THE IMPLEMENTATION OF PRIMARY SCHOOL CURRICULA AT DAWURO ZONE: A COMPARATIVE ANALYSIS AMONG GOVERNMENT AND PRIVATE SCHOOLS

BY:

GEZAHAGN GEBEYEHU

JIMMA UNIVERSITY

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BY:

GEZAHAGN GEBEYEHU

ADVISOR: WUDU MELESE (PhD)

CO-ADVISOR: ENDALKACHEW W/MARIAM (PhD)

A THESIS SUBMITTED TO THE DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF MASTER OF ARTS DEGREE IN CURRICULUM AND INSTRUCTION

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LETTER OF APPROVAL

This is to certify that the thesis entitled **"*The Implementation of Primary School Curricula at Dawuro Zone: A comparative Analysis among Government and Private Schools*"** submitted to Jimma University for the award of Degree of Master in Curriculum and Instruction is carried out by Mr. Gezahagn Gebeyehu Gamu under our guidance and supervision. Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

_____   _____   _____

Advisor's Name   Signature   Date

_____   _____   _____

Co- Advisor's Name   Signature   Date

DECLARATION

I declare that, this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been dully acknowledged.

This thesis, entitled **"The Implementation of Primary School Curricula at Dawuro Zone: A Comparative Analysis among Government and Private Schools**" is approved as the original work of Gezahagn Gebeyehu.

Researcher's Name   Signature   Date

_____   _____   _____

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ABBREVIATIONS AND ACRONYMS

EFA: Education for All

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GEQIP: General Education Quality Improvement Project

MOE: Ministry of Education

OECD: Organization of Economic Cooperation and Development

REB: Regional Education Bureau

SNNPRS: Southern Nations Nationalities and Peoples Regional State

TVET: Technical and Vocational Education and Training

UNESCO: United Nations Education, Scientific and Cultural Organization

UPE: Universal Primary Education

WEO: Woreda Education Office

ZED: Zone Education department

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ABSTRACT

Curriculum implementation is the putting in to practice of a curriculum document. The purpose of this study was to analyze curriculum implementation in primary schools of Dawuro Zone. The study employed descriptive survey design. It enables to assess trends, compare group, and evaluate the effectiveness of a program. The study sites were Tocha and Mareka woreda, and Tarcha Town Administration. The target population of the study were nine experts from Zone, two Woredas and TTA education offices, six government and two private school principals, 76 government and 18 private school teachers, 361 government and 43 private school students, 45 government and private school PTAs. Seven experts from Zone, two Woredas and TTA, all principals, 51 government and 18 private school teachers, 190 government and 39 private school students, 30 government and 10 private school PTAs were included by probability and non-probability sampling. Quantitative and qualitative data were collected through questionnaire, interview, FGD and observation. Descriptive and inferential statistics were employed to analyze quantitative data. Qualitative data were analyzed by organizing and building themes. The findings of the study revealed that the role of key determinants for curriculum implementation is diminutive in government schools compared to private schools. In conclusion the role of stakeholders for curriculum implementation in primary schools of Dawuro Zone showed difference between government and private schools. The recommendations forwarded were primary school curriculum implementation should obtain due attention from the government and concerning stakeholders by playing their role and supplying resources to move forward the existing practice.

Key words: Curriculum implementation, role, people, curriculum program, school organization.

CHAPTER ONE: INTRODUCTION

This section of the paper presents the background of the study, statement of the problem, objectives of the study, research question of the study, significance, scope of the study, limitation of the study and definition of key terms.

1.1 Background of the Study

Education is the process of developing the competence of the individuals as to prepare that individual to be successful in a specific society or culture. From this viewpoint, education is helping primarily a person's development function. Education has a formative effect on the intellect, personality or physical ability of an individual. In its technical sense education is a process by which society purposely conveys its accumulated facts, skills and values from one generation to another (Azimuddin, 2014).

As a major tool, education is used by nations over the world to achieve progress and growth in all areas. Through formal education, generation's progress and individuals are able to develop their self-worth and to learn concepts, ethical and scientific values at the various educational stages. This takes place from the beginning of the pre-primary stage through primary school and ends with the university (Abdulrahman, 2012). From this one can conclude that primary education is the foundation in which children develop basic concepts and skills that become the base for secondary and tertiary education.

Curriculum is often one of the main concerns in the field of education. Educationalists and teachers are alarmed about what alternatives are to make about teaching content and methods. As for the parents, they would like to recognize what their children are going to learn. Learners are also alarmed about what kinds of content they are going to cover in a class. Curriculum appears to be understood greatly as what teachers are going to teach and, in other words, what students are going to learn. In fact, the curriculum is also intimately related to how well the learners learn the outcomes (Marsh, 1997).

Curriculum can also be seen as a plan or a sort of blueprint for systematically implementing educational activities. Pratt cited in Su (2012:154), "this sense of the term combines content with

instructional methods and hence has a broader scope than the former curricular paradigms because of the inclusion of methods". Similarly, another author conceives it as a plan for a sustained process of teaching and learning with a specific focus on content and the process of teaching and learning. What is the worth message is that this view of curriculum is not pragmatically equated with methods in action. He further explains this by stating that authentic teaching and learning is not a curriculum, for curriculum refers to strategies for instructional operations, not the action of instruction (Su, 2012).

The curriculum is the most central component of the broad package we call "education". Hence, the relevance and substance of the curricula offered in different academic subjects are naturally assumed to be the major focus of educational research. However, a glance at most studies on Ethiopian primary education indicates serious neglect of curriculum content as the main focus of educational research (Meskerem, 2017).

In recent years, an increasing number of education systems in OECD and partner countries have welcomed the involvement of private entities, including parents, non-governmental organizations and enterprises, in funding and managing schools. Component of the curiosity in increasing the responsibility for schools ahead of the government is to provide greater choice for parents and students and to spur ingenuity and innovation within schools, themselves (OECD, 2012).

To ensure the participation of different organizations and interest groups in education delivery the government of Ethiopia issued two key policy documents titled the '*Education and Training Policy'' and the ''Education Sector Strategy*'' in 1994 in which it devoted itself to achieve universal primary education by 2015. The government made it obvious that it would contribute to the development of education by escalating the financing of the educational system through funds allocation. At the same time, it has recognized that it will not be able to bear the costs of educational expansion without the participation of concerned stakeholders. Thus, it proposed privatization as an option in the strategy document as follows:

> The community participation should be encouraged and enhanced in the construction of schools and support of equipment on a charitable basis. Private sector participation shall be encouraged in the provision of and assistance of educational service. Different cost

sharing mechanisms shall be studied and introduced particularly for beneficiaries of higher education (MOE, 1994, p. 13).

Curriculum Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended. A curriculum must be implemented if it is to create any desired impact on students and to attain its goals. And unless it is implemented, it cannot be evaluated for its betterment. In spite of careful planning and design, it is possible that a curriculum fails to meet the needs of which it is planned. Without careful and ongoing attention to implementation, intended changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a great extent, determines how well it fares. This idea initiated the researcher to focus on the implementation of primary school curriculum in Dawuro Zone.

1.2 Statement of the Problem

A well-planned curriculum is like a cooked soup ready to be served. How good a prepared soup is cannot actually be known until it is served and consumed by people. Thus, a planned curriculum is still paperwork (theory) loaded with facts. The putting in to practice of a curriculum document during the process of classroom interaction is termed as curriculum implementation. The curriculum has no meaning and sense unless it is implemented. Curriculum implementation is the interconnected system of different activities involved in interpreting curriculum designs into classroom activities and changing the attitudes of students to recognize and actively participate in these activities. Schools as educational institutions are central in putting the curriculum experiences into effect. However, curriculum implementers (teachers, school principals, officers and others) are faced with barriers which hinder the successful implementation of the curriculum (Abiodun, 2014).

The government of Ethiopia has continued to expand access to achieve universal primary education in line with the EFA goals. Considerable progress has been made through school construction by reducing the distance between schools and pupils' homes (MOE, 2015). The increase in school buildings in urban and rural areas made a call for parents to send their children to schools. The need of the society sending their children to school is to make their children better equipped with knowledge, skill and attitude. This is successful when schools implement their curriculum effectively. In addition to enhancing school construction, the government of Ethiopia has given also emphasis to enhance the socio-economic transformation of its population through participating private sector in education delivery.

Even though the government has given attention to the primary school curriculum, the role played by major determinants show little change. This might be the little contributions of main role players for effective curriculum implementation in primary schools. This initiated the researcher to see the contribution of key role players in curriculum implementation. Hence the current study is intended to analyze the role that stakeholders, curriculum program and school environment playing in the implementation of the curriculum in primary schools of Dawuro Zone.

Different local studies have been done focusing on curriculum implementation at educational institutions in different times. Tefera and Wudu (2016) studied on curriculum reform in Ethiopian Higher education. The study results show that the forces, activating curriculum reform are typically external, providing little space for internal factors and the development of the curriculum from within the institution (Tefera & Wudu, 2016). Here the study addressed curriculum reform in relation to practices and challenges in higher education of Ethiopia focusing on external forces and employing qualitative case study. But it pointed nothing to primary school curriculum implementation.

Another research study carried out by Teshome on curriculum implementation in private and government schools and focused on student's achievement in relation to the minimum standard set. The study employed a multi-method research method with a case study and survey method. In the study, it was indicated that private schools vary from public schools for making a thorough selection of students, admitting students with appropriate age from families having higher levels

of education. As compared to public schools, private schools provide more access to classrooms and teachers, an attractive work environment, sufficient facilities, qualified teachers, enriched curricula and school management focused on results (Teshome, 2017). The above local study indicates that there are sufficient resources in private schools than in public schools. But it is known that the existence of resource alone does not necessarily mean there is effective curriculum implementation. There might be schools with deficient resources but with a good implementation of the curriculum because of the commitment of human resources in the school. Here in the study, there was nothing indicated about the contribution of key role players for either the success or failure of the curriculum implementation. Therefore, it is important to study primary school curriculum implementation focusing on the role the people, curriculum program and school environment.

Hence, this study focused on describing the role of these key players in primary school curriculum implementation in private and government schools employing the descriptive survey research design.

The interest of the researcher in selecting this topic came up with comparing the role of people, curriculum program and school environment for curriculum implementation in private and government primary schools with analyzing the role of key determinants in both school systems. The researcher tried to search out whether research studies have been done addressing these key determinants in Dawuro Zone, but he found no study in the study area. People, program and school environment are the main determinants that positively or negatively influence the teaching-learning process. Every educational activity is never away from these role players. It was seen in the study area that the role of these key determinants was not as expected. Studying the contribution of these determinants will help stakeholders to understand the opportunities and threats to run teaching-learning effectively. Therefore; the study seeks to answer the question; what is the role of these key factors in curriculum implementation in government and private schools in Dawuro Zone.

1.3. Objectives of the Study

The general objective of the study was to analyze the implementation of curriculum in government and private primary schools of Dawuro Zone with the following specific objectives.

- ❖ To assess the role of people for implementing the curriculum in primary schools of Dawuro Zone.
- ❖ To investigate the role of curriculum program for implementing the curriculum in primary schools of Dawuro Zone.
- ❖ To analyze the condition of the school organization for implementing the curriculum in primary schools of Dawuro Zone.
- ❖ To see whether there was a statistical difference between private and government schools in terms of the role of student and curriculum program for curriculum implementation in Dawuro Zone.
- ❖ To describe factors related to people, curriculum program and school organization that affect curriculum implementation in primary schools of Dawuro Zone.

1.4 Research Questions

In order to compare and analyze the implementation of the primary school curriculum in government and private schools of Dawuro Zone, the researcher raised the following five basic questions.

- ❖ To what extent do people contribute for curriculum implementation in primary schools of Dawuro Zone?
- ❖ To what extent does the curriculum program contribute for curriculum implementation in primary schools of Dawuro Zone?
- ❖ How does school organization contribute to curriculum implementation in primary schools of Dawuro Zone?
- ❖ Is there any statistically significant difference existed between the government and private primary schools in terms of the role of student and curriculum program for curriculum implementation in Dawuro Zone?

❖ How people, curriculum program and school environment affected curriculum implementation in primary schools of Dawuro Zone?

1.5 Significance of the Study

The findings of the study are expected to enable curriculum experts; teachers and school principals in Dawuro Zone gain an insight into the contribution of people, curriculum program and school environment in curriculum implementation. The findings of the study benefit the Ministry of Education in formulation of policies focusing on key determinants in curriculum implementation in primary schools. The findings also provoke interest on further research into the topic of the contribution of people, curriculum program and school organization in curriculum implementation, identify its inbuilt weaknesses and recommend improvements that were adopted to make it more effective in both school systems.

1.6 Delimitation of the Study

The study was delimited to curriculum implementation in terms of people, program and school environment in government and private primary schools of Dawuro Zone. The study also delimited to sample woredas of Dawuro Zone and sampled eight primary schools within these woredas (Tocha Woreda, Mareka Woreda and Tarcha Town Administration/TTA).

1.7 Limitations of the Study

The most critical was utilizing different languages to obtain adequate data from available sources, translating it to the research language was what the researcher faced during the study. Another problem was the researcher's using SPSS for the first time to get statistical data. The researcher managed all these constraints through continuous revision of the information from informants and the statistical tool to make the data to realize the objectives.

1.8 Definition of Key Terms

Curriculum: is a plan document that guides teaching-learning activities in primary schools

Curriculum implementation: refers to putting into practice the officially prescribed courses of study, syllabuses and subjects.

People: refers to the education stakeholders who have direct or indirect impact on curriculum implementation.

Curriculum Program: is the arrangement of schedules for effective curriculum implementation.

School environment: is the situation of the school under which teaching and learning activities are being operating.

Private School: is an educational institution renders students learning with non-state ownership.

Government School: is an educational institution in which the government owns educational service.

Comparative Analysis: is the process of comparing causal relation between two conditions.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section presents the government and private schools in Ethiopia, the administration of education system in Ethiopia, key determinants of curriculum implementation, conceptual framework of the study and theoretical framework of the study.

Education as a development agent, is valued by all nations of the world because it has brought total liberation to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond. Primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored (Comfort, 2013).

2.1 Government and Private Schools in Ethiopia

Ethiopia has given emphasis to the expansion of primary education to increase the socio-economic transformation of the people as well as to achieve Millennium Development Goals/MGDs in 2015. To maximize the number of participants in the provision of education to the society, the government of Ethiopia put the legal base and acknowledged the legality through two documents; Education and Training Policy and Education Sector strategy. These national documents provided a room for private investors to take part in the building of schools, which in turn minimized the load from government and enhanced private interest in education. Thus, the dual system of education has grown in the country. Both types of schools utilize the same curriculum designed by the government at the Ministry of Education and provide equivalent education. According to the Ministry of Education, one of the main objectives of education stated in Education and Training policy is "to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to the environment and societal needs" (MOE, 1994 Pp: 8).

 In the educational reform following these two documents, the country developed a dual system of education from pre-primary to higher education. One is the public or government sector and the other is non-government or private education sector. To ensure the implementation of primary school curriculum proportionally, the government introduced a primary school

measurement standard. The government has different expectations from the emerging private sector; the expanded access towards the achievement of Universal Primary education/UPE, and shifting financial burdens from the government to beneficiaries (Teshome, 2017).

The education service supplied by the government alone is not being sufficient to the societal needs that societies require good quality education. This is to mean that the service rendered by different institutions have an opportunity for parents to chose schools with qualified teachers, adequate facilities and learning materials, good learning environments, higher achievements in national examinations.

To ensure the expectations from each sector the government also structured the curriculum framework to be accessible for all stakeholders and address the major drawbacks in the curriculum regarding the lack of relevance of some content, problems in the assumed methodology of teaching, as well as difficulties in the implementation of continuous assessment. The overloaded contents of textbooks, the dearth of teaching learning materials that restrained the practices of student-centered method were some assumed difficulties before the framework. The curriculum framework was intended to outline ways to address these deficiencies based on international good practices in terms of curriculum design and teaching methodology by adopting the principles of active learning and competency-based approach to education as the most flexible means to achieve the desired changes (MOE, 2010).

2.2 The Administration of Education System in Ethiopia

The country has nine self-government and two administrative councils. Each of these organs has the power to set up its own Development sector Bureau. Each Regional Administrative council has its Education Bureau. Powers and responsibilities of the Central and Regional Executive organs of the Government are defined in the proclamation No. 41/1993.Based on the proclamation the major responsibilities for education in accordance with the administrative structures at different levels (JICA, 2012).

2.2.1 Responsibilities of MoE

Ministry of Education is the highest educational institution of the country. It plays leading roles in the formulation of countries Education Policy, determines and supervises the countries education policy, determines the curriculum of secondary and higher institutions and assists regions in curriculum preparation for the first and second cycles of primary education., determines qualification of teachers; trains teachers at secondary and tertiary levels and educational personnel and assists training program of Regions, make available, adequate quality and quantity of materials, prepares National Examinations, facilitates the expansion of country's education, establishes higher education institutions, licenses private higher education institutions, assists regions to establish education mass media, collects, compiles and disseminates information on education (JICA, 2012).

2.2.2 Responsibilities Delegated to REB's

The implementation and management of primary education and in most cases junior secondary education are given to Woreda Education Office (herein after WEO) and Regional Education Bureau (herein after REB). REB manages senior (preparatory) secondary education and a large part of Technical and Vocational Education and Training (herein after TVET). Regions are responsible for curriculum development of primary education on the framework of Federal government guidelines, the choice of language of instruction, and textbook provision at primary level. In addition to these roles REB prepares plans and a program based on the national policy, supervises and maintain the educational standards, recruits and qualifies teachers for secondary, TVET, TTI and TTCs, identify training needs, train primary level teachers and educational personnel, ensures the provision of textbooks and educational materials, provides adult education (JICA, 2012).

2.2.3 Responsibilities Delegated to ZED

The Zone Administrative structure is the intermediate responsible structure between Region and Woreda. This structure according JICA (2012) has the responsibilities of facilitating the implementation of curriculum, supervises and evaluates the maintenance of educational standards, supervises the implementation of curriculum, ensures that in-service training is given

to teachers and educational personnel, facilitates the distribution of textbooks and educational materials on time, ensures that the exam is conducted as scheduled, plans for step by step provision of education for all school-age population in the Region, mobilizes the people for the realization of plans, establishes schools and vocational training centers as per the policy guideline, facilitates the provision of mass media supported education, compiles statistical data and reports to the Zone.

2.2.4   Responsibilities Delegated to WEO

Woreda education office is the lowest level of the educational institution having direct contact with schools, and students. Because of its close proximity to schools WEO faces the direct challenges and opportunities for curriculum implementation. Based on the decentralization administration of education WEO is responsible to implement plans and programs at the school level, supervises schools and work with teachers to maintain the educational standards, inspect the implementation of curriculum at the school level, and recommends improvements, recruit teachers and other professionals for in-service training and professional development (JICA, 2012).

2.3 Key Determinants of Curriculum Implementation

The implementation of the curriculum is expected to flourish a drive to increase the quality of managing and processing educational efforts towards betterments at every unit of learning and education (Placeholder3). Viewed from the aspect of curriculum, Hasan in Rusman (2015:106) explains that curriculum implementation means the dimension of the process. He added "the dimension of the process is the implementation of what is designed in the dimension of a document. The implementation could probably be comparable but could also be different from what is planned in the document".

Ornstein & Hunkins in Rusman (2015:106) shared the previous idea that "successful curriculum implementation results from cautious planning: which focus on three factors: people, programs, and organization or process". They further elaborated that "some schools have failed in implementing curriculum because of neglecting the factor of people". Factors related to the nature of the organization/school as well as these key areas either facilitate or hamper the

implementation process. The factors that determine the extent to which educational objectives are achieved during curriculum implementation under the three key role players are methods utilized by teachers to teach and interact with students, student's characteristics (readiness, physical age, and mental age), accessibility and use of resources, classroom condition (teacher-pupil ratio, school location), time factors (interruption of academic programs in schools due to persistent strike, demonstration, meetings etc.), inadequate monitoring and control, poor financial support, poor community participation.

2.3.1 People

Schools have dedicated a lot of their time and budget on merely modifying the program or on the organization instead of the people factor. On the other side focusing on new programs furnish new approaches to people to realize new programs at schools. The process of organizing remains imperative for the reason that it inspires people to guide components needed to attain booming implementation.

2.3.1.1. Teachers

As Whitaker (1979) asserts that the teachers visualize their role in curriculum implementation as an independent one. As Whitcker cited in Moosa (2017), teachers opt for and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interface of the learner and the intended learning opportunities, the role and authority of the teacher in the process is unquestionable (Moosa, 2017). If the teacher is to be able to interpret curriculum objectives into reality, it is crucial that the teacher understands the curriculum document or syllabus explicitly in order to execute it thoroughly. If the curriculum is what teachers and students create together, in curriculum implementations, the teacher must play a more significant role in designing the curriculum. Teachers must be participated in curriculum planning and development so that they can implement and amend the curriculum for the benefit of their learners (Moosa, 2017). The accessibility of well-trained teachers, through College training before service, continuous professional development as well as experience and skill obtained from informal training on daily job practice, is fundamental to improve the quality of education at any level. Content-based teacher training and development is essential in contributing to improvements in the quality of education.

The presence of trained school teachers is also considered to be one of the critical rudiments in achieving the Millennium Development Goals and Education For corporate All goals Ndaruhutse in Endeley (2016). So, appropriate education cannot be conceived with the absence of qualified teachers. Trained teachers are central in educational institutions because they cannot do their job effectively without them. This is because teachers play a fundamental role in educational provision and thus extensively affect the quality of education. The number of qualified teachers available in the school, the pupil-teacher ratios, and the personality of teachers is considered as markers of quality. Teacher's personal characteristics include academic qualifications, pedagogical training, teacher's motivation, teacher's content knowledge, ability/aptitude and teaching experience.

2.3.1.2 Students

Students are also a considerable element in curriculum implementation. While teachers are the negotiator of the classroom practice, the learners hold the key to what is actually transmitted and adapted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented (Moosa, 2017). The factor related to student influences teachers in their choice of learning experiences which enables the instruction to suit the unmet demands of the learner; hence the need to take in to account the varied characteristics of students in curriculum implementation. For example, home milieu and learner ability can determine what is actually achieved in the classroom (Chaudhary, 2015)

2.3.1.3 School Principals

School leaders are curriculum managers. Principals have a central role in the curriculum implementation process in school. They should recognize fully the need for change and the implementation process and ready to assist the teachers and the students in the implementation. The channels of communication should be accessible to all concerned stakeholders. The access to ongoing interaction between concerned bodies and the school principal able him easily handle and curriculum teamwork. The leadership in schools plays a crucial role in ensuring that the policies formulated in all levels are implemented in schools.

According to UNESCO (2004), educational reforms entail effective management. To implement the reforms effectively the managing organ has a lion share responsibility. If reforms are not well managed to achieve the intended objective is the most challenging task.

The educational management in schools should play a significant role in allocating enough resources, training teachers, creating an atmosphere conducive to effective teaching and learning describing gaps and filling those gaps in order to achieve intended results. In addition to principal's administrative role, the head teacher is also responsible for internal supervision of the school. He/she assigns duties to teachers and ensures that the duties are executed. He/she also organizes in-service courses for teachers, provides teaching and learning resources, motivates and encourages students, teachers and parents to be part of the learning process. He/she also elucidates curriculum objectives for teachers and solves the needs of teachers. Head teachers thus need managerial skills. Capacity building for teachers, head teachers, education managers, parents and community members is also fundamental so that each of them is aware of his/her role in the education provision process (Ane, 2013). Management plays a vital role in curriculum implementation. Principals need to attend management courses to enable them to provide effective leadership in the curriculum implementation. Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head (Moosa, 2017).

The responsibility endowed with in Curriculum implementation, the head "inspects and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of marks to attend the progress of planned tasks are prepared regularly". The head teacher maintains a school tone and culture that create a climate of societal responsibility. Curriculum implementation is effective where school principals are competent enough to execute internal supervision in their leading schools (Chaudhary, 2015:986). It is true that the effective implementation of the curriculum in the school mostly depends upon the strength of school principals to find out the backlogs on the implementation process and their skills to provide remedial actions. Most of the time schools face the critical challenge of executing new programs where the school management is grieving due to a dearth in managerial capability.

2.3.1.4 PTA and Parents

Currently, education is considered to be one of the most crucial contributing factors to the economic growth of any nation. Access to quality schooling has central significance for national development. Most parents recognize that quality education can determine the future life course of their children and is a very important aspect in increasing their choices. Many parents invest in their children's education, expecting that quality education will bring significant transformation in their personal and social advancement (Woldehanna, 2013).

According to Williams Ave (2019), the Norwood Public Schools recognizes parents/families as their children's first and most influential teachers and that continued parental involvement in the education of children/youth contributes greatly to student's achievement, parent's school relation and a positive school environment. When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Research studies have shown that parental participation in education improves student learning and achievement. The participation of parents and families is critical not only at the initial stage of the educational process but throughout a child's entire academic career.

A child's education is shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, staff and parents must work as knowledgeable partners. These Schools, in collaboration with parents, establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families (Williams, 2019). To this end, Parents' Council supports the development, implementation and regular evaluation of parental involvement in each school and at the district level, which will involve parents at all grade levels in a variety of roles. Parents have coordinated and comprehensive involvements in these schools and participate in a variety of programs that assisted them to play their significant role. According to William, the parent involvement programs are not limited to specific duties but most of the time they actively involved in the following components of successful parent involvement programs:

- **Communication:** Communication between home and school should regular, two-way and meaningful.

- **Parenting:** Responsible parenting is promoted and supported.
- **Student Learning:** Parents play an integral role in assisting student learning and in working with and supporting the classroom teacher.
- **Volunteering:** Parents are welcome and needed in the school, and their support and assistance are sought.
- **School Decision Making and Advocacy:** Parents are partners and should contribute to the decisions that affect children and families when appropriate.
- **Collaborating with the Community:** Community resources are made available to strengthen school programs, family practices and student learning.

The Norwood Public Schools supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies and also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Engaging parents is essential to improving student achievement. Parents suggest the type of education the society expects the school to pass on to their children. Through the parents Teacher Association /PTA, their participative role in funding may also be made known. Their contributions help to achieve the societal goals and their readiness to co-operate in implementing the curriculum being planned (Abiodun, 2014).

2.3.1.5 Curriculum Experts

Experiences of implementation of comprehensive curricula have shown that the people who develop them are not the people who put them into practice. This often leads to misunderstanding and suspicion. People who engaged in the development area are often accused by practitioners of understanding nothing about the practical aspects and of drawing up totally unfeasible plans. In contrast, the practitioners are often blamed for being hostile to reform, ignorant of a theory and incompetent of new sights into practice. In reality, such accusations have a grain of certainty to them. Everywhere we can scrutinize remoteness from practice on the one hand and unfamiliarity with theory on the other. For this reason, attempts have been made to

develop models in which the strict division between imposition and execution is abolished (UNESCO, 1993).

2.3.2 Curriculum Program

Considering curriculum implementation as the process of effective communication of facts and ideas, all curriculum elements should be treated well. The misuse of these elements, illogical presentation of facts and misplacement of what is taught can change the very information and this would equally affect the actualization of the school aims and objectives. 2.3.2.1 Curriculum Elements

The curriculum of every subject has its own elements that make up the whole subject matter. These elements that constitute the totality of the curriculum include objectives, content, learning experiences/methods and curriculum evaluation or assessment.

2.3.2.1.1 Curriculum Objectives

Objectives refer to the goals or outcomes of the given curriculum. Curriculum objectives in classroom content are the expected end in the course of teaching-learning exercise. That is what is aimed at achieving within a very short period of time. In selecting curriculum objectives, the learner is the central target of education. Learners various needs and potentials to be developed in them are considered before selecting objectives. In addition learner characteristics like age, interest, attitude and etc are taken into consideration when selecting objectives (Abiodun, 2014).

2.3.2.1.2 Curriculum Content

 The content of the curriculum comprises the knowledge, skills and attributes to be learned. It is the subject matter to be taught the learners by the teachers. Contents also include facts or topics which make up different disciples. It is a bunch of facts to be included in the curriculum. Topics are derived from the themes in the subject matter (Abiodun, 2014).

The content included in the subject matter should be valid, significant, learnable, and easily utilized. These criteria measure whether the curriculum content is appropriate or not.

Content validity indicates the extent to which the content is related to the objectives which it is indicated to serve. A valid content is true, not obsolete, and promote the attainment of objectives.

Significance of the content is that the content must contribute to the understanding of the concepts, principles and basic ideas of the subject. So it must be meaningful. The learnability of the content indicates the extent to which learners' can learn the subject matter. It has to be at the level of the learner's age; cater to the individual differences of learners; related to the learners previous knowledge and new things to be learnt. The utility of the content implies the content must be useful to the learners in solving their present problems and also be applicable to solving future challenges and facilitate the transfer of learning.

iii. Curriculum evaluation/assessment: - Evaluation is the process of determining whether a program has succeeded or not. It is through assessment that evaluators find out the strengths and weaknesses of the curriculum. After the selection of objectivities, content and learning experiences evaluation makes it possible to find out whether the exact intended actually happens. It is done either during the implementation or after implementation of the curriculum. Formative assessment/evaluation takes place during the teacher implements the curriculum. It is most constructive and shows the gaps and finds a solution to faulty or weak areas as expected. The role of the teacher in formative evaluation encourages students and the teacher himself to accommodate the weaknesses easily. The summative evaluation takes place at the end of curriculum implementation and mainly focus on the effectiveness of the overall program being implemented. Compared to formative assessment it has less effect on the progress of students skill in solving problems.

2.3.2.1.3 Teaching Methods

There are various methods open to teachers in educational institutions. The major problem area is in the rigidity of classroom teacher to the old method of teaching.

Teacher-Centered and Learner-Centered Pedagogies

A factor that can influence how counselor learners perceive their learning environment is the teaching approach used by their teachers. Teacher-centered and learner-centered pedagogies are differing approaches to teaching that are based on contrasting ideological assumptions. In

teacher-centered pedagogies, teachers are the sources of students learning and students are passive recipients of information from their teachers. Students are alien to their learning and sided from the instructional process. In student-centered approach students take a lion-share responsibility on learning. The role of teacher in student-centered pedagogy reduced from front fighter to negotiator in classroom instruction. In the process of education, learner-centered pedagogies have valuable credit in problem-solving and encouraging lifelong learning.

Teacher-Centered Pedagogy

Brown & Wright cited in Randall and Jane (2015), teacher-centered pedagogy is associated with traditional conceptions of teaching in which instructors prioritize acquiring pertinent content knowledge as a primary learning objective. The teacher is the fulcrum of the learning environment, having a greater wealth of knowledge about the subject being taught, relative to students' inexperience and lack of knowledge. This distinction can engender a hierarchical relationship between the teacher and students in the classroom.

Teacher-student relationships primarily are defined by intellectual explorations chosen by the teacher, in which the teacher is an arbiter and distributor of knowledge and students are receivers of knowledge. Teachers using a teacher-centered approach predominantly depend on a lecture to transmit knowledge to students, and typically prioritize the acquisition of content, as students are evaluated on their ability to accurately reproduce knowledge that they are provided. While lecturing is acknowledged in the literature as a tool that can be helpful for stimulating student learning, teachers who rely heavily on lecture-intensive approaches have come under criticism and have been linked with students adopting surface approaches to learning. Teachers' use of didactic-intensive forms of instruction may stunt students' curiosity and appetite for learning, as students may become accustomed to being passive receptacles for information. Various authors in the counseling literature have posited that supplementing lecture with an alternative or innovative teaching approach can help engage student learning so that students can more effectively access and apply what they have learned in their work as professional counselors (Randall, 2015).

Learner-Centered Pedagogy

Because of the drawbacks of traditional teacher-centered pedagogy, learner-centered pedagogy emerged from constructivist learning theory and represents a countermovement to traditional teacher-centered pedagogical practices (Baeten, Dochy, & Struyven, 2012; McAuliffe & Eriksen, 2002) mentioned in (Jane, 2015). Educators who utilize student-centered pedagogy view knowledge lenses of social and relational processes and therefore prioritize student's individual processes of through building personal knowledge and understanding rather than rote memory of the entire content. Teachers must be comfortable with the uncertainty and needed suppleness that came with self-reflection and change, in them and their students. Those teachers put learning at the centre of classroom environment, where both influential stakeholders; teachers and students share responsibility for creating a momentous learning experience (Jane, 2015). Dissimilar from learner-centered pedagogy, Jane and Randall expressed "teacher-centered teachers assume the greater part of the responsibility for teaching and ensuring that learning is happening, and they symbolize the most prominent aspect of the learning environment rather than having that gap filled by the area of attention". The key function of a teacher using a learner-centered approach is to create setting that is enriching learning.

Winner sited in Jane and Randall (2015) two important components that learner-centered teachers think about when establishing a positive learning atmosphere are providing compassionate relationships in the classroom and creating a space that feels safe and trusting to learners. Teachers utilizing a learner-centered method promote caring relationships and promote a safe and sound learning environment by diffusing power differentials between the teacher and students. Teachers diffuse power discrepancies through deliberately creating opportunities for students to become vigorous in the classroom, honoring and utilizing student learners' individual experiences and perspectives, and treating students as partners in the learning process (Randall, 2015).When learners interact with is valuable (materials and contents) under the guidance of the teacher in conducive learning environment that they can have the experience of doing or performing a given task. These are the activities learners do to bring about the acquisition of knowledge, skills and desirable habits as contained in the curriculum. Curriculum experiences are carefully selected to facilitate the smooth flow of activities. The selection of curriculum

experiences is influenced by the nature of learning activities, the nature of learners, the nature of available materials and the nature of capabilities of teachers (Abiodun, 2014).

The nature of learning activities: - the learning activities must give learners opportunity to practice the kind of behavior intended by the objectives.

The nature of learners; - the learning activities must be within the range of the learners mental age, psychological state along with their psychological differences and other characteristics.

The nature of available materials: - the materials must be suitable to the age range of the learners. They must not be below or above their level. Availability of materials, possibility of improvisation and procurement, relevance and utility are also important.

The nature and capabilities of teachers: - Teachers being the chief implementers of curriculum must be well considered before selecting learning activities. Their interest, ability, motivation and capability are very essential.

2.3.2.1.4 Time Management

Poor time management by school principals and teachers is another factor. Curriculum implementation is also stalled by what goes on in schools. Pupils learning time is highly affected by school management bodies and the class teacher. In most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, ceremonies, health talks; these highly impede lesson time and teacher-service. Spontaneous holidays such as when teachers' day, women's day, mother's day and many other sudden eventualities that take place at the expense of learners (Mkandewire, 2010). In classroom time management, the class teacher is the main role player. A teacher who is not cognizant to utilize time is not disciplined and a drawback in as far as curriculum implementation is concerned. That is because, a lot of learner's time wasted and hence derail the implementation of the curriculum since curriculum developers take time into consideration when developing the curriculum (Mkandewire, 2010).

The absence of teachers and students from school for a range of reasons deprives students learning time. In addition, the need to devote inordinate amount of time to manage the challenges of outsized classes effectively reduce students' time on the learning activity which in

turn results in the failure to complete the intended content for the lesson and will demand the allocation of more time to the same task Kelly (1999) mentioned in Mkandewire (2010).

2.3.2.1.5 Assessment

Program assessment provides teachers as curriculum implementers provides clue for ensuring the effectiveness of a program and identifying problems related to planning and implementation. Curriculum assessment helps curriculum developers, teachers and students to identify the gap whether each stakeholder is playing its demanded role and supporting change or not since curriculum implementation is a change process. Assessment can takes place in different forms ranging from progressive assessment to final decision in the form of examination. Assessment in the form of examinations influences curriculum implementation extremely. Due to the huge value given to community assessment certificates by communities and schools, teachers have tended to focus on subjects that promote academic quality and little else. This action by the teacher actually can affect the achievement of the extensive goals and objectives of the curriculum (Moosa, 2017).

The nature and content of the assessments could determine the nature of teaching and learning and may bound the use of more innovative modes of teaching. Educational assessment and evaluation has a high contribution to develop latest assessment and evaluation tools and improved mutual learning or the transfer of knowledge and best practices in the area of education (Halász, 2016).

Halász, 2016: 21, also raised that:

> *The development of educational evaluation system in European Union has been strongly connected to the growing stress on quality education seen as the key factor for economic growth and competitiveness, and also to the emerging need for community level policy coordination.*

Today continuous assessment becomes a fundamental tool to ensure credible learning in the area of education. It mainly depends on daily classroom instructions to create promising classroom situation for student's learning. According to MOE, educational institution in Ethiopia, irrespective of its level, has been using continuous assessment as a key to promote students'

learning and identify their learning difficulties for exceptional support, to improve teacher's pedagogical practices, and to improve the quality of education in the country. Relating to this, Ethiopian Ministry of Education/MOE (1994) pinpointed in Education and Training Policy of Ethiopia that continuous assessment in academic and pragmatic subjects will be conducted to find out the formation of an all-round profile of students at all levels.

The Ministry of Education (2011) indicated that an essential element of the move to personalized learning is the employing assessment for learning (formative assessment) as well as an assessment of learning (summative assessment). Teachers are encouraged to carefully utilize a range of assessment techniques that are appropriate to the learning activities of the students in order to fulfill the primary aim of assessment which is to support learning. According to MOE (1994:12), the Education and Training Policy stipulates that "the assessment of students should inculcate academic and practical subjects through continuous assessment and including aptitude tests to ascertain the formation of all round profile of students at all levels of education".

2.3.3. School Environment

The school is a nerve center for curriculum implementation where an educated individual is produced. There is justification for linking education to schooling and schooling to be a synonym for upbringing, where the learner, the central focus of the school is formally brought up to participate as a productive member of his culture (Abiodun, 2014). An important question, then, in curriculum implementation is what constitutes the production of school leavers well fitted to live productive and comfortable living in the society to which they belong? A lot of means like training, indoctrination, initiation and the likes may come to mind. However, teaching for behavior modification/learning appears to be two-way affairs in a classroom context. In an ideal process of curriculum implementation, series of interactions which will assist the learner to actively acquire specific information in order to elicit the desired responses could best be brought in to play if the general principles of teaching and learning are effectively considered.

The role of the school as the arena for the implementation of curriculum document cannot be flogged it is however disappointing that the far- reaching and tremendous assignments the school to effectively achieve the identified purpose of curriculum is still doubtful over the years. With the opinions of some schools of thoughts that a curriculum designed may appear good on paper

but the implementation is one of the major problems, the issue now is how do we achieve the objectives of acclaimed good curriculum with the poor state of the school as the implementation ground? As vibrant, robust and well intended the school curriculum may be, the actualization of educational objectives may be punctuated where a number of school factors serve as cankerworm (Abiodun, 2014).

School Facilities/Resources

School facilities have either a promoting or depriving role in curriculum implementation. Schools with successful facilities have booming opportunity to speed up curriculum implementation, whereas those with meager facility become handicapped in its implementation. All is not well with the state of infrastructural facilities in schools today. There are a lot of buildings and site in many schools which are not suitable for learning needs; insufficient and unattractive classrooms for instructional needs; inadequate laboratories; inadequate floor areas with no acceptable clearance; intolerable toilet facilities; the absence of sport fields, libraries and recreation centers are threats to the realization of the objectives of the existing schools (Abiodun, 2014).

The dearth of adequate resources and materials hamper the implementation of meaningful teaching and learning in schools. The same is true for curriculum implementation. For the formally designed curriculum to be fully implemented as per plan, the government or Ministry of Education and responsible authorities at a local level should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to facilitate teachers and learners to play their role satisfactorily in the curriculum implementation process. In Curriculum Implementation, it is recommended that the government have to provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields/playgrounds in order to create an environment in which implementation can take place. It is pointed in proclamation No 41/1993 that:

> *Regional Education Bureaus/REBs have the responsibilities to ensure the provision of textbooks and other educational materials that facilitate curriculum implementation. In the proclamation the Zone Education Office/ZEO has the power to facilitate the*

distribution of textbooks and other educational resources, whereas Woreda Education Office/WEO has responsibilities to distribute these textbooks and materials to schools on time (JICA, 2012:41).

This shows that the three government organs have a joint responsibility in accessing educational facilities to educational institutions.

2.4 Conceptual Framework of the Study

PEOPLE
Teachers
Students
Principals
PTA
parents

CURRICULUM IMPLEMENTAT ION

CURRICULUM PROGRAM
Content of curriculum
Language of instruction
Teaching methods
Time utlization
Assessment

SCHOOL ORGANIZATION
School Env't
School Facilities
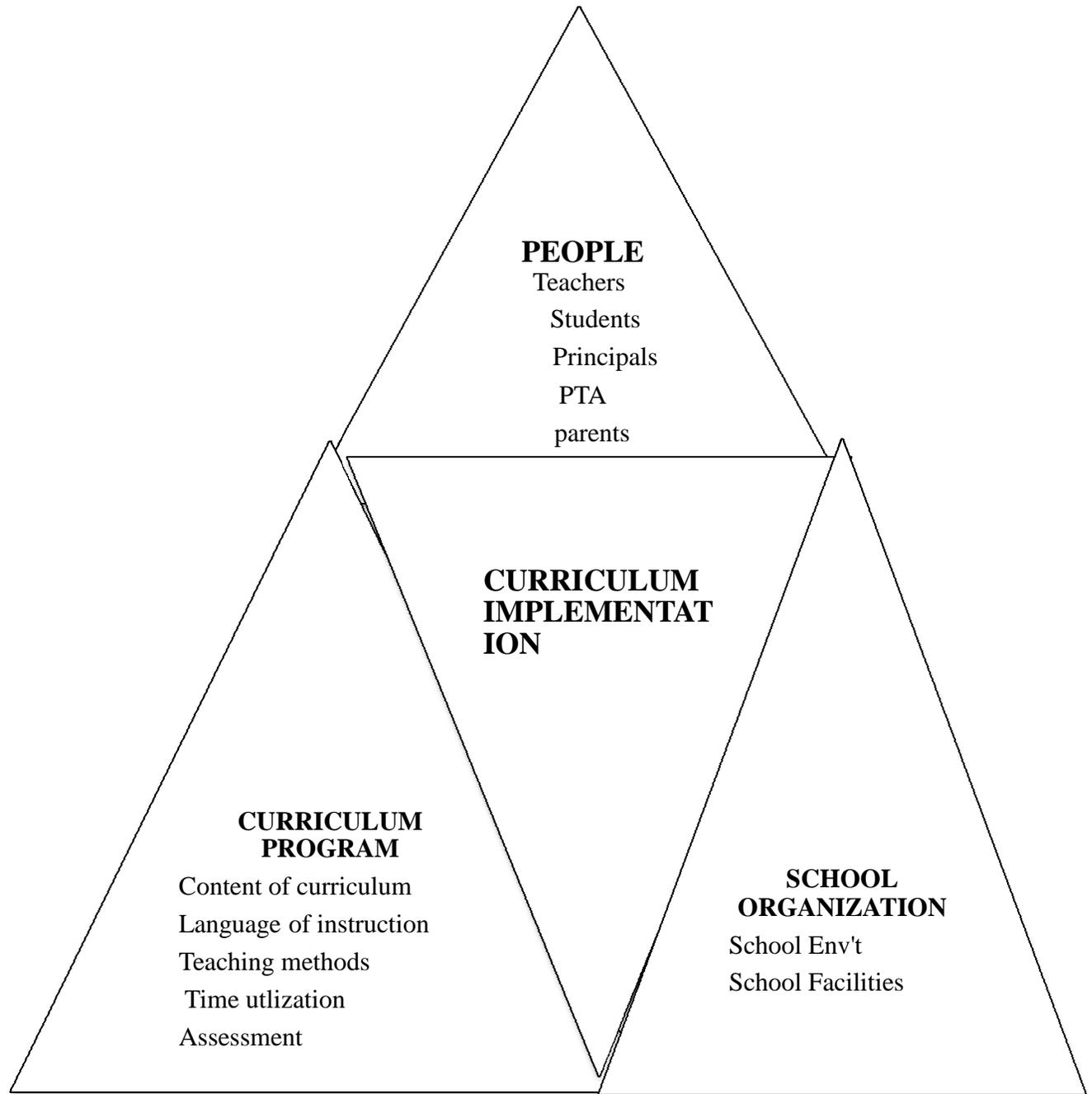
Figure 1 Conceptual Framework

2.5 Theoretical Framework of the Study

System is an interconnected set of sub-parts that are coherently organized in a way to make a whole. System theory is the study of simple and complex systems, their structure and their behavior. It is concerned with identifying the elements and interconnections within systems. Its focus is mainly on the interrelationships and interaction of elements through their interconnections, which not only helps in understanding how work, but also makes physically very different systems comparable, enabling insights across disciplines. It works to reveal the relationship between systems structure and behavior, which is very closely related, as well as the relationship between systems and their surrounding context or environment. Perhaps most importantly, it recognizes the dynamics of system, and in fact, of all reality, and challenges, objectification and oversimplification (Germain, 2015).

Systems theory also enables us to understand the components and dynamics of client systems in order to interpret problems and develop impartial intercession strategies, with the goal of enhancing the "goodness of fit" between individuals and their environments. Systems theory does not stipulate particular theoretical frameworks for considering problems, and it does not direct the social worker to specific intervention strategies. Rather, it serves as an organizing conceptual framework or meta-theory for understanding.

The curriculum should be managed more like systems where programs are innovated and re-innovated to realize the importance each part makes to the whole and the necessity of eliminating the parts that make negative contributions. Schools as education centers, in this case, are better studied as wholes rather than parts. That is why both in private and government schools, teachers, parents, pupils, program and the learning environment the curriculum being implementing in coordination to realize the targets.

As adopted in this study, the theory holds that the head teacher, parents and teachers influence curriculum management in private and government schools. Teacher related factors contribute to lateness or reporting time, departure time, meeting deadlines and general attitude of teachers. However in adopting this theory in the study, the researcher is aware of the drawbacks of the

theory. The interrelationships among parts of a system will have to be recognized and understood by all people involved.

This theory also requires a shared vision so that all people in the school have an idea of what they are trying to accomplish. It requires a cohesive effort from all participants, a task that is not easy to achieve. All social systems receive input from the environment, engage in processes, and generate outputs. In addition to having a structure, social systems serve particular functions (Bruce, 2014).

According to Durkheim, societies were organized and how they maintained cohesion or group identity over time. He believed that human beings experience a unique social truth not experienced by other organisms and that rule can only be maintained through the agreement of individuals within the group who share the same morals and values. In multifaceted societies, individuals perform different roles that, while they direct to specialization and segmentation, also create a high degree of shared interdependence between units. Although the individuals performing them will change, these roles continue over time and maintain a society (Bruce, 2014).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This section of the study presents the research design, the study area description, target population, sample and sampling technique, tools for data collection, maintaining instrument reliability and validity, procedures for data collection, methods of data analysis and ethical considerations of the study.

3.1 Research Design

This study used descriptive survey design, a type of research design that depicts the state of affairs as it exists, where the researcher has no control over the variables and can only report what has happened or what is happening, and attempts to discover causes when they cannot control the variables (Creswell, 2014). According to Kothari (2011) cited in John (2016) descriptive research is a systematic collection and analysis of data in order to answer questions concerning current status of a program, project or activity. It is used to obtain data useful in evaluating present practice and providing basis for decision (Mugenda and Mugenda, 2013 cited in John, 2016). This design was appropriate for this study as it focused on analyzing the role of people, the role of curriculum program and the role of school organization in curriculum implementation.

Surveys help describe the trends in a population or describe the relationship among variables or compare groups. Instances where surveys are most suitable are to assess trends or characteristics of a population; learn about individual attitudes, opinions, beliefs, and practices; evaluate the success or effectiveness of a program; or identify the needs of a community.

3.2 Study Area Description

Dawuro Zone is located in the southern part of Ethiopia. It is one of the 14 Zones in SNNPR State. It is located around 491 kms south west of the capital Addis Ababa. The Zone is bounded by Oromia Reional Government, Jimma Zone in North, Hadiya and Kambata Zone in North East, Wolayta Zone in East, Gamo Gofa Zone in South and Konta special Woreda in West.

Astronomically the Zone is located 6^0 3' North to 7^0 21' North latitude and from 36^0 45' East to 37^0 53' East longitude (Torboka, 2007).

The total area of the zone is estimated to be 4436 km^2 which shows 4.07% of the total land area of the region and based on 1999 census the total population size is 656,268 nearly 3.4% of the total population of the region. The Zonal Administration is consisted of five Woredas and one Town Adiministration (Otoro, 2015).
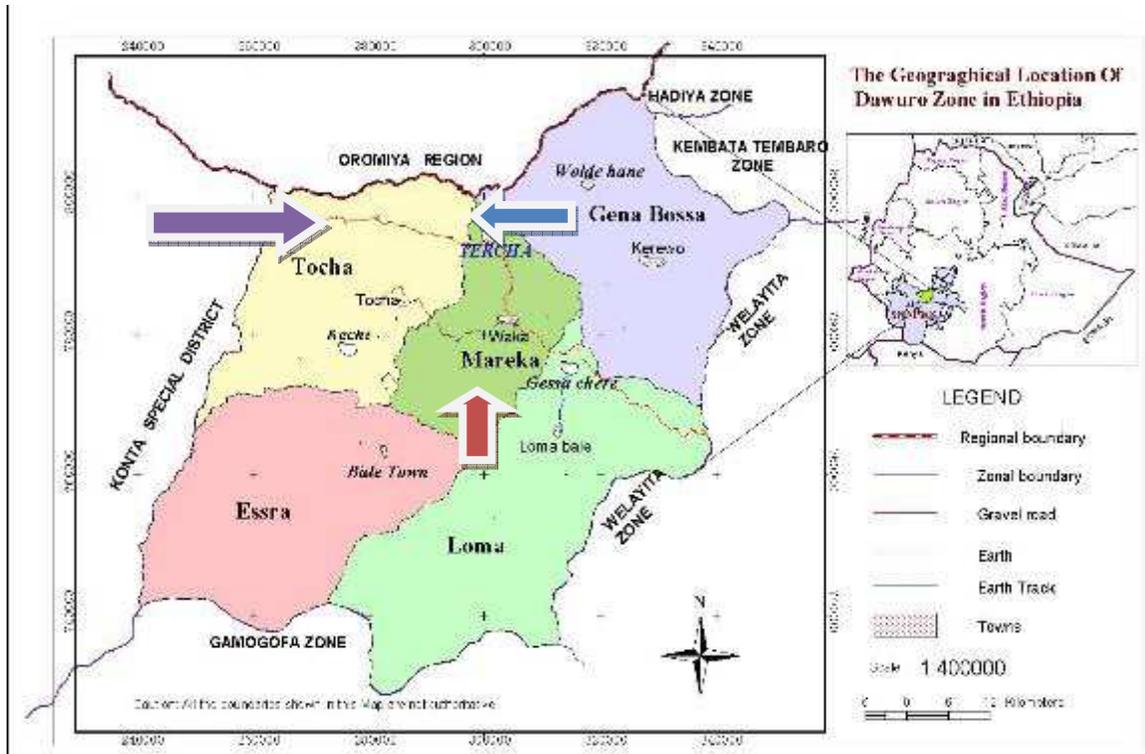
Figure 2 The physical Map of Dawuro Zone (DZFED, 2012)

Keys: [purple arrow] TochaWoreda   [blue arrow] TarchaTown Administration   [red arrow] Mareka Woreda

3. 3 Target Population, Sample and Sampling Technique

3.3.1 Target Population

The target population for this study consisted of two Woredas and one Town Administration from five Woredas and one Town administration of Dawuro Zone. From 36 primary schools in

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selected two Woredas and Tarcha Town administration (30 government primary schools and 6 private primary schools). From these schools six government primary schools were selected by random sampling; while two private primary schools were selected by availablity sampling.

3.3.2 Sample Size

A sample size of this study was 6 government primary schools and 2 private primary schools from two woredas and Tarcha Town Administration/TTA/ of Dawuro Zone. Teachers, students, principals, PTA members and experts were the respondents of this study. The sample size has 229 students, 69 teachers, 8 principals, 40 PTAs from 8 primary schools. Seven experts were selected from Zone Education Department, two Woreda Education Offices and Tarcha Town Education Unit. In selecting participants using simple random sampling, Taro Yemane's sample size formula was employed to determine the samples for students, PTAs and teachers.

3.3.3 Sampling Technique

According to Creswell (2012) in some studies, it may be necessary to use several different sampling strategies. Woredas, government schools, curriculum experts from Zone education Department, teachers in government school, and students from government and private schools, PTA members from each school were selected randomly. In simple random sampling the researcher selects a sample/individual representative of the population so that claims or inferences can be drawn from the sample to the population (Creswell, 2012).

The Woredas and six government schools were selected using simple random sampling whereas; Tarcha Town Administration and two private primary schools were selected by purposive sampling due to the fact that private schools having level up to grade six and above are not proportional to government schools. From 4 curriculum experts in Zone Education Department two were taken by simple random sampling (SRS), lottery method. From five curriculum experts in two Woredas and Tarcha Town Administration were included by availability sampling to obtain sufficient data. From 45 PTA's forty were included by lottery method; eight head teachers were taken using purposive sampling; from 76 primary school teachers in government schools, 51 teachers were selected as study participants by using lottery method and 18 teachers in private primary schools were selected by purposive sampling as well as 361 government primary school grade six students 190 were selected by lottery method and from 43 students in private schools 39 students were included as study by simple random sampling. Hence, head teachers in

government and private schools, teachers from private schools, experts from two Woredas and Tarcha Town Administration were selected using availability sampling. Using purposeful sampling helps the researcher to select people or sites that can best help him to understand the phenomenon and the selected individuals might provide useful information to develop a detailed understanding (Creswell, 2012). Students from government and private schools, teachers from government schools experts from Zone Education Department and PTA from government and private schools were selected by lottery method (simple random sampling).

Table 1 Sampling frame of the study

Respondents	Target population	Sample	Sampling technique
Curriculum experts of selected two woredas and TTA.	5	5	Availability sampling
Curriculum experts from zone Educ. Dept.	4	2	Simple random sampling
PTA's of selected schools	45	40	Simple random sampling
School principals	8	8	Availability sampling
Private school teachers	18	18	Availability sampling
Government school teachers	76	51	Simple random sampling
Private school students	43	39	Simple random sampling
Government school students	361	190	Simple random sampling
Total	560	353	-

3.4 Tools for Data Collection

The instruments used for data collection were questionnaires, interview, FGD's and observation (See Appendices A, B, C, D, E & F). Questionnaires are used due to their efficiency in that they require less time, are less expensive and permit collection of data from a wide population (Orodho, 2014).

Data were obtained by use of two categories of questionnaires, for teachers, and grade 6 students.
I. *Questionnaires*: - Questionnaires contained close-ended questions. The closed ended

questionnaires were easier to code responses and analyze them by use of computer. Each item in the questionnaire was developed to address a specific objective. Then the questionnaires for government school students were translated to mother tongue and Amharic languages for Private school students by using translators from mother tongue and Amharic teachers. This made the questions readable and clear for respondents. A five point likert scale was adopted to gather information on the role of key determinants in curriculum implementation.

The effective use of questionnaire data depends on the mode of formulation and administration of questions, the medium of delivering questionnaire and the method of contacting respondents for retrieval of the questionnaire. The respondent is not in any obligation to respond the questionnaire. The respondent therefore has to be positively influenced in order to submit accurate data to the questions administered. It is a systematic compilation of questions. It is an important instrument being used to gather information from widely scattered sources. Normally used where one cannot see personally all of the people from whom he desires responses or where there is no particular reason to see them personally (Prabhat, 2015).

II. *Interview*: - Interview guides were prepared to obtain information from school principals and curriculum experts. The semi-structured interview was used. Simple and eliciting questions were prepared for curriculum experts and school principals. Interpreting questions are the best questions those which elicit the longest answers from the respondent. Hence, the response of the respondent elicited question. An interview is meant to record and analyze people's opinions, experiences, beliefs and ideas on relevant topics. The respondents are required to present more detailed information. This gives a deeper insight into the social phenomena. "The interview may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger" (Prabhat, 2015)

III. *Focus group discussion*: - Focused group discussion was held with PTA's to obtain data regarding the role of parents in curriculum implementation factors affecting curriculum implementation. Groups of participants were guided by a moderator (or group facilitator) in government school who introduces topics for discussion and help the group to participate in a lively and natural discussion amongst them to get insight about how parents played their role on child's learning. FGD in both government and private school was coordinated by the researcher.

In focus groups discussion the participants are invited to talk about their views, attitudes and beliefs concerning a particular subject, concept or idea. This might include questions to guide the informants on talking about certain aspects to be considered for each subject or sub-topic. The type of data that can be obtained in this way include opinions, assertions about beliefs, expressions of agreement or disagreement with other participants, and processes in which individual or group identities are built (Canals, 2017).

IV. *Observation*: - Observation of school environment was held by the researcher using observation check lists. School observation questions were also used for independent observation of school environment. It provided a chance to learn things that people may be unwilling to discuss in an interview. The researcher recorded and takes photos of the events and the natural setting of the school. In questionnaires and interview people may write answer as they think, they do but this is often different from what they actually do. These restrictions are missing in observation so observation is a more natural way of gathering data. Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings. Non participant observation also referred to as naturalistic or direct observation involves the researcher carefully watching participants or phenomena without actively participating in the activity being observed (Esiri, 2017).

The researcher observed the attractiveness of school setting, play grounds, for students and teachers, and its appropriateness, program arrangement of the school, school vision and mission, plans of teachers and students, libraries and its arrangement, education resource center, laboratory rooms, class arrangements, water supplies, the availability of latrine rooms for teachers and students, student behavior demonstrating in and outside the class, the availability of teachers staffroom, the structure of classrooms, school buildings and its attractiveness as well as other supporting and hindering situations of the educational environment.

3.5 Maintaining Instrument Reliability and Validity

After the data gathering tools were developed, they were pilot tested before the actual use in the actual dispatching the instruments to small number of sample population. The pilot test of the instrument of data gathering was conducted at two primary schools; Tocha government primary

school and Akeka private primary schools. Doing so, the items of the instrument were revisited and be improved according to the comment obtained from the test phase. Reliability estimates were used to evaluate the stability of measures administered at different times to the same individuals (test-retest reliability). "The coefficient ranging between 0.00-1.00 in which the higher coefficient indicates a higher level of reliability" (Winterstein, 2008:2277).

This study made use of measuring stability of the same instrument at different times with the assumption that items measuring the same construct at two different times should correlate to show the stability of research instrument in this study. Stability was calculated using the Alpha coefficient Cranach's alpha available from the statistical Package for Social Science, SPSS 23 version, which is used in social sciences.

To assess the reliability according to this method, I distributed the questionnaire to a sample of 7 teachers; 4 teachers from government and 3 teachers from private schools, and 23 students; 19 from government and 4 from private schools. Questionnaires were collected after completion by teachers and students. This sample was merely intended to assess the stability of the tool. Three weeks later I redistributed the questionnaires to the same sample. Questionnaire were collected, the SPSS and Cronbach's Alpha test were used. The correlation coefficient was calculated and the result was redone. The result was (r=0.869) and reliability based on standardized items was (r=0.885) which is pinpointing questionnaire stability and of a correlation between the questionnaire elements and the study elements shown in the following table:

Table 2 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.869	.885	28

Validity of the Instrument

The reliability of the instrument used in this study is the precondition of the validity of the instrument. Zone curriculum experts and experienced teachers from selected schools were used to check the validity of research instruments.

The questionnaire was presented to experts and experienced teachers who had experience in the field of teaching to see the role of key determinants in curriculum implementation especially in primary school in order to be sure of aspects of form, order, and validity of measurement clauses and their acceptability to curriculum implementation. The suggested modifications were then added to the research tool.

The group of experts and teachers in this case were asked specifically for opinions on the clauses of the questionnaire in relation to the ease of the tool clause for the research field, the traits for which the test content were designed and used and the issues in the content like; the actual wording, the design of items or questions, and how adequately the test samples the universe of knowledge and skills that student was expected to master.

Based on the opinions from experts and teachers, some modifications were made on questionnaires. They involved the deletion of some words and phrases inappropriate to measure. The construction of some phrases continued until the tool acquired its last form. The questionnaires were then presented again to these experts and teachers after five days to verify its final validity.

3.6 Procedures for Data Collection

The researcher took support letter from the college of Education and Behavioral Science, and concerning government and private organizations that specify the purpose of the researchers travel to the study area.

The instruments of research questionnaire were prepared by the researcher. The researcher personally visited the sampled schools and offices to make appointments to distribute questionnaires, to precede interview and focus group discussion. The questionnaire developed by English was translated in Dawurogna (vernacular language) by translators for primary students in government schools whereas; it was again changed to Amharic by Amharic teachers for those in private schools. The researcher himself gave teacher respondents the questionnaires to fill within the agreed schedule and for students the questionnaires were distributed on the behalf of teachers. Those teacher respondents who could not completed the questionnaires allowed extra time to complete the questionnaires. Here, the researcher used teachers and principals to support during administering students and teachers' questionnaires in government and private schools. These assistants were selected and trained during the pretesting. This is because at this level a principal and teachers smoothly manage the questionnaire in the school whereas; the researcher himself coordinated the interview and FGD with school principals and PTA's respectively. Interview schedules were made by the researcher consent with experts and principals. TTA and Zone Education Department curriculum experts were interviewed in together due to the proximity of their working area and residence. The completion and validation of tools were made before the interview as well as adequate copies of tools were printed and at hand too.

3.7 Methods of Data Analysis

Quantitative data from questionnaire responses was analyzed using descriptive statistics as well as appropriate tools with the SPSS (Frequencies and percentages). The difference between the means of two groups was tested using inferential statistics, independent samples t-test, using the SPSS version 23 program. Frequencies and percentages were used to determine the sample response rates. Qualitative data was analyzed by carefully organizing, coding and describing,

conceptualization, classifying, categorizing, identifying themes, connecting and interrelating data, interpretation, creating explanatory accounts to provide meaning.

3.8 Ethical Issues

Attempts were made to formulate the research process professional and ethical. To this end, the researcher had tried to clearly inform the respondents about the purpose of the research that is purely for academic purpose. As it is introduced the research purpose in the introductory section of the questionnaire, interview guide and FGD questions to the respondents, the researcher confirmed that participants confidentiality will be highly protected. In general, the researcher did not try to personalize any of the reaction of the respondents during data presentation, analysis and interpretation.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

This chapter presents the demographic characteristics of participants, data analysis, presentation and discussion. The results were presented on the implementation of primary school curricula at Dawuro zone: a comparative analysis among private and government schools.

The research sought to answer five research questions; to what extent do people contribute for curriculum implementation in primary schools of Dawuro Zone? To what extent does curriculum program contribute for curriculum implementation in primary schools of Dawuro Zone? How does school environment contribute for curriculum implementation in primary schools of Dawuro Zone? Is there any statistical differences exist between private and government primary schools in terms of people, curriculum program and school environment for curriculum implementation in Dawuro Zone? How people, curriculum program and school environment affect curriculum implementation in primary schools of Dawuro Zone.

4.1 Demographic Information of Teacher and Student Respondents

The study sought to find out information on various aspects of the respondents' background that is the respondents sex, age, years of experience, educational qualification, subject teacher teach, grade level teachers teach and number of periods per week teachers teach. This data is presented with the use of the statistics and frequency tables produced by SPSS 23 program.

 Description of the total statistics of research sample of teacher respondents at government and private schools

The first analysis refers to the general characteristics and attributes of the research sample. Following this, the characteristics and attributes of the research sample for government and private schools comparably are addressed in frequency tables presented below.

Table 3 Comparison between teachers samples at government and private primary schools according to the 'age' variable

School type		Frequency	Valid Percent
	between 20- 30	34	66.6
	between 31-40 years	14	27.5
	over 40 years	3	5.9
	Total	51	100.0
	between 20- 30 years	15	83.3
	between 31-40 years	3	16.7
	Total	18	100.0

As the Table (3) shown above the total number of teachers sample from the government and private schools consists of 69 teachers. According to the age variable, from 51 government's school teachers; 34 (66.6%) were the age between 20-30 years; 14(27.5%) were between 31-40 years; 3(5.9%) were over 40 years of age.   From 18 private schools teacher respondents' 15 (83.3%) teachers were between the ages 20-30 years and 3(16.7%) were the ages between 31-40. From this table one can say that no teachers in private primary schools were more than the age 40. Most of the government and private school teachers in the sample were between the ages of 20-30.

Description of total Teachers research samples at government and private schools according to 'years of experience' variable

The researcher sought to establish the years of experience of teacher respondents, and the comparison of it in government and private primary schools and the findings are shown below.

Table 4 Comparison between government and private schools based on 'years of experience' variable

School type		Frequency	Valid Percent
Government school	1-5 years	9	17.6
	6-10 years	19	37.3
	11-15 years	18	35.3
	more than 15 years	5	9.8
	Total	51	100.0
Private school	1-5 years	13	72.2
	6-10 years	5	27.8
	Total	18	100.0

The table above (Table 4) shows that in the government schools teachers 9(17.6%) have the experience of 1-5 years, 19(37.3%) have 6-10 years of experience, 18(35.3%) have 11-15 years of experience and 5(9.8%) teachers have above 15 years of experience. In the private primary

schools teachers 13(72.2%) have 1-5 years of experience; 5(27.8%) have 6-10 years of experience. This indicates that more experienced teachers in the sample are in government schools that lie within the experience range between 6-15 years. This implies that in government schools teachers are more experienced compared to private schools.

Table 5 The Comparison between Teachers in Government and Private Schools according to 'Teachers Educational Qualification' variable

School type		Frequency	Valid Percent
GVT School	Diploma	33	64.7
	Bachelor degree	18	35.3
	Total	51	100.0
PVT School	Diploma	9	50.0
	Bachelor degree	9	50.0
	Total	18	100.0

As shown in Table 5 the total research sample from the government schools 64.7% teachers were diploma holders, and 35.3% were first degree holders whereas; in private primary schools 50% teachers have diploma, and the rest 50% have first degree. This indicates that teachers in both government and private schools are in the appropriate level of qualification.

Table 6 Comparison between Teachers in Government and Private Schools according Work Load/ Number of Periods per Week

School type		Frequency	Valid Percent
Government school	16-20 periods per week	23	45.1
	21-25 periods per week	28	54.9
	Total	51	100.0
Private school	26- 30 periods per week	18	100.0

From Table 6 23(45.1%) teachers teach 16-20 periods per week and 28(54.9%) teachers teach 21-25 periods per week. In private schools all teachers teach 26-30 periods per week. it is important to say that government schools have comparatively less work load than private schools. This implies that to some extent the high teacher-class ratio is in private schools compared to government schools.

Table 7 Comparison between Teachers in Government and Private Schools according 'Subject Teachers teach' variable

School type		Frequency	Valid Percent
Government school	Language	7	13.7
	Mathematics	7	13.7
	Natural science/BIS	7	13.7
	Social science	4	7.8
	Civics	5	9.8
	HPE and Art	4	7.8
	Chemistry	7	13.7
	Biology	5	9.8
	Physics	5	9.8
	Total	51	100.0
Private school	Language	2	11.1
	Mathematics	1	5.6
	Natural science/BIS	3	16.7
	Social science	2	11.1
	Civics	2	11.1
	HPE and Art	2	11.1
	Chemistry	2	11.1
	Biology	2	11.1
	Physics	2	11.1
	Total	18	100.0

The above table shows in government schools 7(13.7%) teachers teach language, 7(13.7%) teachers teach Mathematics, 7(13.7%) teachers teach Natural science/BIS, 4(7.8%) teach Social science 5(9.8%) teach Civics, 4(7.8%) teach HPE and Art, 7(13.7%) teachers teach chemistry, 5(9.8%) teach Biology and 5(9.8%) teach physics subjects. In private schools 2(11.1%) teachers teach Language, 1(5.6%) teach Mathematics, 3(16.7%) teach Natural science/BIS. 2(11.1%) teach Social science, 2(11.1%) teach Civics, 2(11.1%) teach HPE and Art, 2(11.1%) teach Chemistry, 2(11.1%) teach Biology and 2(11.1%) teach Physics. This implies that the number of qualified teachers in HPE, Social science and Civics Mathematics in Private schools is less and need further attention from the Regional government.

 Description of the total statistics of research sample of student respondents at government and private schools

The first analysis refers to the general characteristics and attributes of the research sample. Following this, the characteristics and attributes of the research sample for government and private schools separately are addressed in frequency tables.

Table 8 Comparison of Research Sample between Government and Private Schools according to Age of Students

School type		Freq	Valid Percent
	12 year	46	24.2
	13 year	89	46.8
	14 year	28	14.7
	above 14 year	27	14.2
	Total	190	100.0
Private school	12 year	36	92.3
	13 year	3	7.7
	Total	39	100.0

Table 8 indicates in government schools 46(24.2%) students are in the age of 12 years, 898(46.8%) are in the age of 13 years, 28(14.7%) are in the age of 14 years and 27(14.2%) are in the age of over 14 years. In private schools 36(92.3%) students are in the age of 12 years and 3(7.7%) are in the age of 13 years. This indicates that almost all students in private school are at normal class age than students at government school.

4.2 Main Data

The tables in this analysis provided frequencies and percentages on the level of the total research sample of teachers and students respondents for both government and private schools.

Frequency analysis of tables at the level of the total research sample at government and private schools with respect to statements contained in the teacher's questionnaire (See appendix III)

4.2.1 The Role of People for Curriculum Implementation

The first objective of the study was aimed to investigate the role of people for implementing curriculum in primary schools of Dawuro Zone. These study findings were reported by the respondents through questionnaire, interview and focused group discussion. The results from the respondents' questionnaire, interview and focused group discussion is summarized regarding each tool.

4.2.1.1 Teachers

In curriculum implementation process the teacher is one of the indispensable human resources in the school. In curriculum implementation, the teacher will not just come to the school knowing all he needs to know, but knowing how to figure out what he needs to know where to get it, and

how to help others (learners) make meaning out of it. The teacher is expected to wear many caps in curriculum delivery process. He is a communicator, role model, a counselor, a disciplinarian, a decision maker, an evaluator, a conveyor of information and in-parent and a classroom manager. To fulfill these roles, the teacher may approach the task of teaching by keeping the learners engaged and motivated, allowing the interest of the learners to develop gradually, making the lessons in the classroom very interesting and challenging, employing a range of learning styles, ensuring learners participation in the classroom (Abiodun, 2014).

Table 9 Comparison of frequencies and percentages analyses tables for classroom instruction for all 69 teachers from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
I prepare lessons that take account students different learning styles	Fr	21	9	2	12	7	-	3	-	8	7
	%	41.2	17.6	3.9	23.5	13.7	-	16.7	-	44.4	38.9
My instruction is supported with instructional materials	Fr	25	6	4	16	-	2	-	1	5	10
	%	49	11.8	7.8	31.4	-	11.1	-	5.6	27.8	55.6
I encourage students to learn from each other in group	Fr	3	23	3	19	3	1	1	-	10	6
	%	5.9	45.1	5.9	37.3	5.9	5.6	5.6	-	55.6	33.3
I offer opportunity for students to teach each other in classroom	Fr	6	-	3	13	29	2	-	2	5	9
	%	11.8	-	5.9	25.5	56.9	11.1	-	11.1	27.8	50.0
I offer lecture to save time	Fr	8	9	1	14	19	8	6	1	1	2
	%	15.7	17.6	2.0	27.5	37.3	44.4	33.3	5.6	5.6	11.1

From the Table 9 above, of teacher's methods of teaching:

The questionnaire response table 9 item one shows that 21(41.2) of the government school teachers were responded strongly disagree, and 9(17.6%) disagreed that shows they have difficulty in preparing lessons that address students varied learning needs, and styles, and they 19(37.3%) and 14(27.5%) were strongly agreed and agreed on item 5 on table 9 that shows apply lecture as a method of teaching. But 8(44.4%) and 7(38.9%) private school teachers responded agree and strongly agree respectively to item one that they prepare lessons that address different learning needs of students, and 8(44.4%) and 6(33.3%) private school teachers strongly disagreed and disagreed respectively on the item five, that they never apply lecture method as optional to modern student centered methods. It is also indicated in teacher's response that 25(49%) of government, and 10(55.6%) private school teachers respectively agreed on their use of supportive instructional materials, 23(45%) of government school teachers disagreed on encourage students to teach and learn from each other, and 29(56%) government school teacher strongly agreed on the item, I provide chance for students to teach each other in the classroom. 10(55.6%) and 9(50%) of private school teachers agreed and strongly agreed respectively on items, I encourage students learn from each other, and I provide opportunity for students to teach each other in the classroom. From this data one can say that government schools teachers were deficient in preparing plans based on students varying learning styles and needs, modeling students learning by applying modern instructional pedagogy. Using instructional materials alone without a plan that addresses and differentiates students learning needs is the same to forcing someone to do what he/she never wants. But private school teachers are comparable for addressing student's needs in their plan, employing modern instructional methods that support students learning, and use supportive instructional materials. This response shows the government school teachers are playing insignificant role in the classroom instruction compared to private school teachers.

The interview made with school principals in the government school; the Government school Principal one (herein after GP1) also indicated that teachers most of the time try to implement what is expected from them. But they were challenging school principals for the problems related to students' misbehavior, the lack of time based monthly salary payment that resulted in the termination of classes for one day to a week after 5th day of the second month. In addition to

it some teachers were challenging for non-timely transfer of teachers. Usually, the Woreda Education office and Zone Education Department make transfer of teachers on October and November that is after two months of the beginning of teaching, and they transfer teachers without replacing their position. Hence, principals have difficulty in subjects that teacher was not assigned. At this time, as GP1 Said, he wants to divide the existing subjects that have no assigned teacher for teachers in his school, but they resist principals accepting subjects even if they were trained as minor courses. Private school principal one (herein after PP1) claimed that private school teachers are doing what they were agreed with the school governing bodies, they prepare their lesson plans based on the plan prepared by the school addressing the unmet community needs, then the department and the school principal approve the organization of the plan two days before they execute. Teachers in private school have no challenge for the monthly salary payment, and issues reflecting student's misbehavior. But the greater challenge to private schools to him is teacher's turnover; they compare the benefit teachers' gain from government schools. Private school principal two (herein after PP2) also said, most of the time private school teachers challenge the school for the application of directives applicable in government schools regarding carrier structure, two months' salary in summer, educational opportunities to upgrade their status. Hence, most teachers leave the school after two or three years of experience. From the interview, it is possible to say the role of teachers in government school shown little due to external determinants like transfer, salary payment, student's behavior, and internal determinants like lack of motives, reluctance and lack of staff development program.

According to UNESCO (2004), it is important to address the needs of our students to be fair for our student and facilitate learning of all students we need to adapt and modify the curriculum. So, it fits the students learning needs. Teachers differentiate the curriculum so they do not discriminate and teach only a select group of students. Teachers offer students with a variety of activities to meet their different learning needs (UNESCO, 2004).

Research studies also have shown that many children who experience learning difficulties become frustrated when they are not effectively supported and eventually drop out. Teachers can also help retain children in classrooms by making their teaching more interesting, appealing and motivating, as well as providing opportunities for learning success. Many children find learning irrelevant and boring and teachers are in the key position to include useful skills and knowledge

in their teaching that truly reflects children's realities. Another way of developing interest in learning is to support students' sense of responsibility for their own learning. This includes aspects such as providing opportunities for autonomy, independent, and critical thinking, as well as participating in decision-making in the classroom and the school (UNESCO, 2004).

The Ethiopian Ministry of Education has introduced child-centered learning into its curriculum philosophy. Unlike the old educational system which was teacher-centered, and solely conducted (with) by the chalk and talk mode of delivery, the present system is Student-Centered with emphasis on various exercises, student-teacher interaction, and encouragement of student inquisitiveness. Based on this curricular content expected student achievement and behavior at the end of each level of education have all been considered in the development of the curriculum. The mode of delivery has also been designed to produce students capable of solving problems (MOE, 2002).

4.2.1.2 School Principals

To meet the dedicated, manifold expectations now sited on schools, as well as to have engaged teachers, it is argued that schools need to become learning organizations, deliberately, and continuously tracking quality improvement. Within schools that are learning organizations advance new type of relationship between students, teachers with school leaders based around a reasonably common set of characteristics, that include a trusting and collaborative climate, a collective and scrutinized mission, taking initiatives and risks, and ongoing, relevant professional development (Mulford, 2003).

Table 10 Comparison of frequencies and percentages of analysis tables for school principal leadership & support for all 69 teachers from government and private schools (Note; SD=strongly disagree, D= disagree, U= undecided, Ag= agree, SA= strongly agree)

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
School principal invites teachers, students and parents to involve in decision making	Fr	4	5	1	18	23	-	-	-	4	14
	%	7.8	9.8	2.0	35.3	45.1	-	-	-	22.2	77.8
School principal encourages teachers and students work towards curriculum goal	Fr	13	19	-	7	12	-	-	-	4	14
	%	25.5	37.3	-	13.7	23.5	-	-	-	22.2	77.8
Principal and teachers interaction is promising	Fr	15	20	1	9	6	1	-	-	6	11
	%	29.4	39.2	2.0	17.6	11.8	5.6	-	-	33.3	61.1
School principal establishes good school climate for teachers and the school community	Fr	16	21	1	6	7	-	-	-	11	7
	%	31.4	41.2	2.0	11.8	13.7	-	-	-	61.1	38.9
The relation of principal and the school community is not good	Fr	9	7	1	12	22	5	12	1	-	-
	%	17.6	13.7	2.0	23.5	43.1	27.8	66.7	5.6	-	-

From Table 10 above, the role of school principals for curriculum implementation:

The analysis result indicated that 23(45%) and 18(35.3%) of the government school teachers responded strong agreement and agreement respectively; and 14(77.8%) and 4(22.2%) private

school teacher respondents also exposed their strong agreement and agreement respectively on the view that principals in both government and private schools allow teachers, students and parents to participate in the school-decision making. Again 19(57.3%) and 13(25.5%) of the government school teacher respondents shown their disagreement and strong disagreement on principal's encouragement for teachers and students work together towards curriculum goal, 20(39.4%) and 15(29.4%) respectively disagreed and strongly disagreed on positive interaction between principals and teachers, 21(41.2%) and 16(31.4%) teachers disagreed and strongly disagreed respectively on the item principals establishment of conducive school environment for teachers and the school community. In private schools 14(77.8%) and 4(22.2%) teacher respondents claimed their strong agreement and agreement respectively on the item school principals encourage teachers and students to work together towards curriculum goal, 11(61.1%)and 6(35.3%) shown strong agreement and agreement on the item principals promising interaction with teachers, and 11(61.1%) and 7(38.9%) indicated agreement and strong agreement in that order on school principal's effort to create conducive school environment for teachers and the school community. Teacher's response revealed that private school principals have strong eager to achieve common goals by creating promising relationship and encouraging environment with teachers and the school community.

Supporting this one PTA member of government school claimed on their FGD that teachers were always challenging principals because of principals waste most of their time on administrative meetings that never focus on teaching and learning. Due to this there is a communication gap between teachers, and the school principals regarding academic affairs. Another PTA member said, the school principal should focus on what is going on in the school by sharing duties specifically and encourage implementers for the success of school's plan.

According to MOE (1994), the Amharic version which is entitled as Educational Administration, structure, community participation, and Finance Directive; the duty and responsibility of principals is they should make use of school community and parents collaboratively to ensure the achievement of intended educational objectives. Hence, they should design the plan of their school based on the objectives and intentions indicated in Federal, Regiona and Woreda level. Then they also are certain whether heads of departments and teachers prepared their own plan. They also have the duty of controlling the wastage of education (MOE, 1994).

4. 2.1.3 Students

According to Aweke (2015:3), students must craft meaning or new knowledge by freely interacting with the content, with the teacher and with their colleagues. The notion of 'hidden curriculum' and 'null curriculum' lies on the path of meaning making. Students feeling, attitudes and behavior are not curriculum by themselves but are human quality. We have to be aware of and accept personal differences among students which are another important thing for student's individual development but should not be considered as curriculum (Aweke, 2015).

Table 11 Comparison of Frequencies and Percentages of Analysis Tables for Student's role in Classroom Instruction

for All 229 Students from Government and Private Schools (See Appendix B)

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
Teachers give me a chance to discuss the contents with my colleague in the class	Fr	110	31	-	12	37	5	3	-	3	28
	%	57.9	16.3	-	6.3	19.5	12.8	7.7	-	7.7	71.8
I am interested with teachers' use of teaching aids	Fr	90	19	3	26	52	4	4	-	3	28
	%	47.4	10.0	1.6	13.7	27.4	10.3	10.3	-	7.7	71.8
I prefer doing exercises than talking in the classroom	Fr	60	12	3	22	93	3	3	1	10	22
	%	31.6	6.3	1.6	11.6	48.9	7.7	7.7	2.6	25.6	56.4
I am not active participant in the learning process	Fr	45	33	8	54	50	27	5	-	5	2
	%	23.7	17.4	4.2	28.4	26.3	69.2	12.8	-	12.8	5.1
I get help from the teacher during learning with my classmate	Fr	95	31	-	25	39	4	5	-	4	26
	%	50.0	16.3	-	13.2	20.5	10.3	12.8	-	10.3	66.7
Front achiever students dominate group discussion	Fr	17	15	2	29	127	27	2	-	4	6
	%	8.9	7.9	1.1	15.3	66.8	69.2	5.1	-	10.3	15.4

From Table 11 the respondents were asked to indicate their agreement or disagreement on statements of their role in classroom instruction.

The student's response to the questionnaire in the table above indicates that, 110(57.9%) government school students strongly disagreed on the item; teachers give me a chance to discuss

the contents with my colleague in the class, 90(47.4%) government school students were strongly disagreed on the item; I am interested with teachers use of teaching aid, 93(48.9%) government and 22(56.4%) private school students were interested to do exercises in the classroom rather than talking with classmates. In government schools it is indicated that 110(57.9%) government school students were strongly disagreed their teacher provision of opportunity in class room discussion with colleagues; 90(47.4%) government school student respondents strongly disagreed teacher's utilization of facilitative instructional materials and 95(50%) government school student respondents also strongly disagreed their teachers support during class room instruction whereas 127(66.8%) were strongly agreed to front achievers dominance in group discussion and reduced the participation of slow achiever's. The responses of Private school student respondents revealed that 28(71.8%) were strongly agreed to teacher's provision of chance for class room discussion; 28(71.8%) strongly agreed to their utilization of supporting instructional materials and strong support during learning. 27(69.2%) respondents strongly disagreed to dominance of front achieving students in group discussion.

The findings revealed that government school students have little chance from their teachers in class, their teachers never utilize inspiring instructional aid, and they have little support during learning. As front achievers lead group discussion than individual participation which also resulted from the failure to address students learning ability and style that was revealed in table 11 item; one. In private schools teachers were active in alarming students in their learning by providing opportunity; using interesting instructional aid and supporting them during instruction that minimized front achievers' dominance in group discussion that in turn show teachers energetic planning system to equalize learning through active participation.

David A. and Garvin stated that to teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. The aim of the teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge in to active constructors of their own, and others' knowledge. Teaching is fundamentally about creating the pedagogical, social and ethical conditions under which students to take charge of their own learning, individually and collectively (David et.al, 1991).

4. 2.1.4 Curriculum Experts

The role of curriculum expert in curriculum implementation has paramount importance. The interview conducted with government and private school principals, GP3 revealed that Woreda education Office and Zone education Department curriculum experts were not supporting schools since 2009 E.C. One principal said that 'I have a doubt with the existence of these experts in Woreda and Zone level'. He added they are not visiting schools for the effective implementation of curriculum from two years before. This opinion shows that curriculum experts were not contributing for the curriculum implementation. The interview with curriculum experts also indicated that their support to the school is not adequate because of non-proportional number of curriculum experts with that of schools in Zone challenged to contact all schools.

4. 2.1.5 PTA and Parents

Raimondo, 2009 in Lacy and Emily (2017) revealed that empowering parents to exercise leadership within schools as an approach also has shown optimistic results. For example, a joint venture between the Kentucky Parent Teacher Association and the Commonwealth Institute for Parent Leadership aimed to help parents understand new education reforms, create parent leaders and train parents on how to exert their efforts to advance their children's schools. Results of an evaluation of this partnership indicated an increase in family engagement in schools and in families serving as an active decision maker with school staff in for school improvement (Lacy, 2017).

Children starts to learn their responsibilities and role in the family, and when they themselves grow up and become parents, which mean they are mature to play the father's role. So as to have successful brought up and well educated children in one family, parents are most central and must be careful to some elements which play a key role in increasing, bringing up and cultivating their children. The one is, if parent's principal role in the family is the education and bringing in education up their children, then the main obligation of the children is to study harder and properly. Therefore, they should be well instructed how to study, based up on the key principles of an appropriate learning and studying. The second is, child's development is the personality formation. The parents, as educators must be acquainted with the features of their child, interests, temperament and especially the child's emotional features regarding the child's character.

Third, the child's personality formation has resulted to be constructed mostly by children's socialization. The socialization represents the most important process involved in his/her formation as a child. Thus, the child commences to socialize in a given society since the early stage of his/her childhood at parent's home, surrounded in parental atmosphere and the relation with family (Murati, 2016).

The interview made with principal GP3 indicated that normally PTA members alone extend their hands to support the school. They visit and ask schools for the smooth flow of school activities and challenge the school facing.

One of the school principals, GP1said the strength of PTA members brought changes in school performance since 2009 E.C. He also said that PTA members were not only participants themselves but also mobilizes other stakeholders for an effective curriculum implementation in schools, but this is unproductive commonly. Relating to this, GP1revealed that there was no problem with PTA members to contribute in education, but the leading challenge is still a challenge with those who assigned them representing their affair. By the opinion of GP1, the local community has little role in supporting their children's learning. He said that most parents were not supporting their children to learn. Due to this most students were engaged themselves in different jobs that has its own impact reducing student's attention on education. GP5 revealed that market days are days with full of uproar in schools. It is impossible to get students in the class in the afternoon shift in these days. He has shown that parents were not interested to contact schools to discuss the matter of their students. They were involuntary to know and help teachers and students in teaching learning. On the FGD of PTA one member shown that parent's despondency on their children's education is due in some extent student misbehavior and their unwillingness in supporting their parents at home after the school.

In private schools, according to one school principal, PP2 PTA members were committed to participate in every issue of the school. Most of them were educated elites and have deep understanding on education. He said PTAs were not only showing their effort but also mobilize student's parents jointly extending their hands on their student's learning and make the school eye-catching site. With this participation they contributed large amount of money to their children's learning. It was seen from their effort and interest that they were paying twice a month

for their children's learning. They pay regular education fee and supportive session fee after the regular class for their children.

4.2.2 The Role of Curriculum Program for Curriculum Implementation

Curriculum implementation takes in to account the arrangement of programs and entire documents that enhance the smooth flow of curriculum. The rigorous preparation and utilization of the document enable curriculum implementers to bring intended changes in curriculum implementation.

The second objective of the study was aimed to investigate the role of curriculum program for implementing curriculum in primary schools of Dawuro Zone. These study findings were reported by the respondents' of questionnaire, interview and focused group discussion.

The results from the respondents questionnaire, interview and focused group discussion is summarized regarding each tool.

4.2.2.1 Content of the Curriculum

In education, academic content is a general area to which entire courses are devoted. Contents also inculcate the topics that might or might not be taught, tested or included in content standards. For every topic, content can further be conceived as categories of cognitive demand. For instance, in mathematics cognitive demand might distinguish memorize; perform procedures; communicate understanding; solve non-routing problems; conjecture, generalize, prove. In English language, arts and reading, topics might be phoneme blending or suffixes, prefixes and root words and cognitive demand might be recall, demonstrate/explain, analyze/investigate, evaluate, generate/create.

Table 12 Comparison of frequencies analysis tables for contents of the curriculum for all 69 teachers from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
The contents in the text book are appropriate for student's level of understanding	Fr	16	15	1	13	6	8	5	-	5	-
	%	31.4	29.4	2.0	25.5	11.8	44.4	27.8	-	27.8	-
Contents in the text book are related to objectives	Fr	12	15	3	10	11	7	6	2	3	-
	%	23.5	29.4	5.9	19.6	21.6	38.9	33.3	11.1	16.7	-
contents are related to learners background knowledge	Fr	16	23	1	8	3	6	11	-	1	-
	%	31.4	45.1	2.0	15.7	5.9	33.3	61.1	-	5.6	-
The contents in the text book motivate me to teach students	Fr	22	14	-	7	8	11	3	-	2	2
	%	43.1	27.5	-	13.7	15.7	61.1	16.7	-	11.1	11.1
I found the contents difficult to teach primary students	Fr	2	10	3	21	15	-	3	-	10	5
	%	3.9	19.6	5.9	41.2	29.4	-	16.7	-	55.6	27.8

From Table 12 above, content of curriculum program for curriculum implementation:

The findings from the responses of teachers in government and private schools, it is indicated that 16(31.4%) and 15(29.4%) teacher respondents strongly disagreed and disagreed respectively in government school as well as 8(44.4%) and 5(27.8%) of teacher respondents in private school were strongly disagreed and disagreed respectively for the appropriateness of contents in the text book for student's level of understanding, 15(29.4%) and 12(23.5%) teachers in the government

school were disagreed and strongly disagreed respectively, and 7(35.9%) and 6(33.3%) private school teachers strongly disagreed and disagreed respectively in that order for the match between the content and learning objectives, and 23(45.1%), 16(31.4%) the government school teachers and 11(61.1%), 6(33.3%) private school teachers correspondingly disagreed and strongly disagreed for the content's relevance with student's previous experience. This was again revealed in table 12 item 4 and 5 shown its non- motivating and difficulty aspect. From these results it is possible to say curriculum contents of primary schools have romantic nature.

According to MOE, the content of the textbook is widely seen as not being conducive to effective learning. One of the main reasons for this is the limited capacity, experience and resources of textbook producers in the regions (MOE, 2008). This is the reality in the study area that most respondents agreed up on the non-conduciveness nature of content for teaching and learning.

Language of Instruction

The government and private schools use different languages to implement the curriculum in first cycle primary school. The interview made with one school principal, (GP4) revealed that government schools used vernacular language for grades 1-4 and English language from grades 5-8 except for Amharic which is a national language given from grade 3 onwards and English which an is international language is given starting from grade 1 as an independent subject. In grades 1-4 Dawurogna became the medium of instruction except for Amharic and English subjects. From grades 5-8 Mother Tongue/Dawurogna, Amharic and English were given as a typical subject. In these grades English become the medium of instruction for other subjects.

In private schools, PP2 said the medium of instruction from grades 1-4 is Amharic except for Mother Tongue/Dawurogna and English language. These subjects were given as a particular subject. Amharic was given starting from grade one as a separate subject unlike the government school. From grades 5-8 the medium of instruction is English. Amharic and Mother Tongue/Dawurogna were given as an independent subject.

Table 13 Comparison of frequencies analysis tables for contents of the curriculum for all 229 students from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
I can easily understand words in the text book	Fr	90	24	5	19	52	23	7	1	8	-
	%	47.1	12.6	2.6	10	27.4	59	17.9	2.6	20.5	-
Exercises in the text book are clearly written	Fr	64	73	4	23	26	26	5	-	7	1
	%	33.7	38.4	2.1	12.1	13.7	66.7	12.8	-	17.9	2.6
Contents of the text book are related what I know in my environment	Fr	72	67	5	22	24	26	4	1	8	-
	%	37.9	35.3	2.6	11.6	12.6	66.7	10.3	2.6	20.3	-
Examples of the content motivate me to learn	Fr	77	40	-	28	45	11	9	1	18	-
	%	40.5	21.1	-	14.7	23.7	28.2	23.1	2.6	46.2	-
The knowledge I got from the school helped me	Fr	24	48	4	17	97	3	5	-	6	25
	%	12.6	25.3	2.1	8.9	51.1	7.7	12.8	-	15.4	64.1
Contents in the text book are difficult to understand	Fr	37	19	7	69	58	3	6	1	7	22
	%	19.5	10.0	3.7	36.3	30.5	7.7	15.4	2.6	17.9	54.6

From responses of student participants in the Table 13 above, government and private school students were claimed their responses to the questionnaire in contents of the curriculum. 90(47.1%) and 23(59%) government and private school student respondents respectively claimed their strong disagreement for the item; I can easily understand words in the text book, 73(38.4%), 64(33.7%) of government school students revealed their strong disagreement and disagreement and 26(66.7%) private school students claimed their strong disagreement on the item; exercises in the text book were clear. 72(37.9%), 67(35.3%) government school students also exposed their strong disagreement and disagreement respectively, and 26(66.7%) private school students

were strongly disagreed to the item; contents of the textbook are related to what I know in my environment; 77(40.5%) and 40(21.1%) government school students again claimed their strong disagreement and disagreement respectively, but 18(46.2%) private school students claimed their agreement on the item; examples in the text book motivate me to learn. 97(51.1%) and 25(64.1%) government and private school students revealed their strong agreement on the item; the knowledge I got from the school helped me. The findings from students on content of the curriculum has almost similar claim to that of teacher respondents.

The interview made with GP1 claimed that:

> *There is mismatch between contents in student's text and teachers guide in grade five Basic integrated science. In this subject there is only topic in some pages without notes, exercises, and pictures. He again claimed that in grade six Dawurogna (Mother Tongue) languages, the organization of the text book is not correct. The main and sub contents are not differentiated, as well as there is no table of contents in the text book that made difficulty to prepare annual plan and daily lesson plan. In the same vein another principal said schools reported such problems for repeated time but nothing changed. Experts who modify text books were not focused on these problems rather than printing textbooks with this error.*

Curriculum expert four (herein after EXP 4) said, the deficit of content in the textbook is the problem for schools to implement the curriculum as intended. He added, experts made efforts to update textbooks but the shortage of material and finance made it impossible.

According to UNESCO (2004), before we make decisions on how we are going to teach, and what we need to modify, we first need to identify the content. Content is what we teach and the student is expected to learn, that is to know, understand or be able to do. It includes facts, concepts, and skills that students will acquire in their learning environment. Sometimes teachers are able to select the content to suit the students' needs. Sometimes, it is the authority of the school that has prescribed the content of the curriculum; sometimes, it is a both teacher and authority. Because of curriculum demands and time constraints, it is often a challenge for teachers to select content which rests on being meaningful to student's needs and interests, the environment and learning facts (UNESCO, 2004).

According to MOE, the curriculum content should be and related to everyday life of the child so that all students appreciate both the relevance and the value of their education both to the individual and their society (MOE, 2010). According to the response from respondents, the content being designed in the curriculum has a difficulty to go with the intentions made in the curriculum of primary schools. It is true that if contents ignore the foundation of a student's environment, it is unbelievable to grasp what is within it. When students have difficulty to understand, practice and apply what is written in the text material, learning is senseless and have no full meaning. Therefore, learning to be meaningful the contents should base its foundation on the needs and aspirations of the learners and learning community.

4.2.2.2 Time Management

Curriculum change is an important part of educational improvements. Thus, it needs effective management for it to be successful and for the new curriculum to be relevant to the target groups. Effective implementation of change requires time for planning and delivering the requirements of the changed curriculum. For example teacher needs enough time to develop their own understanding of the changed curriculum after the changes (Rudhumbu, 2015).

Table 14 Comparison of frequencies analysis tables for utilization of time for all 69 teachers from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
The timetable is arranged to best effect for teaching and learning	Fr	26	8	1	9	7	2	-	-	9	7
	%	51.7	15.7	2.0	17.6	13.7	11.1	-	-	50.0	38.9
I prepare materials and equipment before class	Fr	1	9	3	17	21	-	3	-	6	9
	%	2.0	17.6	5.9	33.3	41.2	-	16.7	-	33.3	50.0
Meetings abuse instructional time in the school	Fr	5	7	1	18	20	13	3	1	1	-
	%	9.8	13.7	2.0	35.3	39.2	72.2	16.7	5.6	5.6	-
I provide students with time to practice their skills outside the classes	Fr	23	17	1	7	3	-	2	1	3	12
	%	45.1	33.3	2.0	13.7	5.9	-	11.1	5.6	16.7	66.7
The time allocated for a teaching a lesson is not sufficient to cover the syllabus	Fr	11	4	5	12	19	13	4	1	-	-
	%	21.6	7.8	9.8	23.5	37.3	72.2	22.2	5.6	-	-

From responses of teacher respondents Table 14above, for the utilization of time;

Teacher respondents were asked to suggest their agreement and disagreement with statements regarding time utilization of teachers. It was shown that 26(51.7%) respondents in government schools claimed a strong disagreement on the first item; the timetable is arranged to the best

effect for teaching and learning. 21(41.3%), 17(33.3%) government school teachers, and 9(50%), 6(33.3%) private school teachers exposed their strong agreement and agreement on the item; I prepare materials and equipments before the class. It is also indicated that 20(39.2%), 18(35.3%) teachers of government schools were exposed their strong agreement and agreement to the item; meetings abuse instructional time. 23(45.1%), 17(33.3%) government school teachers also revealed their strong disagreement and disagreement on the item; I provide students with time to practice their skills outside the classes, 19(37.3%), 12(23.5%) government school teachers responded their strong agreement and agreement respectively on the item; the time allocated for a teaching a lesson is insufficient to finish the syllabus. Whereas, 9(50%), and 7(38.9%) private schools teacher respondents pointed out their agreement and strong agreement on the item; the timetable is arranged to the best effect for teaching and learning, 13(72.2%) private school teachers indicated their strong disagreement on the item meetings abuse instructional time, 12(66.7%) private school teachers also responded their strong agreement on the item; I provide students with time to practice their skills outside the classes, whereas 13(72.2%) respondents indicated their strong disagreement on the item; the time allocated for a teaching a lesson is insufficient to finish the syllabus. This shows that in private schools the instructional time works and meets requirements for curriculum implementation. Teachers' time was not exposed to meetings in private schools and wastage of time in instruction did not matter their education. This allowed teachers provide additional time for their students to practice their skill outside the class.

Related to this from the interview data, PP1 indicated that as private school they employ day schooling program for teaching and learning and students stay 5:20 hour in the school. He revealed that they use 2:30 to 6:30 for morning session and 8:10 to 9:30 for afternoon shift. Then the students again continue additional time from 9:30 to 11:00 for practical work and extra time for other subjects. He noted that parents agreed with the administrative bodies to introduce extra time teaching program for their students before a year. They pay fifty birr additionally per month for one year but the school planned a project and presented it to the local investors to offer sponsorship of payment and found 16 month's payment from the sponsored private investor and freed student's parents from extra time payment. This supplementary service encouraged teachers to implement the curriculum with no time meagerness. Government schools have not

tried to make such access .The curriculum expert/EX1 said private schools use full day schooling program unlike government schools. He said government schools employ a day program with the opposite shift in which students in the school learn morning shift in one week and afternoon shift in the next week. According to him students in government schools have a chance to stay for only four hours and fifteen minutes; 2:00-6:15 where 15 minute is for break and 4 hour is for learning. Expert two (herein after EX2) again said, the time management in government school is exposed to different problems. Students at the beginning never come to school on the time to begin education created shortage of time to cover the annual plan, in most of the schools interruption of teaching due to meetings and the problem of paying monthly salary on time has its own impact.

Table 15 Comparison of frequencies and percentage analysis tables for utilization of time for all 229 students from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
I come to school on time	Fr	66	71	-	16	37	-	3	-	11	25
	%	34.7	37.4	-	8.4	19.5	-	7.7	-	28.2	64.1
I come to school every day	Fr	97	23	1	20	49	-	3	-	14	22
	%	51.1	12.1	0.5	10.5	25.8	-	7.7	-	35.9	56.4
I learn all subjects every day	Fr	89	62	2	24	13	1	4	-	12	22
	%	46.8	32.6	1.1	12.6	6.8	2.6	10.3	-	30.8	56.4
I come to the class after the teacher entered	Fr	23	19	4	25	119	13	21	-	3	2
	%	12.1	10.0	2.1	13.2	62.6	33.3	53.8	-	7.7	5.1

From the Table 15 above, for time utilization of students:

From the questionnaire response table filled by students from GVT and PVT schools 71(37.1%), and 66(34.7%) of government school students respectively claimed their disagreement and strong disagreement on the item; I come to school on time; hence they come to class after the

teacher entered. This was indicated in the 4th item that 119(62.6%) students claimed their strong agreement on the item; I come to the class after the teacher entered, 97(51.1%) student respondents claimed their strong disagreement on the item; I come to the school every day, and 89(46.8) claimants claimed their strong disagreement on the item; I learn all subjects every day. In private schools, these situations are reverse hence 25(64.1%), 22(56.4%), 22(56.4%) students indicated their strong agreement on the items; I come to school on time, I come to school every day, and I learn all subjects every day, 21(53.8%) and 13(33.3%) students exposed their disagreement and strong disagreement on the item; I come to the class after the teacher entered. This response suggests students in private schools were punctual and properly use their time. If students don't spend enough time on their study they won't learn it. Berliner in Graham Gibbs (2010), summarizing research in the time on task principle, concluded that there was strong empirical evidence of a direct relationship between time allocation by courses, student time management and actual student time on one hand and student achievement on the other (Gibbs, 2010). From this research study, it is imperative to note that poor utilization of school time rundown the achievement and future career of students. Therefore, time use in government schools is mostly out of the intention.

4.2.2.3 Assessment

In what follows, curriculum assessment is taken to mean measuring the academic content of the intended, enacted and assessed curricula and the content similarities and differences among them. Knowing the content of the anticipated curriculum is imperative because the intended curriculum is the content end for the enacted curriculum. Recognizing the content of the assessed curriculum is critical because student achievement is measured only for the content assessed. Students may learn important content not on the test and that learning may go unidentified (Port, 2014).

Table 16 Comparison of frequencies percentages analysis tables for assessment techniques for all 69 teachers from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
I assess students for their skill acquisition	Fr	24	10	-	12	5	4	2	-	3	9
	%	47.1	19.6	-	23.5	9.8	22.2	11.1	-	16.7	50.0
My assessment recognizes academic achievement of student	Fr	23	14	-	9	5	-	1	-	5	12
	%	45.1	27.5	-	17.6	9.8	-	5.6	-	27.8	66.7
I provide students with the opportunity of assessing their skill	Fr	22	12	1	8	8	4	2	-	5	7
	%	43.1	23.5	2.0	15.7	15.7	22.2	11.1	-	27.8	38.9
Students were assessed what I lectured in the class	Fr	4	6	3	25	13	10	3	-	3	2
	%	7.8	11.8	5.9	49.0	25.5	55.6	16.7	-	16.7	11.1
I am interested to assess students everyday	Fr	3	3	3	13	29	1	2	-	2	13
	%	5.9	5.9	5.9	25.5	56.9	5.6	11.1	-	11.1	72.2
I prefer tests and exams over continuous assessment	Fr	2	1	3	15	30	10	2	-	3	3
	%	3.9	2.0	5.9	29.4	58.8	55.6	11.1	-	16.7	16.7
Students were given on time feed backs for their strengths and weakness	Fr	7	6	4	16	18	-	2	-	4	12
	%	13.7	11.8	7.8	31.4	35.3	-	11.1	-	22.2	66.7

From responses of teacher participants for assessment techniques in the Table 16 above;

It was seen from the Table 16 shown above 24(47.1%) teacher respondents from government schools revealed their strong disagreements on the item; I assess students for their skill acquisition, 23(45.1%) and 22(43.1%) government school teachers indicated their strong

disagreement on the items my assessment recognizes academic achievement of student, and I provide students with the opportunity of assessing their acquisition of skill. Whereas, 25(49%), 29(56.9%), and 30(58.8%) revealed their agreement, strong agreement and strong agreement respectively on items; students were assessed for what I lectured in the class, I am interested to assess students every day, and I prefer tests and exams over continuous assessments, 18(35.5%) and 16(31.4%) teachers shown their strong agreement and agreement on the item students were given on time feedbacks for their strengths and weakness.

In private schools 9(50%), 12(66.6%), 7(38.9%), 13(72.2%) and 12(66.7%) teachers exposed their strong agreement respectively on items; I assess students for their skill acquisition, my assessment recognizes academic achievement of student, I provide students with the opportunity of assessing their acquisition of skill, I am interested to assess students everyday and students were given on time feedbacks for their strengths and weakness; while, 10(55.6%) and 10(55.6%) respondents claimed their strong disagreement respectively on items students were assessed what I lectured in the class and I prefer tests and exams over continuous assessment.

Linking this response, GP6 indicated his opinion in the interview with the researcher saying that:

> *Students from grades 1-4 were assessed continuously from 20% per week and grade 4 students were given 20% of the final exams with second cycle student at the end of each semester. He again said teachers in the first cycle were assessing students at the end of the week from 5% and adds the total 20% for a month. The principal also claimed that in the second cycle primary classes teachers prepare tests within each month for students and finally give 40%-50% final exams at the end of semester.*

The interview response from GP2 indicated that the assessment method from grades 1-4 claimed the direct promotion of students from one grade to another is again the challenging phenomenon in government schools'. He said the direct promotion of all students helped them to be absent from the class, give a little focus on education and divert their results in the subsequent grades.

Unlike the assessment technique in government schools, one interviewed principal from the private school/PP2 revealed that, teachers primarily plan how to assess students in an ongoing process, and the department heads and school principal approve the plan before the teacher begin

his/her weekly task. He added, teachers follow the student's progress both in and out of the class and record the results. Then, they prepare feedbacks to them, and their parents to acknowledge positive behavior and support and advice students for their drawbacks.

From the questionnaire response and interview, the result shows government school teachers have more tendencies towards tests to assess students that have less supportive mechanism for assessment for learning; While, in private school, teachers and principals work jointly towards realizing formative assessment that positively influence learning. From the result, it is possible to verbalize that in government school teachers have motives to assess their students daily, but their assessment technique never recognizes the learner's practical skills and teachers have less familiarity in providing time for their students to practice and assess their psychomotor abilities. This shows that assessment techniques in government schools tend to be more impractical and occupied with what was talked in the classroom that has little merit on building student's practical skills. The assessment part mostly focused on theoretical activities which are usually covered by tests. Teachers in government school responded on their delivering timely feedback to students on their strength and weakness but the feedback given to students is not for what activities students were performed. Feedbacks without practical activities rely merely on oral thoughts and returning exam papers to students. But the responses from private schools indicated that the assessment procedures focus mostly on practical activities rather than theory. Teachers in private schools were experienced in providing an opportunity for students to freely practice and assess what they have learned from their teacher, and they deliver timely feedback to their students.

It is known that schools are the place where students acquire skills that lead them to be effective in their daily life outside the school. Teachers build students with major competencies that enable them to be productive in their living, and foster individual learning in their environment. If the assessment technique tends to traditional paper-pencil format merely it has power to flatten the methods and strategies teacher using in the classroom.

Table 17 Comparison of frequencies and percentages analysis tables for assessment techniques for all 229 students from government and private schools

Statements		GVT school					PVT school				
		SD	D	U	Ag	SA	SD	D	U	Ag	SA
I ask questions with my classmates	Fr	21	55	5	21	88	-	6	-	4	29
	%	11.1	28.9	2.6	11.1	46.3	-	15.4	-	10.3	74.4
I do exercises in the text books	Fr	95	62	-	13	20	5	3	-	8	23
	%	50.0	32.6	-	6.8	10.5	12.8	7.7	-	20.5	59.0
My everyday exercises have marks	Fr	99	47	1	14	29	3	2	-	1	33
	%	52.1	24.7	0.5	7.4	15.3	7.7	5.1	-	2.6	84.6
I get feedback from the teacher on my activities	Fr	88	46	-	24	32	-	4	-	6	29
	%	46.3	24.2	-	12.6	16.8	-	10.3	-	15.4	74.4
I do my home work everyday	Fr	23	80	4	24	59	4	4	-	8	23
	%	12.1	42.1	2.1	12.6	31.1	10.3	10.3	-	20.5	12.1
I did not get prompt and effective feedback on my work	Fr	30	23	1	34	102	21	14	-	3	1
	%	15.8	12.1	0.5	17.9	53.7	53.8	35.9	-	7.7	2.6

From the Table 17 above, for a student's response in classroom assessment:

It is shown that 88(46.3%) and 29(74.4%) of the government and private school students respectively were participants in asking questions with classmates, 95(50%), 99(52.1%) and 88(46.3%) students in government school indicated their strong disagreement on the items; I do exercises in the textbook, my everyday exercises have marks, and I get feedback from the teacher on my activities; 80(42.1%), 102(53.7%) of student respondents revealed their disagreement and strong agreement respectively on items; I do my homework every day, and I did not get prompt and effective feedback on my work; 23(59%), 33(84.6%), 29(74.4%) and 23(59%) student respondents in private school revealed that their strong agreement respectively

on the items; I do exercises in the textbook, my everyday exercises have marks, and I get feedback from the teacher on my activities, I do my homework every day; 21(53.8%) student respondents claimed their strong disagreement on the item I did not get prompt and effective feedback on my work.

From the interview with school principals, the role of students in government school is insignificant. GP4 said that:

> *The behavior of students in government school is going from bad to worse. This is because most of the time principals, teachers, and the school community face challenges from student's misbehavior. Students today are copying the western fashion; they were not interested to waste their time in school, unable to do what their teachers told them; they were not interested to support their family after school.*

Relating to this one of the PTA member on the discussion said that, their parents were not interested to be a part of stakeholders on their children's' learning, because these students never obey the rule of their parents. GP5 also revealed that 'usually we made programs to aware students with their rights and responsibilities in the school, but no result was obtained'. Some students come back to school after a month absence and challenge teachers and principals to continue the class. These students were not only challenging schools but also their parents at home. They are becoming negative models for other students. He said it is not imperative to dismiss these all students with misbehavior; hence we are doing with PTAs to solve these problems.

In their FGD one PTA member also claimed that:

> *The government should pave a way for student's misbehavior unless learning in the school is difficult for those students having interest to learn. They said we as representatives of parents are discouraged to work with school principals and teachers because we tried to make changes in student's behavior but nothing is on progress. Everything is progressing badly from day to day. He said also as we see from government schools most government schools were victims of student's misbehavior. We are now forced to leave leading the school. Some of their parents also say their children's*

learning is not central for them, since children were not supporting and obeying their rule and helping them at home.

But, PP2 said:

In our school even if there is no teacher in the classroom our students have a program to teach each other until the class teacher come. Most of the second cycle students were controlling misbehavior of other students and report the cases if students show misbehavior in the school either between them or on teachers and other people. Sometimes, students from the nearby government school try to share their misconduct, but it never got a gap in this school because teachers, students, school principal and parents have common rules and monthly programs especially for encouraging good deeds and behaviors of students, and the school community. Here, teachers and students together write their poems, drama that appreciates positive behaviors and condemn the adverse ones. We work together towards our common goal by respecting school rules. This program helped students and the community develop awareness about the result of student's misconduct. Similarly, one of the PTA members in private school revealed that parents were interested to educate their children in private school than government ones. This is due to student's behavior, the lack of risky in teaching and learning; students not only learn academic issues, but also learn their duties and responsibilities from the early age.

This result also shows that in government schools students were reluctant in doing exercises in the textbook and home work given by teachers. They claimed that they have no marks, and constructive feedback for their daily activities, this has an adverse impact on student's interest and motivation to be engaged in classroom activities, and doing assignments and homework's. But in private schools students were on a lively state in doing exercises and homework given from their teachers. In addition private school teachers record student's deeds and provide constructive feedback for daily activities of students. This might be the effect of teacher's regular feedback on students' activities, and assessing continuously through marking students activities in private school compared to the government ones.

The study shown in G. Gibbs, the influence of feedback on learning; students need appropriate feedback on performance to benefit from courses. When they start learning, they need help in assessing existing knowledge and competence. In their class room, students need regular opportunities to perform and receive suggestions for improvement. At various points they need chances to reflect on what have learnt, what they still have to learn, and how to assess themselves (Gibbs, 2010).

The Amharic version of school standard for schools in S/N/N/P/R/ Government prepared by Education Bureau in (2005:81) indicates that:

> *The most noticeable issue to bring reform in teaching-learning/classroom instruction is that students should play a vital role in the learning process through actively participating in the learning process, obeying regulations of the school, and doing exercises, homework's given from their teacher's* (Education Bureau, 2005).

4.2.3 The Role of School Organization for Curriculum Implementation

Teaching and learning should catch students effectively to enable them to obtain knowledge and develop skills for their future career needs. There is a bundle of factors responsible for the effectiveness of learning. One is the school's learning environment. The learning environment is selected space for learning that affects the outcomes of learning. The environments where learning happens where the social, pedagogical and psychological contexts that have great impact on students' attitude and achievement. Favorable learning environment that can help increase students' friendships, cooperation, intellectual activities, and support among students and simultaneously promote learning, student growth and development (Puteh M., 2015)

The third objective of the study was aimed to analyze the condition of the school organization for implementing curriculum in primary schools of Dawuro Zone. These study findings were reported by interview with school principals and observation checklist. The results from an interview and observation are summarized for each tool.

4.2.3.1 School Environment in Government Schools

In most of government schools there is a shortage of sufficient sport field and play grounds for students. Most schools were constructed on the farm lands of the farmer, and nearby places to meet the educational goals, but the existing school has no enough school compounds. The

selection of the school site in most schools is not appropriate for students to learn effectively. The Amharic version of Southern Nations Nationalities and peoples Regional Government Education Bureau; the pre-primary, primary, and secondary schools standard (2005) indicates that primary schools were selected where the school setting is never above two kilo meters away from student's home; schools should be away from aspects that disturb teaching-learning process; like main road, sounds, hotels, high traffic flows, as well as rivers and gorges. On this book page 81 it was also indicated that primary schools should have $15000m^2$ -25000 m^2 area of land based on their classes size (Education Bureau, 2005).

In GVT schools the school compound is not sufficient to make different play grounds for students. Most schools have not more than 7000 square meter of the total area of land. The compound of the school was fenced with roof tin in one school but five schools have no appropriate fences that protect the school from external disturbances. In most government schools there is no external noises from hotels and vehicles troubling teaching and learning in the school. This is due to the fact that GVT schools were constructed at the side-line of towns. Even if it is not exposed to troubling noises from main road and hotels, the absence of fences allow students and youths to enter and leave the school with no time.

4.2.3.2 School Environment in Private Schools

In all PVT schools the school compound is also not more than 7000 square meters but less number of students helped them to build classes based on number of students and build different play grounds in the school. PP2 said, they were repeatedly asked the local government to access land to expand the school but no response was delivered. In private schools the school compound was fenced with roof tin which never allows everyone to enter, and leave the school with no time. But the challenging condition the private schools experiencing is the noises from hotels, motor bicycles and cars since schools were in between hotels and main roads that cross town.

The following figure demonstrates the features of government and private school

Figure 3 Features of Tocha Government School

Figure 4 Feature of MT Private school

4.2.3.3 School Facilities

4.2.3.3.1 Printed Materials

School facilities are resources that speed up curriculum implementation in schools. The most important school materials and facilities in educational institutions are, textbooks, teachers guide, reference books, syllabuses, libraries, resource center and teaching aids, radio/tape for radio teaching, classroom, seats, play grounds, laboratories, water supply, electric power supply, latrine service for teachers and learners in sex, telephone service, etc.

The findings from semi-structured interview conducted with school principals shown that most of the time schools face the deficit of internal facilities to implement the curriculum effectively. GP1 critically rose that his school faced problems of text book, teachers guide and syllabus for most subjects. The school requested the Woreda Education Office for several times but they bring the existing textbooks. GP5 also said that some text books have no table of contents at all, some others have only topic but have no notes. He also suggested that materials they do not get materials from the local environment and this always challenge them to smoothly run their task. GP6 said textbooks like Environmental Science for grades 1-4; Amharic and Dawurogna from grades 1-8, teachers guide for all science subjects and Amharic was absent. He said "in my school students have Amharic textbook in 1:5 ratios and Environmental Science in 1:13 ratio." As the principals revealed most of the time the government repeatedly prints the existing textbooks so that students and teachers were disquieting for the scarcity of textbooks. Private schools used some mechanisms to alleviate the problem of textbooks. They photocopied the existing textbooks and put it in the library and give for students in pair. According GP2 curriculum experts have available evidence regarding the scarcity of these facilities, but they were not vigorous in addressing the problems. The distribution of textbooks is not well-timed, and sometimes the existing textbooks were sent from the Regional Education Bureau but it was stored more than a year in Zone Education Department without distribution.

From the interview with curriculum experts, expert one (herein after EX1) ensured that most government schools were supplied with school resources and materials from the local government. The shortage of printed materials is still debating issue. This is due to the problem in financing education and the quality, and quantity of those materials. Curriculum expert two

(herein after EX2) said, the less number of curriculum experts in Woreda level is challenging them to reach all Woreda, and all schools per year. He also revealed most of them were not qualified with the background addressing curriculum development, implementation and evaluation.

4.2.3.3.2 Laboratories, Library and Educational Resource Centers

Laboratories, libraries and educational resource centers are important school facilities that enable students and teachers to obtain additional knowledge and skill. Students learn theory in the classroom, but they apply it with doing different experiments and activities in laboratories and resource centers to make learning noticeable. In resource centers students and teachers produce and use different teaching aids from locally available resources. Then they develop the skill of producing different resources.

In the school observation, the researcher recognized that government schools suffered from dearth of reference books and other materials and do not have teaching aids that motivate students in educational resource centers and outside the class. In private schools libraries are functional and the internal and external environment is equipped with different attractive educational resources/teaching aids. Both government and private schools lack laboratories. Hence, students have no access to make experiments and practice to equip themselves with technologies, innovation and research from their early age of education.

Libraries are also not adequately resourced in government schools and not available for teachers and students. There is no hired employer to activate the function of library. In private schools even if there is insufficient reference materials in the library, it is always functioning to use the existing materials.

4.2.3.3.3 Classrooms and Internal Infrastructures

It was seen from school observation that most government schools have no standardized seats in the class room. Students seating arrangement is not appropriate for students large, and small group discussions. The seating arrangements encourages only for teacher directed learning and most classes have dilapidated seats. In private schools students have adequate seats to conduct varied activities in the class room compared to government schools. The following photo shows class room structure in government and private school.

Figure 5 Class room structure in government school

Figure 6 Class room structure in private school

4.2.3.3.4 Water and Electric Power Supply

Water supply and electric power supply are important resources for schools. Students in primary schools were the children with the age ranges from 7-14 years and unable to resist water thirsty. It is important to clean toilets and class rooms to protect dust. The supply of water also enables students to wash their hands and practice using water after latrine. The supply of electric power enables the school community to activate laboratories and recreational activities in the school.

Government schools have lack of water and electric power supply whereas; private schools possess those infrastructures.

4.2.4 Results of the T-test for the Difference between Government and Private Schools.

The fourth objective of the study was aimed to see whether there was statistical difference between government and private schools concerning the role of students, and the role of curriculum program for curriculum implementation in primary schools of Dawuro Zone. This analysis looks at the difference between government and private schools namely:

1. There was a statistically significant difference in the role of students in Curriculum implementation in government and private school.
2. There was statistically significant difference in the role of curriculum program for curriculum implementation in government and private school.

The independent samples T-test was used to analyze for (190) students at government and (39) students at private schools. This was explained in detail using the T-test result below.

Table 18 T-test result for the difference between government and private schools in terms of the role of students in curriculum implementation (Note; G.S = Government school, P.S = Private school)

Theme	Sample	N	Sig (equality of variance)	d.f	Mean	Std.	T-value	Sig.(2 tailed)	Mean differen.	95% CI difference upper	lower
The role of students for curriculum implementation	G.S	190	.105	227	2.6089	.51019	-12.894	.000			
									-1.12182	-1.29325	-.95039
	P.S	39			3.7308	.41049					

An independent samples t-test was conducted to compare the role of student for curriculum implementation in government and private schools. There was a significant difference in score between the two groups, t (227) = -12.894 P< 0.05 two tailed with private school students (M = 3.7308, SD = 0.51019) scoring higher than government school students (M = 2.6089, SD =

0.51019). The magnitude of the difference in the means (mean difference = -1.12182, 95% CI = -1.29 to -0.95) was small.

This means that the differences are in favor of the private schools which have a high mean value compared to the mean value of government schools for the role of students for curriculum implementation in primary schools of Dawuro Zone. This means that the hypothesis is accepted that there are statistically significant differences for the role of students for curriculum implementation in government and private primary schools.

Table 19 T-test result for the difference between government and private schools in terms of the role of curriculum program for curriculum implementation

Theme	Sample	N	Sig (equality of variance)	d.f	Mean	Std.	T-value	Sig.(2 tailed)	Mean differen.	95% CI difference	
										upper	Lower
The role of curriculum program for curriculum implementation	G.S	190	.000	227	2.9079	.62243	-5.268	.000			
	P.S	39			3.2927	.35862			-.38484	-.52992	-.23976

An independent sample t-test was conducted to compare the role of curriculum program for curriculum implementation in government and private schools. There was a significant difference in score between the two groups, t (92.417) = -5.268, P< 0.05 two tailed with private school (M = 3.2927, SD = 0.35862) scoring higher than government school (M = 2.9079, SD = 0.62243). The magnitude of the difference in the means (mean difference = -0.38484, 95% CI = -0.59 to -0.18) was small. This means that the differences are in favor of the private schools which have a high mean value compared to the mean value of government schools for the role of curriculum program for curriculum implementation. This means that the research hypothesis is accepted that there are statistically significant differences for the role of curriculum program for curriculum implementation in government and private primary schools.

4.2.5 Factors Affecting Curriculum Implementation

The fifth objective of the study was aimed to describe factors that affect curriculum implementation in primary schools of Dawuro Zone. These study findings were reported by yes/no questions from teachers, interview with school principals and curriculum experts and school observation.

4.2.5.1 Factors Related to People

Table 20 Comparison of frequencies analysis tables of yes/no questions for people factors for all 69 teachers from government and private schools (See Appendix A) (GVT – Government school, PVT= Private school)

Statement		GVT school		PVT school	
		Yes	No	Yes	No
Do all subjects have qualified teacher?	Freq	15	36	5	13
	%	29.4	70.6	27.8	72.2
Does large number of students in one class affect your teaching?	Freq	7	44	2	16
	%	13.7	83.6	11.1	88.9
Is there staffing problem in this school?	Freq	11	40	17	1
	%	21.6	78.4	94.4	5.6
Does the interaction between teachers and the principal affect teaching learning?	Freq	40	11	1	17
	%	78.4	21.6	5.6	94.4
Is there smooth interaction between the school and students' parents?	Freq	11	40	17	1
	%	21.6	78.4	94.4	5.6
Do parents ask how their children are learning in the school?	Freq	9	42	12	6
	%	17.6	82.4	66.7	33.3
Do you get support from experts from the office?	Freq	10	41	4	14
	%	19.6	80.4	22.2	77.8

From the Table 20 above, for the people related factors for curriculum implementation:

It is shown from the above questionnaires response regarding factors related to people in curriculum implementation that, 38(70.6%), 44(83.6%), 40(78.4%), 40(78.4%), 42(82.4%) and 41(80.4%) teachers in government school responded 'No' to items; do all subjects have qualified teachers?, does large number of students in one class affect your teaching?, is there staffing problems in this school?, is there smooth interaction between the school and students' parents?, do parents ask how their children are learning in the school?, and do you get support from experts from the office?

But 40(78.4%) respondents said 'yes' for the item; does the interaction between teachers and the principal affect teaching learning. In private schools 13(72.2%), 16(88.9%), 17(94.4%) and 14(77.8%) teachers said 'no' to items; do all subjects have qualified teachers?, does large number of students in one class affect your teaching?, does the interaction between teachers and the principal affect teaching learning?, and do you get support from experts from the office?. But 17(94.4%) and 17(94.4%) respondents responded 'Yes' for the items; is there staffing problem in this school? and is there smooth interaction between the school and student's parents?

This response rate shows that the scarcity of qualified teachers and the insufficient support from experts in curriculum implementation in both government and private schools. The teacher's response revealed that government schools were also influenced by the interaction between the school and students parents, the lack of parents' commitment in students learning. The private schools have advantage on the relation between the school and parents, and the commitment of parents on their students learning.

In GVT School government school principal three/GP3 claimed in the interview that government schools have a deficit of administrative personnel. He indicated that the absence of non-instructional personnel for library, secretary service, and human resource manager, financial personnel, janitor who take care for resources; classes and offices, has great influence on curriculum implementation. Teacher's commitment to teach minor subjects and government's less commitment to deliver timely payment of monthly salary and teacher's career structure also influences teaching and learning and other activities.

The interview with PVT2 signified that, private schools face problem of teacher's turnover due to lack of professional growth and career structure compared to public schools. He added that the

managers of the school started paying two months off time salary like that of government schools since last year but teachers were unsatisfied to sustain in private schools. The lack of professional growth through in-service training also allows teachers move to government schools after a few years of experience. As they indicated in the interview expert's support is insignificant in curriculum implementation. Expert five (herein after EXP5) also confirmed that, their support to schools was not as expected due to program overlaps and emergent activities.

According to principals' interview responses, factors related to people that hinder the implementation of curriculum were the absence of qualified teachers in some subjects like Health and physical education, civics and ethical education, mathematics; the lack of support from government officials and experts on educational affairs, the uneven distribution of teachers is that in some schools the concentration of teachers with identical qualification is immense than that of some other schools. According to school principals of government schools, the unfair distribution and non-timely transition of teachers are contributing negatively to the curriculum implementation. Woreda and Zone education offices make teacher's transition after two or three months of the beginning of instruction. Expert four (EXP4 herein after) claimed that due to summer training programs and searching for graduates to replace the transfers place sometimes extended teachers transfer, that has demerits I education.

The FGD of one of the PTA members indicated that GVT schools have challenges of the interaction between school principal with teachers and student's parent that in turn influences teaching learning in the school due to the reason that parents less involvement and unwillingness to participate in his/her child's learning. But one PTAs in PVT schools indicated that the interaction between the principal with that of teachers and parents is promising and has positive influence on teaching learning. Parents were asking how their children be learning in the school. According to the FGD, one PTA member claimed that private schools are selected for the fact that they have a practical value in applying what is legally written in the white material but government schools have strong deficiency to take in to action. It has an oral value than practice in government school that led to counting grades rather than fruits.

In almost all GVT schools, parents less commitment on their child's learning and student's miss-behavior influences curriculum implementation. Parents typically were not interested in their

child's learning. GP2 revealed that student's parents challenge school to take part in the issue of students. Parents repudiate the call from schools to discuss the matter of their children. In other cases, students do not tell the call of school to their parents and schools use letter as alternative way of calling parents, but it still a challenges. Most students misuse their time and waste it in useless places. They were missing from the school for over a week and month and challenge teachers and principals to continue the class after longer days of class termination. When teachers and principals ask parents the reason for his/her child's missing from the school, some of them say 'I made him/her miss the class, because of social problem'. Others say, 'I am not responsible for his education, because I do not know where he is living and wasting his time.' This shows that students' misbehavior inside and outside the school annoyed parents to withdraw their hands from students learning and education. The effect negatively influences students those have desire to flourish their education.

The family plays a vital role in helping the teacher with the educational aspects of a child's upbringing, with preparing a suitable environment, caring about his/her heath and behavior, and maintaining contact with the school (Alhashimi, 2010).

The school is a social institution formally set up for preparing learners for their intellectual, professional and social roles, while curriculum on the other hand is the program of learning which tells us what happens to promote learning. The role of the school as an arena of the implementation of a curriculum document cannot be over-flogged. The lack of enough guidance and support, poor staffing development, dearth in support from non-instructional personnel, shortage in skilled teachers to employ the program and the laissez-faire attitude of school heads impedes the product of curriculum being implemented (Abiodun, 2014).

4.2.5.2 Factors Related to Curriculum Program

Table 21 Comparison of frequencies analysis tables of yes/no questions for curriculum program factors for all 69 teachers from government and private schools (See Appendix A)

Statements		GVT school		PVT school	
		Yes	No	Yes	No
Does decision making in the school participatory?	Freq	38	13	18	-
	%	74.5	25.5	100.0	-
Do you record student's daily progress in the portfolios?	Freq	13	38	16	2
	%	25.5	74.5	88.9	11.1
Do you believe teacher's participation in decision making important?	Freq	45	6	17	1
	%	88.2	11.8	94.4	5.6
Does contents in the text book match with student's previous experience?	Freq	12	39	6	12
	%	23.5	76.5	33.3	66.7
Does your daily lesson plan indicate intended objectives for students?	Freq	17	34	17	1
	%	33.3	66.7	94.4	5.6

From Table 21above for the curriculum program related factors, for curriculum implementation:

In this table, teachers were requested to respond yes/no for each statement regarding factors related to the curriculum program. It was indicated in the table that 38(74%), 39(76.5%) and 34(66.7%) teacher respondents in government school responded 'no' for items do you record the student's daily progress in the portfolios, does contents in the text book match with student's previous experience, and does your daily lesson plan indicates intended objectives for students; simultaneously they responded 'yes' for items, does decision making in the school participatory, and do you believe teacher's participation in decision making important. But in private school 18(100%), 16(88.9%), 17(94.4%) and 17(94.4%) responded 'yes for items, do you record student's daily progress in the portfolios, and does your daily lesson plan indicate intended objectives for students, does decision making in the school participatory, and do you believe teacher's participation in decision making important. At the same table, 12(66.7%) also said 'no' for the item does contents in the text book match with a student's previous experience.

From this response one can state that both government and private schools were positively responded to the participatory approach and the importance of participating in decision making. It implies that as curriculum implementer's teachers were participating in school decision making and they have awareness about the benefit of participating in decision making. Most

teachers in government schools responded 'no' for their daily lesson plan suggesting intended objectives for students. The relation of curriculum content with student's background is assumed as a factor in both school systems.

Studies show that the key to a successful school year is pre-planning. A classroom lesson will fail if pre-planning activities are omitted. It is better to effectively plan the unit of work for each subjects before teaching commences in school. If adequate pre-planning is done, the day that schools resume would be more bearable and class work would start in earnest. When planning, it is advisable to schedule the activities that students do in the school. The records of students provide some background information about the learners and their previous level of achievement (Abiodun, 2014).

It was also shown that teachers in government schools were not dedicated recording student's daily progress in portfolios but private school teacher's record student's progress regularly. This implies that government school teachers were reluctant to record student's improvements. The teacher respondents in both government and private school were negatively reacted to curriculum content with learner's experience. This implies that the content in the text material never take in to account students background knowledge. Relating to this opinion,GP3 claimed that, in some textbooks contents are difficult to understand; this is due to its irrelevance to student's background knowledge. He said most of the time in grades 1-4 and grade 6 grade students repeatedly ask teachers for the vague words in language subjects. In grade 5 contents in Amharic textbook are not understood student's backgrounds since these learners begin Amharic in grade three in government school. Most words are plausible for student's understanding. GP4 revealed that words in grade four and six Mother Tongue text book, grade five Environmental Sciences and grade six Civics and Ethical Education textbooks were plausible for students understand easily.

Curriculum developers/experts have a dynamic role in curriculum implementation because they have to work for bridging gaps of developed and developing nations, addressing local curriculum issues, using pragmatic views rather than ideological, rearranging, the existing curricula to fit the situation, solving language issues, facing controversies on curriculum changes and obtaining continuous feedback and developing harmony in society simultaneously.

The interview transcript with one of the government school principals GP6 shows that, the fluctuation of registration time for schools a problem in government schools. That is because of the extension of registering students in government schools for two to three months makes a challenge for those schools to manage their yearly plans and programs. In government schools, most students come to register in September that is during the time when education begins. As he said, the government officials and other responsible bodies never mobilize students before September as they do for other social and economic programs. They left education issues for teachers and the school principals at the school level. Time use of students and teachers is another influencing issue in curriculum implementation. GP1 revealed that:

> *Most of the time teachers discontinue teaching and learning for a lack of salary payments on time then the government make meetings to discuss with teachers for two or three days. This reaction and treatment action again influence the proper implementation of the program. The shortage of time to cover the plan was exposed by GP1school principal. He said GVT schools lately start education after September and waste time in the case of holidays and semester vacation. This is because, during semester vacation the normal time given is only one week but students use extra two and three weeks without the program consent. During holidays it is the same. He exemplified that when it is Easter, Epiphany, and etc students miss that week. They also indicated that in GVT schools the time to begin teaching learning of the year is at the beginning of October in almost all schools, this is due to the extension of student registration and the ineffective support of stakeholders. As he again said, teachers and principals were taken as the merely responsible share holders for mobilization, registration and student's learning. Others never commit their responsibility as they pay sacrifices for other issues like agriculture and health. From the interview and observation, it was seen that all schools included under the study have the lack of supportive teaching program like radio teaching. This also influenced teaching and learning.*

As GP6 noticed that the lack of school supervision and support from experts for improvement negatively influence curriculum implementation. Interruption of radio teaching program in the school since 2009 E.C. is one more factor to insulate on all sides of implementation.

GP2 said, '*we tried to make the use of memory tape recorder as options, but memory infection, the quality of sound recorded and the interruptions of sounds agitate student's attention*'. But any more factors like meeting, teachers terminating of teaching due to salary and other cases never matter the implementation of curriculum in private schools.

4.2.5.3 Factors Related to School Environment and Facilities

Table 22 Comparison of the statistics and frequencies analysis tables of yes/no questions for factors of school environment and facilities for all 69 teachers from government and private schools (See Appendix A)

Statements		GVT school		PVT school	
		Yes	No	Yes	No
Are there reference books for teachers and students in library?	Freq	10	41	14	4
	%	19.6	80.4	77.8	22.2
Do students have safe play grounds?	Freq	24	27	12	6
	%	47.1	52.9	66.7	33.3
Do teachers have separate latrine service in both sexes?	Freq	28	23	14	4
	%	54.9	45.1	77.8	22.2

From Table 24 for the curriculum program related factors for curriculum implementation:

The response of teachers concerning factors related to school organization revealed that 41(80.4%) and 27(52.9%) teacher respondents of government school said 'no' for items are there reference books for teachers and students in the library, and do students have safe playgrounds, and 28(54.9%) responded 'yes' for the item; do teachers have separate latrine in both sexes?. While in private school 14(77.8%), 12(66.7%) and 14(77.8%) teacher respondents said 'yes' for the item; are there reference books for teachers and students in library?, do students have safe playgrounds? And do teachers have separate latrine service in both sexes. The efficiency and experience of the teacher is reflected in the student's learning and understanding. The professional teacher uses educational tools positively and achieves more, sometimes with excellent results. The unqualified teachers will not achieve good results and likely to lose his/her post (Popa, 2006).

The observation conducted in GVT schools shown four government schools have a problem of appropriate playgrounds, problem in site selection, safe latrine service, and shortage of water and electric power supply that has a hindering effect on teaching and learning. Relating this interview with school principals alleged that most of the government schools lack infrastructures that support the implementation of curriculum. Internally, all (100%) government schools also are deficient in textbooks, teachers guide, syllabus, reference books, laboratory equipments and chemicals and currently tailored teaching aids.

Researchers school observation in PVT schools confirmed that although the school is in town it has appropriate setting that entertain the attention of students. The school community made the environment attractive with different aids and recreational materials for students and teachers. At the same time GP5 assured that private schools were also challenged for the dearth of text books, teachers guide and syllabus. The laboratory with equipments and chemicals become the challenge accompanying these schools.

Research studies reveal there was a heavy reliance on text books, but, though this was the case in most of the regions (Tulu, 2015). Asgedom et al. in Tonkyn, revealed that the school in SNNP region did not have enough text books so they were rarely used; in both rural areas textbooks are used for reference and reading in class (Tonkyn, 2017).

The quality and availability of textbooks and other materials have represented a challenge to effective teaching and learning for many years. Although some REBs have recently managed to improve the textbook student ratios for primary grades, reaching as high as 1:1, the content of the textbook is widely seen as not being conducive to effective learning. One of the main reasons for this is the limited capacity, experience and resources of textbook producers in the regions. The development, print, procurement and delivery of textbooks for grades 1-8 are all currently the responsibility of the REBs (MOE, 2008).These evidences clearly shown that there is rampant problem in the availability of textbooks and supplementary materials in primary schools of the study area today.

Based on the school observation, the researcher found all government schools have scarcity in resources and infrastructures like laboratories, reference materials in the library, radio teaching program, the absence of water and electric power supply, shortage of appropriate playgrounds;

three government school have no mission, vision, and goals placed in visible places, five GVT schools do not have well organized latrine services for teachers and students. It was also seen that in government schools the misbehavior of students needs further effort.

The same observation checklist was used to conduct observations in PVT schools but private schools have difficulty merely in laboratory and radio teaching service. The school external environment was attractive and decorated with instructional materials having multi messages. The behavior of students is promising, and play grounds are well equipped compared to government schools. In one private school the vision, mission and goals are also not legible.

School's physical facilities such as the school building, classrooms, libraries, laboratories, toilet facility's offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students (Comfort, 2016).

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This section presents summary of major findings, conclusion and recommendations of the study.

5.1 Summary of major findings

The main objective of the study was to analyze the implementation of primary school curriculum in Dawuro Zone. The research engaged primary school principals, teachers, students, and PTAs from the study schools, curriculum experts from two Woredas and TTA Education offices, and Zone Education Department. In this study attempts had been made to realize the following objectives designed in the research study, and the most important results based on the objectives of the study were exhaustively seen in each objective.

These objectives were:-

To assess the role of people for implementing curriculum in primary schools of Dawuro Zone, to investigate the role of curriculum program for implementing curriculum in primary schools of Dawuro Zone, to analyze the condition of school environment for implementing curriculum in primary schools of Dawuro Zone, to see whether there was statistical difference between private and government schools in terms of the role of student and curriculum program for curriculum implementation in Dawuro Zone, to describe factors related to people, curriculum program and school organization that affect curriculum implementation in primary schools of Dawuro Zone.

To succeed the major objectives of the study, the descriptive survey design was employed, and data were collected from teachers, students, school principals, PTAs and curriculum experts, who were the sample population of the study. Quantitative data were collected from teachers and students, whereas qualitative data were collected from school principals, PTAs and curriculum experts. Questionnaires, interviews, FGDs and observation were employed to access imperative data for the study. The quantitative data obtained from teachers and students by questionnaire were analyzed using descriptive statistics (frequencies and percentages), and inferential statistics (independent samples t-test was employed). The descriptive statistics provided the rate of occurrence of participants in each questionnaire with its percentages. The inferential statistics

was employed to test the difference of mean value of the role of students and curriculum program in government and private schools.

Based on the objectives the findings were:

The findings on the role of people for curriculum implementation from the questionnaire response of teacher respondents in table 9 item one shows that 21(41.2) of the government school teachers were responded strongly disagree and 9(17.6%) disagreed in preparing lessons that address students varied learning needs, and they 19(37.3%) and 14(27.5%) were strongly agreed and agreed respectively on item five of table 9 that shows teachers apply lecture as a method of teaching. But private school teachers responded that they prepare lessons that address different learning needs and they never apply lecture as optional to modern student centered methods. 8(44%) and 6(33.3%) private school teachers strongly disagreed and disagreed on applying lecture method, 23(45%) and 29(56%) of government school teachers disagreed on the items teachers encourage students to teach and learn from each other and teachers provide chance for students to learn each other respectively; 10(55.6%) and 9(50%) of private school teachers agreed and strongly agreed on encouraging students learn from each other and provide opportunity for students to teach each other in the class. It was found that in government schools teachers' contribution in curriculum implementation is little, related to teacher's skill to prepare lesson plans that address students varied learning needs, selecting instructional methods that fit student's learning needs, encouraging learners in order to learn from each other and promote cooperative learning, failure in selection of inspiring instructional materials compared to private schools.

The findings revealed that government school teacher respondents shown their disagreement on principals encouragement for teachers and students work together towards curriculum goal, 20(39.4%) and 15(29.4%) government school teachers disagreed and strongly disagreed on positive interaction between principals and teachers, 21(41.2%) and 16(31.4%) teachers disagreed and strongly disagreed on the item principals establishment of conducive school environment for teachers and the school community. In private schools 14(77.8%) and 4(22.2%) teacher respondents claimed their strong agreement and agreement on the item school principals encourage teachers and students to work together towards curriculum goal, 11(61.1%)and

6(35.3%) shown strong agreement and agreement on the item principals promising interaction with teachers, and 11(61.1%) and 7(38.9%) indicated agreement and strong agreement school principal's effort to create conducive school environment for teachers and the school community. The findings from teacher's response indicated that principals less contribution to make collaboration with school community and parents, low enthusiasm of principals to create supportive learning environment, principal's failure to give equal emphasis for academic and administrative issues, principals failure to oversee instructional process in school were concerned in government schools compared to private schools.

The findings from student respondents from table 11 revealed 110(57.9%) government school students were strongly disagreed their teachers provision of opportunity in class room discussion with colleagues; 90(47.4%) government school student respondents strongly disagreed their utilization of facilitative instructional materials and 95(50%) government school student respondents also strongly disagreed their teachers support during class room instruction whereas 127(66.8%) were strongly agreed to front achievers dominance in group discussion and reduced the participation of slow achievers. The responses of Private school student respondents revealed that 28(71.8%) strongly agreed to teachers provision of chance for class room discussion; 28(71.8%) strongly agreed to their utilization of supporting instructional materials and strong support during learning. 27(69.2%) respondents strongly disagreed to dominance of front achieving students in group discussion. This indicates that the students of government school have little chance from their teacher to discuss contents with colleagues in the classroom, the low participation of students in class activities, and the dominance of class activities by front achievers, student's inclination to other errands to get cash rather than hub on education; wasting the time of education on superfluous activities emphasized in government schools compared to private schools.

The findings from interview indicated that the roles played by curriculum experts in order to bring effective curriculum implementation were insignificant in both government and private schools. The interview result of the PTA members were contributing their best for the school as education stakeholders, the effort of them in government school is little compared to private schools. PTAs despondency to tackle problems schools encounter, parent's low participation in education in government schools compared to private schools**.**

The findings concerning the role of curriculum program for curriculum implementation indicated that 16(31.4%) and 15(29.4%) teacher respondents strongly disagreed and disagreed respectively in government school as well as 8(44.4%) and 5(27.8%) of teacher respondents in private school were strongly disagreed and disagreed respectively for the appropriateness of contents in the text book for student's level of understanding, 15(29.4%) and 12(23.5%) teachers in government school were disagreed and strongly disagreed and 7(35.9%) and 6(33.3%) private school teachers strongly disagreed and disagreed in that order for the match between the content and learning objectives, and 23(45.1%), 16(31.4%) government school teachers and 11(61.1%), 6(33.3%) private school teachers correspondingly disagreed and strongly disagreed for the content's relevance with student's previous experience. The findings from students on content of the curriculum in government and private school revealed that 90(47.1%), 23(59%) government and private school student respondents respectively claimed their strong disagreement for the item I can easily understand words in the text book, 73(38.4%), 64(33.7%) of government school students revealed their strong disagreement and disagreement and 26(66.7%) private school students claimed their strong disagreement on the item exercises in the text book were clear. 72(37.9%), 67(35.3%) government school students also exposed their strong disagreement and disagreement respectively and 26(66.7%) private school students were strongly disagreed to the item contents of the text book are related what I know in my environment. This findings from teachers and students respondents in government and private schools on contents of the curriculum similarly revealed that inappropriateness of contents in the text book with student's level of understanding, the mismatch between contents and objectives in the text book, and the ambiguity of contents to primary level students understanding, the jumbled organization of curriculum elements in the textbook, textbooks with no table of contents and topics, different topics in teachers guide and students textbook, merely topic in some books without notes and exercises have adverse role in curriculum implementation in government and private schools.

The findings of teacher and student respondents on time utilization revealed that 20(39.2%), 18(35.3%) teachers of government schools were exposed their strong agreement and agreement to the item meetings abuse instructional time. 23(45.1%), 17(33.3%) government school teachers also revealed their strong disagreement and disagreement on the item I provide students with time to practice their skills outside the classes, 19(37.3%), 12(23.5%) government school

teachers responded their strong agreement and agreement respectively on the item the time allocated for a teaching a lesson is not sufficient to finish the syllabus outside the class. From the questionnaire response filled by students from GVT schools 71(37.1%), and 6(34.7%) of government school students respectively claimed their disagreement and strong disagreement on the item I come to school on time. The use of time in government school is not based on the plan. In government schools the sharing of instructional time for different activities like meetings, and extended wastage of time at the beginning of the year, during semester break and holidays endanger curriculum implementation. Most of the time allocated for teaching and learning was not properly utilized for the intended purpose. Due to this, teachers face shortage of time to employ students with practical activities, and cover the syllabus on time compared to private schools. Poor management of the school to create awareness of students and stakeholders on the significance of time, they are not well managed to use their time effectively compared to students in private school.

The findings from teachers indicate that 25(9%), 29(56.9%), and 30(58.8%) revealed their agreement, strong agreement and strong agreement on items students were assessed for what I lectured in the class, I am interested to assess student's everyday and I prefer tests and exams over continuous assessment. The students response also reveal 95(50%), 99(52.1%) and 88(46.3%) students in government school indicated their strong disagreement on the items I do exercises in the text book, my everyday exercises have marks and I get feedback from the teacher on my activities. The government school teachers never assess students for the practical skill and academic achievement. Their assessment technique mainly manifests theory and has little room for assessment that supports learning. Their response revealed that they prefer tests and exams over continuous assessment. The findings from student respondents also revealed that most students in government school were not interested to do exercises and home works that might be the assessment strategy their teachers employ, that their reluctance to provide students with regular feedback and valuing their regular activities. The interview result also indicated that the assessment methods employed by teachers were not uniform in government schools themselves.

The findings from interview, FGD and school observation on the role of school organization for curriculum implementation revealed that both government and private schools commonly have

the dearth of school facilities like textbooks, teaches guide, syllabuses, mass media supported education, and laboratory services that attach education with practical application. But private schools are suited for curriculum implementation in that, they have attractive school environment and classrooms, attractive playgrounds, modified instructional materials, references, better latrine service, water service and electric service compared to government schools. Private schools in contrary due to their setting inside the town, they faced disturbances of noises from vehicles and hotels when compared to government schools.

The interview made with school principals in government school; the Government school Principals indicated that teachers were challenging school principals for the problems related to students' misbehavior, the lack of time based monthly salary payment, non- timely transfer of teachers in government schools. But the greater challenge to private schools according to one school principal is that teacher's turnover. The findings of FGD reveal that principals face challenges from teachers due to the communication gap among them, principal's tendency on administrative than academic issue. The interview findings from principals, GP3 revealed that, Woreda education Office and Zone education Department curriculum experts were not supporting schools since 2009 E.C. Another principal said that 'I have doubt with the existence of these experts in Woreda and Zone level'. Curriculum experts were confirmed their low contribution in supporting schools. The interview result shown that, however the PTA members were contributing their best for the school as education stakeholders, the effort of them in government school is little compared to private schools. PTAs despondency to tackle problems schools encounter, parent's low participation in education in government schools compared to private schools.

The interview made with government school principals indicated that government schools Students from grades 1-3 were assessed continuously from 20% per week and grade 4 students were given 20% of final exam with second cycle student at the end of each semester. He again said teachers in first cycle were assessing students at the end of the week from 5% and sum up the total 20% for a month. As he noted, second cycle students were examined final exam for 40%-50% at the end of semester. In contrast to the resemblance on tests in government schools, private school principals revealed that private schools assess students through progress monitoring by planning and continuously recording daily changes of students.

The findings from interview, FGD and school observation on the role of school organization for curriculum implementation revealed that both government and private schools commonly have the dearth of school facilities like textbooks, teaches guide, syllabuses, mass media supported education, and laboratory services that attach education with practical application. But private schools are suited for curriculum implementation in that, they have attractive school environment and classrooms, attractive playgrounds, modified instructional materials, references, better latrine service, water service and electric service compared to government schools. Private schools in contrary due to their setting inside the town, they faced disturbances of noises from vehicles and hotels when compared to government schools.

An independent samples t-test was conducted to compare the role of student for curriculum implementation in government and private schools. There was a significant difference in score between the two groups, t (227) = -12.894 P< 0.05 two tailed with private school (M = 3.7308, SD + 0.51019) scoring higher than government school students (M = 2.6089, SD = 0.51019). The magnitude of the difference in the means (mean difference = -1.12182, 95% CI = 1.29 to - 0.95) was small. This means that the differences are in favor of the private schools which have a high mean value compared to the mean value of government schools for the role of students for curriculum implementation in primary schools of Dawuro Zone. This means that the research hypothesis is accepted that there are statistically significant differences for the role of students for curriculum implementation in government and private primary schools.

An independent samples t-test was conducted to compare the role of curriculum program for curriculum implementation in government and private schools. There was a significant difference in score between the two groups, t (92.414) = -5.268, P< 0.05 two tailed with private school (M = 3.2927, SD = 0.35862) scoring higher than government school (M = 2.9079, SD = 0.62243). The magnitude of the difference in the means (mean difference = -0.38484, 95% CI = -0.59 to -0.18) was small. This means that the differences are in favor of the private schools which have a high mean value compared to the mean value of government schools for the role of curriculum program for curriculum implementation. This means that the research hypothesis is accepted that there are statistically significant differences for the role of curriculum program for curriculum implementation in government and private primary schools.

The responses of teacher respondents shown that the lack of non-instructional staff, the interaction between principal with teachers and parents, the less commitment of parents to collaborate with the school, student's misbehavior, impede curriculum implementation in government schools compared to private schools. The insignificant expert support and qualified teachers for some subjects affect curriculum implementation in government and private schools whereas, the turnover of teachers, that resulted in staffing problem in private schools affect the implementation.

The findings also revealed that teachers' lesson planning, teaching methods, assessment techniques, system of feedback provision, recording daily progress of students, time management and utilization of the school, teachers and students affect government schools; whereas, the organization of contents, non-relevance of contents with learners experience influence both government and private schools.

The results from interview and school observation shown that most government schools have unattractive school buildings and school compound, lack of appropriate playgrounds and sport fields, dysfunctional libraries, uncomfortable latrine services, unattractive classrooms and seat arrangements, shortage of updated instructional materials in quality and quantity, lack of water and electric power supply compared to private school. Both government and private schools were affected by the shortage of textbooks, teacher's guides, and syllabus and laboratory services.

5.2 Conclusions

The main objective of the study was to analyze the implementation of primary school curriculum in Dawuro Zone .Based on the analysis and discussion made on chapter four, the researcher concluded the research findings as follows.

School performance highly depends on contributions by all stakeholders, students, parents, teachers, principals, PTAs, and any other interested partner in education. Regarding the role of people in curriculum implementation, the findings revealed that the dearth of teachers like Health and physical education, Art and Music, Civics and Ethical Education for government and private schools, deficit in co-workers in government schools (librarians, janitor, secretary, and human resource manager) to accommodate supportive educational activities in government schools compared to private schools.

The failure of using modern teaching methods and strategies to foster students' learning in government schools was significantly pull down teacher's role in curriculum implementation. When compared to private schools, students in government school have a little position in classroom instruction particularly and low focus on education in general. The effect student's misbehavior, indicate in government schools reduced the role of students in his/her learning compared to private schools.

The failure of school principals to pay a significant attention to academic affairs, lack of readiness to encourage teachers, students, and other stakeholders to contribute their best for effective curriculum implementation, principal's failure to establish favorable school climate, the insignificant relation between principals with school community and parents has its impact on the loss of attention from stakeholders in government schools. Comparing to government schools the parental involvement in private schools is high ranking that commenced teachers, school principals and PTA to stretch their hands in curriculum implementation. As most important supporter and counselor in curriculum implementation the power emitted from curriculum experts to facilitate the implementation of curriculum was reserved, that both government and private schools were disquieting.

The findings of the study on a curriculum program revealed that in both government and private school's contents were not pertinent to student's level of understanding; there is mismatch between contents and objectives, the ambiguity of words and exercises in the text book matter students to understand the concept easily. The use of instructional time by teachers and students among the government and private schools shown great differences in terms of student's schools mismanagement of time, fluctuating and reshuffling educational programs, and using education time for meetings were common in government schools compared to private schools.

The assessment techniques employed by teachers and students in government school varies according to the findings. Assessment for learning was little emphasized in most government schools providing wide room for tests and program wise exams rather than continuous progress monitoring and assessing students. However it was not free of deficit Private schools were tried to exercise assessing, monitoring students progress, recording students daily success and loss on record documents and supplying progressive feedbacks

The findings of the study on the role school organization for curriculum implementation indicated that government schools have small school size, deficit of sufficient playgrounds, poor site selection, non attractive school compounds that have less role in motivating students learning and for effective curriculum implementation but private schools have appropriate playgrounds, even if the size of the school compound never exceeds the government school. The findings from researcher observation and school principal's interview revealed that private schools have challenges from troubling sound from cars, hotels and motor bicycle since private schools were found at the center of the town compared to government schools.

The findings from the researcher's observation noticed that library service in government schools is dysfunctional and lacks facilities and librarian compared to private schools. The findings from an interview with principals and curriculum experts also indicated that the shortage of textbooks, teachers guide, and syllabus, the lack of laboratory service in both government and private schools played adverse role in curriculum implementation. Government schools were suffered from the poor structure of classrooms, dilapidated seats, and dusty classroom walls and not attractive school environment whereas private schools have comparably promising classroom structures with cemented walls and attractive paintings, appropriate seat arrangements. The

findings also revealed that both government and private schools have a radio education; government schools lack water and electricity but private schools have full supply of water and electric service.

The findings of the study on factors influencing curriculum implementation revealed that both government and private schools were influenced by the scarcity of trained teachers in some subjects, the lack of support from experts. The findings also indicated that government schools were under the influence of less attention of principal's instructional and organizational leadership, less teacher's commitment to address students varying needs and styles of learning, lack of student's attention on learning,, deficit in PTA's mobilization of parents, parent's insignificant contribution for student's learning and student's characteristics. But private schools were not under the influence of these factors.

The second important factors that influence curriculum implementation in government and private schools were the ambiguity of contents, lack of clarity of exercises and words in textbooks, the lack of resemblance between contents and objectives in the textbook, haphazard organization of textbooks were existing bottlenecks for schools.

5.3 Recommendations

Primary education is the foundation and bedrock for children's future development and career. Hence the government of Ethiopia has given due attention for the access and equity of primary education and decentralized its administration to the local beneficiaries sharing the duties and responsibilities of stakeholders in each level to support the implementation of curriculum, and tackle challenges that mitigate the process of implementation. This was endorsed in proclamation No. 41/1993. But the practice of putting the document at hand becomes serious issue and area of attention. Based on the study findings, it is needed to forward the following recommendations to the concerning stakeholders.

- As the central arbiter for curriculum implementation and students learning, teachers should enhance their role and foster students learning the center of attention by how students learn than what students learn; this is done through modifying plans regularly to meet student's varied interest of learning, adjusting instructions to students learning techniques, promoting freedom of learning through encouraging learning by doing, apply a range of assessment techniques which are appropriate to the learning activities of the students in order to fulfill the primary aim of assessment which is to support learning, using inspiring instructional materials and resources to promote an effective curriculum implementation;

- School principals and governing bodies as front stakeholders, should manage education programs by school regulations, and build an appropriate school environment so that students, teachers and the community at large encouraged to do what they can for the effective implementation of curriculum; this is achievable through arranging programs that foster staff development, develop inclusive programs that appreciate students, teachers, and parents benchmarks and model deeds, simplifying all superfluous students' behaviors through modeling students best deeds and strengthening provision of civic and ethical education; setting strategies for consensuses creation and reducing barriers that encumber parents interest in education.

- Ignoring human resources in curriculum implementation is unthinkable. Therefore, Woreda and Zone education offices should work towards minimizing the gap between private and government schools on curriculum implementation. To do this; they should supply schools

with instructional and non-instructional staff, visit schools and cross-check,and portrait drawbacks and strengths, supply appropriate and quality resources and facilities that have great influence on education through appropriate resource allocation, circumvent using education time for extra programs; supplying teachers with timely incentives, enabling private investors to have ease of access to land to interfere with highly manifested curriculum implementation in the area.

- No meaningful teaching and learning happen without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the SNNPR Government Education Bureau should train teachers by addressing the existing needs of schools, supply schools with updated and adequate resources and materials such as textbooks, teachers guide, teaching aids and references in so as to enable teachers and learners to play their role satisfactorily in the curriculum implementation process.

Further research recommendation

This study was focused mainly on analyzing primary school curriculum implementation in relation to the three key role players; people, curriculum program and school organization in Dawuro Zone by comparing government and private schools. Therefore, further study is required to see the impact of curriculum implementation on student's achievement in primary schools.

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Appendices

Appendix A

Jimma University

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Department of teacher Education and Curriculum Studies (TECS)

Teachers' Questionnaire

Dear Teacher,

INTRODUCTION:

The purpose of this study is to examine the implementation of curriculum in primary schools of Dawuro Zone. Kindly assist me in my research work by responding freely and as truthfully as possible to the questionnaire questions. The questionnaire is carried out in order to understand how the people, curriculum program, and the school environment can be meaningfully engaged in order to make meaningful contributions for successful curriculum implementation in Dawuro Zone primary schools. All the information/answers you provide in this interview will be kept strictly confidential and will only be used for academic purposes.

Thank you in advance for your co-operation and voluntary participation.

Gezahagn Gebeyehu

Thank you in anticipation for your cooperation and the time you spend in becoming a part of this research

Section A: Background information

Instruction I: please tick (✔)the box in front of each number that indicates your background information. You are requested to tick only one box for each question.

1. School Type: 1= government 2= private

    □1 □2

2. Gender: 1= male 2= female

    □1 □2

3. Age: 1=below 20 years 2= 20-30 years 3= 31-40 years 4=over 40 years

    □1 □2 □3 □4

4. Years of experience: 1= 1-5 years 2= 6-10 years 3= 11-15 years 4= more than 15 years

    □1 □2 □3 □4

5. Educational qualifications: 1= certificate 2= Diploma 3= Bachelor Degree 4= Masters Degree

□1 □2 □3 □4

Instruction II: please give your existing information for the following questions

6. Subject you teach: ---
7. Grade level you teach: ---
8. Work load/ number of periods per week: ---------------------------------

Section B: Please tick (**X**) the column that best represents your opinion with regard to each statement.

NB. 1= Strongly disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly agree

No	Statements	1	2	3	4	5
	A/ Curriculum content					
1	The contents in the text book are appropriate for the students' level of understanding					
2	Contents in the text books are related to objectives					
3	Contents relate learners experiences with the background knowledge					
4	The contents in the text book motivate me to teach students					
5	I found the contents difficult to teach primary students					
	B/ School principal leadership and support					
1	School principal invites teachers , students and parents in decision making					
2	School principal encourages teachers and students work towards curriculum goal					
3	Principal and teachers interaction is promising					
4	School principal establishes good school climate for teachers and the school community					
5	The relation between principal and the school community is not good					
	C/ Teachers role in classroom instruction					
1	I prepare lessons that take account of the students' different learning styles					
2	My instruction is supported with instructional materials					
3	I encourage students to learn each other in group					
4	I provide opportunity for students in the classroom to teach each other					
5	I offer lecture to save time					
	D/ Time arrangement and utilization					
1	The timetable is arranged to best effect for teaching and learning					
2	I prepare materials and equipment before class					
3	I arrive at my classroom before the students					
4	Meetings abuse instructional time in the school					
5	I provide students with time to practice their skills outside the class					
6	The time allocated for a teaching a lesson is not sufficient to cover the syllabus					
	E/ Assessment					
1	I assess students for their skill acquisition					
2	My assessment recognizes academic achievement of student					
3	I provide students with the opportunity of assessing their acquisition of skill					
4	Students were assessed for what the I lectured in the class					
5	I am interested to assess students everyday					
6	I prefer tests and exams over continuous assessment					
7	Students were given on time feed backs for their strengths and weakness					

Instruction III: Please tick (**X**) the column that best represents factors that affect curriculum implementation in your school. Please do not tick two responses for a single statement.

No	Statement	Yes	No
	A/ Factors related to people		
1	Do all subjects have qualified teacher?		
2	Does large number of students in one class affect your teaching?		
3	Is there staffing problem in this school?		
4	Does the interaction between teachers and the principal affect teaching learning?		
5	Is there smooth interaction between the school and students' parents?		
6	Do parents ask how their children are learning in the school?		
7	Do you get support from experts from the office?		
	B/ Factors related to curriculum program		
1	Does decision making in the school participatory?		
2	Do you record student's daily progress in the portfolios?		
3	Do you believe teacher's participation in decision making important?		
4	Does the contents in the text material match with student's previous experience?		
5	Does your daily lesson plan indicate intended objectives for students?		
6	Are there reference books for teachers and students in library?		
7	Is there a program for students to use library?		
	C/ Factors related to school organization		
1	Does the school setting safe for teaching learning?		
2	Are there recent instructional materials in the resource center?		
3	Do students have safe play grounds?		
4	Do teachers have separate latrine service in both sexes?		

.

Thank you for your cooperation!

Jimma University

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES (TECS)

Student's Questionnaire

INTRODUCTION:

The purpose of this study is to examine the implementation of curriculum in primary schools of Dawuro Zone. Kindly assist me in my research work by responding freely and as truthfully as possible to the questionnaire questions. The questionnaire is carried out in order to understand how the people, curriculum program, and the school environment can be meaningfully engaged in order to make meaningful contributions for successful curriculum implementation in Dawuro Zone primary schools. All the information/answers you provide in this interview will be kept strictly confidential and will only be used for academic purposes.

Thank you in advance for your co-operation and voluntary participation.

Background information

Instruction: please tick (✔)the box in front of each number that indicates your background information. You are requested to tick only one box for each question.

1. Sex: 1= male 2= female

    □ 1   □ 2

2. School type: 1= government school 2= private school

    □ 1   □ 2

3. Age: 1= < 12 years 2= 12 years 3= 13 years 4= 14 years 5= >14 years

□1   □2   □3   □4   □5

Please tick (**X**) the column that best represents your opinion with regard to each statement.

NB. 1=Strongly disagree 2= Disagree 3= undecided 4= Agree 5= Strongly agree

No	Statements	1	2	3	4	5
	A/ contents of curriculum					
1	I can easily understand words in the text book					
2	Exercises in the text books are clearly written					
3	Contents of the text book are related what I know in my environment					
4	Examples of the content motivate me to learn					
5	The knowledge I get from the school helped me to work out of the school					
6	Contents in text books are difficult to understand					
	B/Students position in classroom instruction					
1	Teachers give me a chance to discuss the contents with my colleague in the class room					
2	I am interested with teachers' use of teaching aids					
3	I prefer doing exercises than talking in the classroom					
4	I am not active participant in the learning process					
5	I get help from the teacher during learning with my classmate					
6	Front achiever students dominate group discussion					
	C/ Time utilization					
1	I come to school on time					
2	I come to school every day					
3	I learn all subjects every day					
4	I come to the class after the teacher entered					
	D/ Assessment					
1	I ask questions with my classmates					
2	I do exercises in the text books					
3	My everyday exercises have marks					
4	I get feedback from the teacher on my activities					
5	I do my home work every day.					
6	I did not get prompt and effective feedback on my work					

አባሪ'ለ'

የግል ትም/ቤት ተማሪዎች መጠይቅ

(Translated from English questionnaire from Appendix B)

መግቢያ:-

እኔ ተማሪ ገዛኸኝ ገበየሁ የጅማ ዩኒቨርስቲ ተማሪ ሲሆን የ2ኛ ድግሪ ትምህርቴን በመምህራን ትም/ትና ስረተ ትም/ት ተከታትዬ በክፍል የሚሰጠዉን ትም/ት አጠናቀቄ የትም/ቴ ኮርስ ማሟያ ጥናታዊ ጽሁፍ ለመስራት በዳዉሮ ዞን ዉስጥ ካሉት ም/ቤቶች ይህን ትም/ቤት መርጫያለሁ፡፡ የዚህ ጥናት ዋና ዓላማ በዳዉሮ ዞን ዉስጥ ባሉ 1ኛ ደረጃ ትም/ቤቶች የስርዓተ ትምህርት አተገባበርን ለማየት ነዉ፡፡ ስለሆነም እኔ ለሚያደርገዉ ጥናት ለቀረቡ መጠይቆች ምላሽ በመስጠት እንድታግዙኝ ከልብ እጠይቃለሁ፡፡ እነዚህ ጥያቄዎች ለትምህርት ስራ ወሳኝ የሆኑ ነገሮች (ማለትም ስዉ፣ የስርዓተትም/ት ፕሮግራምና የትም/ቤት ተቋማዊ ሁኔታ) ለስርዓተ ትም/ቱ አተገባበር እንዴት ሚናቸዉን እየተጫወቱ እንደሚገኙ ለይቶ ለማወቅ ከእናንተ የሚያገኘዉ መልስ ከዚህ ጥናት በስተቀር ለሌላ ምንም አገልግሎት አይዉልም፡፡ ስለዚህ መልሳችሁን ሳተፈሩ እንድትሰጡ በድጋሚ ከምስጋና ጋር እጠይቃለሁ፡፡

የተማሪ ግል መረጃ

ትእዛዝ አንድ : እባክዎን በቀጥሩ ጎን ባለዉ ሳጥን ዉስጥ ይህን ምልክት (✓) በማስቀመጥ መልሱ፡፡ለአንድ ጥያቄ አንድ ጊዜ ብቻ አስቀምጡ፡፡

1. ጾታ: 1= ወንድ 2= ሴት

    □ 1   □ 2

2. የትም/ቤት አይነት: 1= የመንግስት 2= የግል

    □ 1   □ 2

3. እድሜ: 1= 12 አምት በታች 2= 12 አመት 3= 13 አመት 4= 14 አመት 5= 14 አመት በላይ

    □1   □2   □3   □4   □5

ትእዛዝ ሁለት:- እባክዎን ከዚህ በታች ላሉ ጥያቄዎች ተከትለዉ ባሉ ቁጥሮች መስመር ለሚሰጡት መልስ ይህን ምልክት (X) አስቀምጡ፡፡

አስታዉሱ 1 ቁጥር ማለት= በጣም አልስማማም 2 ቁጥር ማለት= አልስማማም 3 ቁጥር ማለት= አላዉቅም/አልተረዳሁም 4ቁጥርማለት= እስማማለሁ 5 ቁጥር ማለት= በጣም እስማማለሁ ማለትን ይወክላል::

ተ/ቁ	ዐረፍተነገሮች	1	2	3	4	5
	ሀ/ የስረዓት ትም/ት ይዘት					
1	እኔ በመጽሐፍ ዉስጥ ያሉ ቃላትን ሳልቸገር አረዳለሁ::					
2	በመጽሐፍ ዉስጥ ያሉ ጥያቄዎች በግልጽ ተጽፈዋል::					
3	በመጽሀፍ ዉስጥ የተጻፉ ቃላት እኔ በአካባቢያችን ከሚያዉቀዉ ነገር ጋር ይገናኛሉ::					
4	በመጽሀፍ ዉስጥ ያሉ ምሳሌዎች ለመማር የሚያነሳሱ ናቸዉ::					
5	እኔ ከትም/ቤት ባገኘሁት አዉቀት ባለሁበት አካባቢ እንድሰራ ያግዘኛል::					
6	በመጽሀፍ ዉስጥ ያሉ ቃላት ለመረዳት ያስቸግራሉ::					
	ለ/ በክፍል ዉስጥ የተማሪ ተሳትፎ					
1	እኔ ከጓደኛ ጋር እንድንወያይ መምህራን አድል ይሰጣሉ::					
2	መምህራን የሚያሳዩት የትም/ት መርጃ መሳሪያ ለመማር ያነቃቃል::					
3	እኔ በክፍል ዉስጥ ከማዉራት መልመጃዎችን መስራት እፈልጋለሁ::					
4	እኔ በክፍል ዉስጥ ተሳታፊ አላደርግም::					
5	ከጓደኛ ጋር ስንወያይ መምህራን ድጋፍ አያደርጉም::					
6	ነበዝ ተማሪዎች በክፍላችን አብዛኛዉን ጊዜ ለመናገር እድል ያገኙሉ::					
	ሐ/ የትምህርት ጊዜ አጠቃቀም					
1	እኔ ወደ ትም/ቤት በጊዜ እመጣለሁ::					
2	እኔ ሁልጊዜ ወደ ትም/ቤት እመጣለሁ::					
3	እኔ ሁልጊዜ ሁሉንም ትም/ት እማራለሁ::					
4	እኔ መምህሩ ክፍል ከገባ በኋላ እመጣለሁ::					
	መ/ የሚዜና ሥርዓት					
1	እኔ ከክፍል ጓደኞቼ ጋር ጥያቄ አጠያየቃለሁ::					

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2	እኔ በመጽሀፍ ዉስጥ ያሉ ጥያቄዎችን እሰራለሁ፡፡					
3	እኔ ሁልጊዜ ለሚሰራዉ ስራ ዉጤት/ማርክ ይሰጣል፡፡					
4	እኔ ለሚሰራዉ ስራ ከመምህር ምክር ይሰጠኛል፡፡					
5	እኔ የቤት ስራዬን በአግባቡ እሰራለሁ፡፡					
6	እኔ ለሚሰራዉ ስራ ከመምህር ምክር አይሰጠኝም፡፡					

ለተሳትፎአችሁ ከልብ አመሰግናለሁ!!!

Shap'uwa 'B'

<u>Kawuwa Timirtte keetsa Tamaaratuwa Ooshaaa</u>

(Translated from English questionnaire from Appendix B)

Geluwa:-

Ha d'iishussawu huup'e k'oppobay Dawuro Zooninyan de'iya timirtte keetsatuwan timirttiya seera poluwa biddi be'anaassa. Gidogishawu ta ootsiya biddetsa oosuwan ooshatuwa zaariidi taana uloppe maaddanaydan oochchay. Ha ooshatuu timirttiya oosoo kane gido yewatuu (asay, timirttiya polo pirogiraaminne timirtte keetsa heera hanotay) ayi ogiyan timirttiya seera oosu polettanayda nmaaddi de'intto d'iishanaassa. Hintteppe ta demmiya zaaru ha oosuwappe haarabawu akettenna.Hinttewu de'iya zaaruwa babbenan immite.

Hintte Maado Uloppe Galatay!!!

<u>Itti asaa buzo markka</u>

Azazuwa I: Hayana apayduwa matan de'iya saas'iniyan ha malaata (✓) wotsite. Itti ooshawu ittisaa s'alalaan wotsite.

1. Matumaa: 1= attumawa 2= mac'c'awunno

　　　　□ 1　　　　　　　□ 2

2. Timirttekeetsk'ommu: 1= kawuwatimirttekeetsa 2= Gilletimirttekeetsa

　　　　□ 1　　　　□ 2

3. Yeletalaytsay: 1= 12 laytsappegarssa 2= 12 laytsa 3= 13 laytsa 4= 14 laytsa 5= 14 laytsappebolla

　　　　□1　　　□2　　　□3　　　　□4　　　　　□5

AzazuwaII: Hayanaa hawaappe kaallan de'iya ooshatuwappe kaalli de'iya payduwa maaran hintte immiya zaaro (X) malaata wotsite.

Wozanaaatsite. 1= Dariis ammaamayetikki 2= sammamayetikki 3= erikki 4= Samaammayettay 5= Dariisamaammayettay giyawaa kochchee.

Pa yd. .	Meegatuwa	1	2	3	4	5
	A/ Timirttiya seera giddobatuwa					
1	Taani mas'aafan de'iya qaalatuwa metootennan akeekay					
2	Mas'aafan de'iya ooshatu k'onc'c'en s'aafetteddino.					
3	Mas'aafan s'aafetto giddobatuu ta nu heeran eriya yewatuwanna gakettiino					
4	Mas'aafan de'iya leemisatuu tamaaranawu nashechchiino					
5	Taani timirtte keetsappe demo eray ta heeran ootsanaydan taana maaddeedda.					
6	Mas'aafan s'aafetto k'aalatuu akeekananawu metotsiino.					
	B/ Tamaaratuwa kifiliya timirttiya k'aatsa					
1	Astamaaratuu ta laggetsatuwanna tobbettanaydan k'aada immiino.					
2	Asttamaaratuu go''ettiy amaado miishshatu taaana tamaaranawu nashechchiino.					
3	Taani kifiliyan haasayiyawappe ooshatuwa ootsiyawa dosay.					
4	Taani kifiliya garssan timirttewu darii k'aas'kki.					

5	Asttamaarii taana ta laggetsatuwanna tobbettiya wode maadde.					
6	Gooba tamaaratu ubba gede ta kifiliyan haasayiya k''aada akkiino.					
	C/ Tamaratuwa timirttiya wodiya go'aa					
1	Ta timirtte keetsa wodiyan yay.					
2	Ta ubba gede timirtte keetsa yay.					
3	Ta ubba timirttiyakka ubbaade tamaaray.					
4	Taani asttamaari kifiliya gelina yay.					
	D/ Yiggetsa maara					
1	Tani takifiliya laggetsatuwana oosha ooshettay.					
2	Taani mas'aafan de'iya ooshatuwa ootsay.					
3	Ta ubba gallassa ootsiya ooso murutay/markki de'ee.					
4	Ta ootsiya ooso asttamaariyappe zoriya/mak'k'uwa akkay.					
5	Taani soo oosuwa suure ootsay.					
6	Taani ta oosoo asttamaariyappe zoriya/mak'k'uwa demma erikki.					

Hintte maado wozanaappe galatay!´

Jimma University

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Department of teacher Education and Curriculum Studies (TECS)

Semi-structured Interview Guide for Curriculum Experts

INTRODUCTION:

The purpose of this study is to examine the implementation of curriculum in primary schools of Dawuro Zone. Kindly assist me in my research work by responding freely and as truthfully as possible to the interview questions. The interview is carried out in order to understand how the people, curriculum program, and the school environment can be meaningfully engaged in order to make meaningful contributions for successful curriculum implementation in Dawuro Zone primary schools. All the information/answers you provide in this interview will be kept strictly confidential and will only be used for academic purposes.

Thank you in advance for your co-operation and voluntary participation.

Section A: Background information

Name………………….. Office………………… Gender: male……female…..

Qualification: Diploma…….Bachelor degree…..MA…….other….. **(-------)**

Service year: below 5……5-10……11-15.….16-20….above 20 years….

Section B: Give your best responses for these questions.

1. How would you describe your overall role in supporting the implementation of primary school curricula?
2. In your work with primary schools what have you observed to be effective implementation strategies at primary school in leading the implementation of primary school curriculum?

3. How would you assess the curriculum implementation activities of primary schools?

4. From your assessment how would you elaborate the appropriateness of curriculum for student's level of understanding?

5. What is the contribution of staffing in primary schools for effective curriculum implementation?

6. Do school environment and facilities were suited for curriculum implementation in primary schools? How?

7. How would you describe the contribution stakeholders' participation, school facilities and curriculum program in curriculum implementation?

8. In your work with primary schools, what have you observed to be opportunities and challenges for school leaders, teachers and learners in implementing the curriculum?

Jimma University

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES (TECS)

Semi- structured interview questions

For school principals

Section A: Background Information

1. School Type: 1= government 2= private

   ☐ 1   ☐ 2

2. Gender: 1= male 2= female

☐ 1   ☐ 2

3. Age: 1=below 20 years 2= 20-30 years 3= 31-40 years 4=over 40 years

                              ☐ 1   ☐2   ☐ 3   ☐ 4

   4. Years of experience: 1= 1-5 years 2= 6-10 years 3= 11-15 years 4= more than 15 years

      ☐1   ☐2   ☐3   ☐ 4

5. Educational qualifications: 1= certificate 2= Diploma 3= Bachelor Degree 4= Masters Degree

☐ 1   ☐ 2   ☐ 3   ☐ 4

Section B: Kindly answer the following questions

1/ What is your contribution for effective of curriculum implementation?

2/ How teaching man-power influence teaching and learning in your school?

3/ What role should the following stakeholders have in curriculum implementation?

   (i)   Parents and the community

   (ii)   Students

      (iii)   Teachers

      (iv)   Principals

      (v)   Curriculum experts

4/ What are the possible barriers to effective school community participation in curriculum implementation?

5/ How teachers use effective teaching and learning methods, time and assessment strategies?

6/ How do you assess the relevance of curriculum for the level of students understanding?

7/How the school arranged instructional time for all users?

8/ How you explain the contribution of school program in teaching and learning? How it was arranged?

9/ What is the effect of assessment in teaching and learning? How your school applies it?

10/ How do you assess the general structure of the school setting?

11/Which curriculum facilities/ books, teacher's guide, syllabus, resource centers, libraries, recreational centers…/ available in the school? Which one is absent? Explain.

Jimma University

College of Education and Behavioral Sciences

Department of teacher Education and Curriculum Studies (TECS)

FGD QUESTIONS FOR PTAMEMBERS

The purposeof this study is to examine the implementation of curriculum in primary schools of DawuroZone.Kindly assist me in my research work by responding freely and as truthfully as possible to the FGD questions. All the information/answers you provide in this FGD will only be hold secrete and used for academic research purposes. Feel free to ask questions or seek clarity on any question or unclear issues as we discuss. You can respond either in Amharic or Dawurogna Languages, which ever best expresses your opinion.

1. What kind of relationship exists between you as Parents teacher Association and the school? Why it is important?

   በወተመህ እና በትም/ቤቱ መካከል ያለዉ ግንኙነት ምን ይመስላል? ጥቅሙስ ምንድን ነዉ?

2. As members of the communities how can you assist with the teaching and learning of pupils in primary schools?

እርስዎ የትም/ቤቱ ወተመህ ኮሚቴ እነደመሆንዖ መጠን የተማሪዉን መማርን እንዴት ይደግፋሉ?

3. How do you participate in school decision making?

በትም/ቤት ዉሳኔ አሰጣጥ ላይ እንዴት ትሳተፋላችሁ?

4. What problems/challenges do you think can be faced or are being experienced in the learning of students?

በተማሪዉ መማር ሂደት የሚያጋጥሙ ችግሮች ምንድን ናቸዉ?

5. How do you explain the school community relation and participation?

በትም/ቤትና በማህበረሰቡ መካከል ያለዉን ግንኙነት እንዴት ትገልጻለህ/ትገልጭያለሽ? ተሳተፎዉንስ?

በዚህዉይይት በመገኘትዖ ትልቅ ምስጋና አለኝ!

Appendix F

Jimma University

College of Education and Behavioral Sciences

Department of teacher Education and Curriculum Studies (TECS)

School observation checklist

Naame of the observer………………………………………..

School name……………………………………….type………………….

Woreda/Town administration……………………………………

Area	No	Description	yes	No
Class room organization	1	Class rooms are disorganized in the school		
	2	There is space for large- and small-group discussion		
	3	The seating arrangement in the class room allow students' group discussion		
	4	The chalkboard is easily seen by all students in the classroom		
	7	Classrooms are not comfortable for teachers and students		
School resource centers	1	Resource centers are not open at all.		
	2	There are recent instructional materials in the resource center.		
	3	Materials and shelves are poorly labeled.		
	4	There are very few materials in centers.		
	5	A center has an adequate variety of materials.		
	6	All center materials are accessible to children.		
	7	The center has an adequate variety of materials.		
library	1	There are reference books for teachers and students in the library.		
	2	Extra text-books are found in the library.		
	3	The library has its assigned employer.		
	4	There are chairs and tables for teachers and learners in the library.		
	5	Students and teachers use library in extra time.		

|				
	6	Library reading program is arranged for students		
	7	Books do not represent a variety of genres.		
School external environment	1	The school environment is pleasant, orderly and safe		
	2	Latrine room is separated for students and teachers in both sexes		
	3	The play grounds are available and safe for students		
	4	There is access to water supply in the school		
	5	The school has access to electric power supply		

Appendix G

Sample letters and photos

Support letter from the Jimma University to Zone Education Department

Support letters from Zone to study school
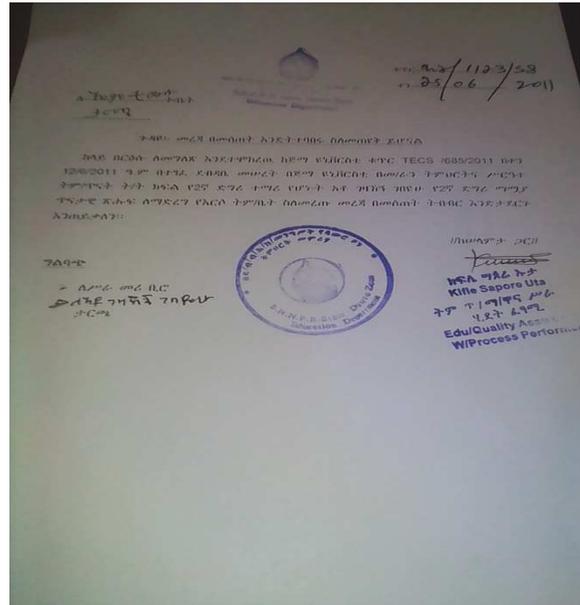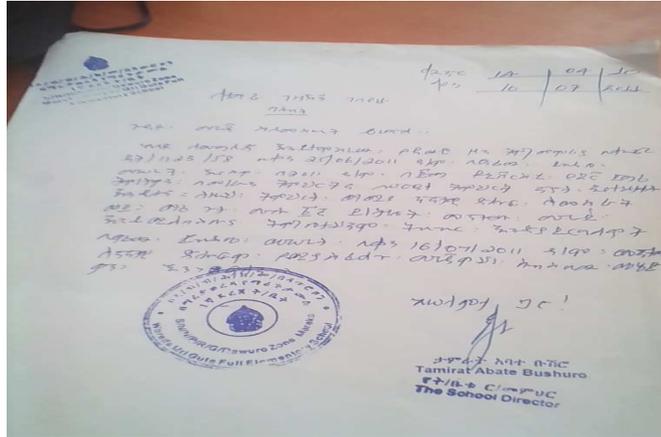
Sample letter from the study school

Sample photo of teacher respondents filling the questionnaire

Sample photo of student respondents filling the questionnaire

Sample photo of PTA on discussion

Sample photo of researcher on interview with school principal