

ORIGINAL ARTICLE**SCHOOL CURRICULUM COMMITTEE: ITS ROLE IN CURRICULUM IMPLEMENTATION, THE CASE OF AMHARA REGION****Wudu Melese*****ABSTRACT**

This study investigates the contribution of school curriculum committee in facilitating and coordinating curriculum implementation and factors that affect the roles of the school curriculum committee in secondary schools of Amhara Region. In undertaking the study the descriptive survey method was used. Five zones from the region were selected by using cluster-sampling techniques. Then from each zone three secondary schools with a total of fifteen secondary schools were selected again by cluster sampling techniques. Then all the school curriculum committee members and the principals of the school are taken by purposive sampling techniques. Moreover, one supervisor from each sample zone was also taken as a sample of the study. Questionnaires and structured interview guides were employed for data collection. The subjects of the study included a total of 262 school curriculum committee members, 15 secondary school principals and 5 zone educational supervisors. Frequency distribution and percentage were applied in analyzing and reporting the results.

The result indicates that the school curriculum committee is ineffective in creating favorable situations for teaching to get in-service education, to get resources support, create smooth relationship among staff members, and to participate in decision making process related to curriculum. Except secondary school principals, supervisors, students parents, and community members did not contribute for the implementation effort of the curriculum. Moreover, the school curriculum did not coordinate different groups for this effort.

The major factors that affected the roles of the school curriculum committee members are, lack of budget, lack of committee members understanding of the curriculum and roles and responsibilities of the committee members, lack of initiative and courage among teachers and shortage of resource support. Finally suggestions that may help to alleviate the problems were forwarded

The recommendations forwarded include the school curriculum committee should facilitate conditions for teachers to get in-service education and participate in decision-making process related to curriculum at all stages and the committee should coordinate different groups for implementation and improvement of the curriculum. Moreover, the Regional Education Bureau, the Zonal Education Department or the school should give orientation about the roles and responsibilities of the school curriculum committee members, and the purpose of supervision for principals, department heads, and supervisor, allocate budget for school curriculum committee, provide incentives for teachers and school curriculum committee members, reduce workload of the curriculum committee members, supply material support, and reduce committee members

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BACKGROUND OF THE STUDY

Education is a process by which human beings convey their past experiences, new findings, and values accumulated for many years, in their struggle for survival and development. It enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, abilities, skills and attitudes (TGE, 1994).

Thus, in a world based on science and technology, education determines the level of prosperity, welfare, and security of the people. That is why educators say that on the quality and number of persons coming out of the school and colleges will depend on the success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people (Aggrawal, 1996, 1997).

In sum, education is a cornerstone of economic and social development and a principal means of improving the welfare of individuals. It improves the productive capacity of societies and their political, economic, and scientific institutions. It also helps to reduce poverty by mitigating its effects on population, health and nutrition and by increasing the values and efficiency of the labor offered by the poor (World Bank, 1991).

To bring the above desired results or development systematic organization of education is necessary. That is to say that to achieve the desired target, one needs well-organized programmes of study that schools will implement. In other words since education is a deliberate effort, plan is needed to guide this effort. Such a systematic programmes are generally referred to as the curriculum of the school system, at each level or cycle of education (Shiundo and Omulando, 1992).

The decision on curricular issues requires the participation of all members of the society, since the product of the curriculum will affect all. Increasingly, curriculum decisions are held to be of direct interest and concern to the community at large because the curriculum is no longer a "secret garden" for professional to totally control and enjoy (Skilbeck, 1994).

However, curriculum decision that is who should have the upper hand over educational program or curriculum has been a debate for years. But generally there are two positions as to who should exercise control over the curriculum: national curriculum control and /or local curriculum control (Walker and Soltis, 1997).

The arguments for national control of the curriculum spring from the assumptions that there must exist uniformity and national influence in school instruction. In other words the main rationale advanced for national control of the curriculum is the need for standardization, the need for qualification, and examinations to be reasonable similar across the national or sub-national levels so as to facilitate the exchange of personnel, mobility, and mutual recognition of diplomas across different regions (Weiler, 1989).

On the contrary, there is a strong counter-argument favoring local control over the curriculum. Several reasons are also forwarded supporting this argument. The first argument is that there is a fear that national curriculum control represents centralization, which opposed the currently advocated democratic principles (Neleson et al., 1993).

Caswell (1953) as cited by Saylor et al. (1981) elaborated the importance of local control saying one of the greatest safeguards that we have against the central

influence is the decentralization of education system. The good reason that may lead to the necessity for continued local control of the curriculum is the fact that curriculum improvement and implementation is effective when it comes through the participation of people at the school level. In other words, curriculum improvement and implementation will not satisfy the needs of the people unless they are practically involved. In this regard, Dull (1981) says that the most important curriculum work should be conducted at the individual school. Similarly Levacic (1995) based up on the assumption of local control of the curriculum asserted that curriculum decisions should be best taken at the lowest level.

On the other hand, there are some educators who seem to have struck a balance to harmonize this dilate controversy of curriculum control. For example Hilda Taba (1962), stated that the curriculum work (development, implementation, and improvements) needs time and talents of many people both lay and professional, however, distinctions should be made between decisions made based on professional training and expertise and those made by people of general experience. She also noted that this is far from claiming that every one whose life is to be affected by curriculum also take part in every decision such as determining what the extent and pattern of education should be. Taba also noted that it is completely absurd and trivial to attempt to improve and implement the curriculum only with teachers or the committee they belong to.

According to Taba (1962) some boundary is needed regarding the nature of participation in curriculum processes. The decision on the involvement must rest on who can best do what and not a mere

sentimental understating of democratic participation.

However, many educators realize that, of all the people the educational organizations, teachers are the most knowledgeable about the practice of teaching, and often represent the best clinical expertise available. Giroux (1988) as cited in Orinistan and Hunkins (1998) stated that teachers are integral to the thinking that drives program creation and implementation. They are aware of the assumption behind the process, and involved in the process of curriculum development and implementation and they make significant contribution in making curriculum implementation more effective.

Therefore, participation of the teachers throughout the different stages of curriculum development, especially at the initial stage of deciding what will be taught is very vital both in making the curriculum relevant and raising the degree of its acceptability among students and parents. He/she is the closest link between the central office and the local community, students, and the teaching profession (Shiundo and Omulando, 1992).

Thus, in order to bring a better result in curriculum implementation and improvement, teachers have to be a member of a team where each individual accepts appropriate share of responsibility (Delighton, 1971). This team is what it is called school curriculum committee. A school curriculum committee explained by Doll (1974) is some form of social organization whose task is to study the problems that have been identified, recommend remedies to those problems, and assist or coordinate the implementation of the solution.

STATEMENT OF THE PROBLEM

Nowadays, it becomes clear that curriculum decisions are collaborative work. All the members of the society, which would be affected by the results of the curriculum, should actively participate in its decisions. Particularly teachers are the central persons in this decision since it is the teachers who are mainly responsible in implementing the curriculum.

Moreover, the current trend, which is in line with presently advocated democratic principles, is towards the local control of curriculum decisions. Supporting this idea Dull (1981) stated that the current approach of curriculum decision (development, implementation, and improvement) is to start from the grassroots level, the individual school. Similarly Ben-pertz (1994) noted that real progress (effective implementation) and the betterment (improvement) of instruction should start from firing line i.e. at the school level. This emanates from the notion that teachers and students are the immediate practitioners and consumers as well as and the target people to develop, implement and improve the curriculum. Due to this basic reason each school has curriculum committee.

Furthermore, the setting of curriculum committee at the school level comes from the assumption that the best center to work on the curriculum is the school where the pupil and the teacher are available. That is why in Ethiopian schools each school has curriculum committee, which is aimed at facilitating and coordinating school curriculum implementation and improvement (MoE, 1980).

According to MoE (1980:52) a curriculum committee in the Ethiopian Secondary Schools has the following as members. The deputy principal for academic affairs

(chairman), Head of school pedagogical center (secretary), The deputy principal for administrative affairs (member), Unit leaders (member), School counselor (member), Department heads (member), and school Librarian (member)

A school curriculum committee has its own functions to perform relating to school curriculum matters. Scholars such as Smith et al. (1961; Dull, 1981:311) suggested that the function of the school curriculum committee is facilitating and coordinating curriculum implementation and improvement effort in the schools. In Ethiopian context the Ministry of Education (MoE, 1980, translated from Amharic version), pointed out that a school curriculum committee is expected to meet the following functions. The committee: -

1. Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated.
2. Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities.
3. Has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc are in conducive situations to give a coordinated services.
4. Has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems, which are beyond the abilities of each department.

5. Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation.
6. Comes up with suggestions that could facilitate the provision of staff development or in-service training programs.
7. Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Generally, the school curriculum committee is established to play major role in school curriculum related matters, that is, facilitating the effective implementation of the existing curriculum by providing all the necessary resources, by facilitating effective communication among members of the school community, providing opportunities for teachers to participate in all decision making activities related to curriculum and facilitate conditions for professional growth of the teachers.

It is thus, worthwhile to see how effectively this school curriculum committee plays it is supposed to do. Therefore, this study attempts to investigate how effectively the school curriculum committee facilitates and coordinates school curriculum implementation. And it also assesses major problems that affected the school curriculum committee to play its role effectively.

To see the contribution of the committee in facilitating and coordinating curriculum implementation, the researcher of the study formulated the following leading question

that would be answered at the end of the study.

- To what extent the school curriculum committee play effectively its roles in facilitating and coordinating school curriculum implementation?
- What are the contributions of principals, teachers, supervisors, students, parents, and the community as a whole for curriculum implementation? And how successful is the school curriculum committee in coordinating such efforts?
- What are the major problems that the school curriculum committee encountered in playing its roles or discharging its responsibilities?

Purpose of the Study

The main objective of this study is to examine the contributions of school curriculum committee for curriculum implementation. More specifically, the objectives of this study are to: -

- Investigate the role played by school curriculum committee in facilitating and coordinating the implementation of secondary school curriculum in Amhara region.
- Investigate the roles played by principals, teachers, students, supervisors, parents, and the community as a whole in curriculum implementation in secondary schools.
- Identify the major problems that encountered the secondary school curriculum committee in playing its roles.

Significance of the study

The significance of this study includes the following: -

- The study will serve as a feedback for the Regional Education Bureau as well as for the Ministry of Education about the contribution made by the school curriculum committee in facilitating and coordinating school curriculum implementation in secondary schools.
- The study will explore to what extent the committee coordinate the whole community for curriculum implementation and help concerned educational office to be aware of the contribution of the community for curriculum implementation effort.
- The finding of the study will add knowledge to the existing body of knowledge by pointing out problem areas, strength and weakness of the committee, and eventually come up with possible recommendations to solve the problems.
- The study could also be used as a springboard for further research works on the area.

RESEARCH METHODOLOGY

In conducting the study a descriptive survey method/design was employed on the assumption that it helps to examine the contribution of school curriculum committee in facilitating and coordinating curriculum implementation in secondary schools of Amhara Region.

Sample and Sampling Techniques

The population of the study includes all government secondary schools of Amhara region. In this regard as to the statistical information obtained from Amhara Educational Bureau, currently there are a total of one hundred and five (105) government secondary schools in the region. Since the number of the secondary schools is too large, multistage cluster sampling technique was used to select sample schools.

Thus, from the eleven administrative zones of the Amhara region five zones were selected using cluster sampling techniques. And again from each five zones, three secondary schools, a total of fifteen secondary schools were selected again using cluster sampling techniques. Then from each fifteen sample schools all the members of school curriculum committee, principals of each sample school and one supervisor from each Zonal Educational Department were taken as a sample of the study based on purposive sampling techniques. Therefore the subjects of the study include 262 school curriculum committee members, 15 secondary school principals and 5 Zonal educational department supervisors.

Instruments of Data Collection

To gather important and relevant information from the sample population two sets of questionnaires both open and close ended were originally prepared in English which were later translated into Amharic to be filled by the respondents. One set of questionnaires was prepared for school curriculum committee members. The other set of questionnaires was prepared for school principals. In addition, interview questions were prepared for Zonal educational department supervisors

METHOD OF DATA ANALYSIS

The data collected from the sample school curriculum committee members, principals, and supervisors by the use of closed ended questionnaires were tallied, tabulated and analyzed quantitatively by the use of percentage. On the other hand, the information which is gained from open-ended questionnaires and interview questions, were analyzed qualitatively. The data were interpreted and analyzed against the leading questions

**RESULTS AND DISCUSSION
SCHOOL CURRICULUM
COMMITTEE'S ROLE IN
CURRICULUM IMPLEMENTATION**

School curriculum committee is established at school level in order to facilitate and coordinate curriculum implementation by providing the necessary resource support, by facilitating effective communication among members of the school community, by providing opportunities for teachers to participate in all decision-making activities related to curriculum and facilitate conditions for professional growth of the teachers.

Table 1. School curriculum committee's effort to get resource support

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	The extent of committee's effort to get resource support for implementing the curriculum is				
	a. Very high	-	-	-	-
	b. High	5	1.91	-	-
	c. Medium	45	17.18	-	-
	d. Low	64	24.42	9	60
	e. None at all	148	56.49	6	40
	Total	262	100	15	100
2.	The committee's effort to implement the curriculum with the necessary materials				
	a. Very high	-	-	-	-
	b. High	19	7.25	-	-
	c. Medium	80	30.53	1	6.67
	d. Low	59	22.52	6	40
	e. None at all	104	39.7	8	53.33
	Total	262	100	15	100

As it can be seen in above table various responses were given regarding the extent of efforts the school curriculum committee made to get different kinds of resources(such as text books, teaching

materials etc) that helps to facilitate in implementing the school curriculum. Accordingly, the greater number of the school curriculum committee members 56.49% and 40% of the principals do not

know the committee's such effort. In addition, 24.42% of the committee members and 60% of the principals argued that the effort of the school curriculum committee to get resources support for implementing of the curriculum is low.

The respondents were also asked to show their rate of agreement to what extent the committee made efforts to implement the curriculum with the help of supporting or by using the appropriate materials. As we can see from the responses of item 2, of table 1 most of the respondents 39.7 % of the committee members and 53.33% of the principals agreed that the committee's effort in implementing the curriculum is none at all. Similarly 22.52% of the committee members and 40% of the principals claimed that the committee's effort regarding such activity is low. In addition, 30.53% of the committee members and 6.67% of the principals responded that the committee's effort is medium. As it is mentioned the background part of this study the roles expected from

the school curriculum committee is facilitating conditions that help the school curriculum to be implemented with appropriate materials and facilitate conditions that enable the teaching learning process to be related with practical and field work (MOE, 1980). However, the responses of the respondents in table 1 clearly indicate that the committee's effort on such activities is low. Table 18 in this study revealed that the school curriculum committee did not coordinate different groups of the society for curriculum implementation; this is due to committee's weakness /inability to carry out its duties/ to do so. Thus, from the above information it is assumed that the committee did not make high effort to get resource support for curriculum implementation as well as and did not make a high effort to implement the curriculum with the necessary material relating with practical and field work due to its weakness to cooperate and coordinate different groups of the society for such activities.

Table 2. School curriculum committee's effort to make teachers participate in decision-making process related to curriculum

No	Items	Respondents			
		committee Members		Principals	
		F	%	F	%
1.	The committee create enabling conditions(eg. Preparing Workshop to discuss on curriculum process) for teachers to participate in decision-making process				
	a. Yes	168	64.12	12	80
	b. No	94	35.88	3	20
	Total	262		15	100
2.	If yes' when did teachers participate				
	a. During curriculum development	1	0.6	-	-
	b. During curriculum implementation	101	60.12	11	91.67
	c. During curriculum evaluation	31	18.45	1	8.33
	d. At all stages of curriculum process	24	14.28	-	-
	e. Others	11	6.55	-	-
	Total	168	100	12	100

Making teachers to participate in decision-making process related to curriculum starting from the initial stage of curriculum process, where it is widely thought to be an effective strategy and of paramount importance. The school curriculum committee and the principals together with the other concerned bodies of the school have the responsibility to create situations for teachers to participate in decision-making process.

Various responses were received regarding efforts made by the school curriculum committee in facilitating conditions for teachers to participate in decision making process on matters related to curriculum. As can be seen from the responses of item 1, of table 2, 64.12% of the school curriculum committee members and 80% of the principals assured that the school curriculum committee created conditions

that facilitate teachers to participate in decision making process related to curriculum. Conversely a significant number of respondents 35.88% of the committee members and 20% of the principals argued that the school curriculum committee did not create suitable conditions.

On the other hand, responses regarding participation in decision-making process related to curriculum reveal that the majority of the committee members, 60.12% and 91.67% of the principals pointed out that teachers were allowed to participate in curriculum implementation process. On the other hand, 18.45% of the committee members and 8.33% of the principals also mentioned that teachers were participated in decision-making process during curriculum evaluation process. Besides 14.28% of the respondents

also suggested that teachers participated in all stages of curriculum process that is at development, implementation, and evaluation stages.

Since the main implementers of the curriculum are the teachers, in order to implement the curriculum adequately, teachers should participate through out the stages of the curriculum development, especially at the initial stages of deciding what will be taught is vital both in making the curriculum relevant and raising the degree of its acceptability among students

and parents (Shiundo and Omulando, 1992). Moreover, these scholars pointed out that keeping away teacher from curriculum development until a latter stage is a waste of valuable resources that a nation needs to build a useful curriculum for its schools. Thus, for successful implementation of the curriculum the teachers need be participated at all stages of curriculum process and also the school curriculum committee should create opportunities that help teachers to participate in decision-making process at all stages of the curriculum process.

Table 3. Committee's effort in facilitating interpersonal relationships

No	Item	Respondents			
		Committee		Principals	
		Members		F	%
		F	%	F	%
1.	The committee create facilitative condition for teaching learning process (such as creating smooth relation ship among staff)	84	32.06	3	20
	a. Yes	178	67.94	12	80
	b. No				
	Total	262	100	15	100
2.	If 'yes' what is the most usual method used by the committee to do so.				
	a. Creating smooth relationship among staff members	42	50	2	66.67
	b. Creating smooth relationship among parents and students	10	11.90	-	-
	c. Creating smooth relationship among educators	15	17.86	-	-
	d. Creating smooth relationship among all the above bodies	12	14.29	-	-
	e. Others	5	5.95	1	33.33
	Total	84	100	3	100

To facilitate the implementation of the curriculum there must be open (two-way) communication between the school authorities, parents, students, and

community members. Since the purpose of open communication is to establish a common bond, a common understanding, or common sense based up on mutual

respect, frequent exchange of ideas, and opportunities to engage in discussion of important matters (Wendel, Hoke and Joeke,1996). And it is the duties of the school principal and the school curriculum committee to create smooth relationship among the school communities.

Therefore, the intention of asking two questions under table 3 was to get information about the efforts made by the school curriculum committee in creating smooth relationship with school community in order to facilitate the implementation of the curriculum. Accordingly, the responses, of item one of table 3 indicated that most of the committee members, 67.94% and 80% of the principals have the opinion that the committee did not create such conditions. On the contrary, 32.06% and 20% of the school curriculum committee members and principals respectively responded that the committee did so. Regarding the major methods that the committee used to create such conditions, half (50%) of the committee members and 2 principals (66.67%) who believe that the committee create facilitative conditions by creating smooth relationship with staff members

believe that the committee create such situation by creating smooth relationship among staff members.. In addition, a significant number of respondents (17.86%) also suggested that the committee did such things by creating smooth relationship with educators. Besides some of the committee member respondents, 14.29 and 11.90% of the committee members agreed that the committee used methods such as creating smooth relationship with all school community (i.e. with parents, students, teachers, educator).

As it is clearly pointed out earlier the strategy to implement the school curriculum is to have open and clear communication among the implementers (Fullan and Pamfret, 1977). Bodies that is responsible to do so like the school principal and the school curriculum committee can create this. However, the responses of item one and two of table 3 shows that most of the school curriculum committees did not play their role in facilitating interpersonal relationship among the implementers which is one of the functions of the committee in curriculum implementation efforts.

Table 4. Committee's regular meetings and their purposes

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	School curriculum committee				
	Made regular meetings				
	a. Yes	205		12	80
	b. No	78.24		3	20
		57			
		21.76			
	Total	262	100	15	100
2.	If "yes" the purpose of the meeting is to discuss on				
	a. Facilitating implementation	15	7.32		
	b. Facilitating instructional improvement	2	0.97	6	50
	c. Both facilitating implementation and improvement	29	14.5	-	-
	d. Other issues	159		-	-
		77.56		6	50
	Total	205	100	12	100

One of the major characteristics of a committee is to conduct regular meetings in order to make decisions on matters of mutual interest or in order to forward recommendations about the solutions of the problems of the organization that it is interested to do. (Callaghan et al., 1989 as cited by Haileselasse, 1999). Thus, the school curriculum committee is expected to make regular meetings (at least once every month) to discuss on issues related to the implementation and improvement of the curriculum

The responses from the above table reveal that the majority of the school curriculum committee members (78.24%) and 80% of the school principals responded that the school curriculum committee conducts regular meetings. On the contrary, 21.76%

of the school curriculum committee members and 20% of the principals replied that the committee did not hold successive meetings.

On the other hand responses as to whether the committee members discuss issues related to curriculum implementation and improvement, reveal that most of the committee members, 77.56% and half (50%) of the principals who said yes to item number one under table 4 replied that they did not discuss on such issues, rather they used to discuss on other issues such as the setting of exam periods, arranging exam schedules, checking the proper implementation of promotion policies and so on. From these two items one can understand that the school curriculum committee holds regular meetings,

however, the committee did not discuss on how to facilitate and coordinate curriculum implementation, which is assumed to be the main duties of the committee. This indicates that the committee leaves aside its duties and focused on administrative affairs.

The role of School Principals

Principals are the prominent key players in school curriculum implementation activity by coordinating the school community members and by creating conditions suitable for curriculum activity at school level.

The Contribution of Different Groups for Curriculum Implementation

Table 5. Principals' effort to provide on the job training for teachers

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
		1.	The principals facilitate conditions for teachers to get in-service education	52	19.85
	a. Yes	210	80.15	9	60
	b. No				
	Total	262	100	15	100

Training is an important aspect in developing and increasing the human efficiency in order to attain the objectives set. Organizations give pre-service or in-service training for their workers to enable them to perform their work without much problems. In schools, it is one of the principal's duties together with school curriculum committee and other concerned bodies to create favorable situations for teachers to have training to carry out their activities effectively.

School principals are facilitators of curriculum implementation. One of their roles is arranging staff development. The

responses on the contribution of school principals in implementing efforts of the curriculum show that most of the committee members 80.15% and 60% of the principals agreed that the school directors did not create facilitative condition for such efforts. Conversely a significant number 19.85% of the committee members and 40% of the principals reported that they did.

Thus from this data the majority of the respondents indicated that the school principals did not create condition, which are suitable for teachers to get in-service

education, which is used to facilitate successful curriculum implementation.

Table 6. Principals' effort in getting resource support

No	Item	Respondents	
		Principals	
		F	%
1.	Principals made efforts in getting resource support for curriculum implementation		
	a. Yes	15	100
	b. No	-	-
	Total	15	100

School principals have the responsibilities to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties (Fullan and Stiegelbaur, 1991). One of the duties of the school principals is to facilitate the implementation of the curriculum with the help of appropriate resource supports. Thus, in order to implement the curriculum with the necessary material the principals should

make efforts in getting the different resource supports that are needed for implementation. To see this effort of the principal one item was prepared for the respondents. And as can be observed from table 6 all the respondents agreed that school principals made efforts in getting different resource supports that are required for effective curriculum implementation. None of them reported that the principals did not make efforts regarding such issues.

Table 7. Principals' encouragement of teachers and school curriculum committee

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	The principals encourage teachers and committee members who implement the curriculum effectively				
	a. Yes	192	73.28	15	100
	b. No	70	26.72	-	-
	Total	262	100	15	100
2.	If 'yes' what are the methods				
	a. Providing moral support	151	78.65	9	60
	b. Providing material support	5	2.6	-	-
	c. Providing moral and material support	33	17.19	6	40
	d. Other	3	1.56	-	-
	Total	192	100	15	100

Motivation is one of the important factors that have an impact on the role of the teachers in implementing the curriculum. The motivation provided by school principals to teachers either moral or material plays a key role in effective implementation of the curriculum work. Since people will not implement a program unless there are provided appropriate rewards for doing so. Thus respondents were requested whether the school principals facilities curriculum implementation by encouraging teachers and committee members or not. Accordingly, most of the committee members 73.28% and all the principals 100% replied that the school principals encourage those teachers and the school curriculum committee who implement the curriculum effectively. Contrary to this a significant number of respondents 26.72% of the committee members are against the encouragement made by principals.

school curriculum committee to implement the curriculum if at all principals do reveal the following results. Accordingly, 78.65% of the committee members and 60% of the principals who said "yes" for question number one of table 15 reported that principals provide only moral encouragement for those teachers and school curriculum committee who tried to implement the school curriculum effectively. In addition, a significant number of respondents, 17.19% of the committee members and 40% of the principals suggested that school principals encourage teachers and school curriculum committee members by providing both moral and material supports.

The results reveal that the secondary school principals are tried to encourage teachers and school curriculum committee members by providing both moral and material supports for those who tried to implement the curriculum effectively.

Responses regarding what methods principals use to encourage teachers and

Table 8. Principals' effort to make teachers to participate in decision-making process related to curriculum.

No	Item	Respondents	
		F	%
		Principals	
1.	Principals create suitable conditions that make teachers to participate in decision making process on matters related to curriculum		
	a. Yes	12	80
	b. No	3	20
	Total	15	100
2.	If 'yes' when did teachers participate in decision making process		
	a. During curriculum development	-	-
	b. During curriculum implementation	8	66.66
	c. During curriculum evaluation	4	33.33
	d. At all stages of curriculum process	-	-
	e. Others	-	-
	Total	15	100

The results regarding whether the school principals tried to create conditions that make teachers to participate in decision-making process on matters that are related to curriculum or not reveal that most of the respondents said that they used to create such conditions. But a few of the respondents 20% reported that they did not make such efforts for curriculum implementation.

The respondents were also requested in item two of the same table when did teachers used to participate in decision-making process matters related to curriculum if at all principals create conditions for such effort. And 66.66% of the respondents who said yes to item number one, believed that teachers participate in decision-making process during curriculum implementation stage. Besides 33.33% of the respondents who said yes to question number one of the same table reported that teachers

participate in decision-making process at curriculum evaluation stage.

By and large the results reveal that principals create suitable situations for teachers to participate in decision-making process during implementation stages of the curriculum process and evaluation stage mostly. The responses are similar to the responses on the efforts of school curriculum committee in creating conditions suitable for teachers to participate on decision-making process indicated in table 5 of this study.

It seems that teachers should be participated in decision-making process right from the beginning or development stage not only at implementation stage. Because participating teachers at the beginning stage increases the degree of relevance, raising its acceptability among parents and students and facilitates implementation easily.

Table 9. Principals' effort to create smooth relationship among school community

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	Principals create smooth relationship with school community to facilitate teaching-learning process.				
	a. Yes	226	86.26	15	100
	b. No	36	13.74	-	-
	Total	261	100	15	100
2.	If 'yes' what are the methods they use to make teaching-learning suitable.				
	a. Creating smooth relationship among teachers	34	15.04	3	20
	b. Creating smooth relationship with parents and students	10	4.42	-	-
	c. Creating smooth relationship with educators	7	3.1	3	20
	d. Creating smooth relationship with all the above bodies	169	74.78	9	60
	e. Others	6	2.66	-	-
	Total	226	100	15	100

Effective principals arrange the interrelationship of educational environment so as to facilitate implementation as required. They foster the development of an atmosphere in which there occurs an increasing interest and excitement for the implementation of the curriculum. Generally, the principals should nurture a dynamic harmony among all teachers and support staff and others.

Creating smooth working relationship among the school community members is one of the methods that facilitate the implementation of the curriculum. This is also possible when the school principals create such smooth relationship among the curriculum implementers. Thus item one of table 9, is intended to enlist information from respondents about the efforts made by the principals to create smooth relationship with school communities to facilitate curriculum implementation in schools. Accordingly, most of the committee member 86.26% and all the principals 100% responded that the school principals create such conditions to facilitate teaching learning process. On the other hand, a very few of the respondents that is 13.74% of the committee members argued principals did not create such conditions.

Researching on methods employed by all principals in creating conditions the result indicates that the great majority of the committee members 74.78% and 60% of the principals responded positively by forwarding that the principals facilitate conditions for the implementation of teaching learning process by creating smooth relationship with teachers, parents, students, and educators. In general the attempt to create conditions suitable for teaching learning process by creating smooth relationship among teachers, parents, students, and educators is appreciated.

The Contribution of Supervisors

Supervision is the service provided for the purpose of improving teaching and learning. In today's school it is a cooperative service designed to help teachers rather than to report about them. Supervisors should work with the entire staff, classroom teachers, specialist, and administrator. Supervisors serve as a resource leader for teachers to check the availability of resource for curriculum implementation. They carry out their responsibilities by using different techniques such as by preparing workshops, seminars, and conferences with teachers (Ukeie, et al. 1997)

Table 10 Supervisors effort in implementing the curriculum

No	Item	Respondents			
		Committee Members		principals	
		F	%	F	%
1.	Supervisors made workshops, seminars, etc to discuss with the teachers for the improvement of the curriculum				
	a. Yes	18	6.87	3	20
	b. No	244	93.13	12	80
	Total	262	100	15	100

Preparing educational workshops, seminars etc is one of the roles expected from educational supervisors. Since it helps teachers to exchange ideas, demonstrate techniques, prepare materials and solve problems, and develop the knowledge, skill, and experience to the implementation of or curriculum. Responses regarding whether the educational supervisors prepare workshops, seminars etc. to discuss with teachers about the implementation of the school curriculum or not reveals is shown on the above table. Almost all (93.13%) of the committee members and 80% of the school principals confirmed that supervisors do not prepare conferences with teachers that are solely designed to

discuss on curriculum implementation. In contrast to this a few number of respondents (6.87% committee members and 20% of the principals) said that supervisors made conferences to discuss on curriculum implementation.

The results show that the educational supervisors did not create opportunities for teachers to discuss with supervisors about curriculum implementation by preparing educational workshops, conferences, seminars etc. Therefore, it implies that supervisors are not discharging of their responsibilities in implementing the curriculum.

Table 11 Procurement of instructional materials

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	Supervisors check the availability of adequate materials in each school for curriculum implementation				
	a. Yes	25	9.54	2	13.33
	b. No	237	90.46	13	86.67
	Total	262	100	15	100

One of the roles expected of supervisors is to see the even distribution or procurement of instructional materials that contribute to the effective implementation of the curriculum. Ninety (90.46%) percent of the curriculum committee members indicated that supervisors did not check the procurement of instructional materials to school. Only nine percent (9.54%) on the contrary responded that supervisors took in checking procurement.

Almost eighty-seven percent (86.67%) percent of the principals pointed out that supervisors did not control the procurement

of such materials however; about 13.33% of the principals were against the former response.

Therefore, as it can be seen from the table 11 a great number of both school curriculum committee members and principals (90.46% and 86.67% respectively) believed that supervisors did not check the availability instructional materials in schools or not. Thus, this may be enough ground to say that supervisors do not control the procurement of instructional materials.

Table 12 Supervisors serve as consultants and resource person.

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	Supervisors serve as near consultants for the teachers and the school curriculum committee in implementing the curriculum				
	a. Yes	70	26.72	4	26.67
	b. No	192	73.28	11	73.33
	Total	262	100	15	100

The role-played by the supervisors as consultant and resource leaders for teachers and school curriculum committee members for school curriculum implementation should not be neglected. In this regard the results reveal that 73.18% of the committee members and almost the same percent of principals (73.33%) pointed out that supervisors were not served as consultants for teachers and curriculum committee members. Conversely 26.72% and 26.67% of the committee members and principals respectively took the role specified positively.

The data collected from the interview with the zone educational supervisors revealed that the supervisors serve as a near consultant to teachers and school

curriculum committee in implementation effort.

When one makes a close scrutiny on the nature of the subtle responses one could draw an inference. To begin with 73.28% of the committee members and 73.33% of the principals responded that supervisors did not carry out their consultancy role. On the other hand, most of the supervisors assumed that they had been doing consultancy. The researcher may be thus, on the safer side based on the majority response if he/she assumes that supervisors have not altogether served as consultant (advising teachers and principals in successful curriculum implementation activities).

Table 13 Supervisors encouragement of teachers

No	Item	Respondents	
		Committee members	
		F	%
1.	Supervisors encourage teachers in implementing the curriculum		
	a. Yes	58	22.14
	b. No	204	77.86
	Total	262	100
2.	If 'yes' the supervisors encourage by providing		
	a. Moral support	50	86.21
	b. Material support	2	3.45
	c. Material and moral support	6	10.34
	d. Other	-	
	Total	58	100

It is helpful to identify the efforts of the supervisors in encouraging teachers for implementing the curriculum. Accordingly, the great majority of the respondents 77.86% have the opinion that supervisors did not encourage those teachers in implementing the curriculum. On the other hand, a very few of them (22.14%) reported that supervisors encourage teachers.

This response of the curriculum committee members strengthen the response of principals (see table 14) that one of the main reasons why teachers did not make high effort to implement the curriculum is the absence of support from the supervisors.

Identifying methods to encourage teachers and committee members for facilitating implementation of the curriculum is vital. Accordingly, 86.21% of the committee members responded positively (yes) that is supervisors encourage teachers by providing moral support. And a very few of the respondents (10.34%) replied that supervisors provide both material and moral supports for teachers.

As it can be seen from the majority's response of item one and two of the above table the educational supervisors seem did not encouraged teachers and school curriculum committee members in curriculum implementation efforts encouraging by providing different supports.

The contribution of the teachers

Table 14 Teachers effort to implement the curriculum.

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	Teachers made efforts to implement the curriculum				
	a. Yes	176	67.18	15	100
	b. No	86	32.82		
	Total	262	100	15	100
2.	If 'No' what do you think is the main reason				
	a. The negative attitude of teachers towards the curriculum	20	23.26		
	b. Lack of moral and material support from the school	12	13.95		
	c. Lack of support from the school curriculum committee	25	29.07		
	d. Lack of encouragements from the supervisors	29	33.72		
	e. Others	-	-		
	Total	86	100		

Result regarding the efforts of school teachers in implementing the curriculum reveal that most of the curriculum committee members 67.18% and all the principals 100% said that the school teachers made a high effort for the implementation of the school curriculum. On the contrary, 32.82% of the committee members responded that teachers did not make efforts for curriculum implementation.

The respondents enlisted information about the reason why teachers did not make effort for the school curriculum implementation. Thus the majority of the respondents 33.72 argued that the main reason is lack of encouragement from the supervisors. Similarly 29.07% of the respondents

considered that lack of support from the school curriculum committee as the reason why teachers did not make a high effort for curriculum implementation. Besides 23.26% of the respondents took the negative attitude of teachers towards the curriculum as the main reason inability curriculum implementation.

In general the result indicates that except few teachers, most of them were trying to implement the curriculum. Moreover, the reasons why some teachers did not make high effort in implementing the curriculum is that lack of encouragement from the supervisors, lack of support from the school curriculum committee, and the negative attitude of teachers towards the curriculum.

Table 15 School curriculum committee's effort to urge teachers to implement the curriculum

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	The school curriculum committee urge (push) teachers to implement the curriculum				
	a. Yes	61	23.28	5	33.33
	b. No	201	76.72	10	66.67
	Total	262	100	15	100

The result as to whether the committee urge teachers to implement the curriculum or not shows that 76.72% of the committee members and 66.67% of the principals assured that the school curriculum committee did not encourage teachers to implement the curriculum. Conversely, 23.28% and 33.33% of the committee member and school principals respectively argued that the committee encouraged teachers for curriculum implementation.

Hence based on the above results it could be concluded that the school curriculum committee did not urge teachers to implement the curriculum. But one of the roles of the curriculum committee at a school level is to coordinate and encourage teachers for the curriculum implementation efforts.

The Contribution of parents and community members

Parents and the community as a whole have a lot to contribute to the welfare of learning of their children. Since there are many people who will be affected by the results of the curriculum. The democratic concept of education underscores that those who will live by such decisions should have a share in making them. Moreover, the school environment can be greatly enriched if parents and community members skills, talents, and interests are used along with teachers, in planning and implementing the school curriculum. Parents and community members must therefore be involved starting from the beginning whenever curriculum change or develop (Marsh, 1992, Bennors, 1994).

Table 16 Parents and community members' role in curriculum implementation

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	Parents and community members cooperate with teachers for curriculum implementation				
	a. Yes	11	4.2	6	40
	b. No	251	95.9	9	60
	Total	262	100	15	100
2.	If "No" what do you think will be the reason				
	a. Lack of encouragement from the school community	10	3.98	-	-
	b. The school curriculum committee's weakness to coordinate parents and community members	150	59.76	4	44.44
	c. Parents and community members lack of interest for the curriculum	50	19.92	3	33.33
	d. Lack of encouragement from the school director	7	2.79	-	-
	e. Parents and community members lack of time to work with teachers	34	13.55	2	22.22
	f. Others	-	-	-	-
	Total	251	100	9	100

Cooperation of parents and community members with schools and teachers for the effective implementation of the curriculum is indispensable. The result shows that 95% of the school curriculum committee members and 60% of the principals replied that parents and community members did not cooperate with teachers for curriculum implementation process. On the other hand, 4.2% of the committee and 40% of the principals of the schools responded that they do cooperate with teachers.

Moreover, the respondents were asked in item two of table 16 what they think the reasons would be for those who said no to item one. And most of the committee members, 59.76% and 44.44% of the principals who said no to item one of the same tables suggested that the school curriculum committee's weakness to coordinate parents and community members for such effort. In addition a significant number of committee members,

19.92% and 33.33% of the principals argued that the reason why parents and community members did not cooperate in school curriculum implementation with teachers is lack of interest for the current curriculum among parents and community members. Besides 13.55% of the committee members and 22.22% of the principals suggested that the reason is parents and community members' lack of time to work with teachers.

Based on the responses it is sound to conclude that parents and community members do not participate actively in school curriculum implementation. This is due to the reason that the school curriculum committee's weakness to coordinate these groups of people for such efforts. Perhaps this could be emanated from the committee's erroneous conception that it is only and exclusively educated people who could implement the curriculum.

Obviously parents and community members could contribute to the implementation of the teaching-learning process by facilitating conditions for implementation, by allowing the community resources to be used for teaching learning process, and by pointing out for example values included in the curriculum etc (Lewy, 1977).

The contribution of students

Students particularly at the secondary school level should participate actively in curriculum implementation effort since they are primary consumers of the curriculum.

Table 17 Students role in implementing the curriculum

No	Item	Respondents	
		Committee Members	Principals
1	Are students interested with the curriculum the school is implementing?	F	%
2	a. Yes	13.36	3
3	b. No	86.64	12
4	Total	262	100

Are students interested with the curriculum the school is implementing?

a. Yes
b. No
Total

35
227
262

13.36
86.64
100

3
12
15

20
80
100

The great majority of the committee members, 86.64% and 80% of the principals agreed that students did not have interest in the curriculum that the school is implementing. On the contrary, a few number of respondents 13.36% and 20% of the committee members and principals respectively replied that students have an interest in the current curriculum.

As it was pointed out earlier students show cooperation and learn the contents in which they are interested. Even scholars such as Ormisten and Hunkins (1998) argued that in order to make the program successful the teachers should accept the new program, and so students must also be willing to participate in the program. If students see little relevant in the curricular activities planned they are not going to be motivated to participate, or learn.

Table 18 committee's effort to coordinate different groups for curriculum implementation

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
	The extent of efforts the committee made to coordinate different groups for curriculum implementation				
	a. Very high	8	3.05	-	-
	b. High	26	9.92	-	-
	c. Medium	51	19.47	-	-
	d. Low	148	56.49	9	60
	e. None at all	29	11.07	6	40
	Total	262	100	15	100

Regarding the extent of effort made by the school curriculum committee to coordinate different groups for curriculum implementation the result reveal that most of the committee members 56.49% and 60% of the principals argued that the extent of efforts of the committee is rated as very low and 40% of the principals and 11.07% of the committee members said that the committee made no effort at all in coordinating different groups of the society (parents, community members, students etc) for curriculum implementation. Besides, 19.47% of the committee members rated the efforts of the committee to coordinate different groups for curriculum implementation as medium.

One of the functions of the school curriculum committee as it is described by

Smith et al. (1961) and Dull (1981) that the committee should facilitate conditions for the effective implementation of the curriculum by advising, helping, and encouraging teachers and other supportive individuals and coordinate parents and community members in general for curriculum implementation efforts.

The result shows that parents and community members were not cooperative with teachers for curriculum implementation. The main reason that mentioned by such group was that weakness of school curriculum committee to coordinate for such efforts. As a result one can understand that the school curriculum committee is not playing one of its roles in curriculum implementation.

Moreover, the data collected by the researcher revealed that curriculum committee members were not fully aware of their role in curriculum implementation. The following lack of understanding by teachers to implement and improve the curriculum is observed in the following table.

Factors that affect the role of school curriculum committee**Table 19 Factors that affect the roles of school curriculum committee**

No	Item	Respondents			
		Committee Members		Principals	
		F	%	F	%
1.	Which factors affect the roles of the committee				
	a. Lack of school curriculum committee members understanding about the curriculum	68	20.54	15	55.56
	b. Smallness of the committee size	-	-	-	-
	c. Lack of teachers cooperation	8	2.42	6	22.22
	d. Lack of budget	94	28.4	-	-
	e. Lack of time	42	12.69	-	-
	f. Workload of curriculum committee members	119	35.95	6	22.22
	g. Others	-	-	-	-
	Total	331	100	27	100

Table 19 is about factors that affect the roles of school curriculum committee for curriculum implementation. Thirty-five (35.95%) of the committee members and 22.22% of the principals indicated that the workload of curriculum committee members as a major factors that impede the works of school curriculum committee. Fifty-five (55.56%) of the principals and 20.54% of the committee members claimed that lack of school curriculum committee members understanding about the curriculum as the major factor that affect the works of the school curriculum committee. In addition 28.4% of the committee members suggested that lack of budget is an impediment for the school curriculum committee's work.

Moreover, as the data collected by the open-ended questionnaires from committee members, principals, and supervisors indicated that the major problems that have affected the committee's role of facilitating curriculum implementation effort include the following, lack of initiatives among teachers to implement and improve the curriculum, absence of teachers' participation during curriculum

development process, shortage of material resources for implementation and improvement, too much number of committee members, lack of understanding about the functions and responsibilities of the committee clearly by committee members'.

CONCLUSION AND RECOMMENDATION

Based up on the analysis and discussion made a number of important findings can be summarized as follows:

- The school curriculum committee members conduct regular meetings but they did not discuss on how to facilitate and coordinate the implementation of the curriculum, which is the main duty of the committee members.
- The school curriculum committee and principals together with the other concerned bodies did not create conducive situations for teachers to get in-service training that can help the teachers to

effectively implement the curriculum.

- The school curriculum committee and principals create favorable condition for teachers to participate in decision-making process related to curriculum only at implementation stage.
- The efforts made by the school curriculum committee to get resource support and to implement the curriculum with appropriate materials by relating with practical and fieldwork is low.
- The school curriculum committee did not create smooth relationships among staff to facilitate curriculum implementation.
- The school principals facilitate conditions that are suitable for curriculum implementation by creating smooth relationship among all school community. They made efforts to get resource support for curriculum implementation and improvement. Moreover, they tried to encourage those teachers and committee members who implement the curriculum effectively by providing moral support.
- The supervisors did not serve as a resource leader, consultants and coordinator in the attempt to implement the curriculum at a school level. They did not see the proper distribution and procurement of educational materials that may facilitate curriculum implementation. They did not prepare workshops,

seminars etc. to provide a well-organized in-service education that can help for implementing the curriculum. Moreover, they did not encourage teachers and committee members who properly implement the curriculum

- Most of the parents, students, and community members did not participate in the implementation activity.
- The school curriculum committee did not coordinating different community members such as students, parents, teachers, and other community members to actively participate in the implementation effort of the curriculum.
- It was found out that the major drawbacks that operate against roles of the school curriculum committee's facilitating and coordinating in curriculum implementation effort are workload of curriculum committee members, lack of budget, and lack of curriculum committee members understanding about the curriculum. In addition to the above problems the following can be mentioned as additional factors such as lack of initiatives among teachers to implement the curriculum, shortage of material resource for implementation of the curriculum and too much numbers of committee members.

Recommendation

- The regional education bureau should give orientation about the

curriculum and the roles expected from the school curriculum committee for the school curriculum committee members.

- The school curriculum committee members, principals and the supervisors should facilitate to teachers to get a continuous exposure to modern thought in their respective subjects and the methods of teaching and urge to acquire skills and knowledge by involving in in-service education.
- The secondary school principals and the school curriculum committee together with the other educational authorities ought to create opportunities for teachers to actively participate in decision-making process starting from curriculum development up to the evaluation stages.
- The Ministry of Education or the Region Education Bureau should train supervisors who could meet a responsibility relative to curriculum implementation, improvement, consultancy, coordination and resourcefulness.
- The school curriculum committee should to be able to win the courage and good will of students, parents and community members to contribute for the implementation of the curriculum.
- Moreover, MOE/REB together with the school should solve the problems that affect the school curriculum committee's role by taking the following measures:
 - Reduce the workload of school curriculum committee members and make them free from other administrative duties.
 - Allocate budget to school curriculum committee
 - Fulfilling materials for curriculum implementation and improvement
 - Provide incentives for those teachers and committee members who effectively play in curriculum implementation and improvement efforts.
 - Reduce committee size

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