that teachers have the skills to carry out the implementation process and needs to schedule more supervisor- teacher

conferences and more in-service training for such staff members to deliver the new curriculum (Ornstein and Hunkins, 1998).

Supervisors also facilitate implementations by supporting classroom teachers while they are doing as a resource person. When supervisors are doing so, it is likely that teachers within the system will feel committed to and comfortable with the new program being implemented. Teachers will be satisfied and thus the organization will run smoothly. Both the principal and teachers should use the supervisor in making judgment about what they are doing. A careful planned-in-service program on curriculum implementation could contribute much intellectual growth in the area where research and experiment are having an impact. Supervisors should be carried out at the local government and school levels action research and experimentation on the curriculum. This is desperately needed in our public primary schools, to identify classroom management problems facing curriculum implementation (Kamla, 2011).

One of the supervisor's special contributions is sharing what he/she finds in other schools. To perform the sharing function well, the supervisor collects materials from other school system. Supervisors assume leadership roles in the places of improving the curriculum. The most important functions of supervisors are to serve as a resource leader. He/she is expected to provide relevant information, practical guides and academic assistance for the committee. Supervisors should educate parents through Parent Teachers Association programs on their role in curriculum implementation, especially extracurricular activities. They should be told the effects of some of their actions on children's moral and academic performance (Kamla, 2011). It is also expected of a supervisor to occupy leadership roles in assisting teachers, maintain and enhance their professional abilities. Thus, some tasks expected from supervisors are:

1. Plan and implement a well-established in-service training program.
2. Give advice that may assist to avoid certain values that still exist as block to improvement.
3. Give evidences as to the soundness of the innovation in relation to the aim of the school.

4. Work jointly with administrators to establish roles that are expected of consultants who are outside the school.

### **iii. The role of the teacher**

According to ICDR (1999) the curriculum decentralization process in Ethiopia has created a mechanism by which teachers participate in improvement, implementation and evaluation of the curriculum in school levels.

The teacher as a resource person who works with learners closely and better understanding than others concerned with the education process, holds a strategic position in the planning, implementation and improvement of the curriculum. It is obvious that the implementation of the curriculum is more effective when school curriculum committee work closely with teacher. Concerning this point, a number of studies carried out in different countries have documented that the teacher is pivotal to the success of curriculum implementation and improvement (Tyler, Saylor and Nasstrom (cited in Shiferaw, 2010).

In supporting the above view, some educators have the feeling that all curriculum improvement must begin in the classroom. This idea is frequently referred to as the grass root origin undoubtedly teacher initiative of improvement in the classroom is commendable and may lead to school wide acceptance. Moreover, Marew (2000) also suggests that much significant curriculum improvement can be carried out in the classroom by an individual teacher on his/ her own initiative. In fact such curriculum changes have a greater chance of survival than those improved out of the classroom activities.

Therefore, teachers either, individually or in groups (by forming committee), may evaluate the existing school curriculum in their classroom teaching and learning process. In other words, when a teacher becomes a member of school curriculum committee working to improve the curriculum, the teacher can exert leadership by taking a positive stand for curriculum work by participating actively in problem identification by accepting committee responsibility readily and by implementing the decisions reached (Willes, cited in Wudu, 2003).

#### **iv. The role of students**

Many educators strongly argue that just as teachers must accept a new program for making it to be successful, students must be willing to participate in the program. If students see little relevance in the curricular activities planned they are not going to be motivated to participate or learn. Students seldom have formal influences over course content. Informally, however, students have many influences over what is taught; often they can make their choice by refusing to enroll in courses that feature the curriculum of academic specialists Ornstein and Hunkins (cited in Shiferaw, 2010).

With increasing frequency, students depending up on their maturity, are participating both directly and indirectly in the task of improving the curriculum. In some cases, notably at the high school level students are accorded membership on curriculum implementation. Students can provide input, communicate with their peers and they can further relate the nature and purpose of curriculum implementation and improvement to their parents and community. A particularly contribution to curriculum implementation and improvement that students can make is to evaluate the teachers` instructions`. Although some teachers resist student`s evaluation of their performance, evaluation done anonymously by the learners can provide valuable clues for modifying a curriculum and improving method of instructions (Oliva, 2004).

#### **v. The role of parents and community**

Parents and the community as a whole are expected to provide the school with resources and to cooperate with it to ensure whether or not the curriculum satisfies the local needs and well implemented (Lewy, 1991).

The community may also exert powerful influences and compel schools to modify their curriculum with cultural values that run contrary to community norms. The contents of an educational program need to be improved to correspond to the culture of the community. The involvement of parents and community members in curriculum decision could take direct or indirect forms. The direct involvement of organized bodies within the community or those representing the community and parents is more powerful method of exerting



pressure on the school curriculum. In some systems communities have the legal ground to organize advisory committees with full or partial authority to make curriculum related decision (Leithwood, 2006). Therefore, the curriculum committee should work with parents and the community in gathering information towards the implementation of the school curriculum as well as to get concert data that help the committee to improve the school curriculum.

To sum up, the decision of curriculum; that is, curriculum development, improvement and implementation is a collaborative effort among all members of the society. Therefore, students, parents, principals, supervisors, teachers and community members as a whole have the potential to contribute a lion's share for the effective curriculum implementation and improvement. To bring this desired result, a school curriculum committee has to assist and coordinate efforts of different groups that have a role in curriculum implementation and improvement. According to Leithwood (2006), community relationship is building collaborative culture with the stakeholder by fostering shared beliefs, sense of common goods, and cooperation through networking the school to the wider community delegating to achievement of common goals for improved learning outcomes.

According to MOE (2006), school cannot succeed without the support of the parents and community. It is, therefore, essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

## **vi. The role of librarian in implementation and improvement of curriculum**

The library's role is to make it easy for teachers and students to 'find stuff'. Most important, the role of the school library is to educate teachers and students to become independent searchers and discriminating users of resources. Curriculum must engage the mind and attention of the learner to become knowledge and requires interactivity on the part of the learner, not just on the part of the learning resource.

School libraries have been essential in supporting the design, development, implementation and improvement of curriculum in schools across the nation. With the current shift towards the common core values as the framework for curriculum development, school librarians can be called upon to provide the tools and resources necessary to make curriculum improvement accessible to all students and teachers. Professional development opportunities for teachers, which school libraries and library staff can lead or participate in, serve as a means to explore curriculum and develop clear plans for successful curriculum implementation.

School libraries have made many contributions in ensuring that students meet state standards especially in situations where school librarians are able to provide their expertise in the development of curriculum incorporating 21<sup>st</sup> century skills. The school librarians have taken on leadership roles to promote teacher effectiveness and student outcomes school wide through the facilitation of professional development. Schools with effective libraries and librarians tend to have higher assessment scores than schools that do not have such entities (Rodney, Keith & Christine, 2003).

### **2.10. Factors that affects the implementation of secondary school curriculum**

#### **i. Teacher related factor**

Different scholars forwarded different factors which hinder the school curriculum committee's role in facilitating and coordinating curriculum implementation and improvement at the school level. Pratt (cited in Wudu, 2003) agrees that teachers' low interest or negative attitude toward the curriculum has been one of the variables that

contribute to ineffective curriculum implementation. They are also conceived that a new educational program can succeed only if teachers accept it. If teachers do not accept the basic idea of program it cannot be implemented properly. It seems obvious here those teachers are more likely to implement a program successfully.

In line of this, Erkyehun (1991), taking the Ethiopia context, have underlined that teachers must understand the syllabus, feel secure about it and accept it as their own for its effective implementation. But, insufficient training, lack of adequate library, lack of trained principals and supervisors, lack of moral support, lack of orientation and assistance from principals and subject advisory during the full time teaching make teachers not to understand the syllabus and consequently, lead teachers not to accept the syllabus.

Similarly, Wiles (cited in Wudu, 2003) pointed out that the feelings of teachers about curriculum work would determine the success of any curriculum improvement effort. If teachers are hostile, they can prevent any important change. In other words, if they are indifferent, nothing happens. If they are over enthusiastic about exploration and experimentation the principals and the supervisors will have difficulty in supplying the resource and co-coordinating efforts that are needed. Generally, the opinions of the teaching personnel constitute a major asset or liability in curriculum improvement. If the majority of the staff is against it, no program can succeed.

Preliminary planning must provide opportunity for teachers to express dissatisfaction to suggest ways of working to overcome them and to participate in developing work plans. If there is to be acceptance of the expenditure of the time and effort that curriculum work involve, the staff members must see it as their project to decrease some of their feelings of inadequacy or to eliminate some of the handicaps to successful teaching (ibid)

## **ii. Lack of motivation**

Motivation can be described as anything that encourages an individual to perform his or her duty in an expected manner. Ofoegbu (2001) viewed motivation as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. Ofoegbu (2001) described teacher motivation as those factors that operate

within the school system which if not available to the teacher but would hamper performance, cause stress, discontent and frustration all of which subsequently reduce student quality output. Ugwu (2005), therefore, is of the opinion that when a person is gingered to do something, that person is motivated. To that end, Ugwu (2005) noted that for a worker to live up to expectations he/she must be motivated. He must, in addition to getting his salaries and entitlements, be given other incentives and materials which will make his work easier and faster for him. In implementing secondary education curriculum, the teacher who is the key actor needs to be motivated. Teachers can be motivated by all the stakeholders in education by realizing the need to regard teachers as number one worker in their list to be cared for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration.

Ofoegbu (2001) stressed that absence of motivation is one of the important factors which affect school curriculum committee's work. People will not implement or improve a program unless there are appropriate rewards for doing so. Particularly intrinsic motivation is more important than extrinsic motivation. Extrinsic motivation such as incentives or salary or promotion may be important for the effective participation in curriculum work. But there is substantial evidence that extrinsic incentives have less impact on teachers than intrinsic rewards related to the satisfaction teachers find in their work. Successful participation in curriculum design may itself be a means of motivating teachers.

### **iii. Factors related to interest groups**

A number of these groups exist in almost all Southern African Development Community (SADC) countries. These include parents, parents' and teachers' associations, School Development Associations (SDAs) and School Development Committees (SDCs), religious organizations, local authorities, companies and private school proprietors. These groups can influence curriculum implementation in the following ways:

1. Provide schools with financial resources to purchase required materials.
2. Demand the inclusion of certain subjects in the curriculum.

3. Influence learners to reject courses they consider detrimental to the interests of the group. It is, therefore, important to involve these groups at the curriculum planning and implementation stage.

#### **iv. Factors related to the size of the committee**

Team size (i.e. both too small and large team members) is seen as one determinant factor, which has an effect on the committee's role. Haileselassie (cited in Million, 2010) pointed out that the problem facing large team is the probability that agreement decreases; that is, consensus is hardly possible. On the other hand, smallness of a committee members decrease the generation of different ideas and lack of seeing the problem on different angles by different specialists to get different solution for the problem or different ways of doing things.

#### **v. Factors related to instructional materials**

Secondary school curriculum implementation is hampered by problems of appropriateness, quality and inadequacy of facilities. Quality and appropriateness issues include how much the curriculum equips the learners with sustainable skills, adequacy of time for subject, appropriateness and usefulness of suggested implementation strategies including active learning methods and continuous assessment, appropriateness of curriculum contents to student level of maturity, age and environmental conditions, coverage of required competences in subjects and instructional strategies to provide support for pupils (MOE, 2008).

Other scholars such as, Pratt (cited in Wudu, 2003) also suggested that inadequate resources affect the committee's role. According to these scholars the four main kinds of resources required are time, material resources, administrative support and expertise. Time is the teacher's most valuable resources and the amount needed to implement curriculum change is almost always underestimated. This result in serious overload especially when teachers find themselves required to implement four or five new curriculum at once.

Instructional materials which Dike (1987) described as alternative channels of communication, which a teacher can use to compress information and make them more vivid to his learners is needed for effective implementation of secondary education curriculum. Appreciating the need to provide instructional materials for effective teaching and learning in primary and secondary schools, Onyejemezi (1991) asserted that all learners in the various levels of the nation's educational system are expected to be provided with appropriate learning experiences. A systematic integration of variety of resources in a teaching – learning process or environment produces appropriate learning experiences which, in turn, result in effective or meaningful learning.

In line with this, Dike (1987) stressed that curriculum improvement materials are indispensable in the teaching learning process/ curriculum implementation. To that end, Babalola (2004:114) noted that “instructional materials are designed to promote and encourage effective teaching-learning experiences.”

Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Babalola (2004) noted that as ingredient is to soup, so also is resource materials to curriculum implementation and improvement. These instructional materials are lacking in secondary schools and as a consequence, teachers take to teacher chalk and talk as they have no visual or audio-visual materials which the students can see, touch, smell and hear in the process of teaching and learning. Onyeachu (2006) observed that when instructional materials are not available learners cannot do well. This means that when learners are not doing well, the set objectives cannot be achieved.

From experience, one is aware that no meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. In curriculum implementation (University of Zimbabwe, 1995), it is suggested that the central government and local government must also provide collaboratively physical facilities such as classrooms,

laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

#### **vi. ICT related factors**

Information Communications Technology (ICT) as an innovation, proved very useful and effective in the teaching of secondary school subjects. For instance, a teacher can demonstrate what he/she is going to teach through motion pictures. Teachers' inability to apply ICT in teaching school subjects in our secondary schools is one of the problems militating against effective implementation of secondary education curriculum. Majority of secondary school teachers do not use computers while teaching their lessons. This can be attributed to many factors which include problem of electricity. Onyeachu (2007) observed that since ICT requires electricity for its use, where there is power failure, users will be stranded. Another factor is lack of computer as well as expertise knowledge in the use of computer. Observing this problem, Mkpa (2005) complained that the poor socio-economic condition in most developing countries of the world has compelled the governments and institutions to show little concern for the application of ICT in education. Many institutions in these countries cannot afford to buy or have access to computers and even where computers are available or can be purchased there is lack of the human and material resources to use ICT.

#### **vii. Factors related to the school culture and ideology**

The notion of teacher groups has important implications for the school culture and the role of teachers within it. Schools have tended to be individual cultures where teachers may have co-operated especially over administrative aspects but where collaboration on professional issues close to the classroom such as methodology and materials has been rare. There have been many good reasons for this - the nature of teaching and the individuals' sense of responsibilities to their pupils, the organization of the school, the compartmentalization of the curriculum, the lack of time, elements of competition and

promotion together, the factors have created an individualistic school culture. There is nothing intrinsically wrong in this since excellent teaching can still be achieved. The culture change may be difficult to achieve and will depend for its success largely on the leadership of the school, appoint also made by Kennedy (1996).

Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and, hence, affect the implementation of the centrally planned curriculum Kennedy (1996).

### **xiii. Factors related to budget**

Fund refers to money that affects implementation of secondary school curriculum. Every project requires money for its effective implementation. Confirming this, Onyeachu (2006) noted that no organization functions effectively without fund. Unfortunately, fund allotted for education is grossly inadequate. This affects implementation of a well designed curriculum. A situation where there is no money for payment of teachers salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively.

Commenting on the negative effects of inadequate funding of education in schools, Nwachuku (2005) stated that the present level of underfunding by the state, the public sector of education (primary and secondary levels) has witnessed stagnated and decay. Likewise, Gwany (cited in Onyeachu, 2006) observed that the education industry is usually the first and easiest victim of budget cuts during “Austerity”, “Low profile”, “Structural Adjustments” and other economic reform strategies. This means that for the well designed curriculum of secondary education to be implemented, the issues of money have to be addressed.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. The research design**

The design of this study was descriptive particularly survey study. It was selected with the assumption that it is helpful to obtain relevant information from concerned respondents on curriculum implementation and improvement in secondary schools and to gain detailed data from large number of respondents to draw valid general conclusion. This approach has also been recommended by scholars as follows:

Descriptive survey design gives a better and deeper understanding of a phenomenon which helps as a fact-finding design with adequate and accurate interpretation of the findings. Moreover, it helps to gather data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared, or determine the relationship that exist between specific event (Jose and Gonzales, 2002:169).

#### **3.2. Research method**

In this study, both quantitative and qualitative methods were employed. Even if it included both, it more focused on quantitative method because the researchers felt that more of quantitative data were important to explore the issue of interest. The qualitative part was incorporated in the study only to enrich the quantitative data.

So as to collect extensive data using multiple methods can make the strength of each method and offset their different and weaknesses and provide a better understanding of study problems than either method alone. It could also provide more full answers to research questions that are going beyond the limitation of a single approach (Cree, Freeman, Robinson & Woodley, and 2004:5).

#### **3.3. Source of data**

The data for this research were collected from primary sources. Primary data were obtained from principals, woreda supervisors, school curriculum committee members and teachers. In addition, to support the data obtained from primary source, necessary

documents were also consulted. For this purpose, such documents of school curriculum committee as plan, action research, feedback documents, checklists etc were revised.

### **3.4. The study population, sample size and sampling techniques**

#### **3.4.1. The study population**

The Seven Woreda of Metekel zone (Wombera, Bullen, Debatei, Mandura, Pawi, Guba and Mamubuic) were the place where this research was conducted. The study population was drawn from 18 first cycle secondary schools (18 principals, 126 school curriculum committees, 7 Woreda supervisors and 298 secondary school teachers.

#### **3.4.2. Sample size and sampling techniques**

Out of 18 government first cycle secondary schools found in 7 woreda of Metekel Zone, 8 (44.5%) were selected using lottery method of simple random sampling technique for it provides independent and equal chance of being selected for the schools. The researcher believed that the sample size of 8 secondary schools is representative sample.

Respondents of this study were selected using two types of sampling techniques. Since principals and woreda supervisors are responsible to facilitate and coordinate all the work of the school curriculum implementation, all were included into the study by using purposive sampling. Accordingly, 15 respondents (8 principals, 7 woreda supervisors) were included into the study. This is because they could provide more information about curriculum implementation and improvement in their schools than others owing to their close relation with overall activities.

Out of 56 ( 100% ) school curriculum committee members in the 8 sample secondary schools, 32 (57 %) were selected using simple random sampling technique particularly lottery method with the assumption that all committee members would have equal chance of being selected and also obtain representative sample.

To determine the total sample size of the teachers, Daniel's (cited in Naing et al., 2006) sample size determination was used (see appendix B). Based on the formula, out of 133 (100%) teachers in the sample secondary schools, 99 (74 %) of them were chosen as

sample respondents. The researcher believed that the sample of 74% was sufficient to secure the data from teacher respondents. The respondent teachers from 8 secondary schools were selected using simple random sampling technique particularly lottery method with the assumption that all teachers have equal chance of being selected.

The number of sample teachers from each selected schools were determined by the formula of Cochran (1977) proportional allocation to the size of teachers in each secondary schools:

$$P_s = \frac{n}{N} \times N_{0} \text{ of teachers in each school}$$

$P_s$  = Proportional allocation to size

$N$  = Total number of teachers in the eight selected secondary schools (133)

$n$  = Total teachers sample size (99)

Accordingly, the samples will be selected by using lottery method passing through the following steps.

Step- 1: Constructing a sample frame.

Step- 2: All teachers' name in each school will be alphabetically arranged

Step- 3: The number of sample teachers from each school has been determined

Step- 4: The name of the teachers will be rolled on a ticket

Step- 5: The rolled ticket will be picked up randomly until the required number of sample is obtained.

Table 1: The summary of total population, sample size and sampling technique

No	Types of respondent	Name of school	No of teachers	Simple size	Sample in %	Sampling
1	Teachers	Senkora	7	5	71 %	Simple random sample technique
		Kietar	8	6	75 %	
		Dobie	12	9	75 %	
		Galessa	20	14	70 %	
		Mandura	18	13	72.2 %	
		Paw-ketena-2	12	9	75 %	
		Mamubic	38	27	71 %	
Guba	22	16	72.7 %			
2	Committee Members	In all sample schools	56	32	57 %	Simple random sample technique
	Total	-	189	131	69%	
3	Principals	In all sample schools	8	8	Purposive sampling technique	
4	Woreda supervisors	In all sample schools	7	7		
Total			15	15		

### 3.5. Instruments of data collection

Before developing the instruments, relevant literature were reviewed. Based on the information obtains from literature, two data collecting instruments, i.e, questionnaire and semi-structured interview was developed. Besides document analysis was made. All these were employed to elicit the required quantitative and qualitative data. Both questionnaire and semi-structure interview questions were prepared in English language because all the selected respondents can read, write, understand and communicate in English language.

#### 3.5.1. Questionnaire

A questionnaire comprising both close and open ended items were prepared to collect data from sample secondary school teachers and school curriculum committee members. This is because questionnaire is convenient to collect large amount of information from large number of respondents with in short period of time and in a relatively cost effective way. It allows the respondents to give information with no threat. In line with this, it makes likely

an economy of time and expense and high proportion of usable response (Best & Kan, 2003).

### **3.5.2. Semi-structured interviews**

Semi-structured interview were used to acquire qualitative data from school principals and woreda supervisors on the role of school curriculum committee in facilitating the implementation and improvement of secondary school curriculum. Semi-structured interview was preferred to the structured one because semi-structured interview items had the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. In line with this, scholars have stated the following;

A semi-structured open-ended interview is based on the fact that data are gathered in a relative systematic manner. And this type of interview does not require a very skilled interviewer. Several authors concur that this kind of interview enables data comparison. It also has the potential to lead to the discovery of new aspects related to the topic under investigation (Bless et al. cited in Leban, 2009).

### **3.5.3. Document analysis**

In addition to primary sources, relevant documents were included in the study. This helped the researcher to crosscheck the data that were obtained through questionnaire and interview. The document analysis focused on documents of school curriculum committee as plan, action research, feedback documents, checklists etc.

## **3.6. Validity and reliability checks**

According to Yalew Endawoke (1998), checking the validity and reliability of data collecting instruments before providing the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of advisors and a pilot test study was carried out to pre-test the instruments. The pilot study helped to assess the appropriateness of the questionnaires and provide an indication of whether the items need further modification, to obtain teachers suggestions and views on the items, to determine the level of difficulty of the items and to assess the reliability of the questionnaire. Accordingly, 20 teachers of Deberie-Zeyit first

cycle secondary school were taken through simple random sampling technique to fill the questionnaire. After the dispatched questionnaires were returned, 7 items were modified and 3 questions were replaced. To check the reliability, the Cronbach's Alpha test was used. Based on the result, the reliability coefficient of the instrument was found to be 0.885 (88.5%) and, therefore, reliable. Because a reliability coefficient of 0.70 and above is considered "acceptable" in most social science research situations (Retrieved from [www.ats.ucla.edu/stat/spss/faq/alpha.html](http://www.ats.ucla.edu/stat/spss/faq/alpha.html)).

Moreover, to confirm the content validity of the instrument, 131 copies of question items were administered to large number of secondary school teachers and school curriculum committee in seven woreda of the study area and 128 copies were collected with high return rate of 96.8%. Triangulation of data gathering tools was executed by using semi structured interview from principal and head departments.

### **3.7. Procedures of data collection**

The researcher visited Woreda education offices and discussed the purpose of the research by showing the letter of cooperation from Jimma University and asked the Woreda education officers to write a letter to sample secondary schools in their respective Woreda. The researcher also discussed the purpose with school principals and woreda supervisors about the objective of the research and asked whether the respondents were willing to be interviewed and fill out the questionnaires. After making agreement with concerned participants, data collection followed. Interviews were conducted and in the mean time the questionnaires were collected and made ready for data organization, analysis and interpretation.

### **3.8. Methods of data analysis**

The data which were obtained through closed ended question items were organized (coded, categorized and arranged) according to their similarities. The data were processed and analyzed using Statistical Package for Social Science [SPSS] version 16 computer program. Quantitative analysis was done using descriptive statistics such as frequency and percentage. The chi-square was also applied to test whether there is any significant

difference between the responses of teachers and school curriculum committee. On the other hand, for better analysis, the 5 rank responses were made to be categorized in to three scales (agree, uncertain and disagree). Finally, the data collected through semi- structured interview and open ended question items were organized and analyzed qualitatively and the result were used to enrich the quantitative findings.

### **3.9. Ethical consideration**

Supportive letters from the department of Educational Planning and Management was written from Jimma University. After getting the support letter from the department, the researcher moved to the research area and contacted with principals, woreda supervisors, school curriculum committee members and teachers to get their permission and to arrange their convenient time to the questionnaire and interview. The respondents were informed of the purpose and importance of the research. Finally they were informed that the data that give would be kept confidential.

### **3.10. Description of the study area**

The Benishangual-Gumuz Regional State is one of the nine regional states that constitute the Federal Democratic Republic of Ethiopia. The administrative structure of the Benishangual-Gumuz Regional State consists of Regional Government, Zones, Woredas and Kebeles. Presently, the region is divided in to three zones of which Metekel is one which is bordered in the south and southwest by Kamashi zone, in the west by Sudan and in the north and east by Amara Regional state. The administrative center of the zone is Gilgil-Beles which is located 545 KM away from Addis Ababa to the North West and 300 km from the seat of the region (Assossa) to south west.

Based on the 2007 Census conducted by the Central Statistics Agency of Ethiopia (CSA), this Zone has a total population of 276,367 of whom 139,119 are men and 137,248 women. In the zones, there are 18 secondary schools, 165 primary schools, 1 teacher training college, 1 nursing school and 1 TVET college.

## CHPTRE FOUR

### PRESENTATION, ANALYSIS AND INTERPRATION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of the data. The chapter has two parts. The first part presents the demographic characteristics of the respondents whereas the second part displays the analysis and interpretation of the data. The data were collected from a total of 128 respondents (97 teachers and 31 school curriculum committee) using questionnaire. The return rate of the questionnaire was 97.8 % from teachers and 96.8% from school curriculum committee. Moreover, eight school principals and seven woreda supervisors were interviewed.

#### 4.1. Demographic characteristics of the respondents

The general information about the respondents' sex, age, educational qualification and years of experiences are presented in the table below.

Table 2. Demographic characteristics of the respondents

No	Items		Respondents									
			Teachers		S. C.com		Supervisor		Principal		Totals	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	90	93.5	29	93.5	8	100	8	100	13	93.7
		Female	7	7.2	2	6.5	-	-	-	-	9	6.3
		Total	97	100	31	100	8	100	8	100	144	100
2	Age	20-25	10	10.3	8	25.8	-	-	1	12.5	19	13.2
		26-30	61	62.9	18	58.1	4	50	4	50	87	60.4
		31-35	21	21.6	5	16.1	-	-	3	37.5	29	20.1
		36-40	5	5.1	-	-	4	50	-	-	9	6.3
		Total	97	100	31	100	8	100	8	100	144	100
3	Service year	1-4	18	18.6	10	32.2	-	-	2	25	30	20.8
		5-8	33	34	12	38.7	5	62.5	6	75	56	38.8
		9-12	37	38.4	7	22.6	3	37.5	-	-	47	32.6
		13-16	9	9.3	2	6.5	-	-	-	-	11	7.6
		Total	97	100	31	100	8	100	8	100	144	100
4	Educational level	Diploma	-	-	-	-	-	-	-	-	-	-
		Degree	97	100	31	100	8	100	6	75	142	98.6
		Masters	-	-	-	-	-	-	2	25	2	1.4
		Total	97	100	31	100	8	100	8	100	144	100



As can be seen from table 2, majority of teachers and school curriculum committee were males [90 (92.8 %) and 29(93.5%) respectively]. On the other hand, 7(7.2 %) teachers and 2(6.5 %) school curriculum committee members were females. This implies that the participation of both sexes in teaching and committee work in sample secondary schools was not proportional.

All principals and woreda supervisors were male. From this, one can conclude that the female teachers were not in principal position in the schools and woreda level supervisory positions. That is, female teachers are not in a leadership both at school and woreda levels.

As to their age, the majority of the respondents [61(62.9 %) and 18 (58.1%)] of teachers and school curriculum committee respectively were found in the age range of 31-35 years. This indicated that a large number of teachers were found at their young age. Thus, those teachers have good opportunity to share experience from their senior teachers as well as department heads to implement the school curriculum effectively.

With regard to the age of interviewed participants, 4(50 %) principals and woreda supervisors were found in the age range of 26-30 whereas 3(37.5%) principals and 4 (50%) woreda supervisors were within the range of 31-35 and 36-40 respectively which implies that they are within the young and adult age. Thus, they have better experience to help the teachers in improving their knowledge and professional growth.

Regarding the level of education of teachers and members of school curriculum committee, all of them had first degree which could help one to conclude that teachers' qualification was a good opportunity for the academic performance of secondary schools. As per the policy of the MOE, teachers of secondary schools are expected to have at least first degree whereas 6 (75%) and 8 (100%) principals and woreda supervisors had first degree respectively and 2 (25%) of principals had second degree. The secondary school principals in Metekel Zone lacked appropriate qualification (master's degree). This situation may have an influence on facilitating and coordinating the implementation of curriculum effectively.

With respect to years of experience of the interviewed, ones most of the principals and woreda supervisors had served 5 to 8 years. Therefore, one can conclude that principals and woreda supervisors had experience to help teachers in improving their professional competence that would contribute to improve the implementation of curriculum in secondary schools.

#### **4.2.The role of curriculum committee in the implementation of the curriculum**

A school curriculum committee has its own functions to perform in relation to curriculum matters. According to UNESCO (1998), the roles of the school curriculum committee are to facilitate conditions to plan, organize and evaluate teaching-learning processes and overseeing all activities of curriculum implementations and improvements at school level. Therefore, to assess the effective involvement of the committee in supporting the teaching learning process, questions were dispatched and the results were presented and analyzed.

Table 3. Role of curriculum committee in curriculum implementation

No	Items	Respo ndents	Responses								
			Agree		Uncertain		Disagree		Total		X <sup>2</sup>
			No	%	No	%	No	%	No	%	
1	The committee create smooth relationship among parents and students to facilitate condition for effective teaching learning process	Teach.	30	31	30	31	37	38	97	100	13.27 1
		C. co	19	61.3	4	12.9	8	25.8	31	100	
		T	49		34	35	45		128	100	
2	The committee provides necessary material for teachers to implement the curriculum	Teach	61	62.9	20	20.6	16	16.4	97	100	7.284
		C.com	23	74.2	7	22.6	1	3.2	3	100	
		T	84	65.6	27	21.1	17	13.3	128	100	
3	The committee along with principals and supervisors conduct classroom visits to assist teachers in curriculum implementation	Teach	65	67	12	12.4	20	20.6	97	100	11.74 2
		C.com	24	77.4	7	22.6	-	-	31	100	
		T	89	69.5	19	14.9	20	16.6	128	100	
4	School curriculum committee make regular meetings to discuss on curriculum implementation	Teach	77	79.4	8	8.2	12	12.4	97	100	5.652
		C.com	29	93.6	1	3.2	1	3.2	31	100	
		T	106	82.8	9	7	13	10.2	128	100	
5	School curriculum committee give regular feedback for teacher after discussing in teaching-learning related issues	Teach	26	26.8	19	19.6	52	53.6	97	100	11.12 5
		C.com	14	45.1	8	25.8	9	29	31	100	
		T	40	31.2	27	21.1	61	47.7	128	100	
6	The committee creates favorable conditions for teachers to participate in decision- making process in curriculum related issues	Teach	56	57.8	14	14.4	27	27.8	97	100	6.110
		C.com	22	71	3	9.7	6	19.4	31	100	
		Totals	78	60.9	17	13.2	28	21.9	128	100	
7	School curriculum committee coordinate and support department heads to delegate tasks to all teacher about the teaching-learning activities	Teach.	59	60.9	24	24.7	14	14.4	97	100	5.826
		C. co	17	54.8	9	29	5	16.1	31	100	
		T	76	59.4	31	24.2	19	9.4	128	100	

The table value  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom.

With item 1 of table 3, teachers and school curriculum committee were asked whether or not school curriculum committee create smooth relationship among parents, teachers and students to facilitate condition for effective teaching learning process. Accordingly, 37 (38%) teachers revealed that there was no practice of such kind whereas 19 (63.3%) members of the school curriculum committee expressed that they regularly practice the task. A chi-square test value ( $X^2= 13.37$ ) is greater than the table value of ( $X^2 =9.487$ ) at a significant level of 0.05 with four degrees of freedom .This implies that there is statistically significant difference between the responses of the two groups. From this, one can infer that school curriculum committee claimed that they did their best even though teachers did not support the idea. Regarding to this, the teachers` idea is supported by principal`s interview in which almost all of them stated the practice of the curriculum committee in creating smooth relationship among parents, teachers and students were unsatisfactory. So, one can conclude that curriculum committee did not make an effort to create smooth relationship among stakeholders.

In their response to item 2 of table 3, 61(61.9%) teachers and 23(74.2%) members of the school curriculum committee agreed that school curriculum committee provides necessary material for teachers to implement the secondary school curriculum. The calculated chi-square value  $X^2 =7.284$  is less than the table value  $X^2=9.487$  at significant level of 0.05 with four degrees of freedom. This implies that there is no significant difference between the responses of the two groups of respondents. Thus, it could be said that the school curriculum committees were doing good job in providing necessary material for teachers to implement the curriculum.

While reacting to item 3 of table 3, 65(67%) teachers and 24 (77.4%) members of curriculum committee responded that school curriculum committee conducted classroom visits to assist teachers along with principals and supervisors. The calculated chi-square value  $X^2 =11.742$  is greater than the table value of  $X^2 =9.487$  at significant level 0.05 with four degree of freedom. This implies that there is significant difference between the responses of the two groups of respondents. Similarly, the result of interview conducted with the school principals indicated that the effort of school curriculum committee in conducting classroom visit is satisfactory.

With regard to item 4 in table 3, 77 (79.4%) teachers and 29(93.6%) members of curriculum committee agreed that the school curriculum committee make regular meetings to discuss on curriculum implementation. In this regard, the computed chi-square value  $X^2=5.652$  is less than the table value  $X^2=9.487$  at significant level 0.05 with four degree of freedom which is implying that there is no significant difference between the responses of the two groups of respondents. This shows that the school curriculum committees discuss the strong and weak sides of the curriculum implementation in the school regularly.

Item 5 of table 3 related to whether or not school curriculum committee gives regular feedback for teachers after discussing teaching-learning related issues. In this case, 42(53.6%) teachers showed disagreement whereas 14(45.1%) members of the school curriculum committee expressed their agreement. Quite significant number of teachers [26(26.8%)], however, asserted their agreement. The calculated chi-square value  $X^2=11.251$  is greater than the table value at significant level 0.05 with four degree of freedom.

The analysis of the information gathered from teachers through open ended items showed that the discussions by committee members on the strong and weak side of curriculum implementation was not for positive feedback rather for evaluating teachers' performance level as part of teachers' performance evaluation. Based on the result of chi-square and the information obtained from teachers through open ended question items, it could be concluded that discussions of committee members on both strong and weak side of curriculum implementation were ineffective.

In their response to item 6 in table 3, 56(57.7%) teachers and 22(71%) members of the school curriculum committee agreed that the committee creates favorable conditions for teachers to participate in decision related to curriculum implementation. However, 27 (27.8%) teachers and 6(19.4%) members of curriculum committee disagreed. The computed chi-square value  $X^2=6.110$  is less than the table value  $X^2=9.487$  at significant level 0.05 with four degrees of freedom. This indicates that there is no significant difference between the responses of the two groups of respondents. Therefore, it can be

concluded that the contribution of the committee in creating favorable conditions for teachers to participate in decision making process was satisfactory. In line with this, several scholars pointed out that active participation of teachers in decision making during the curriculum implementation process is more important in persuading teachers to implement plans or to increase the likelihood of successful implementation (McNeil, 1990).

With regard to item 7 in table 3, 59(60.9%) teachers and 17(54.8%) members of the school curriculum committees agreed that school curriculum committee coordinate and support department heads delegate tasks to all teachers regarding to the teaching-learning activities. On the other hand, 14(14.4%) teachers and 5(16.1%) members of curriculum committee disagreed. The computed chi-square value  $X^2=5.826$  is lower than the table value  $X^2=9.487$  at significant level 0.05 with four degree of freedom which indicates that there is no significant difference between the opinions of the two groups of respondents.

In line with this, as literature reveals, the main role of school curriculum committee is facilitating conditions that help the school curriculum to be implemented with appropriate materials and enable the teaching learning process to be related with practical and filed work (MOE cited in Wudu, 2003). Accordingly, the effort of curriculum committee to coordinate and support department heads towards assisting the teachers to achieve the implementation and improvement of the curriculum was found to be satisfactory.

With regard to the role of curriculum committee in curriculum implementation, the finding shows that committee members create favorable conditions for the teachers to participate in decision making process; coordinating and supporting department heads towards assisting the teachers; providing necessary material for teachers; together with principals, conducting classroom visits to achieve curriculum implementation were satisfactory. However, the discussion of committee members on the strong and weak sides of curriculum implementation was not for positive feedback rather for more evaluation of teachers during performance rating. In addition, creating smooth relationship with the parents, teachers and students were unsatisfactory.

### 4.3. The role of school curriculum committee on improving the curriculum

The role of school curriculum committee in curriculum improvement at school level is providing opportunities for teachers to get in-service training and making teachers aware about how to solve the current educational problems systematically through action research. Consequently, to review the effective participation of the committee members in improvement of curriculum the following questions were raised and the result was presented as shown in the table

Table 4. The effort of curriculum committee in improving the curriculum

No	Items	Respo ndents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	Curriculum committee in cooperation with principals and supervisors create suitable conditions that help teachers to improve the curriculum	Teach.	31	32	15	15.5	51	54.7	97	100	10.085
		C.com	15	48.4	7	22.6	9	29	31	100	
		T	46	35.9	22	17.3	60	46.8	128	100	
2	Curriculum committee make high effort to comment on existing curriculum for its improvement	Teach	60	61.8	3	3.1	34	35	97	100	5.171
		C.com	18	58	4	12.9	9	29	31	100	
		T	78	60.9	7	5.4	33	25.7	128	100	
3	Curriculum committee cooperate with teachers in group discussions on policy documents to get common understanding ( CPD, PIS)	Teach	58	59.8	13	13.4	26	26.8	97	100	7.60
		C.com	21	67.7	7	22.6	3	9.6	32	100	
		T	79	61.7	20	15.6	29	22.7	128	100	
4	Curriculum committee support teachers to evaluate text books	Teach	57	58.7	22	22.7	18	18.5	97	100	3.13
		C.com	22	70.9	7	22.6	2	6.5	31	100	
		T	79	61.7	29	22.7	20	15.6	128	100	
5	Curriculum committee coordinate teachers in group and individually to undertake action research	Teach	25	25.7	23	23.7	49	50.5	97	100	16.53
		C.com	17	54.8	6	19.3	8	25.8	31	100	
		T	42	32.8	29	22.7	57	44.5	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With regard to item 1 in table 4, respondents were asked whether or not school curriculum committee cooperate with principals and supervisors to create suitable conditions that help teachers to improve the implementation of curriculum. Accordingly, 51 (54.7%) teachers and 9(29%) members of curriculum committee expressed their disagreement whereas 31(32%) teachers and 15(48.4) members of school curriculum committee pointed out their agreement. The computed chi-square at 0.05 level of significant with four degree of freedom is  $X^2=10.085$ , which is greater than the table value  $X^2 =9.487$ . This shows that there is significant difference among the responses of the two groups. Similarly, in the discussion during the interview, almost all of principals responded that they had good relation with curriculum committee than woreda experts in creating conducive conditions to implement the curriculum at school level. Based on the data, thus, one can conclude that there was better cooperation of curriculum committee with principals to create conducive condition for teachers to improve curriculum implementation.

As indicated by scholars, the modern approach to curriculum improvement is cooperative approach. Those involved in these cooperative efforts are teachers, supervisors, principals, students and parents with the coordination of school curriculum committee in curriculum implementation and improvement (Dull cited in Wudu, 2003).

As far as item 2 in table 4 is concerned, the intention was to explore whether or not school curriculum committee make to an effort to comment on the existing curriculum for its improvement. To this end, 60(61.8%) teachers and 18(58%) members of curriculum committee agreed that school curriculum committee achieved the activity. On the other hand, 34 (35%) teachers and 9(29%) members of curriculum committee reported their disagreement. The computed chi-square value at 0.05 level of significance with four degree of freedom is  $X^2 =5.171$  which is less than the table value  $X^2=9.487$ . This implies that there is no significant difference among the responses of the two groups of respondents.



The response obtained through the interview from principals showed that the effort of most committee members to comment on the existing curriculum for its effective implementation and improvement was satisfactory. Thus, it could be concluded that the effort of curriculum committee members to comment on the existing curriculum for improving the implementation was good.

With item 3 of table 4, it was asked to explore whether or not school curriculum committee cooperate with teachers in group discussions on policy documents like CPD, SIP, and others to get common understanding. Accordingly, 58 (59.8%) teachers and 21(67.7%) members of curriculum committee agreed.

With item 4 of table 4, teachers and members of school curriculum committee were asked whether school curriculum committee support teachers to evaluate textbooks to improve the implementation of curriculum or not. Consequently, 57(58.7%) teachers and 22(70.9%) members of curriculum committee agreed that school curriculum committee perform the stated activity. A chi-square test was calculated to check whether opinion difference exists among the two groups of respondents. The computed chi-square value  $X^2=7.60$  and  $X^2=3.13$  for item 3 and 4 respectively were less than the table value  $X^2 = 9.487$  at 0.05 significant level with four degree of freedom. This means that there is no a significant difference between the responses of the two groups of respondents. Thus, it could be concluded that the effort of curriculum committee to cooperate with teachers in group discussions on policy documents to get common understanding and support teachers to evaluate text books was satisfactory.

Item 5 in table 4 related to whether or not school curriculum committee coordinate teachers in group and individually to undertake action research to improve the implementation of curriculum. To this end, 49 (50.5%) teachers revealed the non existence of such practice. However, 17(54%) members of the committee expressed that they frequently practiced the stated task. The computed chi-square value  $X^2 = 16.53$  is greater than the table value  $X^2 = 9.487$  at 0.05 significant levels with four degree of freedom. This shows that there is statistically significant difference among the response of the two groups.

The analysis of the data that obtained from respondents through the open ended items revealed that the effort of the committee in supporting teachers to conduct action research was low because most of them had no skills of action research to initiate teachers. Due to this reason, action research was conducted by teachers who have more than four years service in order to get career promotion. Therefore, the effort of curriculum committee to initiate teacher to undertake action research was not encouraging.

Regarding the role of committee members in improving the curriculum, the findings of the study showed that the cooperation of curriculum committee with principals to create conducive condition for teachers, commenting on the existing curriculum, cooperating with teachers in group discussions on policy documents to get common understanding and supporting teachers to evaluate textbooks to improve curriculum implementation was generally satisfactory. However, the effort of curriculum committee members to initiate teachers to undertake action research was unsatisfactory.

#### **4.2 Plan of school curriculum committee**

Appropriate preparation of plan is crucial for successful curriculum implementation and also it determines the effectiveness of the improvement (Rhodes, et al cited in Lebane, 2009). Therefore, the school curriculum committee has to develop implementation plan and coordinate, manage and facilitate implementation and improvement systems that would promote good teaching, effective learning and high standards of learner achievement. Thus, to explore whether school curriculum committee had plan, the following questions were raised and analyzed as is presented below.

Table5. The plan of school curriculum committee

No	Items	Respondents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	School curriculum committee prepare long and short term plan to facilitate the teaching learning process	Teach.	68	70	17	17.5	12	12.5	97	100	2.838
		C. com	24	77.5	6	19.4	1	3.2	31	100	
		T	92	71.9	23	17.9	13	10.2	128	100	
2	The committee prepares its plan by participating all curriculum implementers (teachers, supervisors)	Teach	24	24.7	24	24.7	49	50.5	97	100	12.194
		C.com	9	29	10	32.3	12	38.7	31	100	
		T	33	25.7	34	26.6	61	47.7	128	100	
3	The committee plan includes performance management like success criteria, monitoring in the teaching learning process.	Teach	36	37.1	10	10.3	51	52.6	97	100	8.019
		C.com	19	61.3	3	9.7	9	29	31	100	
		T	55	42.9	13	10.2	60	46.9	128	100	
4	The committee plan includes opportunities for professional support for the implementers.	Teach	24	24.7	15	15.4	58	59.7	97	100	11.48
		C.com	2	6.5	10	32.3	19	61.3	31	100	
		T	26	20.3	25	19.5	77	60.2	128	100	
5	Effective preparation of curriculum committee implementation plan reduced conflicts among teachers	Teach	48	49.5	23	23.7	26	26.8	97	100	5.506
		C.com	17	54.8	7	22.6	7	22.6	31	100	
		T	65	50.8	30	23.4	33	25.8	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With item 1 in table 5, respondents were asked whether or not school curriculum committee prepare long and short term plans to facilitate the teaching learning process. Accordingly, 68(70%) teachers and 24(77.7%) members of school curriculum committee agreed that they prepare work plan to facilitate the teaching learning process. The computed chi-square value  $X^2= 2.838$  is less than table values  $X^2= 9.487$  at 0.05 significant level with four degrees of freedom. This illustrates that there was no significant difference

between the responses of the two groups of respondents. Therefore, it can be concluded that the effort of curriculum committee in preparing their implementation plan is satisfactory. As noted by scholars, plans become the devices for identifying ways for solving or minimizing problems related to curriculum implementation and required to assist the implementers to obtain a common understanding of the required curriculum practice (Earley & Bubb, 2004).

With item 2 table 5, respondents were asked whether or not school curriculum committee prepares its plan through the participation of all curriculum implementers. In line with this, 49(50.5%) teachers and 12(38.7%) members of curriculum committee disagreed whereas 24(24.2%) teachers and 9(29%) members of school curriculum committee showed their agreement.

In supporting this, implementation of plans made by persons other than the implementers are obviously impossible unless the plans are clearly communicated and fully understood and accepted (Ornisten & Hunkins, 1998). Similarly, most of the informants who participated in the interview expressed that the curriculum committee prepared their plan with committee members only. Thus, based on the response of most teachers and principals, it could be concluded that the effort of curriculum committee to engage stakeholders in their plan was low. Only principals and supervisors initiate committee members to participate stakeholders' in the preparation of their operational plan.

The response of 51(52.6%) teachers and 9(29%) members of school curriculum committee to item 3 in table 5 revealed that school curriculum committee plan did not include performance management criteria, monitoring and provision of feedback in the teaching learning process whereas 36(37.1%) teachers and 19(61.1%) members of the curriculum committee reported their agreement. The calculated chi-square value  $X^2= 8.019$  is less than the table value at a significant level of 0.05 with four degrees of freedoms. Similarly, the interview conducted with principals revealed that, curriculum committee was including performance management criteria in their implementation plan. Based on the responses of majority of the committee and principals' responses, it can be concluded that the plan of

the curriculum committee contains performance management criteria for each activity but they were not follow up during implementation.

In their response to item 4 of table 5, 58(59.4%) teachers and 19(61.3%) members of curriculum committee reported that school curriculum committee plan did not include opportunities for professional support for the implementers like attending workshops, training and peer coaching. The computed chi-square value  $X^2= 11.48$  is greater than the table value  $X^2 = 9.487$  at 0.05 significant level of 0.05 with four degree of freedom implying that there is significant difference between the responses of the two groups of respondents.

The responses obtained through the interview from principals also revealed that there was no any attempt made to include opportunities for professional support like workshops, training, peer-coaching etc to built capacity of teachers in the secondary schools. Therefore, it is possible to conclude that curriculum committee plan did not include opportunities for professional support for curriculum implementers.

With item 5 of table 5, the interest was to explore whether or not effective preparation of curriculum implementation plan reduced conflicts among teachers. Accordingly, 48(49.5%) teachers and 17(54.8%) members of curriculum committee expressed their agreement. On the other hand, 26(26.8%) teachers and 7(22.6) members of the curriculum committee showed their disagreement. As noted, by scholars, properly managed curriculum implementations plan reduce conflicts among the implementers (Labane, 2008).

The calculated chi-square value  $X^2= 5.506$  is less than the table values at 0.05 significant difference with four degree of freedom. This shows that there is no statistically significant difference between the responses of the two groups of respondents. Based on the responses of the majority, it can be concluded that the effort of curriculum committee in managing their curriculum implementation was fair.

With regard to plan of school curriculum committee, the findings of the study showed that the effort of curriculum committee in preparing long and short term plan and managing

their curriculum implementation was satisfactory whereas curriculum committee plan did not include opportunities for professional support and participating stakeholders in preparation of their plan was low.

#### **4.5. Role of stakeholders in curriculum implementation and improvement**

##### **4.5.1. Principals role in curriculum implementation**

The school principals play as facilitators and a key granter for successful curriculum implementation and improvement especially by establishing good working relationship with school curriculum committee, supervisors, department heads, teachers, school community and parents by providing moral and material support to the staff, in-service training, workshop, resources to the task and generating better solution to the school problems and the like (fullan, 2001).

Table 6. The role of principals in curriculum implementation and improvement

No	Items	Respo ndents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	Principals create favorable conditions for teachers and school curriculum committee to improve effective teaching learning process	Teach.	71	73.2	9	9.3	17	17.5	97	100	3.748
		C.com	19	61.3	4	12.9	8	25.8	31	100	
		T	90	70.3	13	10.2	25	19.5	128	100	
2	The principals encourage teachers and school curriculum committee members who implement the curriculum effectively by providing moral and material support.	Teach	31	31.6	16	16.5	50	51.6	97	100	7.949
		C.com	7	22.6	10	32.3	14	42.1	31	100	
		T	38	29.7	26	20.3	64	50	128	100	
3	Principals create suitable conditions that make teachers to participate in decision making process on matters related to teaching-learning process	Teach	64	65.9	17	17.5	16	16.5	97	100	8.196
		C.com	18	58	9	29	4	13	31	100	
		T	82	64	26	20.4	20	15.6	128	100	
4	School principals facilitate conditions by creating smooth relationship among teachers, parents and community in curriculum implementation	Teach	66	68	16	16.5	15	15.5	97	100	3.876
		C.com	20	64.5	7	22.6	4	13	31	100	
		T	86	67.2	23	17.9	19	14.9	128	100	
5	School principals with other concerned bodies (woreda experts) facilitate conditions to teachers to get in-service training.	Teach	29	29.9	16	16.5	52	53.6	97	100	0.729
		C.com	10	32.3	5	16.1	16	51.6	31	100	
		Totals	39	30.5	21	16.4	68	53.1	128	100	
6	School principals give high attention to get resource support which helps to improve curriculum implementation.	Teach.	48	49.5	18	18.6	31	32	97	100	4.779
		C.com	18	58.1	2	6.5	11	35.5	31	100	
		T	66	51.6	20	15.6	42	32.8	128	100	
7	School principals conduct classroom visit while the teachers are teaching in the classroom.	Teach	57	58.7	23	23.7	17	17.5	97	100	2.117
		C.com	15	48.3	11	35.5	5	16.1	31	100	
		Totals	72	56.2	34	26.6	22	17.2	128	100	
8	School principals support department heads and supervisors to visit teacher's activity in the classroom	Teach.	70	73.2	14	15.5	13	13.4	97	100	1.795
		C.com	20	64.5	5	16.1	6	19.3	31	100	
		T	90	70.4	19	14.8	19	14.8	128	100	
9	School Principals and supervisors make conference with teachers after classroom visit.	Teach	35	36.1	8	8.2	54	55.7	97	100	4.566
		C.com	6	19.4	1	33.2	24	77.5	31	100	
		T	41	32	9	7.1	78	60.9	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With regard to item 1 in table 6, respondents were asked whether or not principals create favorable conditions for teachers and school curriculum committee to improve teaching learning process. To this end, 71(73.3%) teachers and 19(61.3%) members of the curriculum committee expressed their agreement. On the other hand, 17(17.5%) teachers and 8(25.8%) members of the curriculum committee showed their disagreement. The calculated chi-square values  $X^2=3.748$  is less than the table value at 0.05 significant level with four degree of freedom. Thus, it is possible to conclude that principals create conducive conditions for teachers and school curriculum committee to improve effective teaching learning process.

Item 2 of table 6, related to whether or not principals encourage teachers and school curriculum committee members who implement the curriculum effectively by providing moral and material support. Accordingly, 50 (51.6%) teachers and 14 (42.1%) members of the curriculum committee expressed their disagreement whereas 38 (29.7%) the two groups of respondents showed their agreement. The calculated chi-square values  $X^2=7.949$  is less than the table value at 0.05 significant level with four degree of freedom. This implies that there is no significant difference between the responses of the two groups of respondents. Regarding the above question, most principals said that they provide only moral support and acknowledgement papers for those teachers and school curriculum committee who released strong effort to implement the curriculum but they are not always satisfied with support principals provide. Thus, based on the responses of the majority of the respondent and response obtained from principals, it can be concluded that the absence of motivation is one of the factors which affected school curriculum committee's work. In supporting this, the school principals should look for ways to encourage curriculum implementers through providing different incentives.

While responding to item 3 of table 6, 64 (75.9%) teachers and 18(58%) members of the curriculum committee expressed their agreement on the role of principals in creating suitable conditions for teachers to participate in decision related to curriculum implementation.



With item 4 of table 6, respondents were asked whether or not school principals facilitate conditions by creating smooth relationship among teachers, parents and community for curriculum implementation and improvement. With respect to this, 66(68%) teachers and 20 (64.5%) members of school curriculum committee showed their agreement. The computed chi-square values  $X^2=3.748$ ,  $X^2=7.949$ , and  $X^2=8.196$ , for items 1, 3 and 4 respectively are lower than the table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms. This implies that there was no significant difference between the responses of the two groups of respondents. Based on the responses of the majority for items 1, 3 and 4, it could concluded that the effort of school principals to create favorable condition, participating teachers in decision making process and creating smooth relationship among teachers, parents and community to facilitate curriculum implementation and improvement was good.

With item 5 of table 6, respondents were asked whether or not school principals, along with other concerned bodies, facilitate conditions for teachers to get in-service training. Accordingly, 52(53.6%) teachers and 16(51.6%) members of school curriculum committee confirmed their disagreement whereas 29(29.9%) teachers and 10(23%) members of curriculum committee showed their agreement. The computed chi-square values  $X^2=0.729$  is less than the table value of  $X^2=9.487$  at 0.05 significant level with four degree of freedom. This shows that there is no significant difference between the responses of the two groups of respondents. The data obtained through interview from principals and woreda supervisors indicated that principals did not use different mechanisms to enhance professional competence of teachers through in-service training. Consequently, it is possible to conclude that the school principals did not facilitate condition which is suitable for teachers to get in-service training that would enable them properly implement secondary school curriculum. In supporting this, as suggested by scholars, in service training at school level is one of the means to achieve professional development of teachers'. Through the training, teachers could improve teaching methodologies and develop mutual support and stand for common goals (Leu, 2004).

With regard to item 6 in table 6, that is whether or not principals give high attention to get resource support which helps to improve curriculum implementation, 48(49.5%) teachers

and 18 (58.1%) members of curriculum committee expressed their agreement. On contrary, 31(32%) teachers and 11(35%) members of curriculum committee disagreed. Based on this, thus, one can conclude that the effort of principals to get resource support was satisfactory.

Item 7 of table 6, indicates whether or not principals conduct classroom visit while the teachers are teaching in the classroom. To this end, 57(58.7%) teachers and 15(48.3%) members of curriculum committee asserted their agreement. Hence, according to both groups of respondents principal's practice in conducting classroom visit was supposed to be fair.

In their response to item 8 of table 6, 70(73.2%) and 20(64.5%) teacher and members of curriculum committee respectively that agreed principals support department heads to see teachers work in the class. The calculated chi-square values for items 6, 7 and 8  $X^2 = 2.117$ ,  $X^2 = 1.795$  and  $X^2 = 4.779$  respectively were less than the table value at 0.05 significant levels with four degrees of freedoms. This implies that there is no significant difference among the opinions of the two groups of respondents. Based on the responses of the majority of respondents and chi-square test for all question, the effort of principals to get resource support, supporting department heads to observe teachers work in the class, conduct classroom visit while the teachers are teaching was satisfactory.

In the last item of table 8, respondents were asked whether or not principals and supervisors make conference with teachers after classroom visit to discuss the strong and weak points that was observed during the classroom visit. In this case, 54(55.7%) teachers and 22 (77.5%) members of the school curriculum committee showed their disagreement. The calculated chi-square value  $X^2 = 4.566$  is less than the table value at 0.05 significant levels with four degree of freedom. The response obtained through the interview from principals and supervisors also showed that even if post conference was important to discuss the strong and weak sides of teachers and vital to build the capacity of teachers, the task was not performed effectively due to limited involvement of supervisors and work load of principals. Thus, it can be concluded that principals and supervisors did not give feedback after classroom visit. On the contrary, scholars suggested that there should be

series of conferences after classroom observation to help issues to be clarified and to give guidance as to how to improve things. The conference should be held in an atmosphere of cooperation without an air of superiority on the part of the supervisor (Ukeje, O.B., et al., 1992).

Generally, with regard to the role of principals in improving the implementation of curriculum, the findings of the study showed that creating favorable condition to improve implementation of curriculum, participating teachers in decision making process, creating smooth relationship among stakeholders and making high effort to get resource support was satisfactory. However, principals and supervisors did not discuss the strong and weak points of teachers after classroom visit and do not create opportunity for teachers to get in-service training to implement secondary school curriculum.

#### **4.5.2. Woreda supervisors role in curriculum implementation and improvement**

The supervisors facilitate implementation of curriculum by providing directions, guidance and make sure that teachers have the skills to carry out the curriculum implementation process and needs to schedule more supervisor-teacher conferences and in-service training for such staff members to deliver the curriculum (Ornstein & Hunkins cited in Wudu, 2003). Accordingly, to identify the effective involvement of supervisors in curriculum implementation process the following questions were presented and analyzed as is shown in the table below.

Table 7. The effort supervisors in curriculum implementation and improvement

No	Items	Respo ndents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	Supervisors check the availability of adequate materials in each school for the effective implementation and improvement of the curriculum	Teach	25	25.8	24	24.7	48	49.5	97	100	3.497
		C.com	4	13	10	32.3	17	54.8	31	100	
		T	29	22.6	34	26.6	65	50.8	128	100	
2	Supervisors serve as near consultants for the school curriculum committee and teachers in implementing the school curriculum	Teach	24	24.8	18	18.6	55	56.7	97	100	2.650
		C.com	6	19.4	10	32.3	15	48.4	31	100	
		T	30	23.4	28	21.9	70	54.7	128	100	
3	Supervisors prepare workshops, conferences, etc with the teachers to discuss on improvement of teaching-learning process	Teach	20	20.6	22	22.6	55	56.7	97	100	3.22
		C.com	7	22.6	4	12.9	20	64.5	31	100	
		T	27	21.1	26	20.3	75	58.6	128	100	
4	Supervisors encourage curriculum committee and teachers by sharing experience of one school to another schools to improve the curriculum	Teach	21	21.6	23	23.7	53	54.6	97	100	1.88
		C.com	9	29	5	16.1	17	54.8	31	100	
		T	30	23.4	28	21.9	70	54.7	128	100	
5	Supervisors aware parents on their role in curriculum implementation and improvement to promote effective teaching learning process	Teach	25	25.8	26	26.8	46	47.4	97	100	7.48
		C.com	5	16.1	13	41.9	13	41.9	31	100	
		T	30	23.4	39	30.5	59	46.1	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With item 1 of table 7, teachers and school curriculum committee were asked whether or not supervisors check the availability of adequate materials in each school for the effective implementation of the curriculum. To this end, 48(49.5%) teachers and 17(54.8%) members of curriculum committee expressed disagreement whereas quite significant numbers of teacher respondents [25(25.8%)] showed their agreement.

In their response to item 2 of table 7, 55(56.7%) teachers and 15(48.8%) members of curriculum committee pointed out that supervisor did not serve as near consultants for the school curriculum committee and teachers so as to capacitate them for improving the implementation of the school curriculum. To the contrary, [24(24.8%)] teachers and [6(19.4%)] members of curriculum committee reported supervisors played consulting role.

While reacting to item 3 of table 7, i.e., whether or not supervisors prepare workshops, conferences and seminars with the teachers to discuss the improvement of teaching-learning process, 55(56.7%) teachers and 20(64.5%) members of curriculum committee disagreed. Thus, the data shows that supervisory practice in respect to was not encouraging.

With item 4 of table 7, respondents were asked whether or not supervisors assist curriculum committee and teachers by making schools sharing experience with regard to the implementation of curriculum. Accordingly, 53(54.6%) teachers and 17(54.8%) members of curriculum committee disagreed. One of the special supervisor's contributions is sharing experience of one school to another which would enable to provide relevant information, practical guides and academic assistance for the school curriculum committee (Kamla, 2011).

In item 5 of table 7, relate to whether or not supervisors aware parents of their roles in curriculum implementation and improvement. As the data shows, 46(47.4%) teachers and 13(41.9%) members of curriculum committee expressed their disagreement whereas 25(25.8%) teachers and 5(16.1) members of curriculum committee agreed. With regard to this, paradoxically, literature indicates that supervisors should educate parents through PTAs of their role in curriculum implementation and effects of their actions on children's moral and academic performance (Kamla, 2011).

Generally, all the computed chi-square values for items 1 to 5 in the above table were found to be less than the table value  $X^2 = 9.487$  at 0.05 significant levels with four degrees of freedoms. This implies that there is no significant difference between the responses of the two groups of respondents.

The data gathered through interview from principals indicated that six of the eight secondary schools had no permanent supervisors at school level except supervisors selected from subject teachers and those teachers have no time, skill to prepare conferences with teachers to discuss how to improve the implementation of curriculum, check the availability of instructional materials, serve as consultants for teachers and curriculum committee members, encourage teachers and committee members to improve curriculum implementation. Similarly, most of woreda supervisors said that secondary schools were not well supported by supervisors because for all schools in the woreda including primary schools, there was only one woreda level supervisor. Providing supervisory service for all schools including administrative issue is very difficult. Due to this reason, the supervision service in secondary school of Metekel zone was not encouraging.

#### **4.5.3. Teachers role in curriculum implementation and improvement**

As literature reveals, research on curriculum implementation shows that the extent to which curriculum is implemented in the classroom is associated with teacher involvement in the process. If teachers do not participate in day-to-day decision that relates to curriculum issue, implementation is more difficult and the chance of success or conformity to curriculum implementation was also reduced (Fullan, 2001). Hence, to indentify whether teachers involve in curriculum implementation processes, the following questions were raised and the data were generated and analyzed.

Table 8. The effort teachers in curriculum implementation and improvement

No	Items	Respo ndents	Responses								$X^2$
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	Teachers participate in decision making to facilitate curriculum implementation	Teach.	57	58.8	12	12.4	28	28.7	97	100	4.83
		C.com	17	54.9	6	19.4	8	25.9	31	100	
		T	74	57.8	18	14.1	36	28.1	128	100	
2	Teachers make high efforts to improve school curriculum implementation	Teach	76	78.3	9	9.3	12	12.4	97	100	3.04
		C.com	16	51.6	10	35.5	5	16.1	31	100	
		T	92	71.9	19	14.8	17	13.3	128	100	
3	Teachers suggest ideas on implementing the existing school curriculum	Teach	79	81.4	7	7.2	11	11.3	97	100	6.28
		C.com	20	64.5	7	22.6	4	12.9	31	100	
		T	99	77.4	14	10.9	15	11.7	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With regard to item 1 in table 8, that is, teachers participate in decision making process to facilitate curriculum implementation, 57(58.8%) teachers and 17(54.9%) members of curriculum committee expressed their agreement. On the other hand, 28(28.8%) teachers and 8(25.9%) members of curriculum committee asserted their disagreement.

Item 2 of table 8, related to whether or not teachers make necessary efforts to improve school curriculum implementation. In their response, 76(78.3%) teachers and 16(51.6%) members of curriculum committee agreed.

In their response to item 3 of table 8, 79 (81.4%) teachers and 20 (64.5%) members of curriculum committee agreed that teachers suggest ideas on implementing the existing curriculum.

A chi-square test was also computed to see whether there were differences between the responses of the two groups of respondents. Therefore, the table value of  $X^2 =9.487$  were less than the computed chi-square values  $X^2 =4.83$ ,  $X^2 =3.04$  and  $X^2 =6.280$  for item 1 to 3 respectively at significant levels of 0.05 with four degrees of freedoms which implies that there is no significant difference between the responses of the two groups of respondents. In line with this, the teacher as a resource person who works with learners

closely and are with better understanding than others concerned with the education process plays pivotal role to the success of curriculum implementation and improvement (Tyler, Saylor & Nasstrom, cited in Shiferaw, 2010).

With regard to items 1 to 3 in table 8, it can be concluded that, most teachers were participating in decision making, exerting high effort to improve curriculum implementation at school level, suggesting on curriculum implementation and improvement through participation in group work, evaluating textbooks and in doing so, they perform what is expected of them. To the contrary, the effort of some teachers was relatively inefficient. In general, based on the responses of majority of the respondents, it is possible to conclude that the effort of teachers in the curriculum implementation was satisfactory.

#### **4.5.4. Parents and community role in curriculum implementation and improvement**

The school community and parents have the legal ground to organize advisory committee with full or partial authority to make curriculum related decision and build collaborative culture with the stakeholder by fostering shared beliefs, sense of common goods, cooperation through networking the school to the wider community and delegating to achieve common goals for improved learning outcomes (Leithwood et al., 2006). Therefore, the curriculum committee should work with parents and the community in gathering information needed to the implementation of the school curriculum as well as to get resources that help the committee to implement the school curriculum. Thus, to identify the effective involvement of parent and community in curriculum implementation process, the following leading questions raised and the data were analyzed and presented.



Table 9. The effort of parents and school community in curriculum implementation

No	Items	Respo ndents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	Parents and community cooperate with principals to participate in curriculum implementation	Teach.	59	60.8	24	24.7	14	14.4	97	100	1.982
		C.com	18	58.1	7	22.6	6	19.3	31	100	
		T	77	60.2	31	24.2	20	15.6	128	100	
2	Parents and school community cooperate with curriculum committee to participate in curriculum implementation	Teach	39	40.2	8	8.2	50	51.5	97	100	12.779
		C.com	18	58.1	1	3.2	12	38.8	31	100	
		T	57	44.4	9.1	7	62	48.5	128	100	
3	Parents and the community provide the school with resources	Teach	59	60.8	25	25.8	13	13.4	97	100	2.51
		C.com	20	64.5	8	25.8	3	9.6	31	100	
		T	79	61.7	33	25.8	16	12.5	128	100	
4	Parents and community have full information about their school curriculum implementation	Teach	23	23.7	20	20.6	54	55.6	97	100	11.63
		C.com	5	16.1	14	45.1	12	38.7	31	100	
		T	28	21.9	34	26.6	66	51.5	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With item 1 of table 9, respondents were asked whether or not parents and school community cooperate with principals in curriculum implementation. With regard to this, 59(60.8%) teachers and 18(58.1%) members of curriculum committee agreed whereas 14(14.4%) teachers and 6(19.3%) members of school curriculum committee disagreed. The chi-square result,  $X^2 = 1.982$ , revealed that there is no significant difference between the opinions of the two groups of respondents. Even if the two groups of respondents agreed, all principals and supervisors said that parents and community members had interest in working with principals but due to geographical location and shortage of time to work with principals, their cooperation were not as much satisfactory. Thus, it is possible to conclude that the cooperation of parents and community with principals in curriculum implementation was low.

With item 2 of table 9, there was a need to know whether or not parents and the school community cooperate with school curriculum committee in curriculum implementation and improvement. As to this, 50(51.5%) teachers reported their disagreement. However, 18(58.1%) members of curriculum committee showed their agreement. The chi-square result ( $X^2 = 12.779$ ) indicated that there is significant difference between the opinions of the two groups of respondents. Besides, the response obtained through interview from principals and woreda supervisors indicated that the participation of parent and school community in improving curriculum implementation is low due to lack of encouragement from principals, supervisors and curriculum committee.

Based on the responses of the majority of teacher respondent's response and data obtained through interview, one can conclude that parents and community members did not participate actively in school curriculum implementation due to workloads of committee members and lack of encouragement from principals and supervisors.

In their reaction to item 3 of table 9, i.e., whether or not parents and the school community provide the school with resources, 59 (60.8%) teachers and 20(64.5%) members of curriculum committee expressed their agreement whereas 13(13.4%) teachers and 3(9.6%) members of curriculum committee disagreed. The chi-square value ( $X^2 = 2.51$ ) also revealed that there is no significant difference between the opinions of the two groups of respondents. It can't thus, be concluded that the effort of parent and communities in providing resource were satisfactory.

Item 4 of table 9, relates to whether or not parents and school community had adequate information about school curriculum implementation and improvement. Accordingly, 54(55.6%) teachers and 12(38.7%) members of curriculum committee reported their disagreement whereas 22(23.7%) teachers and 5(16.1%) members of curriculum committee showed their agreement. The chi-square result ( $X^2 = 11.63$ ) revealed significant difference between the opinions of the two groups of respondents.

Moreover, the response obtained through interview from principals and woreda supervisors indicated that all parent and members of school community did not have adequate

information about schools. In most schools, PTA conference takes place once per semester but more than half of the community did not participate. Hence, based on the responses of the majority, the chi-square test result and the data gained from interview, it is possible to recognize that principals and other concerned bodies did not play the role of raising the awareness of the parents and school community members about the schools. The implication is that, school principal need to develop good relations with parents by especially communicating regularly with the community and need to receive both positive and negative feedback on continuous basis. In line with this, MOE (2006) stated that school cannot succeed without the support of the parents and community. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does.

Regarding the effort of parents and school community in curriculum implementation, the findings of the study showed that the cooperation of parents and school community with principals in curriculum implementation were not satisfactory; they did not participate actively in school curriculum implementation and they had no adequate information about their schools. However, the efforts of parent and school community in providing resource were satisfactory.

#### **4.6. Factors affecting curriculum implementation**

In Ethiopian context, teachers must have understanding about the syllabus, feel secure about it and accept it as their own for its effective implementation. But, insufficient training, lack of adequate library, lack of trained principals and supervisors, lack of moral support, lack of orientation and assistance from principals and subject advisory during the full time teaching make teachers not to understand the syllabus (Erkyehun et al., 1991). Therefore, to assess factors that affect effective implementation of secondary school curriculum, the following questions were raised and analyzed as is presented below.

Table 10. Factors inhabiting curriculum implementation

No	Items	Respondents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	There is no adequate training and motivation for teachers to implement curriculum	Teach.	70	72.1	11	11.3	16	16.5	97	100	7.465
		C.com	18	58	9	29	4	13	31	100	
		T	88	67.8	20	15.6	20	15.6	128	100	
2	School curriculum implementation is affected by negative attitude of teachers towards the teaching – learning.	Teach	54	55.6	16	16.5	27	27.8	97	100	5.090
		C.com	16	51.6	7	22.6	8	25.8	31	100	
		T	70	54.7	23	18	35	27.3	128	100	
3	School curriculum implementation is affected by lack of support from school curriculum committee	Teach	51	52.5	24	24.7	22	22.7	97	100	21.052
		C.com	12	38.7	5	16.1	14	45.2	31	100	
		T	63	49.2	29	22.6	36	28.2	128	100	
4	School curriculum implementation is affected by lack of moral and material (incentive) support from principals.	Teach	51	52.5	23	23.7	23	23.7	97	100	5.840
		C.com	22	70.9	6	19.4	3	9.6	31	100	
		T	73	57.1	29	22.6	26	20.3	128	100	
5	School curriculum implementation is affected by lack of encouragement from the supervisors	Teach	55	56.7	21	21.6	21	21.6	97	100	8.80
		C.com	18	58	12	38.8	1	3.2	31	100	
		T	73	57.1	33	25.8	22	17.1	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

With regard to item 1 in table 10, 70 (72.1%) teachers and 18(58%) members of curriculum committee agreed on the lack of adequate training and motivation for teachers to implement curriculum whereas 16(16.5%) teachers and 4(13%) members of curriculum committee expressed their disagreement on the stated practice. The computed chi-square  $X^2=7.465$  is less than the table value,  $X^2=9.487$ , at 0.05 significant level with four degree of freedom. So, it could conclude that, lack of adequate training and motivation affected curriculum implementation in secondary school of Metekel zone.

With item 2 of table 10, teachers and curriculum committee were asked their view of whether or not curriculum implementation is affected by negative attitude of teachers towards the teaching-learning. Regarding this, 54(55.6%) teachers and 16 (51.6%) members of curriculum committee showed their agreement whereas 27 (27.8%) teachers and 8(25.8%) members of curriculum committee did not agree on the idea. Therefore, it is possible to conclude that low interest of teachers towards the teaching-learning process affected curriculum implementation. This finding is supported by the findings of other scholars. For instance, Pratt (cited in Wudu, 2003) explained that the teachers' low interest or negative attitude towards the curriculum has been one of the variables that contribute to ineffective curriculum implementation.

Item 3 of table 10, related to whether or not the implementation of curriculum was affected by lack of support from school curriculum committee. With regard to this, 51(52.5%) teachers and 12(38.7%) members of curriculum committee reported their agreement while 22(22.7%) teachers and 14(45.2%) members of curriculum committee showed their disagreement. The calculated chi-square values  $X^2=21.052$  is greater than the table value,  $X^2 =9.487$ , at 0.05 significant level with four degree of freedom. This implies that there is significant difference between the opinions of the two groups of respondents. Therefore, one can conclude that curriculum committee perceived themselves as they did best on the stated activities, even though teachers did not agree with.

In their response to item 4 of table 10, 51(52.5%) teachers and 22(70.9%) members of curriculum committee expressed their agreement that curriculum implementation was affected by lack of moral support and incentives from principals in secondary schools of Metekel Zone. Conversely, 23(23, 7%) and 3(9.6%) teachers and members of curriculum committee respectively pointed out their disagreement to the issue. The computed chi-square,  $X^2=5.840$ , is less than the table value,  $X^2= 9.487$ , at 0.05 significant level with four degree of freedom. This implies that there is no significant difference between the opinions of the two groups of respondents. Similarly, the responses obtained through interview with principals revealed that motivation given in the school was moral support and acknowledgement but most teachers and school curriculum committee were not satisfied with such support alone. Therefore, one may conclude that teachers and school curriculum

committee did not satisfy with principal's support. Thus, principals along with other concerned bodies, need to find the way to support teachers and school curriculum committee with both moral and material supports for those who exert their effort to improve the implementation of the curriculum effectively.

Item 5 of table 10, was about encouragement from the supervisors or not. While responding to this, 55(56.7%) teachers and 18(58%) members of curriculum committee showed that there was no practice of encouraging by the supervisors. The computed chi-square ( $X^2=8.80$ ) is less than the table value ( $X^2= 9.487$ ) at 0.05 significant level with four degree of freedom. This implies that there is no significant difference between the opinions of the two groups of respondents. Therefore, it could be said that most schools had no permanent supervisors than supervisors assigned from subject teachers except those from the woreda who did not well support teachers and curriculum committee.

Table 11. Factors related to interest groups and size of the committee

No	Items	Respo ndents	Responses								$X^2$
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	NGOs and Interest groups are not supporting the implementation and improvement of secondary school curriculum.	Teach.	66	68	11	11.3	20	20.6	97	100	5.196
		C.com	21	67.7	7	22.6	3	9.6	31	100	
		T	87	67.9	18	14.2	23	17.9	128	100	
2	School curriculum committee functions are affected by misunderstanding of their duties and responsibilities'	Teach	44	45.3	17	17.5	36	37.1	97	100	5.955
		C.com	16	51.6	9	29	6	19.4	31	100	
		T	60	46.9	26	20.3	42	32.8	128	100	
3	School curriculum committee functions are affected by workload of the committee	Teach	74	76.2	12	12.4	11	11.3	97	100	11.74
		C.com	19	61.1	6	19.4	6	19.4	31	100	
		T	93	72.6	18	14.2	17	13.4	128	100	
4	School curriculum committee functions are affected by large or small size of committee	Teach	52	53.6	19	19.6	26	26.8	97	100	4.620
		C.com	18	58	8	25.8	5	16.2	31	100	
		T	70	54.7	27	21.1	31	24.2	128	100	

The table value of  $X^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

With regard to item 1 in table 11, 66(68%) teachers and 21(61.7%) members of curriculum committee showed their agreement that NGOs and other interest groups were not supporting the implementation of secondary school curriculum whereas 20(20.6%) teachers and 3(9.6%) members of curriculum committee expressed their disagreement. The computed chi-square value,  $X^2 = 5.196$ , is less than the table values,  $X^2=9.487$ , at 0.05 level of significant with four degree of freedom. This implies that there is no significant difference between the responses of the two groups of respondents. Therefore, one may conclude that principals and supervisors did not facilitated NGOs to support secondary schools of Metekel zone.

In the reaction to item 2 of table 11, 44(45.3%) teachers and 16(51.6%) members of curriculum committee reported their agreement that the functioning of school curriculum committee were affected by misunderstanding of their duties and responsibilities. On the

contrary, 36(37.1%) teachers and 6(19.4%) members of curriculum committee asserted their disagreement. The computed chi-square values  $X^2 = 5.955$  is less than the table values  $X^2=9.487$  at significant level of 0.05 with four degree of freedom. This shows that there is no significant difference between opinions of the two groups of respondents. Based on this, it could be concluded that some members of school curriculum committee missed their duties and responsibilities to encourage the implementation of secondary school curriculum.

With item 3 of table 11, respondents were asked whether or not school curriculum committee functions were affected by workload of the committee. Accordingly, 74(76.2%) teachers and 19(61.1%) members of curriculum committee expressed their agreement whereas 11(11.3%) teacher and 6(19.4%) members of curriculum committee disagreed. The computed chi-square value,  $X^2 = 11.47$ , is greater than the table value,  $X^2 = 9.487$ , at significant level of 0.05 with four degrees of freedom. This shows that there is significant difference between the opinions of teachers and curriculum committee members. Therefore, it could be concluded that work load of members of school curriculum committee reduced their capacity to encourage implementation of secondary school curriculum.

Similarly, almost all of the informants who participated in the interview expressed that principals and supervisors did not facilitate NGOs to support secondary school, some committee members believed that facilitating curriculum implementation is the duties of principals and supervisors, work load of committee members was reported to as an obstacle to effectively discharge their responsibilities. Therefore, it is possible to conclude that lack of facilitative and supportive group affected committees' understanding of their roles and the work load of committee members reduced their capacity to facilitate implementation of curriculum.

In their response to the last item of table 11, 52 (53.6%) teachers and 18 (58%) members of curriculum committee reported that the curriculum committee functions were not affected by the size of the committee. The calculated chi-square value ( $X^2 = 4.620$ ) is lower than the table value ( $X^2 =9.487$ ) at significant level of 0.05 with four degree of freedom. This



implies that there is no significant difference between the two groups of respondent's opinions. As literature reveals, the committee size is one determinant factor which has an effect on the committee's role. The problem large committee face is the probability that agreement decreases and small committee also decrease the generation of different ideas and lack of seeing the problem on different angles by different specialists to get different solution for the problem (Haileselassie cited in Million, 2010). But, based on the data, it could be concluded that the size of the committee was not affecting the role of the committee in secondary school of Metekel zone.

With regard to factors related to interest groups and size of the committee, it is possible to conclude that lack of supportive group, committee members misunderstanding of their roles and work load of committee members reduced the capacity of teachers to implement curriculum whereas the size of the committee was not a problem.

Table 12. Factors related to instructional materials and ICT

No	Items	Respondents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	Unavailability of resource and school facilities affected implementation of school curriculum	Teach.	84	86.6	10	10.3	3	3.1	97	100	15.25
		C.com	23	74.1	3	9.6	5	16.1	31	100	
		T	107	83.6	13	10.2	8	6.2	128	100	
2	Inability of teachers to apply ICT affected the implementation of teaching-learning process	Teach	72	74.2	18	18.5	7	7.2	97	100	4.94
		C.com	21	67.7	7	22.6	3	9.7	31	100	
		T	93	72.7	25	19.5	10	7.8	128	100	
3	Teaching- learning process is not supported with ICT to Facilitate curriculum implementation	Teach	54	55.6	14	14.4	29	29.9	97	100	2.80
		C.com	20	64.5	3	9.7	8	25.8	31	100	
		T	74	57.8	17	13.4	37	28.9	128	100	
4	School principals and supervisors facilitated a condition to generate adequate fund for curriculum implementation and improvement	Teach	19	19.5	22	22.7	56	57.8	97	100	0.374
		C.com	5	16.2	7	22.6	19	61.3	31	100	
		T	24	18.8	29	22.6	75	58.6	128	100	

The table value of  $X^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

With regard to item 1 in table 12, respondents were requested whether or not unavailability of resource and school facilities affected implementation of school curriculum. In their responses to this, 84(86.6%) teachers and 23(74.1%) members of curriculum committee expressed their agreement. The calculated chi-square value,  $X^2 = 15.25$ , is greater than the table value  $X^2 = 9.487$  at significant level of 0.05 with four degree of freedom. This indicates that there is significant difference between the opinions of teachers and curriculum committee. Similarly, the interview with principals and woreda supervisors revealed the shortage of resource and school facilities to enhance curriculum implementation. Regarding to this, woreda supervisors expressed that they believe in the necessity of resource and school facilities and noted that they ask the Zonal education offices according to the size of schools. But while woreda education offices may make wrongly distribute which brought complain about the resource and facilities necessary for

the implementation of curriculum. Based on this, it could be concluded that the resource and school facilities in secondary schools of Metekel zone were inefficient.

With regard to item 2 of table 12, i.e., whether or not the inability of teachers relates to information communication technology (ICT) affected the implementation of teaching-learning process. Accordingly, 72(74.2%) teachers and 21(67.7%) members of curriculum committee asserted their agreement. The calculated chi-square value,  $X^2 = 4.944$ , is lower than the table value,  $X^2 = 9.487$ , at significant level of 0.05 with four degree of freedom which implies that there is no significant difference between the opinions of the two groups of respondents. In the same way six of the eight principals described that not only was inability of teachers to apply information communication technology (ICT) but also lack of computers in secondary schools was a problem. Therefore, teachers and students in secondary schools of Metekel zone were not only unable to apply ICT but even lack the computers. The finding is supported by finding in literature which underlines, teachers' inability to apply ICT in teaching school subjects in secondary schools. For instance, Onyeachu (2007) stated that majority of secondary school teachers do not use computers while teaching their lessons due to such factors as lack of computers themselves, inability to use computers, electric power and others.

With item 3 in table 12, respondents were asked whether teaching-learning process is not supported with ICT to facilitate curriculum implementation or not. To this end, 54(55.6%) teachers and 20(64.5%) members of curriculum committee reported their agreement whereas 29(29.9%) teachers and 8(25.8%) members of curriculum committee asserted their disagreement. The calculated chi-square result  $X^2 = 2.80$  also shows that there is no significant difference between the opinions of the two groups of respondents. Thus, it could be concluded that the implementation of curriculum was not supported with ICT in secondary schools of Metekel zone.

In their response to item 4 of table 12, i.e., whether or not school principals and supervisors facilitated a condition to generate adequate fund to improve curriculum implementation 56(57.8%) teachers and 19(61.3%) members of curriculum committee showed their disagreement while 19(19.2%) teachers and 5(16.2%) members of curriculum

committee agreed. The computed chi-square value,  $X^2=0.374$ , is less than the table value of chi-square,  $X^2 =9.487$ , at 0.05 significant level with four degree of freedom. This implies that there is no significant difference between the opinions of the two groups of respondents.

The principals and woreda supervisors while reacting to the interview questions showed that although they realize the need for more fund for effective implementation, they had no skill in the preparation of projects to find fund. Due to this reason, the efforts of principals and supervisors were very low. With regard to this, Nwachuku (2005), while commenting on the negative effects of inadequate funding for education in schools, stated that the present level of underfunding by the state, the public sector of education has witnessed declined. With regard to the factors related to instructional materials and ICT, the result of the study generally, showed the unavailability's of resource and school facilities, inability of teachers to utilize information communication technology (ICT) and low effort of principals and supervisors to generate adequate fund were the major findings.

Table 13. Factors related to librarians and cultural difference

No	Items	Respo ndents	Responses								X <sup>2</sup>
			Agree		Uncertain		Disagree		Total		
			No	%	No	%	No	%	No	%	
1	School librarians are not encouraging all students and teachers by providing resources necessary to make better teaching learning process	Teach.	50	51.5	19	19.6	28	28.8	97	100	2.35
		C.com	14	45.1	9	29	8	25.8	31	100	
		T	64	50	28	21.9	36	28.1	128	100	
2	Cultural and ideological differences in your school influenced curriculum implementation and improvement	Teach	26	26.8	19	19.6	52	53.6	97	100	2.38
		C.com	8	25.8	6	19.4	17	54.8	31	100	
		T	34	26.6	25	19.5	69	53.9	128	100	

The table value of  $X^2=9.487$  at 0.05 significant levels with four degrees of freedom

While responding to item 1 of table 13, that is, whether or not librarians are not encourage students and teachers to use the available books and reference in the libraries 50(51.5%) teachers and 14(45.1%) members of curriculum committee reported their agreement while 28(28.8%) teachers and 8 (25.8%) members of curriculum committee disagreed. In addition to this, the analysis of the information gathered from teachers through open ended question items showed that there was no school librarians and also that these no reference books in the libraries. It was also stated that subject teachers serve as librarians in addition to their teaching job. The computed chi-square value  $X^2 = 3.35$  is lower than the table value  $X^2 = 9.487$  at a significant level of .05 with four degree of freedom. This implies that there is no significant difference between the two groups of respondents. Thus, it could be conclude that service of libraries and librarians in all secondary schools of Metekel zone is inefficient. The reality, however, as literature show, is that school libraries have made many contributions in ensuring that students meet stated standards especially in situations where school librarians are able to provide their expertise in the implementation of curriculum to enhance students' skills. Schools with effective libraries and librarians tend to have higher assessment scores than schools that do not have such entities (Rodney, et l., 2003).

With item 2 of table 13, teacher and curriculum committee were asked whether or not cultural and ideological differences in secondary schools influenced curriculum implementation and improvement. Accordingly, (53.6%) teachers and 17(54.8%) members of curriculum committee reported their disagreement. The calculated chi-square value  $X^2 = 2.38$ , is less than the table value  $X^2 = 9.487$  at 0.05 significant level with four degree of freedom. This implies that there is no significant difference between the opinions of the two groups of respondents. Therefore, it could conclude that cultural and ideological difference in secondary schools of Metekel zone did not affect curriculum implementation.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

According to UNESCO (1998), the role of the school curriculum committee is facilitating conditions to plan, coordinate and evaluate teaching-learning activities, providing topics of instructional problems to different departments for discussion, providing all the necessary resources, facilitate conditions for work so as to increase the knowledge and competence of teachers and students. This clearly shows that the school curriculum committee is organized to carry out certain functions which are significant to the school organization in which it is established. This helps teachers to be capable in their occupation and contribute to the assurance of quality of education and better learning of students.

Therefore, the main purpose of this study was to explore the contributions of the school curriculum committee in implementing and improving secondary school curriculum in Metekel Zone and to find out major challenges that the school curriculum committee face while exercising its roles. In order to meet this purpose, basic research questions that relate to implementation and improvement of curriculum, contributions of school curriculum committee, principals, teachers, supervisors, parent and school community and practices for improving curriculum implementation were raised. To this effect, the study was conducted in randomly selected eight government secondary schools of Metekel zone. Ninety nine (99) teachers, 32 members of the school curriculum committee, 8 school principals and 7 woreda supervisors were taken as sample. Data were gathered from these groups of respondents through questionnaires and semi-structured interview. Hundred and twenty eight (97.9%) of the questionnaires were returned. Data obtained through questionnaires, interview and other relevant documents were analyzed using such statistical tools as frequency, and percentage and chi-square test whereas data obtained through interview and open ended question items were qualitatively analyzed.

On the basis of the analysis and interpretation of the data, the researcher came up with the following major findings:

- The majority of respondents revealed that the school curriculum committee had a challenge in creating smooth relationship with the parents, teachers and students because of a number of factors like lack of support from principals and supervisors.
- The study showed that school curriculum committee had been trying their level best in providing necessary material for teachers to implement the secondary school curriculum.
- The majority of respondents noted that the school curriculum committee, along with the principals, conducted classroom visits to assist teachers.
- The majority of respondents asserted that school curriculum committee attempted to discuss strong and weak sides of curriculum implementation. The attempt, as majority of the respondents expressed, however, was found to be ineffective. Moreover, it was remarked that the discussion was meant simply for the purpose of evaluating teachers' performance.
- The majority of the respondents showed that the school curriculum committee was trying to create favorable conditions for teachers to participate in decision- making process and coordinating and supporting department heads to assist teachers to improve the implementation of secondary school curriculum.
- The finding indicated that the effort of curriculum committee to comment on the existing curriculum for its improvement, to cooperate with teachers in group discussions on policy documents so as to have common understanding and to support teachers to evaluate text books was satisfactory.
- The majority of the respondents expressed that the efforts of members of curriculum committee to initiate teachers to undertake action research were ineffective.
- The majority of the respondents replied that the efforts of curriculum committee in preparing curriculum implementation plan were satisfactory
- The result of the study illustrated that the effort of the school curriculum committee to participate stakeholders in their plan was low.
- The study showed that the plan of curriculum committee contains performance management criteria for each activity of curriculum implementation. The paradox,



however, is that they were not following those criteria while accomplishing the task. They were using the criteria only for evaluating teachers.

- The findings showed that the opportunity for teachers' professional support was not included in implementation plan of school curriculum committee.
- The majority of the respondents indicated that teachers and school curriculum committee were not satisfied with the acknowledgment given by principal. They remarked that need more as far as encouragement is concerned.
- The study showed that the effort of school principals to create favorable condition to improve curriculum, participate teachers in decision making process and create smooth relationship among teachers, parents and community to facilitate curriculum implementation and improvement was somehow good.
- The result of the study revealed that the school principals and supervisors were not creating condition which is suitable for teachers to get in-service training to effectively implement secondary school curriculum
- The findings showed that the effort of principals to get resource support to improve curriculum implementation was found to be satisfactory.
- The majority of the respondents indicated that principals and supervisors did not give feedback after classroom visit.
- The majority of the respondents indicated that the supervision service in secondary schools of Metekel zone was ineffective in checking the availability of instructional materials, consulting and encouraging teachers and curriculum committee members to improve the implementation curriculum.
- The majority of the respondents asserted that parents and community members were not cooperating with school principals and not actively participating in school curriculum implementation. This, as the study revealed, was due to the school principals, supervisors and curriculum committee's weakness to mobilize these groups of community for such effort.
- The majority of respondents showed that principals and supervisors were not raising the awareness of parents and the community members about the schools.
- The study showed that curriculum implementation in secondary schools of Metekel Zone was affected by lack of adequate training for teachers, low interest of teachers

for the teaching-learning, lack of appropriate support from curriculum committee and supervisors, lack of material support and incentive from principals, absence of supportive groups, misunderstanding of the curriculum committee of their roles, work load of committee members, unavailability of resources and school facilities, lack of information communication technology, low effort of principals and supervisors to generate adequate fund and inefficient library services in secondary schools.

## **5.2. Conclusions**

1. The contribution of school curriculum committee in facilitating conditions for the effective implementation of secondary school curriculum in secondary schools of Metekel zone was ineffective.
2. Many of the members of the school curriculum committee in secondary schools of Metekel zone did not understand the very purpose of discussion with teachers that follows classroom visit.
3. School curriculum committee in secondary schools of Metekel Zone failed to play their roles of initiating and encouraging teachers to conduct action researches so as to alleviate educational problem of improving and implementing secondary school curriculum.
4. The school curriculum committee of secondary schools of Metekel zone was not in a position to properly implement their own plan.
5. The school curriculum committee failed to play such roles as developing plans which contains issues related to providing professional support by designing and arranging workshops, trainings, peer-coaching, discussion programs and they did not participating teachers in the development of implementation plan.
6. The school principals and supervisors missed their roles in that they failed to give moral and material support to the teachers, did not arrange conditions for in service training, were not encouraging both teachers and members of school curriculum committee. However,

school principals did good job in providing acknowledgement paper to teachers who happened to do a good job.

7. The supervisory practices in sample secondary schools of Metekel zone were ineffective.

8. The school principals, supervisors and school curriculum committee of secondary schools of Metekel zone were not effective in working with parents and the school community.

9. On the whole, in view of the above concluding remarks, one could understand that the effectiveness of the practice of curriculum implementation and professional support to teachers was inadequate in secondary school of Metekel Zone.

### **5.3. Recommendations**

Based on the findings of the study, the following recommendations are forwarded.

1. Even if school curriculum committee were expected to create smooth relationship among stakeholders to facilitate condition for effective curriculum implementation, they do not clearly know their roles because they give greater attention for their teaching subject matters. Therefore, WEOs, supervisors and principals need to give training for school curriculum committee about their roles and responsibilities that help them develop their knowledge and skill as well as to enrich their experience in curriculum implementation.

2. Curriculum committee needs to focus on encouraging teachers for curriculum implementation and improvement efforts. Thus, it is recommended that REB, ZEB and WEOs should give training for all secondary school supervisors, curriculum committee members, principals and teachers about the purpose of classroom visit and giving feedback to build the capacity to improve curriculum implementation rather than using classroom visit as only a means for teacher performance appraisal.

3. Curriculum implementation can be effective when teachers and other concerned bodies are participating in educational research. Therefore, it is recommended that the school

curriculum committee should initiate teachers to conduct a research by providing materials support, moral support, professional support and creating conducive conditions etc.

4. It is clear that, for any effective implementation of plan, all stakeholders have to participate in its preparation and the plan should contain performance management criteria, monitoring and provision of feedback that lead curriculum implementers to perform their tasks effectively. In this regard, it is advisable that all stakeholders especially teachers be considered in preparing implementation plans and their roles should be clarified. Such actions may prevent unnecessary misunderstandings and later conflict when plans are implemented. Besides, performance management criteria should be developed at school level and used to monitor and evaluate the performance of the curriculum implementers.

5. In order to actively perform their duties and responsibilities, teachers should get regular encouragement on their respective professional expertise. Therefore, it is possible to recommend that the school principals, supervisors and curriculum committee of the study area need to encourage teachers to build their knowledge by participating in in-service training, workshop, seminars, group discussion peer-coaching etc.

6. Curriculum implementation is a collaborative effort among all members of the society. This can be effective when school curriculum committee coordinate different groups of stakeholders in improving curriculum implementation. Therefore, the school curriculum committees, together with principals, are advised to motivate parents, teachers, students and community members to participate in the contribution of curriculum implementation and improvement, for example, celebrating parents' day, conducting PTAs conference etc.

7. To make teachers and curriculum committee professionally competent and to make them effective curriculum implementer's, different strategies and supporting mechanisms like workshop, group-discussion, need to be carried out in the schools. However, the study showed that woreda supervisors did not carry out these supervisory activities. Therefore, it is advisable that the schools and woreda education offices make strong effort to improve the practice of in-service trainings, workshop and group discussion to facilitate teachers' professional development in order to appropriately implement the curriculum. Besides, the

schools, along with woreda education offices, need to assign well trained and motivated schools based supervisors and continuously arrange in-service training opportunities to help them to serve its intended purpose.

8. The study revealed that the effectiveness of curriculum implementation practice in the secondary schools of Metekel zone was hindered by many factors. Therefore, to alleviate these problems, all concerned bodies, like REB, ZEB, WEB and school officials, in collaboration with NGOs and other volunteers are advised to do the following:

- A. Short-term refreshment trainings through seminars, workshops or discussions need to be planned, organized and implemented for school curriculum committee and teachers.
- B. Experience sharing regarding overall effective curriculum implementation within school and across secondary schools in the zone need to be designed and implemented by joint efforts of schools, zone and woreda education offices.
- C. School principals, woreda supervisors, curriculum committee and other woreda experts, all together, are advised to prepare project proposals to generate adequate fund for effective curriculum implementation and improvement.
- D. The concerned bodies need to create opportunity for teachers to express their dissatisfaction and to suggest ways of working to overcome the problems as well as participating teachers in developing work plans of curriculum implementation. This would help schools to avoid teachers' misunderstanding and low interest in curriculum implementation and improvement.
- E. RBE, ZEB, WEOs and school principals need to attract supportive groups (NGOs, interest groups) to get resource supports and school facilities which would help schools to enhance curriculum implementation and improvement.

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Appendix A-1

Jimma University

Institute of Education and professional Development Studies

Department of Educational planning and Management

Questionnaire to be filled by secondary school curriculum committee and teachers.

*Dear Respondents:*

The purpose of this study is to investigate the contribution of school curriculum committee in implementing and improving secondary school curriculum in Metekel Zone and to explore challenges which the school curriculum committee face to fulfill its role effectively. Therefore, your responses are very important for success of the study. Be sure that your responses will not be used for other purposes rather than academic purpose.

Please note the following points before you start filling the questionnaire:

1. You are not required to write your name on the questionnaire
2. Read all the instructions before attempting to answer the questions
3. Please provide appropriate response by indicating a tick mark ``x`` in the space given. Write your opinion briefly for short answer questions on the space provided.
4. Your response will be kept confidential

**Part I:** Background Information

Indicate your response by using a tick mark ``x`` in the box

1. Name of the school .....

2. Location of the school      Urban       Rural

Sex    Male     Female

3. Age

20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	51 and above

4. Work experience

1 – 4	5 – 8	9 – 12	13– 16	Above 16

**Part II:** Procedure of curriculum implementation and improvement

**1. School curriculum committee effort in curriculum implementation**

Please use one of the following scales to indicate your response to what extent school curriculum committee is exerting their effort in curriculum implementation 1=strongly disagree (SD) 2=Disagree (D),3=uncertain (UC),4=agree (A),5=strongly agree (SA).

No	Items	Scales				
		SA	A	UC	D	SD
1	The committee create smooth relationship among parents and students to facilitate condition for effective teaching learning process					
2	School curriculum committee provides necessary material for teachers to implement the curriculum					
3	School curriculum committee with principals and supervisors conduct classroom visits to assist teachers in curriculum implementation					
4	School curriculum committee make regular meetings to discuss on curriculum implementation					
5	School curriculum committee give regular feedback for teacher after discussing on teaching-learning related issues					
6	The committee creates favorable conditions for teachers to participate in decision- making process in curriculum related issues.					
7	School curriculum committee coordinates and support department heads to delegate tasks to all teacher about the teaching-learning activities.					

**2. Efforts of stakeholders in curriculum implementation and improvement**

Please give appropriate response for each items based on your understanding by using the tick mark ("x") under 1=strongly disagree (SD), 2=Disagree (D), 3=uncertain (UC), 4=agree (D), 5=strongly agree (SA).

**a. Principals effort in curriculum implementation**

No	Items	Scales				
		SA	A	UC	D	SD
1	Principals create favorable conditions for teachers and school curriculum committee to improve effective teaching learning process					
2	The principals encourage teachers and school curriculum committee members who implement the curriculum effectively by providing moral and material support.					
3	Principals create suitable conditions that make teachers to participate in decision making process on matters related to					

	teaching-learning process					
4	School principals facilitate conditions by creating smooth relationship among teachers, parents and community in curriculum implementation and improvement					
5	School principals with other concerned bodies (woreda experts) facilitate conditions to teachers to get in-service training.					
6	School principals give high attention to get resource support which helps to improve curriculum implementation and improvement					
7	School principals conduct classroom visit while the teachers are teaching in the classroom					
8	School principals support department heads and supervisors to visit teacher's activity in the classroom					
9	School Principals and supervisors make conference with teachers after classroom visit to discuss on the strong and weak points that were observed during the classroom visit					
<b>b. Supervisor's effort in curriculum implementation and improvement.</b>						
1	Supervisors check the availability of adequate materials in each school for the effective implementation and improvement of the curriculum					
2	Supervisors serve as near consultants for the school curriculum committee and teachers in implementing the school curriculum					
3	Supervisors prepare workshops, conferences, seminars etc with the teachers to discuss for the improvement of teaching-learning process					
4	Supervisors encourage curriculum committee and teachers by sharing experience of one school to another schools to improve the curriculum					
5	Supervisors aware parents on their role in curriculum implementation and improvement to promote effective teaching learning process					
<b>Teachers effort in curriculum implementation and improvement</b>						
1	Teachers participate in decision making to facilitate curriculum implementation					
2	Teachers make high efforts to improve school curriculum implementation					
3	Teachers suggest ideas on improving the existing school curriculum					
<b>Parents and community effort in curriculum implementation and improvement</b>						
1	Parents and community cooperate with principals to participate in curriculum implementation					
2	Parents and community cooperate with school curriculum committee to participate in curriculum implementation and					

	improvement.					
3	Parents and the community provide the school with resources					
4	Parents and community have full information about their school curriculum implementation and improvement.					

### 3. Factors inhabiting curriculum implementation

The following could be factors that affect curriculum implementation and improvement. Please provide appropriate responses by using the tick mark “x” to the corresponding items under process 1=strongly disagree (SD), 2=Disagree (D), 3=uncertain (UC), 4=agree (A), 5=strongly agree (SA).

#### i. Factors related to teachers

No	Items	Scales				
		SA	A	UC	D	SD
1	There is no adequate training and motivation for teachers to implement curriculum					
2	School curriculum implementation is affected by negative attitude of teachers towards the teaching –learning.					
3	School curriculum implementation is affected by lack of support from principals and school curriculum committee					
4	School curriculum implementation is affected by lack of moral and material support from the school					
5	School curriculum implementation is affected by lack of encouragement from the supervisors					
<b>ii. Factors related to interest groups and size of the committee</b>						
1	NGOs and Interest groups are not supporting the implementation and improvement of secondary school curriculum.					
2	School curriculum committee functions are affected by misunderstanding of their duties and responsibilities’					
3	School curriculum committee functions are affected by workload of the committee					
4	School curriculum committee functions are affected by large or small size of committee					
<b>iii. Factors related to instructional materials and ICT</b>						
1	Unavailability of school facilities affected implementation of school curriculum					
2	Inability of teachers to apply ICT affected the implementation of teaching-learning process					
3	Teaching- learning process is not supported with ICT to Facilitate curriculum implementation					
4	School librarians are not encouraging all students and teachers by					

	providing resources necessary to make better teaching learning process					
<b>iv. Factors related to cultural and ideological differences and generating adequate fund</b>						
1	Cultural and ideological differences in your school influenced curriculum implementation and improvement					
2	School curriculum committee, principals and supervisors facilitated a condition to generate adequate fund for curriculum implementation and improvement					

**4. Give short answer by your opinions**

1. Please, list the major problems that affected the contribution of school curriculum committee in implementing and improving the school curriculum at your school. ---  
.....
2. List the possible solutions which you mentioned in question number `` 1  
.....  
.....  
.....

Jimma University

Institute of Education and professional Development Studies

Department of Educational planning and Management

Interview Guide for School principals and supervisors.

**Part I: Background Information**

1. Name of the school .....

2. Sex      Male     Female

3. Age

20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	above 51

4. Work experience in Year

1 – 4	5 – 8	9 – 12	13– 16	Above 16 years

- Does your school have a curriculum implementation plan?
- Who are involved in the preparation of this curriculum implementation plan?
- Do you make a classroom visit while teachers are teaching?
- Do you make conference with teachers after classroom visit? Why? How?
- Do you facilitate conditions by cooperating with supervisors and woreda expertise to get teachers in-service training? What are the most usual forms of in-service training?
- What is your effort to make the school environment suitable for teaching learning process?
- Do you encourage and support those teachers or school curriculum committee members who effectively implement the curriculum? How?
- Do you engage teachers in decision-making process related to curriculum?
- Do different groups of the society contribute for curriculum implementation and improvement?
- What are the problems that secondary school curriculum committee encountered while functioning its roles?
- What do you suggest as solution to overcome the problems?



## APPENDIX B

To determine the total sample size of the teachers, Daniel's (cited in Naing et al., 2006) sample size determination was used. This formula is used when the proportion is larger than 5% ( $n/N > 0.05$ ). We need to use the formula with finite population correction. i.e,

$$n' = \frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

Where

$n'$  = sample size with finite population correction,

$N$  = Population size, =133

$Z$  = statistic for a level of confidence, =1.96

$P$  = Expected proportion (in proportion of one) = 0.5

$d$  = Precision (margin of error) = 0.05

$$n = \frac{NZ^2P(1-P)}{(N-1)(d^2) + Z^2P(1-P)}$$

$$n = \frac{133(1.96)^2 0.5(1-0.5)}{(133-1)(0.05^2) + (1.96)^2 0.5(1-0.5)} = 99 \text{ respondents}$$