

Teachers' role in curriculum implementation at primary and secondary schools of Addis Ababa, Ethiopia

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Abstract

The purpose of this study is to investigate teachers' role in curriculum implementation at primary and secondary school of Addis Ababa. Descriptive survey study was carried out at primary and secondary schools. Sixty-four department heads and 64 teachers were randomly selected in the schools. Mixed approach of quantitative and qualitative study was employed. A sample of four primary schools and four secondary schools were selected at random from Addis Ababa. Through the use of questionnaire data was collected from members of the curriculum committee and teachers in the respective schools. The findings from the data revealed that the role of teachers in curriculum implementation is ineffective due to various reasons among which shortage of materials and students' problems are worth noting. Lack of adequate curriculum materials have encountered teachers to bring about the required changes in the behaviour of students through the provision of various activities and experiences. 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. Further, deep investigation was recommended to screen out the essence of the problem from its root.

Keywords: Curriculum implementation, primary school, secondary school, teachers

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1. Introduction

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.

For many years, the term curriculum has been defined and viewed in quite a number of ways. This pertains to the particular philosophy that many educators advance regarding the purposes that school should serve. Tom some educators 'The primary function of schools is to promote intellectual development among the learners' (Bestore, 2011; Hajrullai, 2019; Milkias, 2020). According to this view, schools as social institutions are established by a society to the learners to acquire the necessary skills and knowledge from text books of different subjects and disciplines. Consequently, curriculum is defined as outline of a subject matter to be acquired by the learners in schools.

There are others who view the curriculum as the collection and organisation of the experiences and activities of the learners in the formal school program. As to them, 'The test of the value of any society is the extent to which it educates every individual into the full status of his possibility' (Dewey, as quoted in Tanner, & Lawrence, 1980). Dewey et al. advocate for the needs and interests of the learners as fundamental basis of curriculum. Because of this the experiences and activities of the learners, whether in the school or outside the school constitute the curriculum.

On the other extreme, some educators give due consideration to the needs, problems and values of the society to be transmitted and acquired by students in schools. In line with this the curriculum is considered as a set of experiences designed to train children in the culture of the society (Lawton, 1976). Thus, proponents of the cultural basis of the curriculum strongly advocate for the values, ideas and beliefs of the society as important constituents of the curriculum (Hajrullai, 2019; Ceker & Keser, 2019).

In spite of the various definitions of curriculum persistent in educational literature, none of the definitions is useless if seen in unison, and no one of them is good when view in isolation. This is because; contents in the text books of different subjects are important knowledge to be acquired by students for intellectual growth. They serve as a basis for the development of skills, attitudes and abilities. Parallel to these, the needs and interests of the learners must be considered since the subject matter should address itself to the learners. If otherwise, effective learning may not occur. Equally, the analysis of the particular culture and society which the school itself is apart and should serve is very important. The problems, needs and the requirements of the society, and what the society demands of individuals living in it should be considered. The inclusion of the society's social, political and economic aspects in the curriculum helps to consider the competencies and qualities necessary to sustain a culture and to survive in it. Therefore, it is safe to define the curriculum as a plan for educational program, that is, a plan which includes the subject matters for intellectual development, the needs and interests of the learners and the needs of the society at large (Rizzetto et al., 2019; Taspinar, 2019).

A plan for educational program, that is, the curriculum is prepared for some intended purpose. The primary purpose of preparing a curriculum is its being used for formal schools with the view to bring about a behavioural change in the behaviour of the learners, the curriculum must be implemented.

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' (Curriculum Department, 2012). Curriculum implementation and instruction are inseparable. One cannot go without the other. The teacher is the director of instruction. He 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.

1.2. Instructional planning: A step in curriculum implementation

A curriculum plan may specify and suggest objectives, contents, student activities and the materials to be used. However, this is not an end by itself. It is simply a blue print which is very far from the actual implementation, but very close to curriculum planners. It is just like a blue print for a building where the skill of a crafts man is very important to realise the blue print into a real building (Taspinar, 2019).

Planning for instruction is a guide for action. It is the entire teaching process in projection – the goals sought, what will probably done to reach them, what is needed to take the proposed steps and why it is important to actually take action. It is a continuous process which occurs before, during and after the learning situation in the classroom. It provides teachers with the opportunity to think carefully about how best to help the learners achieve educational goals (Robert, 2013).

In planning instruction, the first thing a teacher does stating instructional objectives clearly. Prominent educators are of the view that 'Instructional objectives guide direction to learning activities' (Dewey, 1959). Regardless of the subject being taught, there is a need to decide precisely what it is the students should be able to do as a consequence of their exposure to the instruction. Statements about what they should be able to do, or learning objectives help teachers to plan learning objectives that will result in students having the desired knowledge, skills and attitudes at the end of the period of instruction. According to Taba (1962), formulating of clear and comprehensive objectives provide an essential platform for the curriculum. In large part of these objectives determine what content is important and it should be organised.

If the statements of curricular objectives are very general, they lack clarity of meaning and may mean different things for different teachers. In general, curricular objectives and instructional objectives must be stated in terms of the desired changes in the behaviour of the learner and not in terms of the activities of the teacher (Ground, 1970; Yildiz & Kilic, 2019). They should be realistic, that is to say, they must be achievable in the course of instruction. One has to consider the curriculum materials and facilities available for the attainment of the objectives in schools. Objectives must always include the behaviour desired and the area of life or content in which the behaviour is to be applied.

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 organise the contents in such a way that 'they are continuous – meaning the vertical reiteration or repetition of major curriculum elements' (Tyler, 1949). This means that overtime, the kinds of skills, ideas and concepts will be brought into continuing operation. Sequence emphasises not duplication, but rather higher levels of treatment with each successive learning experience.

In addition to vertical organisation of contents, integration of contents and skills must be considered. This refers to the horizontal relationship of contents and activities so that they could enable the learner increasingly to get a unified view and to unify his behaviour in relation to the concepts and skills dealt with.

Bruner (1966) concluded that to help the learners grasp the structure of subjects and subject matters; the teacher is responsible to organise the contents properly. In spite of this fact, the ways in which the outlines of the contents of subject are framed in the curriculum by curriculum planners determines the extent to which the teacher can structure the components of curriculum.

1.3. Resources and curriculum implementation

A plan for an education program cannot be fully implemented in the absence of resources. Resources can be financial, material or human. Irrespective of the type, resources help teachers to design and generate learning activities. Hence, the teacher should know whether these materials and resources are available, adequate and accessible in the school. If they are not available in the school, he should plan to substitute. One of the substitutes could be to produce the materials by himself. The other alternative is to seek ways and means by which these materials could be acquired from the community. It is this understanding that some educators advocate saying 'if you want your teaching to be really vital, stimulating and useful, you will have to plan for curricular use of various community resources in any teaching field and in nearly every unit of work' (Olsen, 2012; Oyetero, Grace & Adesina, 2019).

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 (1998) 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' (Wallin, 2010; Gokalp, 2019).

1.4. Diagnosis of learners – needs – an aspect of curriculum implementation

Teaching must not overlook the concerns of the learners. It should consider the deep felt feelings and emotions, anxieties and uneasiness that the learners have about themselves and others. The materials presented should either be within the learners' scope of knowledge or experience. This promotes relevance. To this end, Hass (1971) argues that relevance is achieved by making what is being taught to the child's knowledge and experience. This is possible only when the teacher undertakes much diagnostic activities in the course of the instructional process to facilitate the implementation of the planned curriculum.

Diagnosis of the learners' needs and difficulties is a particular important aspect of teachers' instructional responsibility in implementing the curriculum. This is because, not all topics that must be considered in school courses are framed in a way they respond to the interests and physical conditions of the learners. It is necessary to know something about the students' cultural background, motivational patterns and the content of their social learning, such as the particular meaning they bring to school, and the expectation they have of themselves and of others. Existing differences in mental system and students' understanding of common concepts and symbols need to be taken into account in choosing an approach to learning tasks.

The extent to which the intended changes in the behaviour of the learners are achieved depends in part on the conformity between the official curriculum provided in the school and the unofficial or hidden curriculum characterizing the learners. These include social class distinctions emanating from the economic background of students. These aspects of the hidden curriculum determine the structure of interpersonal relations, the atmosphere or the climate in the classroom and the group values which control both. The teacher is required to carry out diagnostic activities to clearly identify this unofficial curriculum with the view to adapt them to the official curriculum in the school. This could best be done through observation, questionnaire and interviewing a sample of students to acquire the necessary information with regard to the hidden curriculum. If otherwise, the official curriculum could be negatively influenced in the course of implementing through the instructional process.

2. Materials and Methods

The primary purpose of this study is to scrutinise the role that teachers play in implementing primary and secondary school curriculum and to find out the problems which stand on their way in the course of the instructional process. 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 realise the objectives of the curriculum plan?
3. Are the learners responsive to the curriculum?

2.1. Design of the study

Since the study deals with the present role of teachers in curriculum implementation comprehensively, descriptive design of the study was employed. The fact that the study was comprehensive rather than deep investigation. It deals with the role of teachers in the implementation of secondary school curriculum among the various types of descriptive study, the survey method was widely used.

2.2. 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.

2.3. 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 5 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. One hundred and sixty questionnaires items were distributed to the eight schools where ten questionnaires were dispatched to the members of the curriculum committee and the other ten questionnaires to teachers in the eight schools, respectively.

2.4. 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.

3. Results

This section is concerned with analysis of findings on the basis of the 160 questionnaires, 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 the 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 the 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 in Tables 1 and 2.

Table 1. Statistical summary of respondents

| <i>Secondary schools</i> | | | | | | | | |
|--------------------------|--------|----------|----------|-------|-------------|-------|----------------|---------|
| | Sex | ORTHODOX | Wondirad | Kolfe | Air Tena | Total | Grand Total | Percent |
| Department Heads | Male | 7 | 8 | 9 | 8 | 32 | | |
| | Female | | | | | | 32 | 50% |
| Teachers | Male | 5 | 6 | 5 | 6 | 22 | | |
| | Female | 3 | 1 | 3 | 3 | 10 | 32 | 50% |
| Total | | 15 | 15 | 17 | 17 | 64 | 64 | 100% |

| <i>Elementary schools</i> | | | | | | | | |
|---|--------|----------|-------------|----------|--------|-------|----------------|---------|
| | Sex | Selamber | Medhanealem | Wondirad | Balcha | Total | Grand Total | Percent |
| Department Heads | Male | 6 | 10 | 9 | 7 | 32 | | |
| | Female | | | | | | 32 | 50 |
| Teachers | Male | 4 | 4 | 3 | 6 | 17 | | |
| | Female | 4 | 3 | 4 | 4 | 15 | 32 | 50 |
| Total | | 14 | 17 | 16 | 17 | 64 | 64 | 100 |
| Grand total of the two school Levels | | | | | | | 128 | 100 |

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 |

Tables 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, Tables 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

| Item 1 | 1.1 They are clearly stated | | | | 1.2 stated in relation to teachers activities | | | | 1.3 Stated in relation to students behaviour | | | | |
|--------------------------|-----------------------------|-----------|--------------|-----------|---|-----------|--------------|-----------|--|-----------|--------------|-----------|--------------|
| | Response (Names of Schools) | | Yes | NO | Yes | | NO | Yes | | NO | | | |
| | No | % | No | % | No | % | No | % | No | % | No | % | |
| Senior secondary schools | Medhaneialem | 2 | 13.33 | 13 | 86.67 | 8 | 53.33 | 7 | 46.6 | 2 | 13.33 | 13 | 86.6 |
| | Wondraid | 8 | 53.33 | 7 | 46.67 | 9 | 60 | 6 | 40 | 3 | 20 | 12 | 80 |
| | Kolfe | 4 | 23.52 | 13 | 76.47 | 7 | 41.17 | 10 | 58.83 | 1 | 5.88 | 16 | 94.12 |
| | Air Tena | 3 | 17.64 | 14 | 82.36 | 15 | 82.23 | 2 | 17.77 | 12 | 70.58 | 5 | 29.42 |
| | Total | 17 | 26.56 | 47 | 73.44 | 39 | 60.93 | 25 | 39.07 | 18 | 28.13 | 46 | 71.87 |
| | Selam Ber | 4 | 28.57 | 10 | 71.47 | 12 | 85.71 | 2 | 14.29 | 3 | 21.42 | 11 | 78.58 |
| | Medanialem | 7 | 41.17 | 10 | 58.83 | 13 | 76.47 | 4 | 23.53 | 5 | 29.41 | 12 | 70.59 |
| | Wondirad | 6 | 37.5 | 10 | 62.5 | 12 | 75 | 4 | | 7 | 43.75 | 9 | 56.25 |
| | Balcha | 8 | 47.05 | 9 | 52.95 | 10 | 58.82 | 7 | 25 | 8 | 47.05 | 9 | 52.95 |
| | | | | | | | | | 41.18 | | | | |
| Elementary school | Total | 25 | 39.06 | 39 | 60.94 | 47 | 73.43 | 17 | 26.57 | 23 | 35.93 | 41 | 64.07 |
| Grand total | | 42 | 65.61 | 86 | 67.18 | 86 | 67.18 | 42 | 65.61 | 41 | 30.03 | 87 | 67.96 |

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

behavioural aspects or the area of life (content) in which this behaviour 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 were not stated in precise terms, that is, in relation to the behavioural 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 that 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 students behaviour. Those who responded to item 1.2 by saying the that 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 behaviour as indicated by the 41 (30.03%) respondents. In Table 3, 42 (32.81%) of the respondents have indicated that the objectives are not stated in terms of the teachers activity. They could be those whose respective subjects include the statements of the objectives in relation to the students' behaviour. On the other extremes, 86 (67.96) of the respondents have identified that objectives are not stated in relation to students' behaviour. 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 behaviour 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 students activity depends on 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 organised and integrated. This is presented in Table 4:

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 in 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 such as physics, chemistry and biology in secondary schools.

Table 4: Organisation of contents

| Item 2 | 2.1 Contents reflect objectives | | | | 2.2 contents are vertically integrated | | | | 2.3 Contents are horizontally integrated | | | | |
|--------------------------|---------------------------------|-------|------|----|--|----|------|----|--|-------|------|-------|------|
| | Yes | | NO | | Yes | | NO | | Yes | | NO | | |
| Response | No | % | No | % | No | % | No | % | No | % | No | % | |
| Senior secondary schools | 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 |
| Elementary schools | Selam Ber | 8 | 6.25 | 6 | 4.68 | 9 | 7.03 | 5 | 3.90 | 8 | 6.25 | 6 | 4.68 |
| | 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 | 42.9 | 75 | 39 | 30.46 | 53 | 41.41 | |

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 relationship 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 organisation of the contents, one observes that the positive responses out way the negative ones. This may not imply that the organisation of the contents is perfect since the negative responses are also considerable, as shown in Table 4. Thus, it may fair to infer that one of the contents have moderate organisation whereas the others are characterised by less organisation.

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 organisation of the content of some subjects.

The contents, though organised in a good manner, are not ends by themselves. Contents must be supplemented by adequate teaching materials and audio-visual aids. This is presented in 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 | | | | |
|--------------------------|---|-----------|--------------|-----------|---|-----------|--------------|-----------|--|-----------|--------------|-----------|--------------|
| | Response | | Yes | NO | Response | | Yes | NO | Response | | Yes | NO | |
| | No | % | No | % | No | % | No | % | No | % | No | % | |
| Senior secondary schools | Medhanialem | 4 | 3.12 | 11 | 8.59 | 3 | 2.34 | 12 | 9.37 | 7 | 5.46 | 8 | 6.25 |
| | Wondraid | 5 | 3.90 | 10 | 7.81 | 8 | 6.25 | 7 | 5.46 | 6 | 4.68 | 9 | 7.03 |
| | Kolfe | 10 | 7.81 | 7 | 5.46 | 6 | 4.68 | 11 | 8.59 | 9 | 7.03 | 8 | 6.25 |
| | Air Tena | 7 | 5.46 | 10 | 7.81 | 6 | 4.68 | 11 | 8.59 | 5 | 3.90 | 12 | 9.37 |
| Elementary schools | Selam Ber | 8 | 6.25 | 6 | 4.68 | 3 | 2.34 | 11 | 8.59 | 6 | 4.68 | 8 | 6.25 |
| | Medhanialem | 6 | 4.68 | 11 | 8.59 | 5 | 3.90 | 12 | 9.37 | 8 | 6.25 | 9 | 7.03 |
| | Wondraid | 6 | 4.68 | 10 | 7.81 | 8 | 6.25 | 8 | 6.25 | 5 | 3.90 | 11 | 8.59 |
| | Balcha | 8 | 6.25 | 9 | 7.03 | 6 | 4.68 | 11 | 8.59 | 7 | 5.46 | 10 | 7.81 |
| Grand total | | 54 | 42.18 | 74 | 57.82 | 45 | 35.15 | 83 | 64.85 | 53 | 41.40 | 75 | 58.60 |

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 category 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 such as 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 that 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 utilisation of instructional materials.

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

Table 6. Conditions of learning in general

| Item 4 | 4.1. They have good discipline | | | | 4.2.They are committed to learning tasks | | | | 4.3. They have positive relationship with teachers | | | | |
|---------------------------------|--------------------------------|--------------|-----------|--------------|--|-------------|-----------|-------------|--|--------------|-----------|--------------|------|
| | Yes | | NO | | Yes | | NO | | Yes | | NO | | |
| Response | No | % | No | % | No | % | No | % | No | % | No | % | |
| Senior secondary schools | Medhanialem | 6 | 4.68 | 9 | 7.03 | 5 | 3.90 | 10 | 7.81 | 7 | 5.46 | 8 | 6.25 |
| | Wondraid | 4 | 3.12 | 11 | 8.59 | 5 | 3.90 | 10 | 7.81 | 6 | 4.68 | 9 | 7.03 |
| | Kolfe | 8 | 6.25 | 9 | 7.03 | 6 | 4.68 | 11 | 8.59 | 7 | 5.46 | 10 | 7.81 |
| | Air Tena | 5 | 3.90 | 12 | 9.37 | 8 | 6.25 | 9 | 7.03 | 6 | 4.68 | 11 | 8.59 |
| Elementary schools | Selam Ber | 6 | 4.68 | 8 | 6.25 | 5 | 3.90 | 9 | 7.03 | 7 | 5.46 | 7 | 5.46 |
| | Medhanialem | 7 | 5.46 | 10 | 7.81 | 8 | 6.25 | 9 | 7.03 | 6 | 4.68 | 11 | 8.59 |
| | Wondraid | 7 | 5.46 | 9 | 7.03 | 4 | 3.12 | 12 | 9.37 | 6 | 4.68 | 10 | 7.81 |
| | Balcha | 6 | 4.68 | 11 | 8.59 | 7 | 5.46 | 10 | 7.81 | 9 | 7.03 | 8 | 6.25 |
| Grand total | 49 | 38.28 | 79 | 61.72 | 48 | 37.5 | 80 | 62.5 | 54 | 42.18 | 74 | 57.82 | |

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 the 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 in Table 6, it is possible to safely infer that the negative aspect of students discipline is significant and students are not motivated to learn and teacher – student interaction is very loose

4. Discussion

The statements of the objectives in some text books are inconsistent, 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 who 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.

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, five have been interviewed. The result of the interview indicates that the educational system of the country is highly centralised 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 such as 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).

5. Conclusions

In general, the role of teachers in implementing curriculum is found to be ineffective 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. Although most of the contents show proper organisation, students' unity of thinking through the accumulation of learning activities is impossible since ill organisation of contents persist in some subjects. Second, 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 behaviour 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 Addis Ababa.

The major conclusion 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' behaviour.
2. Most of the subjects are vertically and horizontally organised, but some subjects lack proper organisation
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.

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