

Primary and secondary school curriculum materials alignment and their classroom Implementation, Ethiopia

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Abstract

The purpose of this study is to examine curriculum material alignment. Mixed approach of quantitative and qualitative study was employed. A sample of four primary schools and four secondary schools were selected randomly. The findings from the data revealed that curriculum implementation is ineffective. Shortage of materials and students' problems are worth noting. On the basis of the finding, it was recommended to combat the problem by providing the means and materials for schools. The school should develop the culture of organizing the efforts of teachers and students to generate fund and promote self-sufficiency in the long run.

Key words: *Alignment, Curriculum material, Curriculum implementation, primary school, secondary School*

Introduction

Curriculum materials are those materials that serve as a guide and/or contents of the teaching and learning processes in the school. According to Barnes (2018) and Diamond, R. M. (2008), from all inputs in the school curriculum selection and identification can be taken as one of the most important aspects. Any learners, for example, can learn something from the curriculum materials even in less effort or absence of the teacher (Goodsen I.F. 1987). The issues that incorporate in what to teach are selecting from the huge storage of information in this world. It is highly demanding and challenging for educators in general and curriculum designers in particular to select the proper and relevant contents and learning experiences in the curriculum. This process at least tries to incorporate and satisfy the needs of learners, society and subject matter. Therefore, to identify the topics in what to teach, the expert expects to study the other Wh-questions in education. These questions include like why to teach, the philosophy/purpose/ of teaching, how to teach, possible methodology both the teacher and the students use, whom to teach, the overall nature of the learner, etc. (Nichols, Shidaker, Johanson and Singer, 2006). Though the quality of teaching and learning might be minimal, it is possible to conduct teaching and learning in the school if and only if there is a curriculum.

To this end, examining about the alignment of various curricula across the levels and their implementation processes seem critically important in a given education system. First, in order to realize the visions of the education system which are indicated at remote, in its policy, there should be well accepted alignments throughout the journey starting from the policy, at the level of Ministry of Education, to students' learning/curriculum implementation/, at the classroom level. No any vision/mission accomplished unless otherwise it smoothly grounds to the practitioners' level that is to school community in general and to teachers and students in particular (Barnes, 2018). Therefore, as a second phase, steps for the actualization or implementation of the curriculum at classroom level should be checked in order to examine the congruent between the curriculum and its implementation and then to suggest alternative ways of implementations of the given curriculum somehow effectively and comprehensively. And it is also very useful to assess how much students learning and teachers teaching are effective and as intended as because this point is the center of any endeavors in the education system (Hall, (1995). This in other words means planning logical, aligned and well documented curriculum by itself is nothing unless otherwise it is implementing in the actual classroom near to the standard (Lott, 1983).

Curriculum materials alignment refer the way that how the next curriculum materials are friendly derived from the previous levels (for example, the syllabus from the

flow chart). In this regard, Rath, A. T. (1980), stated that the education policy document is the mother document of all other curricular materials which help to pull the policy to the ground, that is, its actual implementation in the school. Definitely, all the policies in the nation (education, medical, agricultural, financial, etc) are derived from the basic philosophies and practices of the nation which might be reflected in the nation's constitution (Doll, R. C. 1992). As a result of this, in one way or another education and training policy of the nation works in line with the nation's constitutional intention.

From the education and training policy of Ethiopia (MOE,1994), experts in various areas (disciplines) have discussed and tried to develop curricular materials (syllabus, textbooks, teachers guide and other supplementary materials) with the help of flow chart which was derived from the education policy statements. In summary, the sequence of producing curricular materials for the education system of Ethiopia is presented roughly as follow:

Educational policy----Flow chart----syllabus----textbooks---teachers' guide (and/or with more supplementary materials if possible). The general and specific objectives of the education policy were developed from the nation's overall aims of course that have direct implications for the education sector. In other words, the aims of the country that possibly satisfy (or realize) through education sector practices were incorporated in the education policy statements in general and in its objectives in particular. The flow chart, in order to audit whether the presence of all things in the policy in to the syllabus and then in the textbooks, is prepared. For its preparation, both the old curriculum and the newly prepared education and training policy were served as a ground/source. By using the flow chart, the syllabus which is a critical guide to prepare the text book is developed. Then after textbooks and teachers' guide preparation have been continued. In any case, field specialists compile the textbooks by following the syllabus strictly. Teachers' guide and other supplementary materials need to prepare in order to give more clarifications about the textbook. By using teachers' guide and other supplementary materials, both teachers and students might get good opportunities to play (teach and learn) with contents and learning experiences found in the textbook.

These all above mentioned procedures/movements (from policy to teachers' guide and/or supplementary materials) are very important in order to control and assure whether policy explanations and statements are reached to the classroom (grassroots) level by designing the steps/journeys in smooth manner. Unless otherwise the journey that starts from the policy level and moves to the classroom learning level is clear and linear from one to another, things will remain just on the space without proper implementations. Therefore, one of the basic assignments of curriculum specialists should be exploring the

alignments among the components of the curriculum (e.g. the policy, flow chart, syllabus, textbooks, teachers' guide and the like).

Curriculum implementation is the key components of curriculum development that join different inputs/parties/ (the curriculum, the teacher, the student and others) together. This togetherness expects to actualize all the plans in making effective interaction among the input components, particularly between the curriculum and students (Cooper, P., & McIntyre, D. (1996). The alignments among different curricula also are expecting between the planned curriculum and its actual classroom implementation. If there are big variations, according to Moore, A. (2014), between the planned curriculum and the actual implementation, the education system might be in question to assure the desired behavior for the learners. Therefore, though there might be certain flexibility to adapt the curriculum with students and teachers' experiences, the basic framework of the designed curriculum has to be taken in to account. Accordingly, the present study will assess the alignments among various curriculum materials and then with their actual classroom implementations by taking secondary school in focus. Today, in Ethiopia, the quality of education in the primary and secondary schools has become a matter of serious concern by educators and the public at large. Among the various factors that affect quality of education, ineffective implementation of the curriculum stands out. Hence, to identify the problems and the prospects of teachers in their effort to implement the curriculum through instructions, comprehensive studies are earnestly needed. To this end, this study throws some light.

By curriculum implementation is meant the actual execution of the curriculum plan through the instruction process in schools. "It is the launching of an educational program in all schools or in selected schools" (Cooper, P., & McIntyre, D. 1996). Curriculum implementation and instruction are inseparable. One cannot go without the other. The teacher is the director of instruction. He the one who translates the intensions framed in the curriculum into actions through a multitude of activities occurring both outside and inside the classroom. Instructional planning is among the most important activities that a teacher has to carry out to implement the curriculum.

Another matter of crucial importance to be considered by a teacher in implementing the curriculum through instruction is to plan for proper structure of the content of the subject matter. He has to organize the contents in such a way that "they are continuous – meaning the vertical reiteration or repetition of major curriculum elements (Tyler, 2013). This means that overtime, the kinds of skills, ideas, and concepts will bring into continuing operation. Sequence emphasizes not duplication, but rather higher levels of treatment with each successive learning experience.

To use community resources, one needs to have a skill in creating positive relationships. This could be done through participating in community activities in a way such participation does not affect the regular instructional duties in the school. Simpson, P. M., & Siguaw, J. A. (2000), indicated that instructional activities in schools could be enriched. This is all one with saying that instruction as curriculum implementation does not mean lecturing the contents exclusively, or discussing exclusively, or tutoring exclusively, rather it means the combination of all these ways teaching and a variety of managerial activities that keep the whole process moving along in an orderly way through the effective use of instructional technologies. "Without the necessary technology of education, teachers are handicapped" (McLaughlin, M. W. et al. 1986).

Materials and methods

The primary purpose of this study was to investigate the primary and secondary school curriculum materials alignment and their classroom implementation. Therefore, the following basic questions are designed in carrying out this study.

1. How far do statements of curricular objectives promote clarity of meaning among teachers in schools?
2. Are the means, facilities, and tools adequate enough in the school to realize the objectives of the curriculum plan?
3. Are the learners responsive to the curriculum?

Design of the study

Since the study deals with the present curriculum materials alignment and implementation comprehensively, descriptive design of the study was employed. The fact that the study was comprehensive rather than deep investigation. Among the various types of descriptive study, the survey method was widely used.

Sources of Data

Relevant information has been secured from primary and secondary sources. Teachers, department heads, and curriculum committee member were used as a primary source of data while related literatures such as books and journal have been used as secondary source of data.

Population, Sample Population and Sampling Techniques

By the use of a simple random sampling technique, eight government schools were selected from the five districts. Experienced teachers (teachers who have five years of service in teaching profession), department heads, and curriculum committee members in each of the selected schools were taken as the subject of the study. Questionnaires were used as the major data gathering instrument from the primary sources. The same type of questionnaire was used to collect data. 160 questionnaire items were distributed to the eight schools where 10 questionnaires were dispatched to the members of the curriculum committee and the other 10 questionnaire to teachers in the eight schools respectively.

Methods of data analysis

Depending on the nature of the problem and the data collected, different statistical methods were employed in the study for data analysis and interpretation. The data collected through questionnaires were tallied and tabulated in frequency tables and then percentage. In addition, some concerned authorities have been interviewed in the curriculum department.

Results & discussion

This chapter is concerned with analysis of findings on the basis of the 160 questionnaires out of which 135 were filled out and returned. Out of the 135 questionnaires returned, the 69 were filled out by the secondary school teachers. Again, out of the 69 questionnaires filled out by secondary school teachers, 32 were responded by department heads and 37 were responded by teachers. For the sake of creating convenience for comparative analysis of the responses of the department heads and 32 of the ones responded by teachers were considered for analysis. Thus, a total of 64 questionnaires were used for analysis from secondary schools. In the case of elementary schools, a total of 66 were filled out and returned. Out of this the 32 were responded by department heads and the remaining 34 questionnaire were responded and returned by teachers. Again, for the sake of comparison 32 from the department heads and 32 from those of the teachers are considered for analysis. Thus, a total of 64 questionnaires were used for Analysis from the elementary schools. On the whole 128 questionnaires are presented for analysis from the two school levels.

Background information about the respondents

More than 80% of the total respondents are males and the remaining 19.5% are females. In addition, more than 67% of the respondents are above 40 years of age, and the rest above 30 years of age. From this, one could imply that the respondents have sample experience in the teaching profession. Thus, it is possible to argue that these teachers could

generate reliable information regarding the problems and prospective of curriculum implementation in the schools.

The statistical summary of the Bio-data pertaining to the respondents from the two school levels is presented below on table 1 and 2.

Table 1:

Statistical summary of respondents

Secondary schools

	Sex	Medhanialem	Wondirad	Kolfe	Air Tena	Total	Grand Total	Percent
Department Heads	Male	7	8	9	8	32	32	50%
	Female							
Teachers	Male	5	6	5	6	22	32	50%
	Female	3	1	3	3	10		
Total		15	15	17	17	64	64	100%

Elementary schools

	Sex	Selamber	Medhanealem	Wondirad	Balcha	Total	Grand Total	Percent
Department Heads	Male	6	10	9	7	32	32	50%
	Female							
Teachers	Male	4	4	3	6	17	32	50%
	Female	4	3	4	4	15		
Total		14	17	16	17	64	64	100%
Grand total of the two school Levels							128	100%

	Item 1. Primary and secondary school	1.1 They are clearly stated				1.2 stated in relation to teacher's activities				1.3 Stated in relation to students' behavior			
		Response		NO		Yes		NO		Yes		NO	
		N	%	No	%	No	%	N	%	N	%	N	%
<i>Senior secondary schools</i>	Medhaneialem	2	13.33	13	86.67	8	53.33	7	46.6	2	13.33	1	86.6
	Wondraid	8	53.33	7	46.67	9	60	6	40	3	20	3	80
	Kolfe	4	23.52	13	76.47	7	41.17	1	58.83	1	5.88	1	94.12
	Air Tena	3	17.64	14	82.36	15	82.23	0	17.77	12	70.58	2	29.42
	Total	17	26.56	47	73.44	39	60.93	25	39.07	18	28.13	46	71.87
<i>Elementary school</i>	Selam Ber	4	28.57	10	71.47	12	85.71	2	14.29	3	21.42	1	78.58
	Medanialem	7	41.17	10	58.83	13	76.47	4	23.53	5	29.41	1	70.59
	Wondirad	6	37.5	10	62.5	12	75	4	25	7	43.75	1	56.25
	Balcha	8	47.05	9	52.95	10	58.82	7	41.18	8	47.05	2	52.95
	Total	25	39.06	39	60.94	47	73.43	27	26.57	23	35.93	41	64.07
Grand total	42	65.61	86	67.18	86	67.18	52	65.61	41	30.03	87	67.96	

Table 2: Age summary of the two school levels

Age	30-39	40-49	50-54	Total
Dep. Heads	18	20	26	64
Teachers	26	17	21	64
Total	44	37	47	128

Table 1 and 2 indicate that 128 questionnaires are completely responded and presented for analysis. Since more than 75% of the questionnaires have been responded and returned, it is plausible to continue with the analysis of the findings. Even then, table 1 and 2 cannot give any evidence for further interference regarding the implementation of curriculum. Rather, table 3 shows the conditions regarding curricular objectives as it pertains to curriculum implementation as follows:

Table 3: Conditions of curricular objectives

The statistical summary of table 3 (the grand total of all the 8 schools) shows that out of 128 respondents 42 (32.81%) have indicated that the curricular objectives are stated clearly. This could be due to the fact that these respondents have associated the statement objectives in relation to the behavioral aspects or the area of life (content) in which this behavior is to be used as might be stated in their respective subjects. It is also possible that these respondents have the necessary competence to evaluate the statement of curricular objectives appropriately. On the other hand, out of the 128 respondents from all the schools 86(67.18%) have responded by saying “NO” to item 1.1. Their negative response to this item could be due to the reason that the curricular objectives in their respective subjects was not stated in precise terms, that is, in relation to the behavioral aspects or content aspects or both. Nevertheless, since their response is greater when compared to those who responded positively, their response is considered in this report. From the report advanced above it may not be logical to infer that the objectives stated in the curriculum are not clear, since some have indicated that it is clear (32.81%). On the contrary (67.18%) have responded negatively by saying the curricular objectives are not clear. From these two extreme positions, it is possible to infer that majority of the curricular objectives are broad where as some of them are specific.

A close look into table 3 also reveals the fact that out of the 128 respondents 86(67.18%) have indicated that the objectives are stated in relation to the teachers’ activity. Whereas 41(30.03% of the 128 respondents have replied to item 1.3 by saying that the objectives are stated in relation to the student’s behavior. Those who responded to item 1.2 by saying the objectives are stated in relation to teachers’ activities could be due to the fact that the objectives in their respective subjects are stated in relation to teachers’ activities whereas in the case of item 1.3 some of the objectives are stated in relation to students’ behavior as indicated by the 41(30.03%) respondents. In the above table, 42(32.81%) of the respondents have indicated that the objectives are not stated in terms of the teacher’s activity. They could be those whose respective subjects include the statements of the objectives in relation to the students’ behavior. On the other extremes, 86(67.96) of the respondents have identified that objectives are not stated in relation to students’ behavior. This group could be those who responded positively to item 1.2. Nevertheless, it is possible to infer from the responses to item 1.2 and item 1.3 that the majority of the objectives are stated in relation to teachers’ activities. This argument supplements the statement that the majority of the curricular objectives are not specific as depicted by the response to item 1.1. This statement has some truth since, if objectives are stated in relation to the teachers’ activity, they are not clear because they do not help as a guide for determining the expected change in the behavior of student. One could infer from this that whether the objectives are clearly stated, framed in relation to the teachers’ activities or in relation to the student’s

activity depends upon the skill and knowledge of the curriculum planners in the respective fields and subjects.

Statements of curricular objectives determine the ways in which the contents are organized and integrated. This is presented in table 4 below:

Table 4: Organization of contents

	Item 2.	2.1 Contents reflect objectives				2.2. contents are vertically integrated				2.3 Contents are horizontally integrated			
		Response		NO		Yes		NO		Yes		NO	
		No	%	No	%	No	%	No	%	No	%	No	%
<i>Senior secondary schools</i>	Medhanialem	9	5.46	8	6.25	9	7.03	6	4.68	8	6.25	7	5.46
	Wondraid	9	7.03	6	4.68	7	5.46	8	6.25	9	7.03	6	4.68
	Kolfe	9	7.03	8	6.25	10	7.81	7	5.46	8	6.25	9	7.03
	Air Tena	9	7.03	8	6.25	10	7.81	7	5.46	11	8.59	6	4.68
	Selam Ber	8	6.25	6	4.68	9	7.03	5	3.90	8	6.25	6	4.68
<i>Elementary schools</i>	Medhanialem	10	7.81	7	5.46	9	7.03	8	6.25	12	9.37	5	3.90
	Wondraid	9	7.03	7	5.46	10	7.81	6	4.68	11	8.59	5	3.90
	Balcha	11	8.59	6	4.68	9	7.03	8	6.25	8	6.25	9	7.03
	Grand total	74	56.25	56	73	57.03	55	42.97	75	39	30.46	53	41.41

Table 4, clearly indicates that out of the total 128 respondents 72 (56.25%), 73(57.03%), and 75(58.59%) have positively responded to items 2.1, 2.2, and 2.3 respectively. The positive responses of these groups could be due to the fact that either they

are those who indicated the clear statement of curricular objectives, as depicted on table 3 or they are the ones who have the skill in framing the curricular objectives in such a way that it could be structured in line with the contents of the text books. They could also be the ones who have the competency to relate the contents of the text books in line with the broad curricular objectives. As far as item 2.2 is concerned, the positive responses by the majority 73(57.03%) could be due to the fact that some topics in their respective subjects appear in every grade level. On the contrary those who replied positively to item 2.3, that is the 75(58.59%), could be those who are aware of the use of language in the teaching of all subjects, or those who consider who consider the use of mathematical computations in science in elementary schools, and other subjects like physics, chemistry, and biology in secondary schools.

On the other hand, out of the total of 128 respondents 56(43.75%), 55(42.96%), and 53(41.40%) have responded negatively to items 2.1, 2.2, and 2.3 respectively. These groups of respondents could those who view their objectives of their respective subjects to be broad and therefore have problems in structuring them into their daily instructional plans or they could be the ones who lack the skills in understanding the relation between objectives and contents. They can be the ones who are incomplete in developing and structuring the content in line with the curricular objectives in their subjects. Those who responded negatively to items 2.2 and 2.3 could be the ones whose respective subjects do not have repeating topics in every grade level such as passages and comprehension in English subjects.

In spite of the assumptions generated regarding the positive and negative responses pertaining to the organization of the contents, one observes that the positive responses out way the negative ones. This may not imply that the organization of the contents is perfect since the negative responses are also considerable as shown on table 4. Thus, it may fair to infer that one of the contents have moderate organization whereas the others are characterized by less organization.

Referring to the inference made from table 4, one may state that the objectives of the curriculum of some subjects which are not stated in a fairly specific manner are reflected in the improper organization of the content of some subjects. The contents, though organized in a good manner, are not ends by themselves. Contents must be supplemented by adequate teaching materials and audio-visual aids. This is presented on table 5 as follows

Table 5: Condition of teaching materials and audio-visual aids

Item 3.	3.1 Textbooks & teacher guides are adequate				3.2 Audio-visual materials are adequate				3.3 Shortage of materials are overcome by community resource				
	Yes		NO		Yes		NO		Yes		NO		
Response	No	%	No	%	No	%	No	%	No	%	No	%	
<i>Senior secondary schools</i>	Medhanialem	4	3.12	11	8.59	3	2.34	1	9.37	7	5.46	8	6.25
	Wondraid	5	3.90	10	7.81	8	6.25	2	5.46	6	4.68	9	7.03
	Kolfe	10	7.81	7	5.46	6	4.68	7	8.59	9	7.03	8	6.25
	Air Tena	7	5.46	10	7.81	6	4.68	1	8.59	5	3.90	12	9.37
								1					
<i>Elementary schools</i>	Selam Ber	8	6.25	6	4.68	3	2.34	1	8.59	6	4.68	8	6.25
	Medhanialem	6	4.68	11	8.59	5	3.90	1	9.37	8	6.25	9	7.03
	Wondraid	6	4.68	10	7.81	8	6.25	1	6.25	5	3.90	11	8.59
	Balcha	8	6.25	9	7.03	6	4.68	8	8.59	7	5.46	10	7.81
								1					
Grand total	54	42.18	74	57.8	45	35.1	8	64.8	5	41.4	75	58.6	
			2		5		3	5	3	0		0	

Table 5, reveals that from the total of 128 respondents the 54(42.18%), the 45(35.15%), and the 53(41.40%) have positively responded to items 3.1, 3.2, and 3.3 respectively. It is possible that these categories of respondents could be those who have

adequate text books and teachers guides in their respective subjects. Respondents could also be the ones who may have audio-visual materials like charts, models, and laboratory equipment in their respective subjects. Moreover, it could also be assumed that these respondents are the ones who make an effort to prepare instructional materials by them. Teachers may also be able to exploit community resources to the interest of classroom instruction. Table 5, shows 74(57.82%), 83(64.84%), and 75(68.6%) of the total 128 respondents have negatively replied to items 3.1, 3.2, and 3.3 respectively. It is possible to assume that these respondents are the ones who have inadequate curriculum materials. They may also do not make an effort for preparation and utilization of instructional materials.

It can be concluded that well stated objectives, properly organized contents and adequate technology of education may not bring the required change in students' behavior unless they appeal to the interests of students. This is presented on table 6 as follows:

Table 6: Conditions of learning in general

Response	Yes		NO		Yes		NO		Yes		NO		
	No	%	No	%	No	%	No	%	No	%	No	%	
<i>Senior secondary schools</i>	Medhanialem	6	4.68	9	7.03	5	3.9	10	7.8	7	5.46	8	6.25
	Wondraid	4	3.12	11	8.59	5	0	10	1	6	4.68	9	7.03
	Kolfe	8	6.25	9	7.03	6	3.9	11	7.8	7	5.46	10	7.81
	Air Tena	5	3.90	12	9.37	8	4.6	9	8.5	6	4.68	11	8.59
							8		9				
							6.2		7.0				
							5		3				
	Selam Ber	6	4.68	8	6.25	5	3.9	9	7.0	7	5.46	7	5.46
	Medhanialem	7	5.46	10	7.81	8	0	9	3	6	4.68	11	8.59
	Wondraid	7	5.46	9	7.03	4	6.2	12	7.0	6	4.68	10	7.81
Balcha	6	4.68	11	8.59	7	5	10	3	9	7.03	8	6.25	
						2		7					
						5.4		7.8					
						6		1					
Grand total	49	38.2	79	61.7	48	37.	80	62.	54	42.1	74	57.82	
		8		2		5		5		8			

By looking table 6, one clearly observes that out of the total of 128 respondents 49(38.28%), 48(37.5%), and 54(42.18%) have responded positively to items 4.1, 4.2, and 4.3 respectively. From this it may be possible to assume that some teachers in in the two-school level have the competence to motivate students so as to promote good discipline and task commitment on the part of their students. It is also possible to assume that some of the students in both school levels are goal oriented, may be due to the motivation and support they get from their parents. Similarly, it is possible to assume that some of the subjects in both school levels correspond with their degree of maturity (mental and physical development). On the contrary, 79(61.72%), 80(62.5%), and 74(57.82%) of the total respondents have negatively replied to items 4.1, 4.2, and 4.3 respectively. This could be due to the fact that majority of the students do not have interest in learning, may be due to lack of motivation in the instructional process. It could be because of the fact that teachers always use traditional method of talk and chalk. Large class size can be another reason that teachers are not encouraged to motivate students. Still further, it could be assumed that the hidden curriculum that is, students' activities and experiences after schools and outside schools have not been properly identified and adapted to the official curriculum in the schools. Finally, one could further assume that the objectives of attending schools have not been made clear to students, and the students come to schools maybe simply because they are told by parents to do so.

In spite of the various assumptions one can make regarding the conditions of students in relation to learning from the data presented on table 6, it is possible to safely infer that the negative aspect of student's discipline is significant and students are not motivated to learn and teacher –student interaction is very loose.

Discussion

The statements of the objectives in some text books are in consistent, because some are presented in the form of an outline, the others are stated in full statements. Since the text books currently used are on experimental stages, some of their contents are vague. There is no enough teachers' guide to overcome the vagueness of some of the contents. Even these teachers' guides which are currently present are not clear since they are prepared in the form of an outline. Some of the contents in the text books do not correspond with the level of understanding of the students. Moreover, lack of command of the English language on the part of the students has worsened the students understanding of the contents. Laboratory chemicals and additional reference materials are very inadequate. Instructional materials are totally lacking. It is possible to produce teaching materials in the schools due to lack of financial, physical and human resources (skilled manpower), and due to the absence of infrastructures. Since the number of students in every grade level is very large (over 80 in some cases) it has become impossible to identify and assist students'

needs and problems. The shift system which has reduced the length of contact hours has reduced the time to be spent with students for further assistance.

Summary of the interviews (Qualitative Analysis)

With the view to assess how the curriculum planners follow up the implementation of curriculum, a sample of the curriculum experts of the curriculum department in Addis Ababa have been interviewed. Out of the 15 curriculum experts, 5 have been interviewed. The result of the interview indicates that the educational system of the country is highly centralized and therefore, teachers are strictly obliged to adhere to the text books, prepared in their respective subjects. This is controlled with the provision of courses, units, and lesson plan formats. The curriculum experts (panels), assigned on the basis of experience, year of service in the teaching profession, and ideological partnership, plan the curriculum and supervise its execution through supervisors and curriculum committees formed in every school. The curriculum experts in the respective subjects prepare text books and workshops for teachers. Occasionally, some teachers are assigned to work with the experts on contract basis. Text books are missing in some subjects like music and art due to the problem in publication.

Information regarding curriculum problems at school level is rarely received and processed due to lack of financial and trained human power. The problems should be communicated by teachers to the curriculum committees in schools. The curriculum committee sees to them and passes to the district or curriculum department. From this one could imply that the chain of communication between the planning bodies and teachers is chained and long. This could result in the delay of communicating problems which could arise during instruction (implementation).

Findings of the Study

The major findings of the study derived from the analysis are as follows:

1. Some of the curricular objectives are stated either in broad terms or specific terms; and either in relation to teachers' activities or in relation to students' behavior.
2. Most of the subjects are vertically and horizontally organized, but some subjects lack proper organization
3. Student texts, teachers' guides, and other teaching materials are not available for most of the subjects. The effort of teachers to seek for substitutes either through producing them in the schools or acquiring them from outside the school is found to be low.

4. The commitment of students to learning tasks and interaction with the teacher is considerably insignificant.

Conclusions

In general, the role of teachers in implementing curriculum is found to be in effective in the primary and secondary schools of Addis Ababa due to the following reasons:

In the first place, the statement of particular objectives in the various subjects is highly inconsistent and conveys different meaning for different teachers. There is no uniformity in understanding, and structuring the curricular objectives in the instructional objectives among the teachers. Though most of the contents show proper organization, students' unity of thinking through the accumulation of learning activities is impossible since ill organization of contents persist in some subjects. Secondly, teaching materials are totally inadequate throughout the primary and secondary schools of Addis Ababa. Thus, teachers are found to be handicapped due to lack of teaching materials. As a result, the chalk and talk method of instruction is highly exercised by teachers in Addis Ababa. This has resulted in killing the interests and motivation of the learners but, culminated in generating disciplinary problems on the part of the learners. In addition, lack of curriculum materials and educational technology has encountered teachers to bring about the required changes in the behavior of students through the provision of various activities and experiences. A high percentage of the learners lack commitment to schooling due to the absence of adequate diagnostic activities by teachers and others in the primary and secondary schools of Addis Ababa. Thus, teaching and learning too often make survival a more urgent concern than scholarship in Ethiopia.

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