

CIVIC AND ETHICAL EDUCATION: ACHIEVEMENTS IN KNOWLEDGE, ATTITUDE AND SKILL ASPECTS; AN INSIGHT FROM TWO SECONDARY SCHOOLS OF BAHIR DAR CITY ADMINISTRATION

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ABSTRACT

This paper presents an empirical data about the presumed learning outcomes in Civics and Ethical Education, and the actual prevailing situation regarding student's civic knowledge, attitude and skills vis a vis the national standards set by the Ministry of Education. The study was conducted based on mixed design of both qualitative and quantitative methods accompanied by sequential explanatory approach, where quantitative data were followed by qualitative scrutiny. Data were collected from students, teachers, school archives, parents, and concerned officials. This study revealed that students' civic skill and attitude is not equivalent with their civic knowledge and is below the minimum benchmarks of the national standard. Failure to identify and employ fitting teaching methods and the use of inappropriate assessment techniques to check whether students meet civic disposition and skill requirements are found as most prominent factors for the disproportionate achievement in the learning outcomes. Consistent with the major findings of the inquiry, the following points have been recommended to mitigate the deficiencies. Above all, seminars and short-term trainings shall be conducted on the methods of teaching the course alongside the assessment methods inclusive of knowledge, attitude and skills. There is also a need to make sure that civic teachers are professionals qualified on the subject matter and committed in realizing the goals of the curriculum. In addition, consideration of incentives for teachers for the extra-ordinary burden they are in charge could be an imperative dealing.

Keywords: *Civic and Ethical Education, Civic knowledge, Civic skill, Civic disposition
Assessment Techniques, Learning Approaches*

1. INTRODUCTION

As education is a purposive human activity, any curriculum is designed with the intention to achieve certain set of goals. These goals, clearly, have something to do with people's persistent demand for socio-economic and political development, and then good living condition in general. Accordingly, regardless of differences in approach and methodology, programs in educational system shall be designed in a way to promote common advantages and social welfare. The rationale for designing and implementing curriculum for CEE in all levels of education in Ethiopia confirms with the aforementioned logic.

Democracy is different from other political systems mainly because it is established based on the consent of the people. The system is a vital instrument for the prevalence of good governance and protection of basic rights and freedoms of the people. However, for democratic system to endure, active participation of citizens is crucial. Moreover, the civic knowledge, attitude and skill of youths ought to be developed, which Civic education plays key role in this regard. Accordingly, the need to deliver civic education is associated with the promotion of democratic values and principles which are not inherently endowed with humans beings, rather we acquire them through formal and informal education.

The history of civic education in Ethiopia has almost equal age with the introduction of modern education in the country. During the imperial period, it was delivered with the name *Moral Education* in such a way that is based on Orthodox Christianity tradition and the advocacy of divine right of kings (MoE, 2008). Following the 1974 revolution, the military regime introduced the subject by naming *Political Education* which was entirely sympathizer of Marxist-Leninist ideology (Ibid). With the demise of the military regime in 1991, new curriculum on the subject matter has been promulgated with the New Education and Training Policy. With the new curriculum in place, the subject matter was known as Civic Education which later on is renamed as Civic and Ethical Education after a curricular reform taken place in 2000 (Yamada, 2011). The very rationale of

the new curriculum was/is to support and entrench the newly established democratic system in the country (MoE, 2007). It is strongly believed that building democratic system is possible when there is active, informed citizens' participation. Accordingly, Civic and Ethical Education has irreplaceable role to produce Citizens who are equipped with values of good governance, scientific knowledge, democratic thinking, and active participant in the political, social and economic activities of the country (MoE, 2007).

In achieving these objectives, the government reformed Civic and Ethical Education three times (in 2000, 2005 and 2010). Besides this, in 2007 a Blue Print is prepared for the subject with the intention to set national standards in each grade levels. This was to ensure nationwide uniformity in the delivery of instruction and students performance. However, no significant investigation has been conducted up on the general performance of teaching CEE in meeting such standards set for each grade level.

Civic and Ethical Education is being delivered for students ranging from fifth to twelve grades making its base the most notable social values. Chapter layouts and the logical sequence of topics are similar across grade levels regardless of the difference in terms of scope. In higher education as well, students on different areas of study are taking it as a common course with wider perspective. Above all, teaching CEE presupposes learner attitudinal change and mental development besides the theoretical knowledge they need to be acquainted with. Consistently, making learners aware of shared social values and act accordingly, enabling them to effectively monitor and influence public policy and shaping students to develop the mentality to be concerned with social issues are among the tips that curricular and the government is striving to achieve in teaching the subject matter (MoE, 2007).

Despite such suppositions however, the achievement in teaching civics and ethics has not been as it could be expected to be. The subject matter is being delivered with new mode and arrangement especially after the year 2004. Outcomes, however, have not been satisfying as school municipalities and individual teachers are experiencing misbehaving students with

varying circumstances and magnitude. This situation has continued to be a point of informal dialogues between and among teachers in particular and the society at large. Although researches have been done in related topics, (Ababu, 2005, Daneal 2009), none of them did come up with the assessment of the role of civics and ethical education in shaping and altering learners' civic knowledge, disposition and skill vis a vis the national standards. This study was, thus, intended to examine the role of CEE in shaping students' personality from the perspective of civic knowledge attitude and skill.

Accordingly, the purpose of this study was to examine the role of CEE in equipping students' with desirable civic knowledge, civic disposition and civic skill in case of two selected public schools i.e, Fasilo and Tana Haik secondary schools in Bahir Dar city. Cognizant with the above general intent, the study had the following specific objectives;

- ✓ Examine whether the civic knowledge, civic disposition and civic skill of students meet the national standards set by the MoE or not, and are proportionally equipped with them
- ✓ Critically evaluate the conformity of the actual lesson delivery with the methods set on the guiding blue print
- ✓ Analyze the major challenges that restrain students not to develop ethical behavior

2. MATERIALS AND METHODS

The nature of inquiry to investigate the role of CEE on the overall civic knowledge, skill and disposition development requires applying responsive epistemological assumption. The researcher bases the inquiry on the assumption of pragmatic knowledge claim that give emphasis on collecting diverse types of data which best provides on understanding of the research problem. Because in this assumption, individual researchers have freedom to choose the methods, techniques, and procedures of research that best meets their need and purposes (Creswell, 2007:22-23).

In this study, mixed methods of qualitative and quantitative approach were used. The study begins with detailed qualitative and open-ended interviews

blending with the collection of views and personal professional experiences from participants. On the other hand, quantitative design is used to investigate the civic knowledge, skill and attitude of students based on their grade level's minimum standards.

Therefore, using both qualitative and quantitative designs is essential to bridge the vacuum that would prevail in using one of them independently. Hence by triangulating the data types, data sources as well as sampling techniques, the researcher run the data collection, analysis and interpretation tasks. Moreover, sequential exploratory strategy was employed to enable the researcher to investigate whether the standards of CEE has been met or not by using quantitative data, and results to assist in the interpretation of qualitative findings. This model is characterized by an initial phase of qualitative data collocation and analysis. Therefore, the priority is given to the qualitative aspect of the study. In this study, both primary and secondary data types were used. Primary data such as personal narrations of students, teachers and concerned officials, school archival sources, reports of civic clubs, and school municipals were collected using multiple techniques of data collection. Secondary data types including books, articles, policy documents, periodicals, training materials and manuals were included.

To address the research objectives, various methods are employed based on circumstances though the topic of the study is one and the same. Hence, interview, focus group discussions/FGD/, observation and document analysis were used to collect required relevant information for the study. Data were also collected through cross-sectional class room survey of civic knowledge, skill and behavioral character of students in the two high schools. In doing so, questionnaire with Likert scale and non-participant observation was used. Student informants were selected randomly across sections except gender consideration in which half of them were females.

According to (Creswell, 2009) qualitative data analysis is conducted concurrently with gathering data, making interpretation and writing reports. Besides this the researcher used the

following steps, i.e, data reduction, data display and conclusion drawing or verification (Yalew, 2011:411). Quantitative statistical methods like SPSS were used for descriptive statistics. This activity had subsequently been accompanied by triangulation of the quantitative data with the qualitative one. The data gathered by interviews were first transcribed. The researcher attempted to read all the data bit by bit. As going sorely thorough the data, the researcher attempted to develop categories and codes, and reduce the voluminous data into manageable sets of themes. Finally by using direct quotations and narrative descriptions each of the themes were analyzed.

3. DISCUSSION AND RESULTS

3.1. The Status of Civic Knowledge, Civic Skill and Civic Disposition of Students in the two High Schools

There is no more important task than the development of informed, active competent and ethical citizenry. Civic development has three dimensions congruent with components of CEE that are important to cultivate in order to educate young

people for citizenship. The, *knowledge* dimension comprises the facts and ideas of democracy, citizenship, the Ethiopian government systems from the past to now, and global concerns that students are expected to know to be informed participants in civic life.

The *disposition* element includes the democratic ideals, and devotion to those ideals that motivate civic commitment. The *skill* dimension is about the ability to navigate the rules and processes of citizenship and governance in our society. To build such civic development among citizens, the subject matter is being delivered in schools with designed curriculum from primary to tertiary levels by setting policy and implementation blue print. In this section, the status of students in meeting the standards set by the MoE in relation to the aforementioned dimensions, and the critical evaluation of practical activities is presented. The tables below depicts questions posed to examine the students' civic knowledge, attitude and skill respectively. The characters were designed based on the national standard and objectives of the text books.

No.	Civic Knowledge
1	Societal diversity connotes people living together having different languages, traditions, religions etc.
2	Tolerance enable people to live peacefully within diversity
3	Conflict is inevitable phenomenon which arises between/amongst individuals and groups, and we need to solve it with dialogue and discussion
4	Hard working, compromise and open mindedness are some of the elements of competences of good citizens
5	The FDRE constitution has five principles
6	Every citizen have to participate in cleaning, environmental protection and helping the poor
7	Industriousness is crucial for the economic development of a country
8	Self-reliance means helping and caring oneself and the ability to decide on one's own matter
9	Saving is a crucial tool that people practice for emergencies and future life support
10	The presence of democratic election, protection of human rights and voluntarism are determinants of overall development

No	Civic Attitude/disposition
1	Punctuality
2	Civility
3	Studying hard

4	Building friendship with visually impaired students
5	Compromising in resolving conflicts
6	Respecting others opinion
7	Being autonomous in having stands and doing actions
8	Patriotism
9	Honesty

No	Civic Skill
	When there are disagreements with people I resolve the problem peacefully
	I actively participate in the simulation elections in the school
	I am involved in debates held in classroom and at school level
	I am active in taking out civic concepts of the school compound and created awareness among the community
	When law is violated in the school, I told to students, teachers and other employees that it is a mistake
	I have participated in educational visit outside of the school
	I observed different governmental institutions and relate with my classroom learning
	I am actively participating in clubs in the school
	I use my leisure time working to get money for self-reliance
	I have a behavior of collecting and putting money I get
	I have actively participated in cleaning, environmental protection and helping the poor in the community

3.1.1. Civic Knowledge of Students in the two High Schools

Civic knowledge is about the content or what citizens ought to know about civic life, politics and government, political systems, constitutional systems and roles of citizens in public life (William, 2001:217). Considering the existing realities CEE has played pivotal role in enhancing the students' civic knowledge. According to the assessment made on the school's archives, students have better achievements in CEE than other subjects. For instance, in 2017/18 academic year, the average academic result in national entrance examinations for CEE in Fasilo secondary and preparatory school is 63 percent for 12th grade students. Likewise, similar academic results have been registered in Tana Haik Secondary and Preparatory School where it was 67.8 percent for grade 12 students. This scenario is also supported by the empirical data gathered through questionnaire. The ten items of the questionnaire are adopted from the standards set by the MoE and substantiated with

the objectives of grade 10th and 12th text books. According to the result, 80 to 90 percent of students have already met the standards of civic knowledge. They were able to know most of the listed standard indicators respective to their grade level. This case could also be an additional justification for better achievement of the students' academic result for national examinations discussed above. The effect of various awareness indicators on students' outcomes is also summarized in table and it has been revealed that the awareness of basic civic concepts is positively related to their civic knowledge as measured by basic parameters stated in the national standard.

Without prejudice of the above finding on the other hand, students with significant number responded differently with few, but very crucial subjects. For instance, about 66.7 percent of the informant students of Fasilo and 74 percent students of Tana Haik failed to know an item of civic knowledge presented on the

checklist about the five principles of the FDRE constitution. In addition, 37.3 and 24.7 percent of students of Fasilo and Tana Haik respectively replied as if they are not familiar with the issue of diversity. In fact, the five principles of FDRE constitution are not available in the text books. However, considering the nature of those articles of the constitution, they could be given by entrenching in each units or topics since they are foundations of the political and civic life.

In conclusion, it could be stated that the awareness of basic civic concepts is positively related to their civic knowledge (as measured by their awareness about the basic concepts stated in the national standards). CEE actually has met its minimum standards pertaining to equipping students with civic knowledge. But still there could not be certainty to argue that students have achieved all the goals stated under civic knowledge, because the results on the school's archive shows that the achievement is within the range of 68 to 80 percent.

3.1.2. Civic Disposition of Students in the two High Schools

The second pillar of CEE is what we call it civic attitudes or Civic dispositions. It encompasses the ability of students to behave according to the standards or characters of good citizens. It also involves those character traits, or dispositions which are engrained in the mind of citizens. Schools should promote pro-social values such as tolerance, open mindedness, truthfulness, responsibility, diligence, self-control and cooperation (Heather Malin et al, 2014:17).

This component of learning is essential to work on the attitude of students. In the two high schools 51 to 55 percent of the students were able to meet the components of civic attitudes. However, grade 12th students of Fasilo high school manifested below 50 percent in regard. On the other hand, it has been indicated that still 47 to 49 percent of students placed in medium or not meeting the standards of civic disposition/attitude/. This clue is also supported by evidences from interviewee and FGD informants. Almost all teachers, students, as well as concerned

officials, experts, and focal persons agreed that students do not develop their civic dispositions vis a vis their civic knowledge. Diligence, resolving conflicts through compromise and honesty are civic virtues that most students usually fail to exhibit.

In order to discharge one's responsibility in the community, citizens need to develop positive outlook and concern. Altruistic qualities are required to help the poor and vulnerable ones in the community as well as adherence to democratic values and constructive political process students' civic disposition has to be meaningfully developed. However, the data shows the unsatisfactory performance in this regard. Civic knowledge is the basis for the development of Civic disposition. Despite this fact, it does not mean that this view is always true under all circumstance. Qualities related to civic dispositions or attitudes are not developed by teaching young people facts and mere information rather it requires equipping civic character by encouraging active commitment about democratic values (Ibid :15).

3.1.3. Civic Skill of Students in the two High Schools

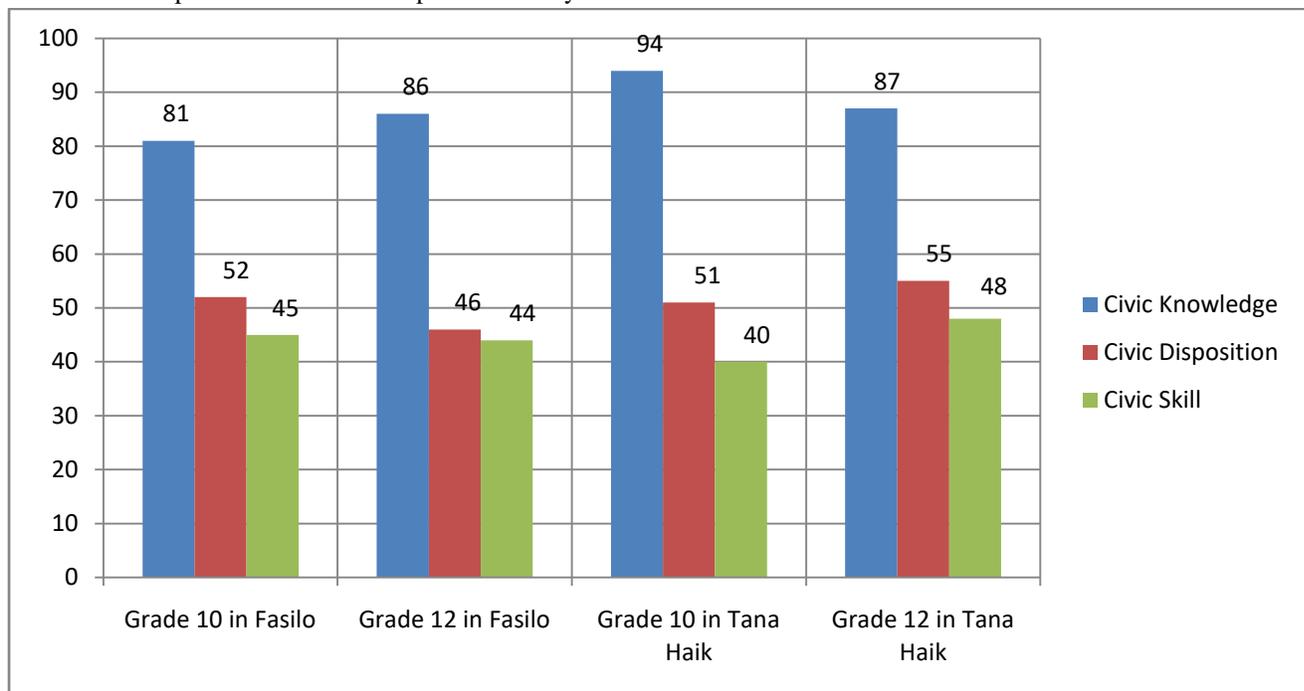
Civic skill and engagement implies the extent to which students utilize and practice their civic knowledge conveyed in the school and actively participate to contribute something in the observable scene for the society (Boston, Bruce, 2010). It is the capacity or ability to participate effectively in the political as well as social systems. Civic skill and engagement encompasses communication skills, democratic deliberation, critical analysis of public issues, election simulations, conflict handling skill, skill of handling diversity, skill of articulation, critical thinking and other alternative engagements (Syvertsen et al, 2007).

Measurements undertaken in the study were employed to assess the extent to which students build and utilize their civic skill and engagement in the school and surrounding local community at large. And it has been revealed that the status of students in civic skill is below the standard. Except grade 10th students of Fasilo, the other three groups of students replied the questions marking 'no'.

Civic skill is the state of exercising one’s own rights and discharging responsibilities as a citizen. It is the most crucial but inseparable component of CEE and students need to be equipped with participatory skills. Students’ engagement in civic issues practical implementation of what they know in their civic class has irreplaceable impact on the students’ personality as well on the successful accomplishment of the goals of CEE as a whole. Here students under study scored low performance compared to, not only their own civic knowledge but also, the prescribed standards and objectives. Hence, unlike conditions in the sphere of civic knowledge students’ civic skill and engagement is below the standard. Except grade 10th students of Fasilo secondary school, the achievement of the rest of the students is unsatisfactory.

Moreover, there are some manifestations of civic skills that strikingly are not performed. For instance, students are expected to internalize the classroom instruction by observing and visiting public institutions and reporting to the class (MoE, 2007). However, when we see this in the two schools, from 63 to 75 percent of students replied that they

were not engaged in such activities. Teachers interviewed in both schools admit that they do not motivate students to engage in such sort of tasks. Another area of civic skill that is not achieved by the students is taking part in debates held in classrooms well as at school level. These activities play a pivotal role to teach learners about how to deliberate controversial issues and how to consider the opinion of others with sense of open-mindedness, weigh diverse ideas, and finding the way forward. Therefore, schools should work to prepare students for such performances. In addition to this, it has been seen on the result of variables such as; “I am actively participating in clubs in the school”, “I am active in taking out civic concepts of the school compound and created awareness among the community”, “I have actively participated in cleaning, environmental protection and helping those in need of” that most of the student informants replied ‘no’, and this fact is supported by the qualitative data gathered through interview and discussions.



As it is summarized in the above graph, there is disproportionate achievement in terms of civic

knowledge, civic disposition and civic skill of students. In both schools and grade levels, students

are not good enough in civic disposition and civic skill, which are the determinant factors of active and responsible citizenry. The fact that the absence of coordinated effort that motivates students to develop the expected knowledge, attitude and skills leads to this significant gap between knowledge on the one hand and attitude and skill on the other. In this regard schools today limit their efforts almost exclusively to teaching civic knowledge, especially the kinds of knowledge that can easily be measured by standardized achievement tests. To achieve other essential components, much strong commitment is needed from every stakeholder at every level. Various teaching approaches and assessment techniques should be conducted in the classroom during instruction. Therefore, schools should take a broad view of CEE and prepare their students to acquire constructive civic skills and values as well as necessary civic knowledge. On the other hand, necessary feedback and supervision need to be conducted by each hierarchical office. Moreover, it needs to be pointed that the three components of CEE cannot be grasped only through formal education. Attitude and skill are highly shaped by the values, norms and traditions that are entrenched in society. Students get confused and frustrated when they observe realities very inconsistent with what they learn in the school and eventually besieged by the wrong traditions and practices. One can understand from their questions in the class revolving around *“why this happen if the principle says like this and that?”* Therefore, values of CEE need to be internalized by the society. Hence, searching for other ways and acting in strict discipline is important to achieve the goal of CEE. Among other ways, mainstreaming CEE across concerned educational sector authorities, parents, the media, parliamentary debates, seminars, workshops, discussion with the elders could be helpful for progress.

3.2. Problems Pertaining to the Implementation of CEE Program

3.2.1. Methodological Problems

Among other factors, the use of traditional method in teaching CEE takes a significant share for students' low performance in the two pillars of CEE, i.e, civic disposition and civic skill. CEE means helping

students develop responsible ways of thinking, believing and acting (Boyer, 1990). All these are unlikely to be achieved through the traditional teacher centered approach. Data gathered through observation of the class instruction indicated that teachers are using lecture method with little assistance of active learning templates. Another clue from classroom observation revealed the inconsistency between the text book approach and teachers' mode of delivery. The text books are prepared in such a way that is convenient for active learning having case studies and questions for discussion for students. However, teachers refer some other sources and previous text books to prepare short notes for the daily lesson. The main reason for this is apparently lack of interest and commitment to update oneself with the changing realities within the country and beyond. Maintaining the status quo of traditional teaching approach is not helpful to equip students with civic disposition and civic skills. Boyer remind on this stance as *“one should no more expect students to become good at the skill of citizenship merely by being told about them than one would expect someone to become a good football player merely by reading books about football”* (Ibid). Hence it is not expected that students would be acquainted with attitude and skill without motivating them to internalize, reflect on and practice these elements during the teaching-learning process.

According to the survey conducted by the MoE in 2007, there was a problem on the mode of instruction in teaching CEE. The lesson delivery has been conducted in a way that makes students passive and totally dominated by the teacher (Ibid). Accordingly, the blue print of CEE urges for immense strict emphasis on the teaching-learning process, especially on the mode of delivery. The document stipulated that schools should use predominantly active learning approach while delivering CEE in such a way that the teacher pinpointing the main tip of the topic and raising issues related to the topic which enable the students to discuss and debate in peer or groups (Ibid).

However, gathered data from the site revealed that this is not the case today even after the promulgation of

the blue print. As it is stated above, students were not engaged in debates and this is supported by the data from students themselves and teachers through interview and focused group discussion. The content of Civic and Ethical Education for secondary school program touches many issues and themes which fit to be learnt through debate. Using debate as an approach of teaching CEE is crucial to develop students' argumentative skills, communicative skills, confidence, and knowledge of the subject matter (Abida, 2012). Here, the willingness, skill and commitment of the subject teacher determine the implementation of this approach. One of the primary roles of the teacher is to select the theme of the agenda on the basis of the consent of students. Some of teacher informants explained that they often use discussion method in delivering instruction. The blue print as well as scholarly researches recommend that students needs to interacts to each other during instruction and discussion is crucial tool which could be adopted in different modalities. Because this method enables learners share their personal views and experiences, and help to build up a spirit of cooperation and mutual understanding (Ibid). In addition to this, it helps students to know each other and improve positive relationship among themselves, each student will be beneficiary of such diverse ideas, views, experiences, listening, mutual respect and compromise which are manifestations of civic dispositions. In doing so learners could develop skill of cooperation, rules of discussion and cooperative learning.

Another active learning method recommended by the blue print is assigning topics of discussion to be articulated and presented by the students in the classroom (MoE, 2008). This approach enables students to learn by themselves and be responsible for their carrier. The guideline also promulgated that CEE should not be confined to similar approaches even within some defined period of time. It directs students to learn via cases related to the topic, thereby let them to reach on their own conclusion. As a matter of fact, the new textbook of the course has contained ample amount of case studies in each topic, which were included with the intention to build up students' attitude and skills. Despite all these

advantages however, data gathered from sampled schools shows that this method of teaching has been overlooked by teachers and others concerned. Some students replied that case study as teaching method is not useful because short notes has been prepared and provided by the teacher. CEE could also be thought by field visit to enable students to internalize what they have learnt in the classroom through observing the real natural environment. The blue print has recommended this method of teaching as students should visit nearby public institutions like courts, councils, executive bodies, institutions work on human rights and democracy. However, considering the existing situations in the two schools, it has been found being far from the clues stated on the blueprint. Students respond for the questionnaires ranges from 63 to 89 percent as they replied 'no' for the variable *"I observed different governmental institutions and relate it with my classroom learning"*. This data is consistent with views gathered through interview as teachers admit that they did not have the courage to coordinate and execute field visits.

3.2.2. Problems related to Assessment Techniques

Assessment technique plays significant role to check whether the learners have meet the intended learning outcomes or not. To that end, continuous assessment methods of summative and formative assessment arrangements can be used in CEE. While the former provides a summary of attainment and achievements through tests, and final examination held at the end of a unit, end of semester or end of program, the latter widely is used to measure the continuous progress of the learner which allows a feedback process on the basis of which the students and teacher can strive for achieving better learning outcome (MOE, 2008).

Assessment techniques have irreplaceable impact on the effective accomplishment of civic knowledge, disposition and skill of the students. In the high schools where data was gathered for this study, written examinations are the sole assessment techniques used by CEE teachers. From the data collected through observation, it is revealed that continuous assessment has been implemented encompassing quiz, assignment, and tests which constitute 40 marks and eventually final examination

is taken from 60 percent. In most cases quizzes and test can help to assess the intellectual competences of the learners. However, written exams are not effective assessment approaches to check the skills and attitudes of students. Attitudes and skills can be best assessed when students are set on an actual practical task and performance. Considering the limitation of written classroom examination in checking students' civic disposition and civic skill, it is mandatory to introduce some kind of additional assessment procedures which enable teachers to assess attitude and skill performance of their students. There are various kinds of assessment techniques designed to check students' performance manifested through conduct and action. In this regard, MoE in its blue print provides some techniques as a benchmark to be applied by schools in general and teachers in particular. The status of utilization and subsequent importance of each assessment techniques in the two high schools are discussed below.

One assessment technique provided by the blue print is *Performance Assessment Technique*. As the name indicates, it helps teachers to measure attitude and skill of students by looking in to their performance. It could be implemented by using one of the two specific techniques. The first is using *check list*. This tool enables to assess different task reports of students vis a vis the standards enumerated on the check list. It requires allocating task to the students and let them to report to the class. Hence there will be an opportunity for the teacher to observe the performance and qualitative elements of attitude of the students and assign marks based on the standards on the check list. The second tool of assessment technique under performance assessment is *rating scale*. This tool enables to measure how students enhance their knowledge from their cooperative learning activities, in peer and group work, and how much they apply such knowledge in their discussion, presentation and activities inside and outside the classroom.

The other evaluation system provided by the blue print is *portfolio assessment* technique. This technique involves preparing portfolio for each

student; assemble the reports of students throughout the academic year or semester thereby measuring the progress of students' performance in relation to skills and attitude.

In practical scenario, the above techniques are neither implemented in teaching CEE nor institutionalized in the category of assessment techniques in both high schools. It is obvious that in federal systems, the federal government has set minimum national standards regarding education and states and their schools are expected to perform more than the minimum standards. Here they have also an opportunity to expand the horizons of such standards for better quality education. However, this is not usually the case in practical situations. Let alone expanding the horizons of the national standards, there are rare if not no attempt to evaluate the performance of students in attitude and skill based on the already stated standards.

CEE teachers in the two high schools were asked about this concern and replied that they do agree on the need of additional assessment techniques to check the attitude and skill of students. According to them, the problem emanates from the absence of authorized assessment techniques to properly evaluate the two elements of civics education. This reason seemed valid since the assessment techniques need to be authorized and mainstreamed by the school administration in general. The same question was also asked for the school administrators. Their explanation is found exactly consistent with the claim of subject matter teachers. In relation to this, the school principals replied that they do not have discretion power to change the status quo and introduce a new assessment procedure at school level. This claim is correct if one considers it from the point of authoritative hierarchy, however the reasons are not convincing if one sees from the point of adhering to the overall personality of students. It could be argued that schools can innovate such kind of tools and procedures taking the initiative without expecting some kind of dictation from the above. This task is also possible since it is promulgated by the blue print of the MoE as initiations of practice. In fact, it might be frustrating to take such kind of risk

in assessing students in such techniques that will contribute to the final judgment of students' without the accreditation of the concerned authority. But it could be used as a pilot test for the effectiveness of those assessment techniques to convince the stakeholders for official implementation of the systems. The above argument has been supported by Civic and Ethical Education Office in the State Educational Bureau. The officer assured, during interview, that the Bureau needs at least one school which is committed to be model in this regard, and will collaborate accordingly for the general improvement of the mode of delivery and assessment methods.

One of the most important concerns, in facts, is the interdependence between participatory teaching approaches and assessment techniques. It has been discussed above that there are less, if not no implementation of participatory teaching approaches in CEE classrooms in the two high schools. This took the lion share for the deterioration of students' performance in civic disposition and civic skills. The problem also, in one way another, affects the tendencies of using additional assessment techniques to evaluate skills and attitudes. Because utilizing different active learning approaches enables teachers to use those assessment techniques simultaneously to check the progress of students' attitude and skill performance. Hence the more one uses student centered approach; the more facilitate the application of those assessment techniques.

3.2.3. Other Factors thwarting Effective Implementation of CEE

3.2.3.1. Perceptions and Misperceptions

There are evidences that support the argument that CEE is wretchedly administered subject in the Ethiopian academics. One of the most visible evidence is that it has been under pressure and subjected to the political interests of the incumbent political party EPRDF, the opposition, and public opinion at large. It is not trusted by both sides. On the one hand, the subject matter has been considered as an instrument of indoctrination of the incumbent political party to elongate its rule and the teachers are perceived as cadres of such mission. As a result, they

give no attention to it. On the other hand, the political elites of the ruling party do not trust the teachers being frustrated as if they may use the subject to mobilize opposition against the government, and inculcate negative attitude towards the 'constitutional order'. These intentions of them, of course, are manifested by their interest and preach to make CEE teachers to be members of the ruling party. These two perceptions and, or misperceptions fueled each other and pose complicated challenge upon the effective implementation of the subject. On the other side, attitudinal problem comes from the students and teachers themselves. According to most students who participated in the FGD, CEE is not a subject which could be given equal weight with other subjects. Justifications for their thought are highly associated with the absence of new topics across grade levels. As a result, students perceive as if they would get nothing new in learning CEE. For the question "why students show less motivation for CEE?" responses of students laid on similar perception i.e, no new factual material except repetition of eleven values one after the other across grade levels. However, the students' argument seems to overlook the importance of civic disposition, attitude, and skill that should be built up progressively along all age levels. Looking the subject matter only from knowledge point of view is not only the problem of students, rather teachers and school administrators also do have same perceptions.

On the other hand, the absence of sense of ownership for the subject matter by most teachers is a chronic attitudinal challenge. According to data gathered, this emanates from two major reasons. The first is the scarcity of professional teachers who graduated in CEE. Considering the interdisciplinary nature of the subject and the newly stipulated curriculum, it has been delivered by teachers graduated in other field of studies, usually graduates of history, political science, geography and others. Most of these teachers do not have sense of ownership and commitment throughout the way in the teaching-learning process. Even though many graduates of CEE joined schools fairly recently, the gap however is not still filled. For instance, until the time of data collection there are teachers Civics and Ethical Education in Fasilo

preparatory school, but who were not graduated in CEE. The second reason is related to the above political perception and misperception towards the subject matter. Since most of school administrators and the mass public consider the subject as an instrument of indoctrination of the incumbent political party, teachers lose interest to show cordiality to the subject.

3.2.3.2. Lack of special attention towards the subject matter

Administration is at the heart of the teaching-learning process in schools. Although teachers are the main actors in the overall classroom activity in shouldering responsibility, they need leadership, structural support, and directions from the school administration. In both schools where data was gathered, the researcher did not find some kind of mechanism which guides the teachers to utilize methods and techniques that are required for the attainment of CEE goals. Despite the fact that CEE is one of the six programs in the Quality Education Package, it does not get due attention, rather has been totally undermined in some cases. This action signifies violation of nationally determined standard and undermining the subject matter. Here, one can conclude that lack of special attention as well as supervision and support has relegated for the subject by the school administration.

3.2. Absence of Incentives

Another factor pertaining to the challenge of effective implementation of CEE instruction is lack of motivation in the teachers themselves. Implementing appropriate and necessary teaching methods and assessment techniques is highly demanding. It poses additional burden on teachers of CEE, which is not true in case of most of other subject teachers. *“Why would I suffer if my extraordinary efforts could not be recognized and I am not promoted in terms of some kind of incentive”* was the response of almost all informant teachers during discussion and interview. As a result, to make CEE a priority in schools and improve the implementation of the curriculum, lack of incentives appeared being one of the major areas of concern. This issue is critical which needs special decision by the concerned authorities and the claim

of teachers is logical from the view of ‘charging additional benefit for additional burden’. To achieve better outcomes then, teachers need to engage in more than their normal mandate, and for this demanding task they need to get some kind of incentives.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Civic and Ethical Education meant helping students to develop responsible ways of thinking, believing and acting which signifies the three notable components, i.e, civic knowledge, civic disposition and civic skill. These pillars need to proportionally be achieved by the learners. It is apparent that in the Ethiopian educational curriculum, CEE has been given due attention at least at policy level. The subject matter carries the mission of producing informed and competent citizens who could engage in civic and political matters. With this intention, CEE has been included in the quality education package as one of the six school improvement programs. Hence the subject is indispensable to the social progress and overall development of the country.

Nevertheless, taking in to account the implementation of the subject matter, it has been going through many problems. With regard to the performance of students in their civic knowledge, this study revealed that they are on good status. Both grade levels in both schools have concomitant results in their awareness about the basic concepts stated in the national standards and the text book objectives. Civic education must provide students with cores of basic knowledge regarding social issues and institutions to enhance their understanding of democratic perspectives. In assessing the development of civic disposition of students, fluctuating pace has been identified across both grade levels and schools. In support of this clue, data from FGD, interview and questionnaire shows that students do not develop their civic disposition as compared to their civic knowledge. Among others diligence, resolving conflicts through compromise and honesty are civic virtues that most students do not exhibit. It has been noticed that, teaching CEE

without equipping students with civic dispositions means producing superficial generation who could not internalize what they know.

Civic skill is the third pillar of CEE which signifies the ability to take part in the political as well as social activities. Conceptually education through citizenship means helping students make connection between what they have learnt and how they live on daily base. This includes scrutinizing the extent to which students build and utilize their civic skill and engagement in the school and surrounding local community at large. And the study revealed that the status of students in civic skill is below the standard, and in certain circumstances even much less than their civic dispositions. Most student informants replied that they did not engage in debates, field work, presentation and other related activities. Other activities such as writing essay and working on group projects are less prevalent. While students are in the schools, they are members of an institution and they should understand how it works and participate within the school system itself in decisions that affect their lives. In general, the study revealed that there is disproportionate achievement in the three components of CEE.

Investigating the factors for the prevailing situation in relation to the performance of students in attitude and skill was the other major objective of the study. Accordingly, failure to use active teaching-learning methods and the absence of special assessment techniques which enable teachers check whether students meet civic disposition and skills or not were found being the most determinant factors thwarting the curriculum not to achieve its goal. Students are not motivated to engage in debates, field visit, group discussion, case studies and other related approaches which are vital for the development of attitude and skill. On the other hand, subject matter teachers do

not have clear understanding on how to assess attitude and skill of students. This is because of lack of special attention, commitment and implementation of some authorized assessment techniques from the State Education Bureau. Considering the interrelation and interdependence of teaching methods and assessment techniques, the failure on one could spill over to the other.

Recommendations

Considering the goals of CEE and its role in shaping students' personality, the limitations and challenges need an immediate rectification. Accordingly students' achievement in relation to the three domains shall be balanced so that the grand goals and objectives of the curriculum could be realized. To this end, the following recommendations are identified as key intervention clues;

- The State Educational Bureau need to prepare specific practical guidelines for the implementation of the already existing blue print.
- The State Educational Bureau, the Zonal and Woreda offices shall give due attention for the implementation of CEE beyond sticking to reports which are often unrelated with the existing reality.
- The State Educational Bureau should prepare comprehensive list of authorized assessment techniques to be implemented by all schools in the regional state.
- The State Educational Bureau should prepare incentives for CEE teachers for the additional burden they discharge.
- Each school administration should support CEE in relation to utilization of participatory approaches and techniques of assessing skills and attitude.

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