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The Role of Civics and Ethical Education in Shaping Attitudes of Students: The Case of Jimma College Teachers Education

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The Role of Civics and Ethical Education in Shaping Attitudes of Students: The Case of Jimma College Teachers Education

Fetene Bulcha Dibaba

Abstract- Civics education services as a tool to increase knowledge and participation of students in their community. The role of civics in production of effective citizens is high practically seen to improve in many countries, especially, the civilized world. But its understanding and implementation decreases as someone moves towards developing countries. Today, it is observed and easy to hear comments of individuals on inefficiency of civics education to achieve the desired goals in Ethiopia. Moreover, the concern of schools in teaching and practice of civics education is not as hot issue as the years 1990's i.e. the time when the current government sized power. The aim of the study is to investigate to what extent civics training is being conducted in JCTE and stay reliable to shape children at primary schools. The students' knowledge on civics and ethical values was assessed and internalized only some of them practiced while trainees stay in the Jimma College of teachers' education. Although, few students and teachers responded negatively to the questionnaires and interview but majority of them confirmed the progress achieved in civics teaching. The result found confirms the vital role civics can play in teaching and curriculum revision. Respondents have indicated that the following possible solutions to causes of lower level of civic knowledge and practices. The need for continues training on civic and ethical education for student-teachers as far as maximum behavioral change achieved. The other method to be employed should be formation of civics club in colleges, so as to promote students participation. Finally, college instructors should arrange varied methods and resources to update their training styles.

keywords: role, civics, ethical, education, .attitude, shaping.

Chapter One

I. Introduction

a) Background of the Study

Education is increasingly acknowledged as means for combating diverse societal problems. It is also widely attributed as preeminent in fostering attitudes, knowledge and skills of citizens (Birhanu, 2012, cited in, Gosa et al. (2014). The education system has a societal responsibility to produce good and responsible citizens, who understand, respect the constitution, democratic values and human rights; develop attitudes for research and community services; develop a sense of citizenship to participate in and contribute to the development of the community and the country (BHRT, 2001).

Educating good citizens is one of the most important concerns of the majority of education systems in many countries around the world. For example, as in the report of International Association for the Evaluation of Education Achievement (IEA) concerning the study of citizenship education has come, all the contemporary societies facing with this concern and deep engagement that how does youth and adolescents should prepare themselves for citizenship and civil life and learn the way of participation in social issue (Tobias, 1997 cited in Karimi, 2004, p. 17).

Civic education was first implemented in the educational system of the United States of America at the beginning of the 20th century. It was character oriented toward producing a "model" citizens properly indoctrinated with religious and spiritual thinking and it was also referred to as citizenship education (Malone 1968: 110, cited in Branka Vasiljevi 2009).

Interest in Civic education grew in the second half of the 20th century, characterized by a growing interest in the place of man in our society and became seen as an essential purpose of education (Branson 2003).Ethiopia is one of the few Sub-Saharan African countries with long tradition of schooling. Some historical sources trace the beginning of formal indigenous education at least as of the 6th century AD (Solomon, 2008; Teshome, 1979). However, until the first decade of the 20th century, it was traditional in approach and religious in nature.

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However in Ethiopia, as elsewhere in the world, in 1990s the citizenship education with the name of civic and ethical education has given much attention. This was due to the major socio- political developments that took place in the country (MoE, 2007; Girma, 2006; Akalewold, 2005). In 1994 the Education and Training Policy (ETP) of the country was promulgated by giving much attention for citizenship education (Solomon, 2008; TGE, 1994).

According to (USAID 2002, 7),civic education refers to basic information relating to the national political context, as well as some familiarity with and commitment to basic principles implied by these institutions and rules. In the context of a so called democratic transition, this would include exposure to democratic rights and practices, the rule of law, –a specific set of values thought to be essential to democratic citizenship‖ and some encouragement to participate in political life in some way.

This is to be done through building measurable knowledge of the procedures and institutions, and by –fostering a spirit of critical inquiry, encouraging studies to accept beliefs about the importance of citizen participation, building a sense of shared responsibility and teamwork, and encouraging initiative‖ (USAID 2002, 19).

The new subject of civic and ethics education focused on strengthening students' thinking skills, setting the foundation for free and responsible actions for their individual development and to benefit society (SEP, 2005)

The climate for teaching and learning civics is of tremendous significant. Recent studies found that most effective civic education is provided when sessions are frequent, methods are participatory and teachers are knowledgeable and inspiring (USAID 2002, 12-13).

Currently, civic and ethical education is one of the topical issues in the education system of Ethiopia. It is a statutory subject to be taught in all educational institutions of the country. In this regard, the government had introduced a curriculum policy for civic and ethical education (MoE, 2007).

Though civics education education has been increasingly recognized as one of the mechanisms for preparing good citizens who could play important roles in addressing the various problems of their societies, the desire for good citizenship seems an agenda not yet addressed (Mulugeta et al., 2011; MoE, 2007; Akalewold, 2005). Some local studies conducted on civic and ethical education uncovered that the subject has been at a process of implementation without addressing major variables of curriculum implementation.

The FDRE government of Ethiopia has given emphasis to civics and ethical education which aimed at making it stand with the purpose of creating citizens that value equality, liberty, justice and democracy that enable to reflect high ethical standard and set this statement in the education and training policy of the country(MOE, 200 cited in Ashenafi Sh. 2014).

To achieve this objective, a curriculum for the delivery of civics and ethical education was developed and harmonized at national level. As a result, civics and ethical education has started to be taught at the primary, secondary and higher education levels. Nowadays, one of the main indicators for evaluation of educational system in a country is the measure of their success in the process of citizenship education. Governments, through education systems, try to educate school students according to the civil life of the society (ibid).

b) Statement of the Problem

Although civics, as a course, plays a significant role in community, it is not well acknowledged and considered as a tool towards stability, agreement and responsible act of trainees. However, one cannot deny that the cause for effective participation of youngsters in social and current affairs and gained success remains civic thinking and civics education offered in schools. According to (Seyoum, 1996), in Ethiopia, it is playing a great role in producing good citizens, who understand properly the problem of their country, understand the citizen obligation to make personal contribution equipped with good ethical and democratic culture. In shaping citizens to the best of this purpose, it is the obligation of any government to explain its citizens with good civic and ethical values, knowledge and skills. The attention given to civics, particularly in Jimma primary schools and higher institutions is lower, for instance, civics is being thought by teachers who graduated non-civics department. Here, the college administers and the primary school directors allocate someone among the staff regardless of their backgrounds, which, of course, reduced the quality of teaching. Civics and ethical education was also considered as the tool established to support the state propaganda by a number of people. And yet, civic education is a science which is aimed to produce responsible citizens in this country.

As far as I know there is no research conducted in civics and ethical education in Jimma College of teachers' education. There for, the research aims at evaluation of the course strengthens and weakness in teachers training and produce data on the current status. In the view of Gosa .S and Desta .T (2014), in Ethiopia on the field of civic and ethical education the research conducted was relatively very few. Though previous researchers like, Deribe.A (2010), Mulugeta.Y (2015), Gosa.S(2014) and (Ashenafi.Sh.2014) were conducted their study in relation to civic and ethical education and similar related issues. For instance, Deribe.A (2010), the role and engagement of civil society in Ethiopia's first Cycle African Peer Review Mechanism (APRM) Process, Mulugeta.Y (2015), Effectiveness of Primary School Principals in Managing

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the Implementation of Civic and Ethical Education Curriculum, Birhanu. J (2012) the Role of Civics and Ethical Education in the Development of Students' behavior, and Ephrem .L (2014) assessment of instructional radio broadcast: the case of civics and ethical education broadcast to primary schools of Addis Ababa.

But neither of them focused on the role of civic and ethical education in shaping of the students attitude in teachers education. Therefore, this study tried to fill this gap.

c) Basic research questions

Depending on the specified gap, the researcher develops the following research questions that will be answered by this particular study;

1. What are the roles of civics and ethical education in cultivation of civic and ethical values of the students in the study area?
2. How does civic and ethical education support the formation of democratic outlook and strengthening democratic values of trainees of Jimma College of teachers' education?
3. What are the contributions of civics and ethical education in improving knowledge and practices of civic disposition among college students?

d) Definition of key terms

Attitude: an acquired mental state that influences choices of personal action, such as preferences, avoidance, or commitment. It is important to have an understanding of key terms used in the study. Below are important definitions. It can be also defined as a mindset or tendency to act in a particular way based on a set of beliefs (www.dictionary.com) accessed on September 13, 2016. Attitude in the researcher study refers to that behavioral development of students towards of democratic values in the college.

Ethics is:

- The philosophical study of morality in human conduct, and of the rules which ought to govern it.
- An idea or moral belief that influences the behavior and attitudes of a group of people
- It also the study of questions about what is morally right or wrong. (Kernerman English Multilingual Dictionary © 2006-2013 K Dictionaries Ltd), accessed on September 114, 2016.

Shaping: is a teaching technique by which a child is rewarded for successful approximation of a target skill.

Values: defined as– Internalized representations of society's demands for competence and morality. They may be thought of as attitudes or beliefs that an individual holds for commitments made or stances taken on particular moral issuesll (as cited in Berkowitz, 1991, p. 108) Values are attitudes or beliefs that deal with issues of right and wrong in terms of justice, fairness, and social responsibility (Berkowitz, 1991).accessed on September 13, 2016.

e) Objectives of the Study

i. *General Objective*

The overall objective of this study was to assess the role civic and ethical education in shaping the attitude of students on the bases of moral and ethical development, democratic values and improving knowledge and practices among students in Jimma college teachers' education.

ii. *Specific objectives*

Specifically, this study has the following objectives.

- To assess the roles of civics and ethical education in cultivating of civic and ethical values of the students.
- To state the role of civics and ethical education in promoting of democratic values
- To identify the main benefits of civic and ethical education.
- To identify ethical values practiced by college students.
- To investigate the perception of college students on the role civic and ethical education

f) Significance of the study

This study was discussed the roles of civics and ethical education in cultivating the moral and ethical values of the students followed by the efforts of civics and ethical education in development of democratic outlook and strengthening democratic values.

The finding of this study has the following significances:

- It will serve as policy input for Oromia Education Bureau.
- It helps the college teachers to know about values internalized by students.
- It provides information on how this course made students knowledgeable democracy.
- It lists the advantages gained due to the course instruction.
- It will also serve as spring board for others researchers who are interested to investigate the role of civic and ethical education in shaping the students attitude.

g) Delimitation of the study

To make the study more manageable, the scope of the study was delimit on Jimma College of teachers education in Jimma city which is fully engaged in teaching-learning activities. And the investigation was concentrated on the role of civic and ethical education in shaping attitude of students in teaching education. The research would have been more comprehensive if all college students had been included in the study. However, this study focused only on those students who are currently attending the last semester in the college.

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h) Limitation of the Study

As this study focuses on the investigation of the role of civic and ethical education, the study was intended to interview the college dean but the college dean at that time not presented. He was some were Holand for work. So, the researcher did not receive the necessary inputs from the college dean. Moreover, the researcher planned to interview four college guardians who are always contacting with students. Unfortunately, the researcher did not gain information from the guardians due to disagreement among them during the data collection. On the other hand, the researcher wanted to gain information from students' parents. But the students' parents were not available for the case of distant from the college.

i) Organization of the Study

The content of the study was organized into five chapters. Chapters one introduces the background of the study, statement of the problem along with, objectives of the study, significance of the study , delimitation of the study and limitation of the study . Chapter two presents with review of related literature and research findings that are related to the problems under investigation.

Chapter three and four deal with the methodology of the study and the report of the result and discussions of the findings respectively. Chapter five summarizes the work of the investigation and presents conclusions drawn from the results of the investigations. Recommendations are also provided based on the findings of the study.

Chapter Two

II. Literature Review

a) Introduction

In reviewing literature for this thesis, researcher sought to cover major trends and developments in the area I was studying. I was also aware that I could not possibly review everything that had been written on civics education. This chapter is thus deliberately a review of related literature rather than a general literature review.

b) Conceptions of civics education

Studies on citizenship indicate that citizenship is an evolving and contested concept. Most writers (Turner, 1986; Resnick, 1990; Clarke, 1994) argue that conceptions of citizenship began with the Greeks where all free men shared in the decision making and operation of common affairs. Modern conceptions of citizenship were influenced by the French Revolution which called for equality, social fraternity and national sovereignty.

The modern conception of citizenship gave rise to new understanding of the individual's relationship to each other and the state (Sears 1997). Presently citizenship is understood as the relationship between an individual and a political community in which the individual is provided with certain rights and has to fulfill certain responsibilities (Bottery, 20003).

Civics has seen continuous expansion in contemporary discussions. The word is used to refer to political situations or phenomena with features of equality and freedom with traditional terms such as democratic society, democratic political process, democratic style of governance, democratic sessions, administration and monitoring, democratic consultation and democratic rights. Moreover, it has also been applied to realms beyond political science, creating such hybrid concepts as economic democracy, social democracy, art democracy and academic democracy (ibid).

Marshall in his book Citizenship (1950) saw three groups of rights necessary to the understanding and practice of citizenship: civil rights, political rights and social rights.

Marshall stressed the importance of civil rights, –the rights necessary for individual freedom – liberty of the person, freedom of speech, the right to own property and to conclude valid contracts‖. –The right to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body‖ and –the whole range from the right to a modicum of economic welfare and security, to the right to share to the full in the social heritage and to live the life of a civilized being according to the standards prevailing in the society‖ were also deemed necessary for citizenship.

From the initial conception of citizenship in the Greek city-states to the modern conception of citizenship that emerged in the 18th century, citizenship has meant the participation of those who have the rights of citizens in public assembly, in decision-making and operation of public affairs. This indicates that citizenship is both a legal and political status as well as a social role.

Furthermore the ancient world to the contemporary era there are although some commonalities to be found, namely explaining citizenship as some certain sets of common attributes. This means certain reciprocity of rights against, and duties towards the political community (Held 1995, p.66).

In a general meaning one can say that citizenship education in the western democratic welfare-states refers to the task of the school to fostering good democratic citizens. Several different concepts are however used to describe society. Nussbaum uses mainly the term –teaching world citizenship‖ when discussing what role and content the education should have in a multicultural society. Some other frequently used concepts are Citizenship education (Jackson 2003), Value education (Colnerud and Thornberg 2003)

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c) *Historical background of civics & ethical education*

The word civic' is derived from the Latin word civis' that means a citizen'. Another Latin word civitas' means city-state. Both these words may have given birth to the social science known as civics'. As an ancient history of Rome & Greece confirm, the two great states governed various affaires with the help of the rules founded by the then citizens of the time. They had their own small city-states known as _civitas'. After wards the word civics' & civitas' came to be seen in English language & the words such as citizen came in to being (Kassaye, 2001, Assegdew, 2000, Alamirew, 2005).

The history of civics and ethics is rich in approaches and assumptions, especially in the modern era. Contrary to the antique Athenian democracy, which was mainly a method of decision making by majority rule, liberal democratic thinkers like John Locke and Jean-Jacques Rousseau linked to it in the liberation and emancipation of the individual. They were convinced that all human beings were, by nature, equal and free. If this is taken seriously, then a democracy consists of much more than the right to vote (Rousseau 2008: 54).

There are a number of definitions of citizenship education including the ones given below: citizenship education seeks to develop knowledge, skills and attitudes and values which enable students to participate as active and informed citizens in our democratic society within an international context (National Goals for Schooling, Australia, 1989).

According to the International Encyclopedia of Education, civic education is defined in the following way: Civic education is broadly concerned with development of citizenship or civic competence by conveying the unique meaning, obligation, and virtue of citizenship in a particular society or the acquisition of values, dispositions, and skills appropriate to that society. (2nd ed., Vol. 7, p. 767).

For Merone (2006), the history of civics dates back to the earliest theories of citizenship in ancient time and civics as a discipline deals with, day-to-day affairs of the state & its citizen done after the time of the renaissance. This definition of civics lays more streams on social life of citizens. In the context of social relationship, it is clear that there are many duties to be performed & correspondingly many sites to be respected. Therefore, according to the above definition it is mainly with these senses of the relation that civics is conceived.

But other different definitions reveal a number of themes, concepts and dimensions to citizenship education. They include the themes of: the preservation of a democratic society and its associated rights; the notion of participation in society; the preparation or capacity-building of young people for active and informed participation; a focus on inclusion or integration into society; a concentration on Contem -porary society; key concepts…including democracy, rights,

responsibilities, tolerance, respect, equality, diversity and community; and the dimensions of knowledge and understanding, skills, attitudes and values(Kerr, 2003, p. 8 cited in Bernadette L. 2007). Civic and citizenship education can be a policy initiated by a government, a program run in a school, a lesson taught by a teacher or an activity experienced by a student. The common element across these different ways of thinking about civic education is the focus on a special aspect of the school curriculum—the aspect that is specifically concerned with the education of young people to become citizens of the future (Kerry J. Kennedy2012).

According to Branson (1998), a good civic education enables students to enjoy their rights and freedom, makes them to respect the freedom of others, enables them consciously discharge their duty and responsibility, respect the rule of law, and try to solve the problem of the society.

As Ross, (1997) suggest an important role of civic education is to prepare citizens with capabilities for the hard work. However, a more important part of the school curriculum is to prepare students to learn and function in diverse social circumstances; learn how to reason; identify and solve problems; work in teams and collaborate with others; develop research and critical thinking skills, understand responsibility, develop leadership, learn tolerance, and how to coexistence, and respect others. Since the primary purpose of social studies and civic education is to instill in students the knowledge, skills, and values for active contribution in society.

Again Peter Levine (2012), interactive, engaging civic education has been found to boost young people's interest in news and politics for years after graduation. It can also be good for them as individuals, enhancing their motivations to succeed in school what we expect of our students in civics classes is a good measure of what kind of nation we hope to be. The question is not whether we are raising young people to vote for Barack Obama or Mitt Romney, but whether they can talk with people who disagree and form and execute good plans for addressing public problems. By that standard, we typically fall short (ibid)

d) *The Historical Development of Civics & Ethical Education*

The Greece city state of Athens is said to be the first to organize civic education. Civic education has similar development to that of democracy. Accordingly civics education is ancient Athenian time considered to be a political engagement. In ancient Greek, to be a citizen means to be politician. It involves direct and active participation in the public affairs of Greece city–

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states. Through times, this enabled to develop modern civic education (Junedi, (2005) cited in Birihanu Jibril (2012).

According to Alamrew (2005) cited in Junedi(2006) those social revolutions , which took place in, western countries like Britain (1688), America (1776) & other French revolution of(1789) contributed a lot for the growth of modern civic education ,revolutions subsequently emerged with modern democratic concepts &, therefore, paved the way for advanced civic education in Europe & the work .

Furthermore, ethical thought also began in ancient Greece. The pioneer of this idea was said to be Socrates around the 5th B.C. who carry out their old ethical thoughts purified & scholars and thinkers attempted to establish ethical code based on rationalism. And in the development of the subject matter, Greece has played indispensable role by its great philosophers.

e) Empirical review of past studies on civic and ethical education role

The Eurydice report (2005) showed many countries in Europe positioning civic and citizenship education not only in terms of what students learn in classrooms but also in terms of the opportunities students have to put that learning into practice through participation in the school and wider communities beyond school. The report's authors defined this approach to citizenship education as –an active learning by doing‖ approach that emphasizes –student participation‖ and the –idea of a democratic school.

John Dewey (1992) wrote this in the beginning of twentieth century in a time when many liberal democratic nation states still was under construction. He among several other philosophers in the classical liberal tradition like John Locke, Adam Smith and John Stuart Mill emphasized the role of civic education in the building of the society and national state.

There is also evidence in the research literature that students who are involved in civic-related activities at school tend to be more knowledgeable about civic-related matters. In their analyses of National Assessment of Educational Progress (NAEP) data in the United States, Niemi and Junn (1998) found that participation in role-playing elections or mock trials had a positive effect on students' civic knowledge.

Branson (1998), states that the main concern of civics and ethics education is to search the value & principle of democracy & civic competence. Civic competence is the capacity to participate effectively with political & social affairs of the society whereas; civic responsibility is the commitment to fulfill the obligation of citizenship tasks.

As (Kerr, 1999) states, citizenship education is viewed as the preparation of young people for their roles and responsibilities and for the challenges and uncertainty of life through provision of relevant education. Along the same lines, Davies (2001) views the functions of citizenship education as socialization into norms and citizen duties and promotion of autonomy and critical thinking.

A USAID study in 2002 discovered that civic education role have an enormous and positive impact on learners in comprehending and practicing key aspects of democratic behaviors and attitudes. The report claims that civic education helps students to know and identify public policy and increases their political participation through exploring and studying local problems. –It also leads to more moderate, but still significant, differences in participants' knowledge about their political system and about democratic structures and institutions in general, and it also tends to contribute to a greater sense of political efficacy‖ .

MOE (2002) schools may be said to have fulfilled their central & chief mission when they only succeed to transmit to the growing generation the political, social & economic values of the society & their community, & there by produce citizens capable of playing a positive role in their community large(MOE, 2002).

The research-based "proven practices" as reported in the Guardian of Democracy: The Civic Mission of Schools includes the practice of "Discussion of Current Events and Controversial Issues: Schools should incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives" (Campaign for the Civic Mission of Schools, 2012). Understanding the implications of changes in government, the implementation process for inclusion of minority and human rights, and development of policies that pre-emptively defuse potential conflicts are important discussion topics for today's students.

As (Amadeo et al., 2003; Torney-Purta et al., 2001) reported student participation in a school council or a student parliament was also a positive predictor of civic knowledge and engagement in the IEA CIVED study (Amadeo et al., 2003; Torney-Purta et al., 2001).

Asserted by MOE (2006), the new education policy will be instrumental to build democracy and to promote the development the nation. It is the strong belief of the government that the current policy is effective and efficient to boost the development of the country. In addition to changing the school curricula, civics and ethical education has been introduced as a separate school subject in all grade levels with the vision of facilitating democracy in the country.

In the words of Gold cited in Merone (2006,cited in Birhanu .J,2012), civics is the study of institution, habits, sprits, activities & sentiments which provide an individual responsibility irrespective of gender , with a moral force to play his/her duties & to enjoy a sense of belongingness with an organization.

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It is increasingly argued and accepted by scholars that the implementation of citizenship education requires the democratization of schools (Osler & Starkey, 2004; Davies et al., 1999). For these scholars, democracy cannot be learned without a democratic school setting, and as a result, all school activities should be carried out in accordance with fundamental democratic values. Sharma (2006) too indicates that the nature of schools should reflect the various principles, procedures and cultures of democracy so that students may possibly learn to live democratically

Sharma (2006 cited in Mulugeta, Y (2015) discussed also; the nature of schools should reflect the various principles, procedures and cultures of democracy so that students may possibly learn to live democratically.

The major role of civics & ethical education is to produce _good citizen'. A good citizen, as explained by Akalewold (2005), is a citizen who understands properly the problem of their country, understand the citizenry obligation to make personal contribution equipped with good ethical & democratic culture. In shaping citizens to the best of this purpose MOE (2002; 52) discloses that it is the obligation of any government to inform its citizens with good civic & ethical values. Akalewold (2000 cited in Birahanu.J 2012) states that there is no government in the world without the intention of shaping citizens according to its constitutions.

Teaching civic education is considered to be the preparing an active, accountable, and knowledgeable citizens, –to commit themselves for the fundamental values and principles of democracy‖ (Center for Civic Education, 1994, p. 1).

In addition to, rights and responsibilities, citizens also have different roles to play. Some of these roles are to participate actively in respecting the rights of others, active political engagement to enact just laws and to act to change unjust laws in a peaceful and responsible manner (Crick, 1998) and joining voluntary groups and organizations to take actions in the interest of the public good. To be able to carry out the differing roles and responsibilities of citizenship means that citizens must have the knowledge, skills and dispositions to effectively exercise their citizenship status. This calls for citizenship education.

According to the Center for Information and Research on Civic Learning and Engagement (2002) civic role report, civic education help young people to acquire and learn the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. We recognize that being a competent and responsible citizen is not easy. It can take courage, sacrifice, and passion to be civically and politically engaged. Engagement is especially difficult for disadvantaged young people, who lack resources and are often discouraged from participating. Then, in higher institutions an essential role of civic education is to provide skills, knowledge, and encouragement for all students, including those who may otherwise be excluded from civic and political life.

The main role of citizenship education is to provide political socialization and to equip young people with knowledge, skills and values to participate effectively in democratic a society (Kisby & Sloam, 2009). Likewise, Davies (2001) views the functions of citizenship education as socialization into norms and citizen duties and promotion of autonomy and critical thinking. He continues by saying that, students should learn about the contributions, democratic system building, citizen rights and obligations.

As Finkel (2003) described it CE is sometimes referred as education for democratic citizenship, as it is democratically oriented. From this perspective CE includes three essential roles.

1. Civic competence (political knowledge, civic skills, and perceptions of one's own political influence that support democratic participation).
2. Adherence democratic values and norms (tolerance, meaning the extent to which citizens are willing to extend procedural democratic liberties to individuals and groups with whom they may disagree; institutional trust, meaning the willingness to critically support basic social and political institutions; and support for democracy as a form of government preferable to other political systems).
3. It promotes democratic participation.

Important principles of democracy for global understanding include examination of the guarantees of secure existence self-determination, shared decision-making, dignity of person, and freedom from oppression. Democratic values and principles need to be explicitly taught, discussed, analyzed, applied, and evaluated in a way that engages students in using reasoning skills and knowledge of the world around them (Center for Civic Education, 2006).

According to Branson (1998) students are actively involved in creating the kind of classroom community to which they wish to belong and contribute. They are aware that a community is based on shared understandings of agreed values and principles, and collectively take responsibility for maintaining those values and principles, through their behavior as a group and towards each other. With their teacher, they co-establish classroom rights, responsibilities, roles and expectations which affirm the values of their community, and ensure that their learning environment provides opportunities for all and is free from negative peer pressure and unnecessary distractions. They collectively acknowledge and celebrate the efforts and successes of individuals and the class.

Furthermore, Nieuweinhuis (2007) citizenship education which is sometimes referred to as education

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for democracy or civic education also tends to provoke debate and controversy.

A recent study by the National Conference of State Legislatures and partners suggests that civic education results in an increased likelihood to vote and increased civic knowledge and engagement (Kurtz et al. 2003). Dawit (2006; 19) states the role of civic education in participatory democracy; the society has a common bond & mutual interest in which both collective & individual rights are fulfilled.

In (MOI, 2002) teaching civic and ethical education had a great role to produce ideal citizens i.e. to inculcate in students mind all the qualities of an ideal citizen who:- believes in equality of opportunity for all people, respects values & defends basic human rights, respects law and its various agencies, understands democratic principles, put general welfare above individual interest, exercises his right of vote freely, accept his civic responsibility and discharges them to the best of his/her capacity, realizes the necessary connection of education and democracy, assumes a personal responsibility for the wise use of natural resources, understands cultures and ways of life other than his /her own, supports all efforts to prevent war, always ready to defend his/her mother country against tyranny & aggression, cultivates qualities of character and generally personality that requires a high value in his/her character, recognizes a good citizens.

In addition to the above, Apple and Beane, (1995, 1999), the civic education experts were states that the beneficiaries of civic education should be for young people both in and out of school. In schools students should be given the opportunity not only to learn about but to experience democracy. Schools and classrooms must reflect the democratic society to be created.

School councils, school clubs, community service and other forms of student involvement that genuinely engage students in problem solving and decision is making must be structured into school life. Schools could both draw on and support the efforts of civil society organizations to provide the opportunities for young people to experience and work towards creating a democratic society (ibid).

f) The rational of civic and ethical education for teachers training

The teachers' education enables our trainees gain the necessary knowledge and skills required for primary school teachers. These knowledge and skills would be effectively applied if only teachers become ethical and civic minded. Thus, we dare to say civic education has a rational to training. According to Branson (1998), a good civic education enables students to enjoy their rights and freedom, makes them to respect the freedom of others, enables them consciously discharge their duty and responsibility, respect the rule of law, and try to solve the problem of the society.

After investigating the civic and ethical education syllabus of the college, particularly the value to be practiced, it must be arrangement of elements that should be under focus. The rational of providing civics and ethical education at all grade level in general and in higher education is particular to maintain their civic knowledge, skill and change their civic attitude and behavior. This mission of civics and ethical education is the corner stone to make citizens politically active and participative in all aspects of their social life.

The education system has a societal responsibility to produce good and responsible citizens, who understand, respect and defend the constitution, democratic values and human rights; develop attitudes for research and work and solve problems; develop a sense of citizenship to participate in and contribute to the development of the community and the country. To achieve this objective, a curriculum for the delivery of civics and ethical education was developed, appropriate textbooks were prepared for each grade and level and teachers were oriented. As a result civics and ethical education has started to be taught at the primary, secondary and tertiary level.

To promote the effectiveness of civics and ethical education, the Ministry of Education has taken different measures so far. The value of civics and ethical education are integrated in all subjects, both at primary and secondary levels, to help students acquire, understand and own the values. On the other hand, efforts have been made to build the capacity of teachers through the provision of training opportunities so that they can effectively teach civics and ethical education. Moreover, civics and ethical education clubs have been established in all schools to let students have the chance to exercise what they have learned in their respective classes and develop their skills for active participation.

g) Citizen ship knowledge: Trainees knowledge about government structures and functions has improved. Each college students, although not fully practiced, began to identify and inform others about issues, evaluate possible solutions and act to resolve problems in their community.

h) Civic skills: are manifested in strong link to actual participation of trainees. These can be explained as follows:

- The opportunity used to support ideas and principles of different practices including oppositions.
- Trainees' ability to freely express their fillings about current situations. E.g while seminars conducted.

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In the same way Traverse (1963, Beaumont 1949) civics knowledge taught and developed in schools affirms both changes in behavior and attitude, (like or dislike) of the subject and the lesson. Subsequently, student's attitude toward various subjects and to the teacher and the school is primarily very important in the learning situation.

So far, Gadner (2003) believed that when education is integrated with ethical values, the result can be impressively positive and highly related with the reality of development, a position similar to that of Shafritz, Koeppe, and Saper (1988), and Springer (2000).

Consequently, the acquisition of civic knowledge and civic skills cannot alone be helpful in practice, if the appropriate attitudes are not developed. Therefore ,civic education should help students to develop suitable behavior and attitude, personal and public characters that matter the willingness of citizens to act in public affairs(Dawit 2006: 26).

Furthermore, Eddington and Kurt Ambrose (2010).Valuing and providing opportunities for active, democratic participation in the classroom assists students in making connections between their participation and their understanding of democratic processes. It also assists with the socialization of students into an ethic of cooperation, encourages respect and gives them responsibility for their learning Generally, for civic education, to fulfill its societal mission, among others, it must include civic knowledge, civic skill, and civic virtue. Civic knowledge comprises concepts, principles, procedures, etc, based on how the society is organized and functions. Civic skills refer to the ability that citizens require to put the theory, in to action being as active member of the community.

However, civic virtue refers to the character, disposition, commitment and attitude that citizens possess which is essential to carry out their civic responsibility (MOE, 2002; 26 cited in Birhanu J. 2012).

i) Importance of civic education

Citizen Ship knowledge: Trainees knowledge about government structures and functions has improved. Each college students, although not fully practiced, the began to identify and inform others about issues, evaluate possible solutions and act to resolve problems in their community.

According to (Gary Hansen, 2002) School-based programs, therefore, weave teaching about democratic institutions, principles, and practices into a range of courses, from kindergarten programs that focus on promoting participatory teaching methods to senior high school programs that emphasize imparting specific knowledge about democratic institutions and practices to young adults.

In the similar way (Patrick, 2006), the teaching of human rights goes hand-in-hand with high quality civic education. ‖The idea of human rights is best taught within a conceptual context that enables the learner to understand how it is connected to other core concepts in the theory and practice of representative democracy, such as democratic elections, constitutional government and the rule of law, citizenship, and civil society".

Then there is no better strategy to engage the students of civic education than using discussion, debate, higher-order thinking, and active problem-solving strategies. The trends as well as the research support the need for more intentional educational goals in civic education and greater active involvement of the students. While citizens master civic skills throughout their life, early learning experiences are thought to be especially important in terms of developing support for democratic norms (ibid).

Additionally according to (www.qca.org .uk/curriculum retrieved on June10, 2016), show that the importance of civics Education for citizenship, equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighborhoods, communities and wider society as active and global citizens.

Civic skills: are manifested in strong link to actual participation of trainees. These can be explained as follows: The opportunity used to support ideas and principles of different practices including oppositions. Trainees' ability to freely express their fillings about current situations. e.g. while seminars conducted.

Fur there more the study of Morse, S. W. (1989).shows in America higher education has a rich tradition of preparing students for civic roles and responsibilities, but with increased specialization, these goals have lost their emphasis in the curriculum. This report defines responsible citizenship in a democratic society and its requisite civics skills; reviews higher education's role in civic education; identifies ways colleges and universities can help develop the skills and requirements of citizenship and public life; and presents ways that campuses can create a new environment for learning about the civic life, through teaching, governance, extracurricular activities, campus life, and community relations

It also, helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own.

They evaluate information, make informed judgments and reflect on the consequences of their

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actions now and in the future. They learn to argue and speak out on issues of concern (www.qca.org.uk/curriculumretrieved on June10, 2016)

Civic disposition: Graduates students developed personal dispositions was important in a democracy such as concern for others rights and welfare practiced through: Election procedures held at college and ability to listen and tolerate opinions of others even though it doesn't attract their own.

According to (Margaret Stimmann (1998) like civic skills, civic dispositions slowly over time and as a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experiences should be encourage understanding of democracy requires the responsible self-governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self-discipline, and respect for the worth and human dignity of every individual are imperative Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success (Ibid).

j) The role of civic education in a global world

The implications of global issues for civic education are huge and it is imperative that we get this right. Education for students of the 21st century must include critical thinking skills, participatory skills, communication skills, problem-solving skills, and the imagination to embrace a world that functions on the fundamental principles of democracy, respectful of human rights (Frances L. 2013).

Important principles of democracy for global understanding include examination of the guarantees of secure existence, self-determination, shared decision-making, dignity of person, and freedom from oppression.

According to the (Center for Civic Education, 2006), democratic values and principles need to be explicitly taught, discussed, analyzed, applied, and evaluated in a way that engages students in using reasoning skills and knowledge of the world around them. To these ends, "democratic values promote a peaceable society. Democracy may achieve a harmony among disparate interests and ideas within a society through its accommodation and moderation of conflict and discord. This domestic tranquility is essential for the flourishing of individual and community well-being" Adherence to democratic values and norms (tolerance, meaning the extent to which citizens are willing to extend procedural democratic liberties to individuals and groups with whom they may disagree; institutional trust, meaning the willingness to critically support basic social and political institutions; and support for democracy as a form of government preferable to other political systems (Gutmann, 1987, p. 287).

Civic education, whenever and however undertaken, prepares people of a country, especially the young, to carry out their roles as citizens. Civic education is, therefore, is –the cultivation of the virtues, knowledge, and skills necessary for political participation‖ Student service learning the participatory part of civic education, bridging classroom activities with the community (ibid). However, service learning is no replacement for civic education. Although commonly associated with schooling civic education is not the exclusive domain of schools (ibid).

According to Margaret B (1998), Primary responsibility for the cultivation of ethical behavior and the development of private character, including moral character, lies with families, religious institutions, work settings, and the other parts of civil society. Schools, however, can and should play a major role in the overall development of the character of students. Effective civic education programs should provide students with many opportunities for the development of desirable traits of public and private character. Learning activities such as the following tend to promote character traits needed to participate effectively. For example;

- Civility, courage, self-discipline, persistence, concern for the common good, respect for others, and other traits relevant to citizenship can be promoted through cooperative learning activitiesand in class meetings, student councils, simulated public hearings, mock trials, mock elections, and student courts.
- Self-discipline, respect for others, civility, punctuality, personal responsibility, and other character traits can be fostered in school and community service learning projects, such as tutoring younger students, caring for the school environment, and participating in vote registration drives.
- Recognition of shared values and a sense of community can be encouraged through celebration of national and state holidays, and celebration of the achievements of classmates and local citizens.
- Attentiveness to public affairs can be encouraged by regular discussions of significant current events.
- Reflection on ethical considerations can occur when students are asked to evaluate, take, and defend positions on issues that involve ethical considerations, that is, issues concerning good and bad, rights and wrong.
- Civic mindedness can be increased if schools work with civic organizations, bring community leaders into the classroom to discuss issues with students, and provide opportunities for students to observe and/or participate in civic organization (Margaret Stimmann Branson1998).

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They should learn to interact effectively, as well as learn how to monitor and influence school and public policies. Governance, as used here, means more than seeking or serving in a class or school office. It means having a voice in such matters as school rules and disciplinary procedures. Governance means that each student is a citizen possessed of the rights and charged with the responsibilities that accrue to citizens in a constitutional democracy.

According to the Guardian of Democracy report, school climate also benefits from civic learning: –schools with civic learning programs are more likely to be _safe, inclusive, and respectful‘‖ (Annenberg, 2011, p. 23). School climate includes actual educational experiences that students may receive as well as school ethics and norms. Schools with a positive climate promote those values and expectations that foster a sense of cohesion in the school as a community that exists within a larger community.

Implicit in a positive school climate are positive relationships between the school and that larger community in which the school is situated, into which those norms, values, and expectations apply. Further, by engaging in active civic education curricula, students are better equipped to recognize their own stake in their school‘s success (see also Flanagan, 2013; National School Climate Council, 2007).

j) Ethics education in Ethiopia

Ethiopia as a country of great history, culture and diverse people, there are a great deal of Ethiopian distinction. Values, for instance, hospitality, respect truth fullness, obedience, moderation religion, forgiveness, firmness etc. are among the Ethiopian values (Habtamu 1994).

During the Imperial régime, the subject with the name moral education was given formally in Ethiopian schools. The purpose of that subject was to shape the character of students in line with the Orthodox Christian faith to instill obedience and sense of sub service in the younger generation so that they could remain compliant to the prevailing political, social and economic order (Girma, 2006; MOE, 2006). This nature of moral education prevailed in the country right up to the demise of the monarchy in 1974.

The government that ousted the monarchy through coup d‘état was a military dictatorship in line with the socialist political philosophy. This government soon declared Marxism- Leninism as its official ideology and education in the country was towards the inculcation of this ideology (Woube, 2005; Ayele, 2002; Seyoum, 1996). As cited in Seyoum (1996) the then ruling party, the workers party of Ethiopia (WPE) had declared the aim of education in the country as follows.

The aim of socialist education is to mold citizens who have an all-rounded personality by including the entire society with socialist ideology thus arming them with the required knowledge for socialist construction (WPE, cited in Seyoum, 1996:19). For this purpose, a sort of civics education called political education was designed and launched in the school curriculum of the country (Akalewold, 2005a; Woube, 2005).

Regardless of these efforts to teach Civic and Ethical Education as one integral part of Ethiopian school curriculum before the 1990s, many believe that the subjects taught during the reign of emperor and the Derge were not considered as civic education. In this regard, Merone has the following to say; –Both the imperial period‘s moral education & the Dergue‘s political education can‘t be taken, as civic education for both of them did not fundamentally deal with the right, freedoms & duties of Ethiopian citizens (Merone, 2006: 251 cited Birhanu .J 2012)‖.

In 2002, after few years of implementation of Civic Education in the country, the government publicized numerous national policies & strategies to the public. One those policy documents was the Ethiopian federal democratic republic capacity building strategy and program, which dealt with the status of civic education in the country. In the document, the government uncovered that the new civic education curriculum introduced throughout the country was not properly executed due to different plans. Nevertheless, it obviously showed the government‘s desire to further consolidate the teaching of the subject (MOI, 2002). Additional government policy document that aimed at clarifying the what, why & how aspects of civic education were also put in effect (MOE, 2004; MOE, 2006; MOE, 2007).

According to MOE (2007) to effective realization of producing good citizens, Civics and Ethical education is not the only school subject which is responsible in shaping the manner of students but also there are other subjects that can contribute a lot. However the government seems more confident on this subject matter as a primary tool. That is why the core place is given to the subject by Government officials and democratic institutions.

Fentahun (2007) in Aschale (2009) has also pointed that altruism, integrity, cooperation spirit seem to be declined in Ethiopian students. In the same manner Bekele (2001) in Fakade (2003) Ethiopian youths have been influenced by western media. Hence they lose their own moral value some other local studies were also conducted concerning the implementation of Civic and Ethical education in our country. They disclosed that there has been poor implementation of the subject (Girma, 2006; Dawit 2006; MOE, 2000).

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l) Trends and development of civic and ethical education in Ethiopian context

Ethiopia is one of the few Sub-Saharan African countries with long tradition of schooling. Some historical sources trace the beginning of formal indigenous education at least as of the 6th century AD (Solomon, 2008; Teshome, 1979). However, until the first decade of the 20th century, it was traditional in approach and religious in nature. As a result, many educators indicate that this traditional/religious education was not in a position to address the socio-economic and political problems of the country and to transform the life of its people (Solomon, 2008; Seyoum, 1996 cited in Mulugeta Y (2015).

According to Akalwlde the Ethiopian government, in its various policy documents, indicated its dissatisfaction with the poor state of the way civic education was conceptualized and implemented by education actors. Though the exact beginning time of civics and ethics is not traced, some forms of moral instruction were given in Amharic subject reading passages at the time of monarchy.

After the fall of monarchy, political education becomes compulsory subject in the early years of the military government (1974-1991) its commitment was to expand anti- feudal, anti-imperialist and anti- capitalist education and to provide ideology education in an organized way at all levels of education to fill the gap created as a result of termination of political education and due to the commitment of the new government to the teaching of democracy and democratic practice as new elements of the education policy Akalwelde(2005).

It seems that this general educational background that initiated transitional government of Ethiopia to formulate and introduce a new education and training policy in 1994. The policy predicts the preparation of educated and trained human power capable of actively participating in diverse economic, social and political lives of the country (TGE, 1994).

In (MOE2002a, MOE, 2004, 2002a. b. FDRE 2004) due to important political developments in the 1990s, the role of civic education was elevated with in government education discourse. The rational for the new focus on citizenship education was explained by government's dissatisfaction with was the way education policy in general and civic education in particular was perceived and implemented by actors within the school system and by the public at large. Of course (MoE 2000a), civics and ethical education course is designed to be offered as a common course and major for few trainees in the diploma program in order to produce responsible, well-informed, and competent citizens. The course encompasses the basic concepts of civic and ethical education; state and government; the values and principles of democracy; and the issues related to citizenship and patriotism. This course is designed to provide students with knowledge, skill & virtue of civics and ethics for professionals, perspectives of society, state &government in Ethiopia, ethics & civic dispositions in Ethiopia, democracy and good governance in Ethiopia and that of globalization.

It also focuses up on development of professional ethics, the socio-economic and political transformations of our country, the nature of work habit; the ethics and civics of development, public service & environment; the relationship of democracy and good governance; the actors, merits & demerits, challenges of globalization; and the place of our country in the field of globalization as well as fundamental human rights and major issues of development.

In the quest to consolidate the democratic process in the country and enlighten citizens in their right and obligations, since 2002/03 the curriculum of civic education was revised and a new Civics and Ethical Education, which is based on major social values, is adopted across the grade levels

Chapter Three

III. Research Methodology

a) Introduction

In order to analyze the role of civics and ethical education in shaping the attitude of students, this study developed a research methodology. This section provides an overview of the study's research approach which lays within the mixed methods strategies. The chapter discusses procedures and activities under taken, focusing on namely the study's research design, questionnaire design, data collection, sampling strategy, data processing and analysis and instrument development. Besides, the section deals with a discussion on the ethical issues and the study area profile.

b) Description of Study Area

The research was carried out at Jimma College of Teacher's Education, Jimma town, Oromia National Regional State, Ethiopia. Jimma College of Teacher's Education is located in jimma town which is 345km west of Addis Ababa (the capital city of Ethiopia and Oromia). Jimma College of Teacher's Education first established as teacher's training institution in 1969 and became Jimma College of Teacher's Education in 1977; and is one of the oldest higher learning institutions in Ethiopia. It is running as a collage of teacher education and 12 academic departments clustered under five educational streams. At this academic year the college has a total of 3490 students. The reason for selecting the site is that the researchers' familiarity with the area is considered as an additional advantage to conduct fieldwork in the area. The researcher know about the background information of the area, the language, the culture, and tradition of the people makes it easier to work in the college community and additionally no civic and ethical

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education study has ever been conducted on the area under the proposed title. Because of this the researcher also motivated to select the site.

c) Research Approach

Research design is the blueprint for fulfilling research objectives and answering research questions (John A.H. et al., 2007:20-84). In other words, it is a master plan specifying the methods and procedures for collecting and analyzing the needed information.

The same authors discusses three types of research design, namely exploratory (emphasizes discovery of ideas and insights), descriptive (concerned with determining the frequency with which an event occurs or relationship between variables) and explanatory (concerned with determining the cause and effect relationships).

For this particular study, the researcher employed descriptive research. As Creswell (2003, p. 153) stated that the purpose of descriptive survey is to generalize description of trends, attitudes, or opinions from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of this population.

According to Mark et al. (2009:101cited in Gemechu A, 2014) mixing qualitative and quantitative approaches gives the potential to cover each method's weaknesses with strengths from the other method. In this study, a combination of qualitative and quantitative approaches of doing research was employed, which has been practiced, as recommended by Creswell (2009:203-216).

Moreover, as noted in Fowler (1986) it is also reasonable to use descriptive survey designs because of its benefits such as the economy of the design and the rapid turnaround in data collection and identifying attributes of a large population from a small group of individuals. Therefore, it is logical the researcher to apply descriptive survey method for this study.

d) Strategy of the study

The main objective of this research was to investigate the role of civic and ethical education in shaping attitude of Students' at Jimma college teachers' education. To realize this purpose, descriptive study method was implemented. Data were gathered from the 231 college of student- teachers, 6 members of student council and 27 instructors from social science and education streams. Two hand red thirty one students and twenty seven instructors were participated in filling the questionnaires respectively. Moreover, six student councils and eight social science stream teachers were conducted interviews. The participants for the interview and for the questionnaires were selected purposely based on their willingness, responsibility, and cooperation, competitiveness (maturity and assertiveness for students).

e) Target population

The target population of this particular study was 3rd year regular students of Jimma college of teachers' education. This selection is purposively done because the third year students have longer experience in college learning and have the maturity to fill the questionnaires and interviews.

f) Sample Size

The selection of one section from each stream among the existing classes was done purposely. From the total of 550 3rd year regular students only 231 students can properly represent the whole population and helps the researcher to explore the issue adequately.

g) Sampling Techniques

The selection of one section from each stream was done by random sampling technique. Because producing data for the descriptive survey should be done through giving equal opportunity to all sections.

h) Inclusion / Exclusion criteria

i. *Inclusion*

All 3rd year regular students of Jimma College of Teachers' Education from all departments.

ii. *Exclusion*

Evening, summer, first and second year regular students as well as those who refuse to give informed consent.

i) Sample size determination

Stratified random sampling was used to get information from the third regular students. This technique is preferred because it is used to assist in minimizing bias when dealing with the population. With this technique, the sampling frame can be organized into relatively heterogeneous groups (strata) before selecting elements for the sample. According to Janet (2006:94), this step increases the probability that the final sample will be representative in terms of the stratified groups. The strata's were the streams including: social science, natural science, education, and language students.

According to Catherine Dawson (2009:54), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled.

In order to determine sample size Yemane (1967) finite and large population sample size formula with 95% confidence level is employed. The formula researcher used to obtain this sample size is presented below.

Where:

n= Number of sample taken N= Population size

e = sampling error /level of precision =0.05.

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Accordingly the target population results, the following samples.

Sample

$$(n) = 550/1 + 550(0.05)^2$$

$$(n) = 550/2.375$$

$$(n) = 231.57$$

j) Data Sources

Major data sources of this study were Jimma college teacher education third year regular students. Both primary and secondary sources were employed. Major data sources of this study were students and teachers from the college.

k) Procedure for data collection

Prior to the commencement of the programme, permission to conduct the study was sought from College dean. Thereafter, the participants‟ consent was sought and obtained. They were equally assured of secrecy and confidentiality. Two instruments were used in the study, namely: questionnaires, structured interview and archive review.

l) Data collection instruments

In this study, multiple approaches of data collection were used both for quantitative and qualitative data collected. The data collection tools used was close ended questionnaire, semi- structured interview and observation.

Questionnaires:

Two sets of questionnaires were used. One set of questionnaires was administered to teachers and the second one was administered to students. Although 231 questionnaires had been distributed to students and 227 were returned. Out of the 27 questionnaires distributed for the social and educational teachers, all 27 were returned. This made it possible to collect more than adequate information and opinions from the respondents within a short period of time.

Interviews:

Face to face interviews were given to 10 social science steam teachers and six College student councils. The interviews were used because of their advantages over questionnaires especially to allow the researchers to probe for particular responses, clarifications and confirmations of information from the respondents.

Observation:

The archive document of the registrar office was observed by the researcher to identify the student-teachers progress in their civic performance.

m) Data analysis

Descriptive analysis was used for the demographic characteristics of the participants and to present the participants‟ responses on their continuous assessment practices. All the information from the questionnaires was entered into Microsoft excel databases. The Microsoft excel program was used to generate descriptive statistics, graphics, tables and charts. The interpretation of the descriptive statistics made it possible to make appropriate inferences in terms of determining the influence of continuous assessment strategies to students‟ performance.

The researcher was prepared the Questionnaires for students and teachers depend on the role of civic and ethical in shaping the attitude of students for college students. Close-ended and structural questions developed by the researcher and questionnaires will be distributed to the target sample of the study

n) Data Processing

The method of data processing in this study was using the Statistical Package for Social Science (SPSS) version 20 was used to analyze the data obtained from primary sources. Descriptive statistics specifically; percentage, table and charts. In the data processing procedure editing, coding, classification and tabulation of the collected data was used. Data processing has two phases namely: data clean-up and data reduction. During data clean-up the collected raw data is edited to detect irregularities, errors and omissions in responses and checking that the questions are answered accurately and uniformly. The process of assigning numerical or other symbols came next which was used to reduce responses into a limited number of categories or classes. After this, the processes of classification or arranging large volume of raw data into classes or groups on the basis of common characteristics were applied. Data having the common characteristics was placed together and in this way the entered data were divided into a number of groups. Finally, tabulation and pie charts will be used to summarize the raw data and displayed in the form of tabulation for further analysis.

o) Instrument development

Basically, the instruments were developed based on the objectives of the study and research questions. The principles of questionnaires such as, use simple and clear languages, statements should not be too long and use of appropriate punctuations is also considered when developing the instrument. Based on the above principles the researcher wants to develop questionnaires in order to obtain good information from the participants.

p) Design of the Instruments

The instruments were designed in such ways that can strength the viability of the study. The questionnaires was designed both in English and Afan Oromo. The purpose of translating from English to Afaan Oromo is to utilize those who cannot clearly understand English language so that respond easily.

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q) Validity and reliability

In order to ascertain the validity of data collection instruments, expert opinion was sought from the teachers, and peers on face, content and format of the questionnaires, interviews and group organization. Consultations with the teachers, peers helped to identify errors and offered the opportunity to modify and improve the instruments. Also to determine the validity and reliability of the research instrument, a pilot study was done in one of college section that did not participate in the actual study. Following the pilot study, more errors were identified in the instruments. Drawing on the expert opinions from the teachers and peers appropriate corrections were made on the instruments. Thereafter, all instruments were administered by the researcher and collected immediately.

r) Instrument of Validity

Validity of research instruments ensure scientific usefulness of the findings arising there of (Serakan; 2003; Nachmias 1996). Validity of the instruments is critical in all forms of researches and acceptable level is largely dependent on logical reasoning, experience and professionalism of the researcher (Cooper, 2008). To uphold content validity, the researcher would discuss the contents of the questionnaires with the co-worker before going to the field. These were ensuring that vague and unclear questions would be eliminated or corrected. A piloting would be done on the third regular students of the studying area. The data obtained during pre-testing would be analyzed and the results were used to develop road map of the main research.

s) Instrument of Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. Training will be given for enumerators to ensure quality data is collected.

Pilot-testing of the tools will be done immediately after the training in order to make the instrument reliable. Nachmias and Nachmias (1996) notes that pilot-testing is an important step in the research process because it reveals vague questions and unclear instructions. It also captures important comments and suggestions from the respondents that enable the researcher to improve efficiency of instruments, adjust strategies and approaches to maximize response rate.

t) Ethical considerations

All the research participants included in this study were appropriately informed about the purpose of the research and their willingness and consent was secured before the commencement of distributing questionnaire. Regarding the right to privacy of the respondents, the study maintained the confidentiality of the identity of each participant. In all cases, names are kept confidential thus collective names like respondents were used.

Chapter Four

IV. Results and Discussion

a) Introduction

This study is aimed at assessing the role civics and ethical education of shaping attitude of students in teacher training institution of Jimma College. In doing so, the research would try to point out problems encountered in the implementation of the subject matter. Under this section both quantitative and qualitative data analysis techniques were employed. Descriptive data analysis techniques i.e. frequency counts and percentage were employed in order to analyze quantitative data. Besides, the qualitative data was thematically analyzed through description.

Table 4.1: Demographic Features of the Study Population

	Natural science			Social science			Education			Language		
	Sex			Sex			sex			sex		
	M	F	T	M	F	T	M	F	T	M	F	T
	130	100	230	50	70	120	46	54	100	45	55	100
Total			230			120			100			550

Source: From vice dean

Analyze the data obtained from the study population; the study employed the following tools like: observation, questionnaire and structured interviews with college instructors and graduate student-teachers.

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b) Results of Observation

The researcher observed the registrar office to identify the students' progress of civic performance. The observation of the archive documents of the registrar office shows the individual results of students at the third year is by far better than that of first and second year achievements of 2015. For instance, exam records and other activities of the college students were viewed. Classroom observation was also conducted so as to understand the extent of ethical issues during their learning. So this finding was supported Margaret study of (1998) since the aim of civic and ethical education has broader base the future trainees profile should satisfy these goals only if we able to measure impacts of the course in order to adjust our trainings resources.

The study was also able to observe the co-curricular activities of student-teachers in the college. The main purpose of co-curricular activities in the college was promote and demonstrate good citizen ship in the college. The co- curricular activities observed in the college by the researcher were: planting of trees, cleaning college environments, supporting the poor, have discussions of social and political topics in an open classroom climate, discuss current events. In addition to the above practiced activities the students also study issues about which the student cares.eg. HIV/AIDS, participate in after-school activities (e.g. kebele associations, supporting adult education program).

The observation results of co- curricular activities more or less of shows progress in the college. Especially, the activities like: planting tree, participation in clubs like civics and HIV/AIDS cleaning college environments participation indicated a remarkable progress. As (Amadeo et al., 2003; Torney-Purta et al., 2001) reported student participation in a school council or a student parliament clubs was also a positive predictor of civic knowledge and engagement in the IEA CIVED study (Amadeo et al., 2003; Torney-Purta et al., 2001).

c) Results of interview

i. *Results of Interview Obtained from Social Science Stream Teaching Staff*

As far as the question,–How do you feel about the role of civic and ethical education and efforts done to cultivate students' moral or ethical behaviorl? All research participants from social science teaching staff responded that civic and ethical education is very important course in shaping attitude of student-teachers during their stays in our campus. Study conducted by USAID(2002), Confirmed that civic education plays pivotal role on learners in comprehending and practicing key aspects of democratic behaviors and attitude.

According to John Hirst, and Chair (2005), school in which students have the opportunity to participate in decision making in an organized, structured way, such as through student representative councils, are reinforcing students' civics and citizenship knowledge, and having a positive effect on their attitudes towards civic participation in the wider community. While students might acquire civics and citizenship knowledge and understandings in the classroom, these understandings are incomplete without an avenue for practice and an opportunity to apply them in authentic situations.

On the other hand, regarding the question –What are the best possible ways to have better understanding of civic education?‖ Study participants indicated the following possible ways to have better understanding of civic education like: enhancing awareness of college student- teachers, providing periodic training on civics and ethical education mission, promoting debate on varied topics particularly; current global issues and developing check list to assess students understanding.

According to USAID (2002, 12-13) the climate for teaching and learning civics is of tremendous significant. Recent studies found that most effective civic education is provided when sessions are frequent, methods are participatory and teachers are knowledgeable and inspiring

It was also supported by the finding report of research-based "proven practices" of Guardian Democracy: The civic mission of schools includes the practice of "discussion of current events and controversial issues: schools should incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives" (Campaign for the Civic Mission of Schools, 2012).

For more understanding, formation of civic and ethics clubs and working in clubs and working to upgrade their skills. The other concern was observation of students' daily life and concealing about values to be practiced are: - tolerance among each other, avoiding bad behavior and considering the civic and ethical education as independent field of study that can be help full to graduate student-teachers. Like other analysts, Kerr (2003, p. 8 cited in Bernadette L. 2007) emphasize the contemporary society; key concepts…including democracy, rights, responsibilities, tolerance, respect, equality, diversity and community; and the dimensions of knowledge and understanding, skills, attitudes and values.

Regarding the question on the major ethical problems of student-teachers, research respondents discussed that students yet do not focus on discharging their responsibilities instead claiming their rights most of the time. And yet cheating exams, coping assignments, lack of showing respect to their teachers, and lack of commitment in their learning activities are some of the major problems showed on students. As a member of this society, student-teachers were observed

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by instructors to have the following problems in improving their social skills like, lack of willingness to learn study hard, lack of vision of their future life, lack of commitment to achieve better knowledge, lack of rational thinking and being able to be ethical.

Unrespecting the rules and regulations of the college and associate practices such as, cheating exams, coping assignments, indiscipline causes and some attitudes problems, in ability to show respect to their teachers and lack of commitment in their learning activities and study.

Over all the social science stream instructors have positively believes have the contribution of the course in training primary school teachers. In spite of the progress achieved, there are still approaches needed to upgrade the effects of civic and ethical training either to be included in curriculum or offered to students as supplementary materials. The researcher considers, achieving these goals (like periodical training workshops, facilitating debate and panel discussions on current issues requires addition efforts the teaching staff and support of management.

The ethical problems of our trainees are many and may take longer time to avoid it forever. This is because problems like cheating and coping were bad practices developed since their high school classes. Never the less, the college, as a higher education institute should continue the teaching of these bad acts of students as quick as possible.

ii. *Results of Interview Obtained from Members of Students' Council*

All most research respondents have underlined that, the civic and ethical knowledge and practice of college students were significantly shown progress. The contribution of the course is really better as it is the only subject to deal with teaching of democratic and ethical values.

As the students' council interview result indicated the civics and ethical knowledge and practice of college students were significantly shown progress the same findings of Apple and Be1ane (1995, 1999) that shows civic education benefitted young people both in and out of school. As in schools students should be given the opportunity not only to learn about but to experience democracy. Schools and classrooms must reflect the democratic society to be created. Different concepts of democratic citizenship are translated into learning via the knowledge, skills, values, and attitudes that are promoted and practiced in schools and classrooms.

As far as ethical problems are concerned research participants outlined that most students recognize their rights and never worry about their responsibility. Some did not even able to respect the college's rules and regulations as they commit acts like cheating exams answers; plagiarizing assignments…..etc. Few students were accused because of lack of punctuality on their lessons. A significant number of students unable to practice values of civics and ethical education because they consider that, the purpose of the course only serve the current government. Some student-teachers lack awareness about benefits of the course due to which they own lower recognition. Birhanu Jibril (2012) finding result shows students to over protect their rights without respecting the common goods of the society and neglecting their responsibilities.

This was supported by Freida M'Cormack (2011), the instructors' most commonly used tools in the civic education to facilitate the participation students: seminars; training the trainers; peer- to-peer learning; workshops; focus Group discussions; role-plays; radio and television; information technologies (blogs, internet forums); and other informal teaching and information sharing methods.

Student councils should be far more than the social planners of the school; they should instead stimulate and engage large numbers of students in school and community service activities and provide a forum for student voice on questions that impact the students.

d) Results of questionnaires

i. *Result of Questionnaire Obtained from College Teaching Staff on Moral and Civics values of student-teachers*

Among the sampled 27 college instructors, on the question, do student-teachers respect rule and regulations of teachers college?‖ Accordingly, 3(11.1%) of them considered that student- teachers are not respecting the rules and regulations of the college and 22(81.5%) of college instructors responded that student-teachers of the college have practiced obeying the rules and regulations of the college. This implies that the majority of the teaching staff confirmed rules and regulations of the college are respected. Therefore, it is possible to infer that civics and ethical education values improved students' behavior.

Regarding attitudinal change of students is concerned, study participants responded accordingly, 8(29.2%) of them considered that there is no attitude change during their stay in the college, in contrast 6(22.2%) instructors also accept there is attitude change of students during the past three years and 11(40.7%) of majority college instructors did not mention anything positive about student attitude change. Therefore, 8(29.6%) of instructors said positive words about the change in attitude of students. Although the percentage is below expectation someone cannot deny the slow of attitudinal change towards improvement.

Regarding the result obtained from the instructor on attitudinal change of students was

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contradicting with the finding result of BHRT (2001) civics and ethical education play great role in attitude change of the students in Ethiopia and many other countries like the United states of America, China, African and middle east countries, and it also serve as a way of cultivating good citizens. Kerr (1999) states that, civic prepares young people for their roles and responsibilities and for the challenges and uncertainty of life through provision of relevant education.

Regarding patriotic feelings of students,12(44.4%) of college teachers considered that students have good feeling of their country, 8(29.6%) of the teachers considered that students lack of good feeling about their country and then 7(25.9%) of college instructors were in undecided position to say good or bad about their students love of country.

Although 12(44.4%) of instructors observed their trainees have good feeling of motherland, a lot of work is expected from civic education to work on this matter. The current data shows that students have developed patriotism. Whatever the life situation and lower consideration given to teachers, love of mother land remains the issue should not be eroded.

According to Jamieson, K. H. (2013), Americans have expected schools to prepare future citizens, nurturing in children loyalty and common values and forging from them a strong national character.‖ Among the implications of these arguments is the notion that the classroom is both the training ground for democracy and the incubator of its leaders.

A classroom environment that supports the open discussion of political and social issues has been demonstrated to enhance the positive effects of civic education (Campbell 2005; Niemi and Junn 1998; Torney-Purta 2002). Through deliberative interactions with their peers and teachers, students are able to gather knowledge about the political process, engage in careful reasoning about policy issues, and practice skills in debate and argumentation (Hess and Posselt 2002).

Regarding students‘ democratic outlook of the student-teachers is concerned, 11(40.7%) college instructors answered that the democratic outlook of college students was not changed or improved and 9(33.3%) college teaching staff accepts that student-teachers have improved their democratic outlook.

Regarding the trainees vision, 14(51.8%) of college instructors considered that student-teachers have ethical problems to lead better life in the future. 7(26.9%) of the teaching staff believes that graduating students have ethical values to lead their future life. But most of respondents 14 (51.8%), feel that managing future life our trainees still remains unethical. Therefore, graduating students require further advice so as to able they act independently at their work place.

The result of the researcher supported by the study of Avery (2003) on the inadequate preparation of students who live in the rapidly changing and increasingly independent world. Students need more exposure to topics such as: international affairs, globalization and economic and political systems around the world. At least an awareness of the world in which these young people will live requires them to have an understanding of nation-states, international law, and human rights.

On the question, students‘ ability to fight against vice 11(40.7%) of college instructors replied that few student-teachers are not in a position to avoid a Vice character but 6(22.2%) of the teaching staff accepted that student- teachers have the ability to avoid vice character. This shows that, the trainees‘ ability to fight against vice character in the college progress was not interested. So, still need effort student-teachers who are not in a position to avoid a vice character.

College instructors considers that 7(25.9%) of the graduate students do not accept their weakness and 13(48.1%) of the teaching staff believe that graduate students can accept their weakness. Majority of the respondents confirmed that graduate students have the behavior of accepting their own weakness which is a good quality of a person to improve themselves.

In nutshell the whole, college instructors justified in their responses that six out of nine values were well practiced and students‘ knowledge have improved. Student-teachers respecting rule and regulations of teachers college, attitude change, manner less and carless college students, student-teachers good feeling about their country, graduate students , democratic out look of the student-teachers and knowledge of students about their.

The remaining three change in democratic outlook, students‘ knowledge to manage their future life independently and ability to avoid bad character were the areas require attention of civic education department. This finding result on moral and civics values of student-teachers relatively similar to the findings of Meira (2011) taking civics courses boosts civic knowledge. Studying of civics can strongly enhance knowledge of that topic when the curriculum and teaching conform to best practices. Some programs have positive effects not only on the children who participate, but also on their parents, who demonstrate increased discussion and media use at home when their students have higher civic knowledge.

Furthermore the idea of Patrick (2006) on the teaching of human rights goes hand-in-hand with high quality civic education was somewhat support the results of the finding. ‖The idea of human rights is best taught within a conceptual context that enables the learner to understand how it is connected to other core concepts in the theory and practice of representative democracy, such as democratic elections, constitutional government and the rule of law, citizenship, and civil society"

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According to Seyoum, (1996) civics and ethical education has a great role in attitude change of the students in Ethiopia and many other countries like the United states of America , China , African and middle east countries, and it also serve as a way of cultivating good citizens(Ibid). In Ethiopia, it is playing a great role in producing good citizens, who understand properly the problem of their country, understand the citizenry obligation to make personal contribution equipped with good ethical and democratic culture. In shaping citizens to the best of this purpose, it is the obligation of any government to acquaint his citizens with good civic and ethical values, knowledge and skills

However, college teachers rated that students democratic outlook is not improved it is valueless and also denies their lawful participation in college day to day activities. On the other side, the researcher could not reject the effort required to inculcate democratic values in minds of future graduates. The observation done by instructors on the knowledge of students of managing their future life was not also satisfactory.

But here the college teachers rated that students democratic outlook is not improved it is valueless and also denies their lawful participation in college day to day activities was contradicting with the studies of McDevitt et al. (2003) shows that engaging students in classroom civics discussion and having students encourage others to vote were the most effective at promoting involvement in politics.

Classroom political discussions also appeared to correlate with increased civic knowledge. In turn, civic knowledge encourages civic action. Young people, who know more about government are more likely to vote, discuss politics, contact the government, and take part in other civic activities than their less knowledgeable counterparts. This holds even when the researchers controlled for income and race, showing that as powerful as socioeconomic factors are, civic learning can increase the knowledge of all students. While citizens master civic skills throughout their life, early learning experiences are thought to be especially important in terms of developing support for democratic norms.

ii. *Results of Questionnaire Obtained from Students on moral and ethical values*

Table 4.2: Results of Questionnaire Obtained from Students on moral and ethical values

No	Positive Items	Frequency	Percentage (%)
1	The importance of justice for all	231	100
2	A good teacher should be equipped with high ethical and moral values	229	99.1
3	Active participation in election	227	98.4
4	Tolerance to lying and opportunist person	226	97.8%
5	Having love of teaching profession	226	97.8%
6	Respecting rules and regulations	225	97.3%
7	Ability to accept weakness and become open	222	96.1%
8	Equality of all men before law	221	95.6%
9	Change in moral development	220	95.4%

Source: students' respondents, 2016

The above table indicates that the overall assessment of moral and ethical development of college students shows that out of 21 ethical and moral values listed the performance of student- teachers were good in practicing 17 of them . The result obtained from students on moral and ethical values that listed the performance of student-teachers were good in practicing of seventeen of them was related to the idea of Akalewold (2005) which deals civics and ethical education values cultivates student's character positively by teaching about morality and also enable them to discharges their responsibilities to the best of their capability.

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Furthermore, MOI(2002) study teaching of civic and ethical education values had a great role to produce ideal citizens i.e. to inculcate in students mind all the qualities of an moral and ethical citizen who:- believes in equality of opportunity for all people, respects values & defends basic human rights, respects law and its various agencies, understands democratic principles, put general welfare above individual interest, exercises his right of vote freely, accept his civic responsibility and discharges them to the best of his/her capacity, realizes the necessary connection of education and democracy, assumes a personal responsibility for the wise use of natural resources and understands cultures and ways of life other than his /her own, supports all efforts to prevent war, but is always ready to defend his/her mother country against tyranny & aggression cultivates qualities of character & personality that requires a high value in his/her character, recognizes taxes as payment & pays them promptly, is responsible family member & assures his /her full responsibility for maintaining civic standards of his/her neighborhoods and community.

But from 21 ethical and moral values listed above four of them were not practiced like: lack of ability to lead oneself life independently, no reaction to few manner less and hop less students and no reaction to shame full, care less and low grade scoring students. The research supposes the reasons for poor implementations of remaining four values as follows.

The graduate student-teachers fear of ability to lead their life independently might association with current life condition and may not be removed simply with teaching efforts. Many more students remained independent to few manners less and hope less in their education because motivating these groups of people is fire some and requires plan full approach of instructors. In order to, change the attitude low scoring students the assessment techniques of instructors must be power full and able to correct manner less and care less students. The significant numbers of students feel that they don't have still identified what they can do in their life. Preparing the future life is the duty of the college and the data gained from this research would help up to design a new approach in changing such attitudes. Finally, the students were able to identify several positive and few negative values practiced in college.

iii. *Contributions of Civics and Ethical Education in JTCE*

Table 4.3.3: Contributions of Civics and Ethical Education in JTCE

No	Items	frequency	Percentage (%)
1	Freedom of religion	222	96.1%
2	Secular education	207	89.6%
3	Practice democratic election	181	78.3%
4	Having legal representative	175	75.8%
5	Equality of girls	134	58.1%
6	Transfer of power through democratic election	103	44.6%
7	Freedom of expression and the right to assembly	96	41.4%
8	Equal opportunity of peoples and culture	70	30.3%

Source: own survey, 2016

From the above table, table 4.2 it is possible to understand that civic and ethical education contribution among the college student-teachers. Regarding to measure the contribution of civics and ethical education in JCTE on the issues of freedom of religion 96.1% of respondents confirmed that every student has freedom to go to his/her own choice of religion place and 89.6% of the student-teachers also confirm that there is no intervention of religion in education sector.

The result which is given by respondents supported by the finding of Democracy in brief report (2006), which deals all citizens, should be free to follow their conscience in matters of religious faith. Freedom of religion includes the right to worship alone or with others, in public or private, or not to worship at all, and teaching without fear of persecution from government or other groups in society. All people have the right to worship or assemble in connection with a religion or

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belief, and to establish and maintain places for these purposes.

Like other fundamental human rights, religious freedom is not created or granted by the state, but all democratic states should protect it. Although many democracies may choose to recognize an official separation of church and state, the values of government and religion are not in fundamental conflict. Governments that protect religious freedom for all their citizens are more likely to protect other rights necessary for religious free- Rights and Responsibilities Democracy as hope(ibid).

In terms of the practice of democratic election and an association to represent or claim their demands to the administration 78.3% of them believed that every college student had the opportunity to practice democratic election and 75.8% of the respondents consider that college students have an association to represent or claim their demands to the administration. Center for Civic Education (2006) describes further democratic values include the expectation to be treated fairly, to have a voice in decisions of governance, to work with others to achieve common purposes, freedom of expression, respectful treatment, political equality, and freedom from fear. Democratic principles might include freedom of speech, distributive justice, due process, free and open elections, the freedom to assemble, freedom of religion, freedom of the press, and viable channels of input to governing bodies. International agreements on war crimes, suppression of slavery, genocide, human rights, rights of women, and rights of the child set the standards for democracy in the world today(ibid) .58.1% of student-teachers consider that girls have used their opportunity to participate in social activities 44.6 of the respondents suggested that the way power transfers from one to the other students council is not through democratic elections and. On the other hand, 41.4% below half of the respondents responded college students have freedom of expression and right to assembly in the college campus to discuss up on their own issues.

Additionally, 30.3% of the respondents considered that student-teachers have no knowledge about equal opportunity of peoples to their cultures.

Based on the respondent; response the contribution of civics and ethical education in JCTE results indicated on some values were a great improvements. But in rare case, on few civics values it need efforts to come up with well performance. These values like: equal opportunity of peoples to their cultures, transfer of power through democratic election, and freedom of expression and the right to assembl

Therefore, from these results, it is not difficult to generalize that benefits or contribution of civic and ethical education values in JCTE that could enhance student attitude and participation in the teaching learning process of civic and ethical education.

Summary of Benefits Gained from Teaching and Learning Civics and Ethical Education

1. Freedom of religion	96.1%
2. Secular education	89.6%
3. Practice democratic election	78.3%
4. Having legal representative	75.8%
5. Equality of girls	58.1%
6. Transfer of power through democratic election	44.6%
7. Freedom of expression and the right to assembly	41.4%
8. Equal opportunity of peoples and culture	30.3%

Source: Ranked own data, 2016

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In the same vein, respondents were requested to rate the extent to which the student had reflected democratic values of civic and ethical education in their day-to-day activities. Their response is summarized in the following figure.

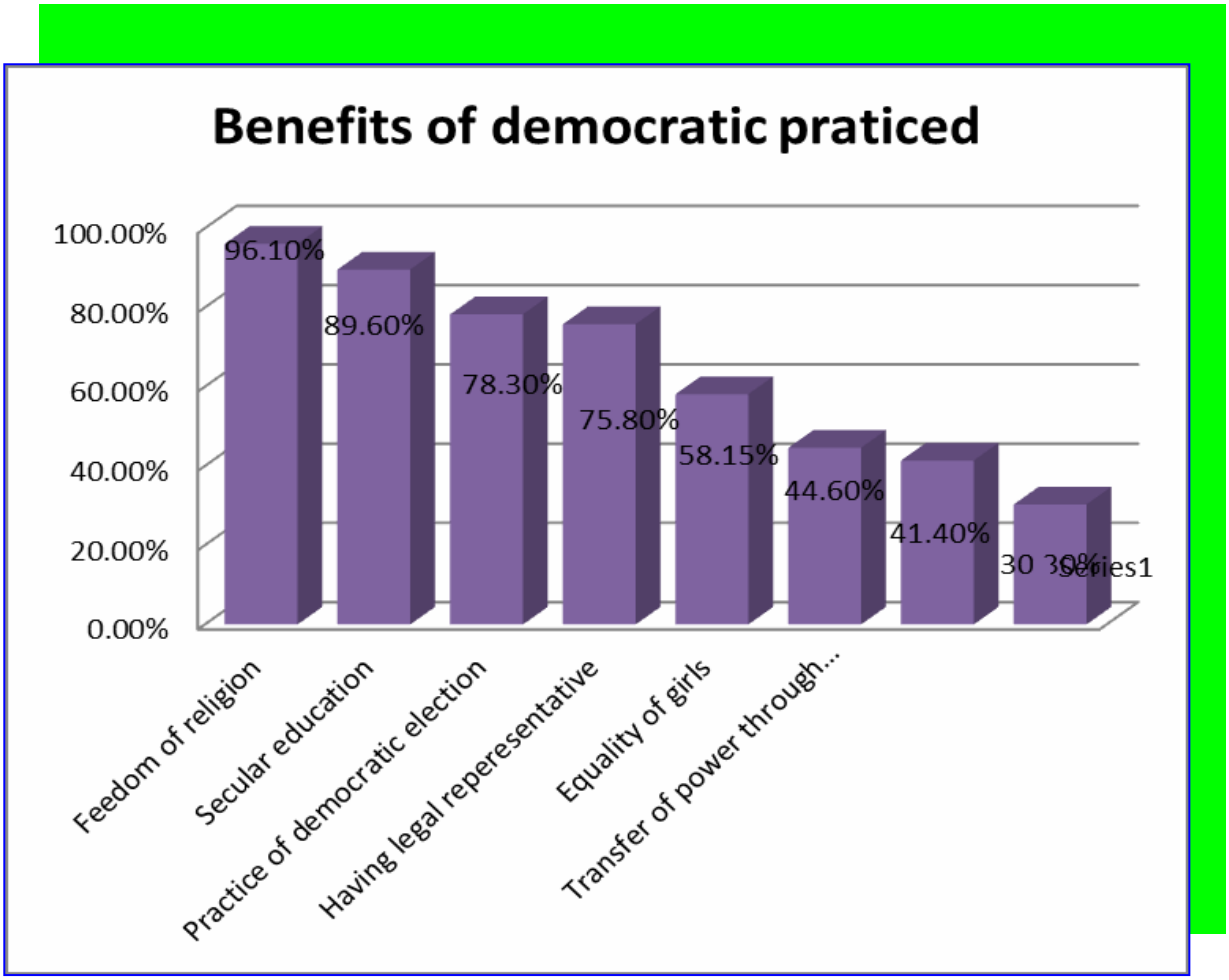


Figure1: students responses on benefits gained from teaching and learning civics and ethical education

iv. *Perception of Democratic Values of College students*

Table 4.3.4: Perception of Democratic Values of College students

No	Items	Frequency	Percentage (%)
1	Respecting and defending the right of others	231	99.56
2	Importance of cooperation	226	97.8

Source: own survey, 2016

As depicted in 4.3, the overwhelming majority of student-teachers (89%) rated that the overall status of democratic values practiced or implemented in teachers college was high. Especially, the democratic values well practiced by the college students were; respecting and defending the right of others , cooperation, accountability to people, resolving disputes through discussion and tolerance to others culture.

Therefore, from these data it is possible to conclude that democratic values practices grass rooted in college. This finding is consistent with the finding of David Brown (2010), valuing and providing opportunities for active, democratic participation in the classroom assists students in making connections between their participation and their understanding of democratic processes. It also assists with the socialization of

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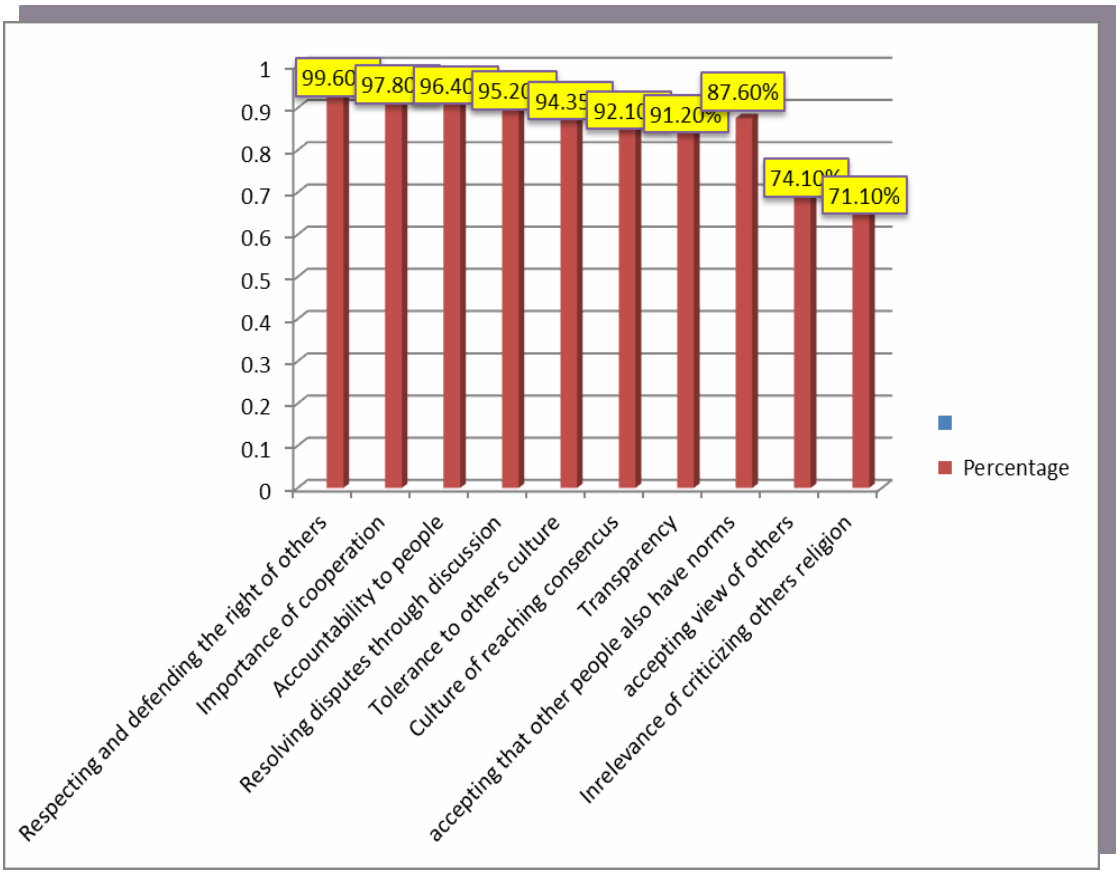
students into an ethic of cooperation, encourages respect and gives them responsibility for their learning.

In similar way the findings of Tigran .T and Marcie .T (2008) on civic education should not only help students to enhance their civic knowledge, but also develop civic skills and promote the fundamental principles and values of democracy. The students' attitude was explored towards the civics course as what percentage the civics course represents knowledge, skills and abilities, or values.

Findings of Ross (1997)also indicate that democratic values were practiced in school curriculum was prepared students to learn and function in diverse social circumstances; learn how to reason; identify and solve problems; work in teams and collaborate with others1; develop research and critical thinking skills, understand responsibility , develop leadership, learn tolerance, and how to coexistence, and respect others . Since the primary purpose of social studies and civic education is to instill in students the knowledge, skills, and values for active contribution in society.

The significant number students feel that they don't have still identified what they can do in their life. Preparing the future life is the duty of the college and the data gained from this research would help up to design a new approach in changing such attitudes. Finally, the students were able to identify several positive and few negative values practiced in college.

On the other hand, according to Dawit (2006), in participatory democracy, it is believed that society has a common bond & mutual interest in which both collective & individual rights are fulfilled. It involves the creation of obligatory demands, social sense of interdependent & recognition of political responsibility.



Source: Ranked own data, 2016

Figure 2 data obtained from students through questionnaires on democratic values which practiced in the college. As illustrated in Figure 2 the majority of respondents' student-teachers (89%) rated that the overall status of democratic values practiced or implemented in teachers college were high. This figure clearly shows the democratic values which practiced in the college with the ranking order. These data were consistent with the quantitative data obtained through questionnaires'.

Chapter Five

V. Summary

This section deals with the presentation and interpretation of the data collected from Jimma College of Teacher Education on the role of civic and ethical education in shaping of students attitude.

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As any educational institution, the college civic instructors have to assess the role that civics is now playing in teacher training. With their age maturity and level of learning student-teachers knowledge of civics is improving, since the course is given for all as a common course and some major in civics. But the broader and deeper civic and ethical education will be helpful for graduate students. This is because the primary school teachers are the first people to introduce civics for children. Cultivation of good citizen begins there. The understanding and performing's our responsibilities at the college level would improve quality of our training.

The impact of civic and ethical education on students-teachers of the college is great because, regardless of restrictions in local society, there is wider opportunity for each individual to discuss, ask and get relevant answers in classrooms. The public discussions conducted at main hall ended up in preserving the rights and advantages of the majority. Thus, one can say that the civic education enabled college graduates on becoming civic minded.

Civic and ethical education course was designed to help students to become effective citizen that can benefit the society. For that, all principles and values were included in college curriculum to produce quality teachers, who shoulder all responsibilities and duties in college.

In addition to the above points the study on the role of civic and ethical education in preparation of teachers at Jimma teachers college helped to advance the followings: The core values of civics and ethics enumerated and addressed to students and instructors after which rating was done. The results gained prove that respondents have knowledge in these area and opportunity for practice it. The processed data confirms that most of the values are well practiced due to which it is possible to consider definitely there is achievements A recent Chicago study implies public college students found that having good –the role of civic education learning‖ increase adolescents' commitment to civic engagement such as a learning about problems in society, learning about current events, studying issues about which one cares, experiencing an open climate for classroom discussions of social and political topics, hearing from civic role models, learning about ways to improve the community, and working on service learning projects‖ (Kahne & Sporte 2008).

On the other hand, in few of the listed values better results didn't found. Therefore, this provides information to the civic and ethical department instructors, where to focus, what efforts should be done so as to further support the effective teaching. It is hoped, that commenting and rating the strength and weakness of civic and ethical education by respondents, openly and objectively would be considered as positive out puts of the study.

According to Birhanu.J (2014) the civic knowledge of college students has gradually improved due to group works, classrooms presentation and individual activity in defining concepts and debate, developing speech on basis of their understanding. Though not measured, obviously, the culture of students' decision making on the right way was observed

The significant number students feel that they don't have still identified what they can do in their life. Preparing the future life is the duty of the college and the data gained from this research would help up to design a new approach in changing such attitudes. Finally, the students were able to identify several positive and few negative values practiced in college.

VI. Conclusion

From the foregoing discussions, it could be concluded that the measurements of democratic values practiced in college by graduate students' shows that the major achievement and short comings encounter the teacher training. Trainees are found properly discharging many of their responsibilities in the implementation process of civic and ethical education values.

In case of Jimma College of teachers' education, the course is offered to all student-teachers as common course and few take it as a major course. In addition to that varied civic activities take place in association with club activities, celebrations and elections. These have contributed a lot to wider practice of civic and ethical values in their stay for three years. Moreover, it is also assumed that, civic and ethical education is warmly welcomed by youngsters as it encourages them to be involved in all social and practical life of the society. Based on these facts the survey was conducted to measure the major achievement gained and short comings encounter the teacher training.

The researcher findings result on the civics and ethical values which practiced in the college is similar to some findings of other researchers. Gonzalo Jover (2006), which deals about civic and ethical education values is increasingly necessary in a global world in which it is not enough to possess knowledge: the world is continuously changing and developing, and people need to acquire skills and attitudes or capacities. For this reason, new perspectives and ways of putting moral and civic education into practice have arisen.

According to Gosa and Desta(2014), civics and ethical education prepares students for responsible citizenship and effective participation. It also makes them to involve in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

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The role of civic and ethical education was investigated and results achieved shows:

- College students know most values and tried to evaluate themselves
- In view of college instructors the knowledge and practices of students was described.
- In the whole, there is brooder understood of values created and of course few elements require farther attention and preparation of constructors.

In the same way Gary Hansen (2000) civics education hold the potential for changing key behaviors and attitudes in a direction that ultimately strengthens democracy. Program participants are more active in politics, are politically active at the local level, and know more about the basic features of their political system than non-participants. Civic education has less of an impact on changing values, but even core values, such as political tolerance and respect for the rule of law, changed under some conditions.

VII. Recommendations

In order to enhance the role of civic and ethical education in shaping students attitude, it is necessary to ensure that moral and ethical values among the college students. This can be accomplished through trainings and working on the promotion of society norms and values. According to Seyoum(1996)in Ethiopia, it is playing a great role in producing good citizens, who understand properly the problem of their country, understand the citizenry obligation to make personal contribution equipped with good ethical and democratic culture. In shaping citizens to the best of this purpose, it is the obligation of any government to acquaint his citizens with good civic and ethical values, knowledge and skills.

Respondents have also indicated that the following possible solutions to causes of lower level of civic knowledge and practices. The need for continues training on civic and ethical education for student-teachers as far as maximum behavioral change achieved. The other method to be employed should be formation of civics club in colleges, so as to promote students participation.

Finally, college instructors should arrange varied methods and resources to update their training styles. According to Levinson, Meira(2011) the most common form of student participation in school governance, student councils and clubs are laboratories for practical experiences in civics and the principles of democracy. This means encourage student participation in school governance that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes. To sum up, further research on this issue has to be conducted by concerned bodies to clearly point out the reason for the some failures of CEE to promote the behavior of student in understanding of their rights and responsibility and for the development of all rounded personality.

According to (Apple and Beane, 1995, 1999) in schools students should be given the opportunity not only to learn about but to experience democracy. Schools and classrooms must reflect the democratic society to be created. School councils, school clubs, community service and other forms of student involvement that genuinely engage students in problem solving and decision makes must be structured into school life. Schools could both draw on and support the efforts of civil society organizations to provide the opportunities for young people to experience and work towards creating a democratic society.

In schools students should be given the opportunity not only to learn about but to experience democracy. Schools and classrooms must reflect the democratic society to be created (Apple and Beane, 1995, 1999). School councils, school clubs, community service and other forms of student involvement that genuinely engage students in problem solving and decision makes must be structured into school life. Schools could both draw on and support the efforts of civil society organizations to provide the opportunities for young people to experience and work towards creating a democratic society.

The college instructors need to admit their weakness and be committed to help students develop ethical behavior. Fur there more all should be responsible for preventing those factors that affect students' moral behavior; especially the prevalence of cheating exam, using drugs and videos needs the intervention of the government. Generally, promoting students attitudinal/behavior change can be realized when the entire college communities are concerned and committed to work for ethical and attitudinal values. Especially, the instructors are primarily responsible in shaping the attitudes of the students. To sum up, the task of fostering citizenship values is not an issue to be left only for a group of teachers. That is, all teachers of the college including non-civic and ethical education teachers and support staff should play an important part in the process of implementing the subject (MoE, 2007; Taneja, 1990). Supporting this idea, Taneja (1990) has the following to say:

The responsibility of such citizenship education devolves upon every subject and every teacher on the staff. The teachers of language, mathematics, science, art, music, etc, have the supreme responsibility of inculcating among the trainees the values, ideals and skills of good citizenship (Taneja, 1990, p. 231).The college community should respect the rules and regulations of the school firmly. Teachers have to be models for their students by modeling the good behavior and enforcing the rules of the college.

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VIII. Acknowledgments

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Lists of Acronyms

CE Civics Education

ETP Education and Training Policy

FDRE Federal Democratic Republic of Ethiopia

IEA International Association for the Evaluation of Education Achievement JCT E Jimma College of Teachers Education

MOE Ministry of Education

NAEP National Assessment of Educational Progress

SPSS Statistical Package for Social Science

TGE Transitional Government of Ethiopia

UNESCO United Nations Education, Science and Culture Organization WPE Workers Party of Ethiopia

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Appendex-I

Interview questions to members of student council

Interview questions to members of student council on college students ethical and moral development while they stay in the college.

1. Please tell me the extent of moral development of college students?
2. Please tell me how far the ethical practices of college students improve?
3. Being the member of students‘ council, from your personal observation, what are the major ethical problems of students‘ teachers?
4. In your view, what are solutions to the ethical problems of youngsters?
5. How many students checked or given warning in the past years, daily due to, ethical problems?

Gaaffii Qomaa Bakka Bu'oota Barattootaaf Qophaa'e

1. Safuun kaadhimamtoota kolleejjii biratti hammam akka guddachaa jiru natti himuu dandeessa?
2. Amalli barattoota kolleejjii qabatamaan jijjiiramaa jiraachuu isaa natti himuu ni dandeessaa?
3. Amma miseensa bakka bu‘oota barattootaa kolleejjii taatee jirtutti waanta ati akka nama tokkootti rakkoo naamusa kaadhimamtootaati jettee yaadu maal maalfa‘iidha?
4. Akka kaadhimamaa bakka bu‘aa barattootaa taatee jirtutti rakkoo gama amalaan jiru furmaatta jettee kan keessu maal?
5. Turtii haga ammaatti kaadhimamtoota hangamtu Naamuusa irra dadarbuun komatamee akeekkachiisn itti kenname?

Interview Questions for Social Science Instructors

1. How do feel about the role of civic and ethical education and efforts done to cultivate students‘ moral or ethical behavior?
2. What are the possible ways to have better understanding of civic education?
3. What are the major Ethical problems of college students?
4. What are the solutions of the ethical problems students in the college?

Appendix-II

Questionnaire parts

Part- one

Questionnaire for college Students

- The purpose of this questionnaire is to obtain information with regarded to assess the moral and ethical development of college students. So, you are kindly requested to give your answers as genuinely as you can.

Thank you in advance for your cooperation

- Please put a mark with a tick ( ) what your opinion is with respect to each statement only one of the five alternatives (i.e. 5= strongly agree, 4, =agree, 3= Undecided, 2 = disagree and 1 = strongly disagree

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	Questions	Responses				
		Strongly agree(5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
1	As compared to my high school class I have better moral conditions or ready to agree with others students in college class					
2	My behavior remains as it was in high school classes					
3	I do more right things than wrong deals today					
4	A college student should be ethically and morally matured					
5	College civic education contributes a lot of moral development of students					
6	College education contributes a lot of ethical development of students					
7	I am not worried about wrong act and behavior of a college students					
8	It is acceptable to have few manner less and hopeless students					
9	I don‘t like to see a shame full, care less and low grade scoring college students					
10	A good teachers owns higher ethical and moral standards					
11	I have got opportunity to practice rule of law in the class					
12	I respect equality of every man before the law					
13	I consider that justice should be for all					
14	I am always ready to defend to sovereignty of my country					
15	I have good practice in fighting of corruption					

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16	I can actively participate in class election of student representative					
17	It is necessary to obey rules and regulations of college					
18	Every citizen of this country should work hard					
19	A young person should know what to do and become free from emotional decision					
20	The young should be lead himself independently					
21	I can tolerate the lying and opportunist individuals					
22	Accepting weakness and developing openness are two important things for our generation					
23	Teachers must love their profession and should be effective in teaching					

Part-two

The purpose of this questionnaire is to obtain information with regarded to measure democratic values of college students. So, you are kindly requested to give your answers as genuinely as you can.

Thank you in advance for your cooperation

Please put a mark with a tick what your opinion is with respect to each statement only one of the five alternatives (i.e. 5= strongly agree, 4, =agree, 3= Undecided, 2 = disagree and 1 = strongly disagree)

PART-THREE

Questionnaires for students

The purpose of this questionnaire is to obtain information through measuring the contribution of civic and ethical educ answers as genuinely as you can.

Thank you in advance for your cooperation

Please put a mark with a tick (what your opinion is with respect to each statement only one of the five Alternatives (i.e. 5= strongly agree, 4, =agree, 3= Undecided, 2 = disagree and 1 = strongly disagree.

The following questions focus on measuring the contribution of civic and ethical education improving knowledge and practices.

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	Questions	Responses				
		Strongly agree(5)	Agree (4)	Undecided (3)	dis agree (2)	Strongly disagree(1)
1	In the daily life of individuals and community cooperation is an important tool					
2	A college students should be able to accept the view of other people					
3	Student teachers must have a skill to develop culture of reaching consensus					
4	The culture of resolving despites peace fully is expected from student and teachers					
5	Any elected or assigned person should have accountability					
6	Leaders and top managers have to be transparent on their work					
7	I can respect the right of others and able to defend it					
8	I can tolerate others cultures of the students					
9	I can criticize others religion					
10	I believe that other people own some important norms and values					
11	I can participate in the Student network in the class					
12	I respect the dignity and freedom of every individual					

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	Questions	Responses				
		Strongly agree(5)	Agree (4)	Undecided (3)	disagree (2)	Strongly disagree (1)
1	Every one of the college student has freedom of religion and belief					
2	Every college students has participated in democratic election of the class representative					
3	Girls have equal opportunity to participate in all social life of the college community					
4	College students have no freedom of expression and right to assembly in the college to discuss their issues					
5	College students have an association that represent their demands and feelings to the administration					
6	The college students have never practiced transfer of power through democratic election					
7	College students do understand that religion cannot interfere in the sector of education					
8	The college students have no knowledge about equal opportunity peoples to promote their cultures					
9	I know that, every citizen is under the law					

Jimma college of Teachers Education Questionnaires For Respected College Instructors

General direction

Dear Respondents

Part-four

The purpose of this questionnaire is to obtain information on the contribution of civic and ethical education to improve knowledge and practices of college students. Thus, your genuine, professional opinion and timely responses are vital to determine the success of this study .Please note that the information you provide will only be used for this research purpose and all the information relieved will be kept confidential. To this end, you are kindly requested to contribute your own idea by filling in the questionnaires honestly and responsibly.

Thank you in advance for your cooperation

Please put a mark with a tick (✓) what your opinion is with respect to each statement only one of the five alternatives (i.e. 5= strongly agree, 4, =agree, 3= Undecided, 2 = disagree and 1 = strongly disagree The following questions focus on measuring the contribution of civic and ethical education improving knowledge and practices of college students. Please tick in appropriate column

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	Questions	Level of Agreement				
		5	4	3	2	1
1	Graduate college students are good at respecting rules and regulations of the college					
2	In their stay for three years, the behavior of college students significantly changes to the best.					
3	I have never seen a careless and manner less college students					
4	Our Students-teachers have good feeling of love of their country					
5	I believe graduates of this year love teaching profession and can be hardworking teachers in schools					
6	The democratic outlook and practices of college students has reached at high standards.					
7	The college graduates properly know what to do in their lives and are free fromdoing emotional decisions.					
8	Student teachers have ability to avoid bad characteristics like lying and being opportunists					
9	The graduates students luck the ability to accept weaknesses and developing openness					
10	College students have good experience in clubs and student‘s council.					

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