

The Roles and Challenges of School Curriculum Committee in the Implementation and Improvement of Curriculum in the General Secondary Schools of Habru District North Wollo

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Abstract

The main objective of this study was to assess the roles played by school curriculum committee in the implementation and improvement of school curriculum in the General Secondary Schools of Habru District, North Wollo - Ethiopia. The subject of the study were 39 curriculum committee members, 67 teachers, a district curriculum expert, and a secondary schools' supervisor that selected by comprehensive sampling, random sampling, and purposive sampling techniques respectively. To obtain data, questionnaire and interview were used as data gathering interments. Various statistical tools such as percentage, mean values, and grand mean scores were applied to analyze the obtained data from respondents. Accordingly, the respondents' response revealed that the general secondary schools' curriculum committee in Habru district has played its roles in implementing and improving school curriculum. It has facilitated staff development for teachers. The committee has also facilitated action research so as to improve classroom instruction. On the contrary, this committee also has showed its weakness in the area of curricular issue. The committee was unable to create a means of getting financial support for its budget allocation, and it was unable to suggest the existing school curriculum or it couldn't make other groups to comment the school curriculum. Therefore, the school curriculum committee needs to be skilled and oriented about curricular issues by the concerned parties. School administration is expected to support this committee in terms of moral, finance, and stationary materials etc. Furthermore, the district education office in collaboration with zonal education department, or other groups should furnish the committee with adequate financial support.

Keywords: Curriculum, Curriculum Committee, Implementation, Improvement, Challenge, Secondary School

Introduction

1.1. Background of the Study

The New Education and Training policy of Ethiopia (NETP) (1994) defined education as "a process by which man transmits his experience, new findings, and values accumulated over the years in his struggle for survival and development through generations." UNESCO (1998) also defined education as an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life. It as well added by saying that as an activity or process, education may be formal or informal, private or public, individual or social, but it always consists in cultivating dispositions – abilities, skill, knowledge, beliefs, attitudes, values and characteristics of certain methods.

As to Bray (1987) education is the basic and effective instrument for human beings to adapt nature according to their needs. Without education, development cannot be expected because it is a means for the welfare of individuals in particular and the society in general. It is a corner stone of economic and social development and principal means of improving the welfare of individuals. It improves the productive capacity of society and their political, economic and scientific institutions. Thus, it enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals' and societies' problem solving capacity, ability, and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change as well as develop and conserve his environment for the purpose of all-rounded development by diffusing science and technology in to the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding among people (NETP, 1994).

Thus, education plays a decisive and vital role in the overall development of society. For an educational system to be efficient, a clear direction, which is compatible with the objective of socio economic realities of a given country needs to be devised (Kibret, 2010). Related to this, the school has definite responsibility to furnish the community with complete and accurate information concerning its needs and activities to develop educational policies and practices, which are reflections of their wishes. Likewise, Barth (1990) asserted that the school also must be much more than a place of instruction; it must be center of inquiry that produces and transmits knowledge. This means, school is an agency that is committed to education; is concerned with the growth of people, attempts to provide all educative environments, and tries to understand the learning process in its total setting. In order to play its roles in the overall development of society, education needs participation from different community

members because the involvement of these school staffs in the teaching – learning process is important in making the curriculum relevant. In order to get a better out come in the curriculum implementation and improvement, principals, teachers, learners, counselors, supervisors, and the like have to be a member of a team where each individual accepts appropriate share of responsibility. This team is what is called school curriculum committee. Doll (1996) stated that it is some form of social organization whose task is to study the problems that have been identified, recommend remedies to those problems, and assist or coordinate the implementation of the solution. He also pointed out that this committee is vital to facilitate conditions for democratic development of curriculum revision and course of study; to research in to current practice and trends in education so as to provide the staff with information regarding recent educational development; to evaluate the existing curriculum; to see whether it best serves the interests, needs, and abilities of the students in the school.

Marzanno and Kendall (1996), added by saying that this school curriculum committee also provides guidance for teachers and administrators as they seek to increase students' achievement and improve teacher practice in curricular issues. This shows how the school curriculum committee is highly responsible body in the school curriculum implementation and improvement so as to increase learners learning out come through involving stakeholders by large in curricular matters. Currently, it becomes obvious that curriculum decisions are collaborative work. School curricular issues require face-to-face interaction or person to person contact. Curriculum implementation and improvement is also a group process involving individuals working together. The idea is, all the members of the society, which would be affected by the out- comes of the curriculum should actively participate in its decisions. Of these members of society, the school curriculum committee is the major responsible body for curricular issues of the school.

In line with this, Dull (1981), argued that decisions related to curriculum implementation and improvement need to be started from the grass root level of the individual school. This comes from the intention of teachers and learners, and also school staffs who are the immediate practitioners and consumers and the forefront people to implement and improve the curriculum. According to Amhara National Regional State Education Bureau (ANRSEB) (2000), that is why in Ethiopian schools each school needs to have curriculum committee which is aimed at facilitating and coordinating school curriculum implementation and improvement. As ANRSEB added, school curriculum committee is responsible to coordinate the use of resources for curriculum implementation , to monitor students' success in the school courses , to serve as an advisory board to the principal on matters related to course offerings , course changes , and course credits...etc.

But, as stated in the next section below, some research findings, and complaints from different parties indicate that at present, school curriculum remains ineffective. Therefore, examining the existing status of this school curriculum committee in implementing and improving school instructional process is to be timely and essential.

1.2. Statement of the problem

Even though school curriculum committee has its own responsibilities related to work to words increasing students' achievement by facilitating and coordinating school activities, there are some complaints that students' academic performance has declined time to time. For example, the report of Unicef (2000) pointed out that in the most sub-Saharan African countries, the curriculum survey indicated that learning outcomes are still viewed primarily in terms of content knowledge and assessed using a traditional paper and pencil test. The report of USAID (2008) pointed out that in Ethiopian secondary schools curriculum implementation and improvement is found with problems of appropriateness, quality, and inadequacy of facilities. Quality and appropriateness issues, as USAID noted, include how much the curriculum equips the learners with sustainable skills, adequacy of time for each subject, appropriateness and usefulness of suggested implementation strategies including active learning methods and continuous assessment, appropriateness of curriculum contents to students levels of maturity, age and environmental conditions, coverage of required competencies in subjects and instructional strategies to provide support for pupils with special needs. Most curriculum materials like syllabi, textbooks, teacher's guides, manuals etc. were reported to have been inadequate.

Cultural factors such as early marriage, families' gender role expectation, societal low commitment towards their children's learning etc. are highly observed there in the district. Most parents of North Wollo Zone, especially in Habru district, want their girls to marry early due to the fear of pre-marital loss of virginity, or even worse, that a girl might bear a child out of wedlock (Sorensen, P., et al., 2004). As Getnet (2010) noted, the traditional views of the society to girls' education, early marriage and pregnancy, low economic status of parents and household activities of girls at home were found as challenges of females' participation.

Likewise, according to Habru Woreda Education office, grade ten students achieved far below expected in the Ethiopian General Secondary Education Certificate Examination (EGSECE) at Merssa, Sirinka, and Wurgessa General secondary schools in 2011. For example, at Merssa, 356 (255M, 101F) students out of 470 (314M, 156F), at Sirinka, 320 (117M, 143F) students out of 400 (216M, 184F), and at Wurgessa, 265(174 M, 91F) students out of 418 (299M, 189F) scored below the minimum required point of EGSECE, i.e., minimum required grade point for boys and girls was 2.4 and 2.14 respectively.

To this end, the writer of this paper formulated the following leading questions that would be answered at the end of the study:

1. To what extent does the school curriculum committee play its roles in implementing and improving the curriculum?
2. What are the main problems that the school curriculum committee faced to play its roles?

1.3. Purpose of the Study

The study has the following purposes:

- Analyze the roles played by school curriculum committee in implementing and improving school curriculum.
- Investigate the main challenges that are faced by the school curriculum committee in playing its roles.
- Suggest solutions for the problems identified.

1.4. Significance of the Study

The finding of this study is supposed to have the following benefits: it may provide information for sampled school curriculum committee members, teachers, principals and concerned school community members in general to improve their actual curriculum implementation and improvement. It may serve as a feedback for Zonal and District education office about the contributions made by the school curriculum committee in implementing and improving school curriculum. And the study may motivate other interested researchers to make further study on this area.

1.5. Delimitation of the Study

The dimension of this study was confined to the four General secondary schools of Habru Woreda of North Wollo. This study would have been more comprehensive if it had included roles of school curriculum committee in developing and evaluating school curriculum. But, the researcher of this study believed that Ethiopian schools have given more emphasis for implementation than designing curriculum at the school level.

Related to this, Hiroshima University (2006) asserted that although the employment of innovative teaching and learning is emphasized in the policy, currently in Ethiopia traditional approach of curriculum design, in which teachers talk and students listen, dominate most classrooms. According to it, the common obstacles found are: lack of institutional and learning resources, staffs' lack of expertise, and curriculum committee's lack of prior experience to actively participate. Furthermore, to conduct in depth study and to make it manageable and complete it within the available time, this study was restricted to examine the roles and challenges of school curriculum committee in the implementation and improvement of curriculum in General secondary schools of Habru Woreda.

Review of Related Literature

2.1. The Roles of School Curriculum Committee in the Implementation of the Curriculum

Curriculum implementation entails putting into practice officially prescribed courses of study and syllabuses so as to help learners acquire knowledge or experience (University of Zimbabwe, 1995; Synder, 1996). This curriculum implementation activity needs an active involvement of school curriculum committee which is organized from varied parties who bring their own background knowledge to the enactment of school instruction. Marzanno and Kandall (1996), pointed out that school curriculum committee is expected to work towards increasing the knowledge and competence of teachers and students in order to implement teaching-learning process effectively. In line with this, Zemichale (2011) asserted that since curriculum implementation is the process of putting in to practice an idea, program, or set of activities, a school curriculum committee is responsible to involve the different groups like teachers, principals, community members, and student etc. to ensure effective outcome at the end of the practical.

Similarly, the ANRSEB (2000) advocated that the school curriculum committee needs to design strategies which enable laboratories, pedagogical center, and libraries to provide appropriate services to school staff. Furthermore, school curriculum committee is responsible to study the problems that have been identified, recommend remedies to those constraints and enhance for the solution of curriculum implementation (Doll, 1974). Thus, this committee needs to learn all it can about the environment – the school, the learners, and the subject matter and how it is learned. Then, it needs an attempt to integrate this information and its implementation with the educational goals exposed by the school. Moreover, University of Zimbabwe (1995) and Synder (1996) considered the following tasks as the roles of school curriculum committee: Initiate school staffs and organize school instruction; Make arrangement whereby pupils, staff, space, and materials are related to time and instructional objectives in coordinated and efficient ways; Grouping of students, planning class schedules, assigning spaces, allocating time for teaching teams are examples of endeavors associated with this task area.

In general, it is possible to say that school curriculum committee is managers and school colleagues, advisors and advisees, soldiers and captains, drudges / hard worker and bosses. School curriculum committee is the academic manager who must live with its decisions every day (Irene, 1999). In order to implement curriculum properly, school curriculum committee is expected to employ different strategies as stated below.

2.1.1. Strategies for Curriculum Implementation

According to the free encyclopedia, "strategy refers to a plan of action designed to achieve a particular goal." Patterson and Czajkowski (1979) , as cited in Mariamcher (2009), stated that successful implementation of new programs, as stated here under, require appropriate strategies like staff development , provision of resource materials , and collaborative activities etc.

2.1.1.1. Roles of School Curriculum Committee in Staff Development

In order to increase skills and knowledge of school staffs about newly developed instructional programs, school curriculum committee needs to design in-service programs – seminar, staff training, workshop , and panel discussion etc. The beginning teacher is not yet an accomplished practitioner. He or she needs further education and on the job training. This is vital to refine necessary skills and keep oneself acquainted with new developed programs in the field. Because of this conviction, in-service training has become an integral part of teacher education programs all over the world so as to implement instructional process effectively (Murray, 1990).

In line with this, Craft (2000) argued that before providing in-service education for teachers and other concerned parties of the school staff, the school curriculum committee with other responsible bodies is expected to analyze the needs of these parties linked to evidence of existing practice in the area of curriculum implementation. According to Craft, based on the findings of the need assessment, it is required to select out target groups /who needs training/ and arrange in-service program so as to improve curricular practices of the group.

Similarly, the ANREB (2000) advocated that in order to promote the awareness of school staff related to school curriculum, this committee is expected to facilitate supervision activities in the school .This activity helps teachers to share their experience among themselves to implement teaching and learning process. This means , by visiting their staff practice within the school and working procedures of other school staffs , teachers can promote their professional development related to classroom management, employing of various teaching methods and using of teaching aids etc. in their instructional process .

Since workshop or staff training and the like have more than transient effect, school curriculum committee needs to reinforce and extend staff training or workshop through classroom assistance by resource personnel and outside consultants, project meetings where by teachers learn to adapt the new curriculum to the realities of the particular school and classroom. In addition to feed back between users and consultants, peer discussion seems to be vital for working through the problems (McNeil , 1990).

Generally, the school curriculum committee is the back bone of the school with reference to initiate teachers to conduct supervision activities in the school in order to help them to share their experiences among themselves related to classroom teaching-learning process; to promote the experience of school staffs in conducting action research in the school to solve classroom instructional problems; to organize useful experiences from the school staffs and from other nearby schools, and forward these experiences for the school teachers and other concerned bodies (ANRSEB , 2000 , and Carols, 2009) .

2.1.1.2. Roles of School Curriculum Committee in the Provision of Resource Materials

It is clear that no meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, school curriculum committee needs to initiate concerned parties to supply required resource materials such as text books, teaching aids and stationary materials etc. The school curriculum committee also needs to motivate school staffs to research, design and develop teaching aids (Marchaim , 2000). These resources enable school staffs to play their role satisfactorily in the curriculum implementation process (University of Zimbabwe, 1995).

The idea is, school curriculum committee is anticipated to initiate teachers and other concerned staffs of the school to produce teaching aids mostly models with low cost of materials, and sort different people who have different skills and gather suggestions and learn from the given suggestions (Matt , 2008) . This committee is also projected to maximize school staffs' properly use of financial, time, and material resources in the school setting. These resources help the school community to facilitate the implementation of instructional process and the choice and organization of teaching and learning activities.

Since time is the school staffs' valuable resource so as to implement instructional program, the school curriculum committee needs to create awareness on school staffs about time management in order to practice curricular activities based on designed work plan (Adebabay, 2010). Budget is also vital to fulfill the required materials. To get it, this committee has its own responsibilities like design project for donors, and work with concerned bodies such as schools, district education office and zonal education department etc.

In general, school curriculum committee is responsible in the provision of resource materials so as to implement school curriculum properly: the committee may collaborate school staffs in the production of guides, and teaching aids etc., or it may assist school administration in the coordination and utilization of staff members. It also may Keep abreast of current trends, teaching methods, and evaluate students' textbook, teacher's guide, and manuals of workshop and present some improvement suggestions to parties concerned. The committee may facilitate the provision of teachers with print and non-print resources related to specific units up on request and proactively reach out to teachers to support their classroom instructional process. It is the committee's

responsibility to facilitate opportunities for students to use the library for class-related research, individual investigation, independent reading and personal inquiry etc; It may focus on searching and disseminating the interdisciplinary research outputs such as innovations and utilizations of educational technology and pedagogic methods, and popularize new methods or concepts etc. (Matt, 2008, and Carlos, 2009).

2.1.1.3. Roles of School Curriculum Committee in the Collaborative Activities

According to Marlow (2011), school curriculum committee needs to work towards increasing the culture of teachers practicing together in the area of school curriculum implementation. Because, the need for teachers to work in group is increasingly powerful, and indeed that much professional development relies on a collaborative work where implementation problems faced by schools are tackled by communal effort of the group. Some aspects of the teacher's role automatically involve working with others and can be sources of professional development. For example, a teacher acting as a mentor to a colleague both offers professional development and also experiences it at a different level, and from different perspectives for themselves (Jossey, 2002).

Furthermore, curriculum implementation process requires face-to-face interaction or person-to-person contact, i.e., it is a group process involving individuals working together. Likewise, Doll (1996) advocated that implementation is effected most readily in across – role groups: groups consisting of teachers, department heads, service personnel and pupils. Thus, these groups have their own back ground experiences related to school curricular issues.

The involvement of school curriculum committee with school staffs in the overall process of curriculum implementation especially at the initial stages of deciding how to implement the newly developed program is important not only in making the curriculum relevant but also in raising its acceptability among students and parents. In line with this, McNeil (1990), Fullan and Pomfret (1977) argued that active participation of school staffs like teachers and school curriculum committee in decision making during curriculum implementation, i.e., in developing guides and materials (teaching aids) is more important in persuading teachers to implement plans or increasing the likelihoods of successful implementation. Here, participants need to feel free to be creative. New ideas are inherent when parties in collaborative endeavors come forth with creativity in learning opportunities, appraisal procedures, and creative thinking etc (Marlow, 2011).

To brief, the participants should be free from rigid dogmas and limitations in order to implement the curriculum effectively. Moreover, since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the committee with teachers in the process is indisputable (University of Zimbabwe, 1995). Therefore, school curriculum committee is expected to initiate staffs to involve in the awareness process of new program. Furthermore, the participation of this committee with concerned parties in the process of curriculum implementation has a great deal of importance. It helps their control over their working alive, it enhances their professional status, it also results in successful implementation of curriculum, and it increases teachers' professional development etc.

2.2. The Roles of School Curriculum Committee in the Improvement of the Curriculum

According to Manuel (2008), "curriculum improvement denotes a partial revision in the existing curriculum as a result of adaptation to some factors and conditions as manifested by symptoms within and in the environment of the school or educational institution." Curriculum revision is necessary in order for the school to meet new social and personal needs (McNeil, 1990). Manuel (2008) also advocated that in actual practice, as in actual life, curriculum improvement does not stop and it needs the expenditure of much time and effort within an environment rich in helpful and stimulating influences.

In order to facilitate this instructional revision process, school curriculum committee has its own responsibilities. For example, it needs to assess learners' performance and identify follow up action, it is also expected to examine the existing curriculum whether it satisfy students' need and the local community or not. Then, it required to present suggestions and useful recommendations for concerned parties (ANRSEB, 2000). Likewise, Marzano and Kendall (1996) stated that to facilitate curriculum improvement, school curriculum committee needs to study, evaluate and determine the suitability of textbooks and subject content, and inform the concerned parties. It also required employing or facilitating action research in the school to solve different problems which faced school's instructional process.

In general, to improve the existing school curriculum, educators such as Herbert (1954), Doll (1996), and Manuel (2008) asserted that action research, professional development, and collaborative activities are considered as an approach to improve school curriculum as stated below.

2.2.1. Roles of School Curriculum Committee in the Application of Action Research as a Means for Curriculum Improvement

Since its primary focus is on solving immediate problems, the committee is required to initiate school staffs to facilitate action research in real situations rather than in contrived experimental studies. The committee is expected to create an awareness upon school staffs as research is learning by doing where participants identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again (Rory, 1998). The

curriculum committee is also anticipated to maximize the awareness of school community how to apply this research. To do so, the committee may use workshop, staff training, seminar or panel discussion etc. These devices addressed the improvement of teachers', principals', department heads' application skills of action research. This committee is also required to facilitate the research through widening of the collaborating group activities. This interaction process provides opportunities for the group to share their experiences of solving their day-to-day instructional problems. That is, it provides updates on new and current studies, strategies, and techniques to teachers and other school staffs to improve classroom instruction (Maureen, 2006).

Elliot (1991) also argued that very often action research is a collaborative activity where the committee and practitioners work together to help one another design and carry out investigations in the classroom instructional process. Teacher action research is, according to Elliot, concerned with the everyday practical problems experienced by teachers rather than the theoretical problems defined by pure researchers within a discipline of knowledge. This means, research is designed, conducted, and implemented by the teachers themselves to improve teaching in their own classrooms. Thus, school curriculum committee is required to work towards increasing the participation of teachers to conduct action research grouply so as to provide support each other and a forum for sharing questions, concerns, and results in the area of school instructional process. Engaging in collaborative action research helps to promote professional dialogue and thus, creates a more professional culture in the school – a habit of solving instructional problems collaboratively.

To conclude, action research is intended to support teachers, and groups of teachers in coping with the challenges and problems of practice and carrying through innovations in a reflective way. To do so, school curriculum committee is responsible to create a conducive environment for the school staff to facilitate action research in their day-to-day activities. For example, the committee may facilitate the provision of required materials for teachers like research manuals, stationary supplies, and other sample conducted practical researches etc. which help teachers to activate their research practices.

2.2.2. Roles of School Curriculum Committee in Staff Development as a Means for Curriculum Improvement

Manuel (2008) pointed out that school curriculum committees have developed a whole range of approaches to professional development because they are convinced that this yields a greater curriculum improvement. He also argued as, "this committee is expected to facilitate staff development to focus on crucial elements to teaching, such as the teacher's sense of purpose, the teacher's perceptions of pupils, the teacher's mastery of technique, and the teacher's knowledge of subject matter."

Classroom visit is one means of improving school instructional process. According to Oliva and Pawlas (1997), it is the process of working with teachers themselves to improve classroom instruction. This visitation may enhance teachers to improve quality of instructional process, promote their professional growth and development, and it may help teachers to develop a sense of solving instructional problems in a collaborative manner etc. Therefore, school curriculum committee needs to take the line share so as to upgrade teachers' professional development by employing different mechanisms.

2.2.3. Roles of School Curriculum Committee in Collaborative Activities as a Means for Curriculum Improvement

School curriculum committee is the main responsible body to organize, lead, and motivate staffs to participate in collaborative work so as to improve school curriculum. Because, according to (Doll, 1996), "collaborative activity is basically the instructional art of using groups and pairs of school staffs to fulfill a task. If done well, this activity can create a valuable source of motivation, critical thinking skills, and active learning while the participants learn to manipulate school instruction into their own working knowledge." Likewise, Jossey (2002), argued that since collaborative activity is a way of working together to achieve intended objectives, it is a mutually beneficial relationship between the committee and more parties to achieve common goals by sharing responsibility, authority, and accountability for achieving results. Therefore, the committee needs to create a shared vision and joint strategies that enable the group to improve instructional process.

Furthermore, this collaborative involvement of the committee with school staffs provides guidance and oversight to ensure that improvement of curricular issues to be sound, comprehensive, and responsive to the evolving needs of learners and the local communities. The culture of a collaborative school which facilitated by school curriculum committee features cooperative improvement curricular issues by the staff, close co-operation of teachers related to school instruction with parents and other community members, and cooperative learning in classrooms (Doll, 1996). This means, according to him, the committee within a school can form a network for supplying curriculum help. The old, threatening lines of several ranks and specialties work together on the common problems. Related to this, Ornisten and Hunkins (1998) suggested that if the curriculum is needs to be improved and institutionalized, the committee with other concerned bodies should perceive it as their program since curriculum activities are cooperative work. This sense of ownership is achieved by involving people directly and indirectly with the major aspects of curriculum improvement.

That is, unless individuals involved in instructional improvement have common perceptions of their various

roles, any activities of program improvement will be hampered. Therefore, the school curriculum committee with principals, teachers, supervisors, and parents ...etc expected to explore together the expectations that each has of the other and the mutual help that can be provided.

2.3. Challenges of School Curriculum Committee in the Implementation and Improvement of Curriculum
Educators like Wiles (1963), Lewy (1977), and Pratt (1980) pointed out that low interest of school curriculum committee towards the curriculum issues has been one of the factors which result in ineffective curriculum implementation. They also added by saying that a new educational program can be exercised successfully only if school staffs accept it. If these parties did not accept the basic philosophy of a program, it remains fruitless.

Committee's lack of in-service education is also another factor which affects roles of school curriculum committee. Pratt (1980) also advocated that inadequate resources affect the roles of school curriculum committee. According to this educator, time, material resources, administrative support and expertise are the useful resources required for effective curriculum implementation and improvement.

According to Doll (1996), "without enough material resources, the implementation and improvement of school curriculum also remains ineffective." Therefore, the institution needs to provide the necessary fund, facilities, equipment, and materials for the concerned parties so as to implement and improve school curriculum. The school administration lacks of support is also the determinant factor in implementing and improving school curriculum, i.e., it affects its support of the curriculum committee by provision of resources, moral support, and rewards. It is also expected that curriculum committee has required curriculum implementation and improvement skills or expertise. The idea is , to carry out tasks of curriculum implementation and improvement , the committee needs to have skills like communication , motivation , decision making , and problem solving etc. (Marzanno and Kendall , 1996) . Hence, the lack of such skills highly affects the committee's roles. Therefore, setting of in-service education like training, workshop, seminar, panel discussion etc. for school staffs and curriculum committee is needed so as to help them to implement and improve school curriculum effectively.

Research Design and Methodology

3.1. Design of the Study

The purpose of this study was to examine the roles played by school curriculum committee in implementing and improving school curriculum and to identify problems which affect its roles. To achieve this purpose, descriptive survey method was employed, because this method is appropriate and more effective to investigate the phenomena in assessing the performance in their natural setting (Yalew, 2011).

3.2. Sources of Data

Habru district curriculum expert, secondary school supervisor, teachers, and school curriculum committee were considered as sources of data for this study.

3.3. Population and Sampling Technique

Currently, there are four general secondary schools found in Habru district. These are Merssa, Sirinka, Wurgessa, and Girana. Although the Amhara National Regional State Education Bureau (ANRSEB, 2000, translated from Amharic version) pointed out that each secondary school needs to have: School principal – chairman; School vice principal – vice chairman; Head of school pedagogical center – secretary; School counselor, Unit leader, Department heads, Lead teacher from each department , Librarian as curriculum committee members. As stated here under, these all four schools commonly not included head of school pedagogical center, school counselor, lead teacher from each department, and the librarian as a member for their school curriculum committee. Thus, the distribution of curriculum committee members in each secondary school is summarized in the following table.

Table 1:- The distribution of school curriculum committee members in secondary schools of Habru district.

Curriculum committee members in each secondary schools	Currently available curriculum committee members in each secondary schools				Total
	Merssa	Sirinka	Wurgesa	Girana	
School principal – chairman	1	1	1	1	4
School v/ principal- vice chairman	1 as secretary	1-as secretary	1 as secretary	-	3
Head school pedagogical center – secretary	-	-	-	-	-
School counselor –member	-	-	-	-	-
Unit leader – member	2	2	-	2	6
The librarian – member	-	-	-	-	-
Department heads – member	10	7	5	4	26
Lead teacher from each department –member	-	-	-	-	-
Total	14	11	7	7	39

As indicated in table 1 above, by employing comprehensive sampling technique, these all 39 curriculum committee members were included in the study. These schools such as Merssa has 68 (56M, 12F), Sirinka has 30 (28M, 2F), Wurgessa has 24 (22M, 2F), and Girana has 13 (11M, 2F) teachers respectively. Thus, these schools totally have 135 (117M, 18F) teachers. Of these, 67 teachers were included in the study. That is, from Merssa 34, from Sirinka 15, from Wurgessa 12, and from Girana 6 teachers were samples of respondents, i.e., half of the population from each schools were included in the study by applying random sampling (lottery system) because teachers are the forefront person in the implementation and improvement of the school curriculum.

Even though various experts like assessment and evaluation, education planning and implementing etc. are available in the district under study, by applying purposive sampling technique, a curriculum expert, and a secondary schools supervisor were included in the study. The reason was to make the study manageable and complete it within the available time. Moreover, these parties have responsibilities like leading, initiating, and collaborating school staffs so as to facilitate general secondary schools' curricular issues (ANRSEB, 2000).

3.4. Instruments of Data Collection

In the process of data collection, both questionnaire and interview were employed.

3.4.1. Questionnaire

In order to obtain the required information, two questionnaires were prepared for school curriculum committee and sample teachers based on the review of related literature and leading questions. The questionnaire formulated for the committee contained 21 close and 2 open ended questions, and the questionnaire designed for sample teachers included 18 close and 2 open ended items.

These 43 items covered different contributions and challenges of school curriculum committee in implementing and improving school curriculum. Statements were constructed having a four point rating scale. The four point scale ranges from always to never (4 to 1 point) and from strongly agree to strongly disagree (4 to 1 point) respectively. The statements were grouped into three themes: issues related to curriculum implementation, issues related to curriculum improvement, and challenges related to roles of school curriculum committee which has 14, 15, and 14 items respectively. Thus, while always to never constructed for statements related to curriculum implementation and improvement, strongly agree to strongly disagree also designed for statements related to challenges of curriculum committee in playing its roles.

To check the appropriateness of the questionnaire, a pilot test in Wuchalle General Secondary School was made by taking 10 respondents as part of the test. Related to this, Anderson and Arsenult (2000) recommend that in the pilot test, scores required from the responses of 6–12 respondents. To ensure the reliability of the questionnaire, Cronbach alpha method was applied, and the result indicated that the instrument was reliable at (0.83).

3.4.2. Interview

In addition to the questionnaire, the study employed 6 semi-structured interview questions. These questions were administered for district curriculum expert and secondary school supervisor.

3.5. Data Collection Procedures

Convenient time was chosen for the respondents in order to maximize the quality of responses. The objective of the questionnaire was put in clear and understandable statements in order to avoid confusion; assistants were used for the distribution and collection of the questionnaire (school principals and supervisor were involved with the coordination of the researcher). 106 copies of question papers were dispatched to the respondents (39 copies for school curriculum committee, and 67 copies for teachers). All the dispatched question papers were returned. After collecting the questionnaires, the interview time was arranged with the concerned respondents, and it was conducted by the researcher.

3.6. Data Analysis

Before the analysis, the data gathered through questionnaires became coded and tabulated in tables by bringing together related issues. In analyzing data gathered, both qualitative and quantitative methods were employed. The data collected through close-ended questions which lead themselves to quantitative analysis were computed using percentage, mean, and grand mean value. Percentage was used for the analysis of data related to characteristics of respondents. The data collected through open-ended questions and interview questions were analyzed qualitatively by descriptive statements. Finally, based on the research findings, interpretation, discussion, summary, conclusion, and recommendation were suggested.

4. Presentation and Analysis of Data

This part of the study contains the discussion and interpretation of the analyzed data which gathered from the respondents related to curriculum implementation, improvement, and faced challenges.

4.1. Issues Related to Curriculum Implementation

The involvement of curriculum committee with school staffs in the implementation of curriculum is very important not only in making the curriculum relevant but also in raising the degree of its acceptability among students, and societies in general (Marzanno and Kendall,1996) . This is done by staff development, provision of resource materials, and collaborative activities.

Table 2: School curriculum committee's effort to facilitate curriculum implementation

Item	Curriculum committee						Teachers						Grand mean
	4	3	2	1	Σ	Mean	4	3	2	1	Σ	Mean	
The school curriculum committee helps the school staff to get in-service	4	21	12	2	39	2.69	6	38	20	3	67	2.70	2.70
The committee initiates teachers to conduct classroom visit	10	20	7	2	39	2.97	0	36	17	4	67	2.76	2.87
The committee motivates staffs to prepare supportive instructional materials (teaching aids)	5	14	17	3	39	2.54	14	22	28	3	67	2.70	2.62
The committee collaborates individual teachers of each department working together to implement instruction	4	19	14	2	39	2.64	9	33	20	5	67	2.69	2.67
The committee encourages staffs to be involved in the awareness familiarizing of school instructional process to parents	6	22	9	2	39	2.82	8	39	15	5	67	2.75	2.79

In order to check whether the school curriculum committee has played its roles or not currently in the district under study, respondents were asked to rate the committee's effort in facilitating school curriculum implementation. Based on their given responses, the 5 items which are shown in table 2 above were implemented by the committee since the respondents' grand mean value was not less than 2.5 / it is an average obtained from the four point rating scale used to limit the mean values of each items. Thus , as item's mean value found above or equal to 2.5, the committee considered as it played its roles, and if the item's value found below 2.5 also considered as the committee not played that issue/.

Accordingly, related to item 1 , i.e. , the school curriculum committee helps the school staff to get in-service education, majority of the respondents with grand mean value (2.70) replied that the committee supports teachers by facilitating or setting workshop, seminar, staff training etc. so as to implement classroom instruction. Furthermore, the interview results conducted with district curriculum expert and secondary schools' supervisor emphasized on in- service education. They argued that:

...by identifying classroom teachers' weakness and need, the committee had facilitated in –service education for them. This is done by collaborating with the school administration and supervisor. That is, the committee in its own part as a catalyst or facilitator has motivated department heads to assess each department teachers' weakness and need, and it has reported the result to the school and the supervisor. The school administration also supported the training with finance and provision of the required materials. The supervisor himself conducted staff training for teachers in the areas of classroom management, and how to apply student centered approach in each secondary schools of Habru district.

This in-service education, as the writer of this paper, needs to be practiced consistently. Because, unless school staffs aware about school curriculum through seminar or other means of staff training , the day-to-day classroom instructional process may not be facilitated properly. Thus, this committee is expected to facilitate,

organize, and provide multi-faced training for school staffs to implement curriculum (ANRSEB, 2000). Accordingly, as indicated in the same table above, the committee has initiated teachers to conduct classroom visit, because the respondents' grand mean value (2.89) revealed how the committee encourages teachers to conduct classroom supervision to share their experiences in the areas of classroom management, employing of teaching methods, and using of teaching aids etc. Initiating teachers to facilitate supervision activities in the classroom in order to help them to share experiences among themselves is one of the responsibilities of school curriculum committee (Carlos, 2009).

With regard to item 3 in table 3, the respondents' grand mean value (2.62) indicated that the committee motivated staffs to prepare supportive instructional materials (teaching aids). Considering to committee's effort to involve school staffs towards curricular issues, majority of the respondents' response fall on high range such as the committee collaborates individual teachers of each department working together to implement instruction by developing guides, materials, or teaching aids with grand mean value (2.67), and the committee encouraged staffs to be involved in the awareness and familiarizing of school instructional process to parents by setting different meeting programs with grand mean value (2.79) indicating that these were among the major roles which are expected from the committee. Supporting this idea, the interview result conducted with secondary schools' supervisor indicated that by collaborating with the school administration, the committee has designed a meeting program for parents and the community in general. In this program issues like how the school instruction was going on, and parent – school relationship etc. were discussed. Moreover, the newly changed students' textbooks are also familiarized to the participants.

Table 3: School curriculum committee's effort to get resource support

Items	Curriculum committee					
	4	3	2	1	Σ	M
The committee initiates concerned parties to supply required instructional materials	5	24	7	3	39	2.79
The committee works towards getting financial support from concerned bodies (donors for example) so as to fulfill the required instructional materials	7	9	17	6	39	2.44

As indicated in table 3 above, various responses were given in line with the efforts done by the school curriculum committee made to get resource support that helps to facilitate school curriculum implementation. Thus, the greater number of committee members with grand mean (2.79) pointed out that the committee has motivated concerned parties to supply required instructional materials like text book, stationary materials etc. Concerning this issue, interview results administrated with district curriculum expert and secondary schools' supervisor replied that although the committee hasn't its own material resources, by creating an agreement and by convincing the school administration, it has got the required stationary materials even though it was not enough so match. Furthermore, this committee with the school administration has tried to get reference materials from individuals and nongovernmental organization. For example, by collaborating individuals, and an organization (world vision) which was found in the district, the committee of Wurgessa General Secondary School had got oxford dictionaries and other reference materials currently.

On the contrary, the least prevailing role rated by the respondents that couldn't be implemented by the committee was item 2 with grand mean value (2.44). This indicates that the committee played less effort to implement it. Similarly, through the interview made, the school supervisor responded that this committee couldn't exert much effort towards getting financial support from concerned parties for its budget allocation purpose. Based on this reason, the committee has faced financial problem currently. This is true because, as the researcher noted, unless the committee finds out other means of getting financial support by consulting and approaching donors and other stakeholders or by designing project for helpers etc., it may not be satisfied its required budget allocation.

Generally, from the data analysis discussed in table 2 and 3 above; one can conclude that the school curriculum committee of Habru district played its roles in the area of school curriculum implementation. Thus, the committee facilitated in-service education and classroom visit. It also motivated teachers to prepare teaching aids, and it initiated individuals and world vision to supply reference materials etc. As the researcher of this study, since teaching aids are important to implement school curriculum, the committee is expected to work towards initiate teachers not only to produce supporting aids but also to use them in their classroom instructional process continuously because, these aids help learners to understand the given subject matter easily.

4.2. Issues Related to Curriculum Improvement

The school curriculum committee is expected to improve school curriculum by facilitating action research, staff development, and collaborative activities etc. Accordingly, the researcher asked respondents to assess the committee's status in line with curriculum improvement, and the finding is stated as follow.

Table 4: School curriculum committee's effort to facilitate curriculum improvement

Items	Curriculum committee						Teachers						Grand mean
	4	3	2	1	Σ	M	4	3	2	1	Σ	M	
The school curriculum committee help school staff to get in-service education	3	20	13	3	39	2.59	4	28	30	5	67	2.46	2.52
The committee initiates teachers to conduct action research in the school	2	20	14	3	39	2.54	6	30	28	3	67	2.58	2.56
The committee initiates teachers to make classroom visit	7	20	9	3	39	2.79	12	31	21	3	67	2.78	2.79
The committee encourages the school to improve school instruction by introducing new ideas, changing teaching methods, developing materials etc.	6	16	14	3	39	2.64	6	33	25	3	67	2.63	2.64
The committee collaborates with department teachers to suggest its scope, flow, level of difficulty etc.	3	16	16	4	39	2.46	2	28	33	4	67	2.42	2.44
The committee collaborates with teachers to assess learners' performance and identify follow up action.	4	21	12	2	39	2.69	2	37	24	4	67	2.55	2.62

As indicated in table 4 above, the respondents indicated that the 5 items or roles of the committee are well implemented, because their grand mean value was not less than 2.5. Thus, related to item 1 of the same table, the respondents' grand mean value (2.52) pointed out that the school curriculum committee helps the school staff to get in-service education - workshop, seminar, staff training etc. so as to improve classroom instruction. Similarly, the interview results conducted with district curriculum expert and secondary schools' supervisor focused on staff development. They replied:

In order to improve classroom instruction, school curriculum committee played its roles. For example, based on students' achievement, at the end of the semester, the committee has facilitated workshop and meeting program for teachers in the areas of practicing continuous assessment, students' participation in the teaching-learning process, producing and using of teaching aids, and parents' participation in school instructional process. This was done by collaborating with the school administration, and district education office.

Thus, school curriculum committee is required to work towards updating teachers' skill to cope with instructional problems of school, changes in subject matter and methods resulting from educational reforms or changes (Craft, 2000). In the same table item 2 above, the respondents' grand mean value (2.56) replied that Habru district's school curriculum committee has initiated teachers to conduct action research in the school to solve their day-to-day classroom instructional problems. In line with this, the interview result conducted with the district curriculum expert indicated that the school curriculum committee has motivated teachers to practice action research in the area of solving classroom instructional problems. This committee, according to the expert, has supported and has provided comments for teachers while they have conducting the research. For example, Wurgessa General Secondary School could improve students' classroom behavior and participation in the classroom instruction through shifting their seat weekly rather let them have sat on the same bench throughout the year. This shifting process has provided opportunities for students to share different experiences with different students while they have meet with various groups weekly. According to him, this was the result which found from the application of action research by the classroom teacher.

Since action research helps school staffs' professional development through fostering their capability as professional knowledge makers rather than simply as professional knowledge users related to issues of instructional improvement, school curriculum committee is required to facilitate it in the classroom setting (Marueen, 2006). Likewise, with regard to item 3 of the same table, the respondents' grand mean (2.79) also indicated that the committee has motivated teachers to make classroom visit so as to improve their instructional process. By supporting this, the interview result conducted with secondary schools' supervisor pointed out that this committee has provoked teachers to conduct classroom supervision within and other schools. For example,

through observing practically, Merssa, Sirinka, and Girana General Secondary Schools could applied the experience of Wurgessa Secondary School's action research result as stated above, and they have improved their students' behavior and also have increased students' participation in their classroom instructional process . Moreover, teachers could exchange their experience in the areas of recording students' result of continuous assessment and their behavioral change, parent- teacher relation mechanisms and issues discussed between them etc. Thus, by conducting classroom visit, teachers can improve their experience related to master techniques of classroom management, properly use of teaching aids and materials, and improve teaching techniques and methods, and increase knowledge of principles of learning to improve effectiveness in the classroom. Due to this reason, the school curriculum committee is expected to motivate teachers to practice classroom supervision or visit (Oliva and Pawlas , 1997).

Regard item 4 in table 5 above, the respondents' grand mean value (2.64) indicated that the committee encourages the school staff to improve school instruction by introducing new ideas , changing teaching methods, developing materials (teaching aids). In the same table above, the respondents' grand mean (2.62) noted that the committee collaborates teachers to assess learners' performance and identify follow up action. Similarly, based on the interview asked, secondary schools' supervisor of Habru district indicated that the committee has initiated school staffs especially teachers to assess learners performance and identify follow up action. For example, according to him, teachers have examined their learners' continuous assessment result and conducted tutorials, and by using other helping mechanisms, teachers could help their low achiever students in these secondary schools in general.

On the contrary, related to item 5 in table 4, respondents' grand mean value (2.44) indicated that there could be less roles played by the committee regard to collaborating each department teachers to suggest its scope, flow, and levels of difficulty etc. Similarly, the interview result conducted with secondary schools' supervisor pointed out that the school curriculum committee showed low efforts so as to collaborate school staffs in the area of evaluating the suitability of classroom content. For example, currently, there are the newly changed students' text books. But, there was no any suggestion or comment come from any one department or teacher or other staff members. According to him, this shows how the committee was inability to play its own roles related to this area.

Table 5: School curriculum committee's effort to suggest the school Curriculum

Item	Curriculum committee					
	4	3	2	1	Σ	M
The committee examines the existing curriculum whether it satisfies learners' need or not , and report it to the concerned parties .	2	13	18	6	39	2.28

As indicated in table 5 above, for item 1, respondents' grand mean (2.28) replied that the committee couldn't played its roles to examine the existing curriculum whether it satisfies learners' need or not, and report it to the concerned parties. Likewise, the interview response from school supervisor indicated that in addition to have low involvement in collaborating school staff members to suggest the existing curriculum, the committee by itself didn't show any initiation to examine the classroom content. Such type of activity , as the writer of this paper, is not expected from it because since school curriculum committee is responsible body to facilitate curricular issues of the school, it is required to check or suggest whether the classroom instructional process accord with learners' experience or not . This may be done through collaboration of school staffs or community members in general etc. Marzanno and Kendall (1996) argued that to facilitate curriculum improvement, school curriculum committee needs to study, evaluate and determine the suitability of text books, the subject matter, and need to inform parties concerned.

To sum up, of the roles of school curriculum committee that are supposed to practice by itself to facilitate curriculum improvement, as the respondents' grand mean value which indicated in table 4 and 5 above showed that the committee implemented the majority of its roles, i.e., to improve classroom instructional process, the committee helped school staffs /teachers/ to get in- service education. It also initiated teachers to conduct action research and classroom visit. The committee also motivated staffs to assess learners' performance and identified corrective measure etc.

4.3. Challenges Related to Roles of School Curriculum Committee

The roles of school curriculum committee related to curriculum implementation and improvement can be affected by different factors like inadequate instructional materials, lack of budget, lack of in-service education, and committee's lack of experience etc Pratt , 1980 ; Doll, 1996) . In order to identify challenges of school curriculum committee, the researcher has collected required data, and he has it as follow.

Table 6: Factors that affect roles of school curriculum committee

Items	Curriculum committee						Teachers						Grand mean
	4	3	2	1	Σ	M	4	3	2	1	Σ	M	
Low motivation of school curriculum committee towards curricular issues	8	17	14	-	39	2.85	13	36	16	2	67	2.90	2.88
In adequate instructional materials	6	24	8	1	39	2.90	14	35	12	6	67	2.85	2.88
Lack of budget	15	17	5	2	39	3.15	25	28	12	2	67	3.13	3.14
Lack of support from school administration	10	17	11	1	39	2.92	13	35	17	2	67	2.88	2.90
Committee's lack of experience	7	19	11	2	39	2.79	13	37	15	2	67	2.91	2.85
Lack of in-service education	4	16	16	3	39	2.54	9	26	27	5	67	2.58	2.56
Committee's lack of time	5	13	15	6	39	2.44	9	17	28	13	67	2.33	2.39

To find out the main challenges which affect the roles of school curriculum committee currently in the district under study, the respondents were asked to give their responses to indicate problems that hamper committee's activities at the school setting. Consequently, the 6 items in table 6 above were considered as the main constraints that hinder the roles of school curriculum committee which many of the respondents' grand mean value was not less than 2.5.

With regard to low motivation of school curriculum committee towards curricular issues, the majority of the group respondents' grand mean value (2.88) replied that low initiation of the committee in the school curriculum affects its roles. Related to this, based on the interview asked, both the district curriculum expert and the school supervisor responded that this committee lacks willingness to perform the task by considering activities as its own roles in the school. For example, some members haven't shared meeting, or training when has called by the supervisor or school administration, and others also have needed enforcement - for example incentives or order from the principals - so as to enact their own responsibility.

In line with this, Lewy (1977) asserted that the school needs to motivate the committee by providing moral support, reward and other means that used to initiate the committee in order to participate in the school instructional process. Regarding to school curriculum committee's resource materials, majority of the respondents' response fall on high range such as inadequate instructional materials with grand mean value (2.88), and lack of budget grand mean (3.14) indicated that these were among the major factors affecting roles of the committee. Fullan and Pomfret (1977) asserted that shortages of financial support lead to the committee unable to fulfill the required materials.

Therefore, it is possible to conclude that the shortage of these school resource materials could one of the greatest challenges for the implementation and improvement of school curriculum. As stated in table 6 above, majority of the respondents stated that lack of support from school administration with grand mean value (2.90), and committee's lack of experience with grand mean (2.85) have been major factors in affecting the roles of school curriculum committee. Related to lack of in-service education, the respondents' grand mean value (2.56) replied that committee's lack of this education affect its activities.

In the cases of item 2, 3, 4, and 6 in table 6 above, the interview results conducted with district curriculum expert and secondary schools' supervisor indicated that this committee hadn't its own budget allocation from district education office or other group. This committee simply has got financial support from the school after the school management committee has agreed and has decided. This lack of budget resulted in the committee to had in adequate instructional materials (for example, stationary materials), and lack of in-service education for the committee. Because, according to them, to set workshop or seminar and the like, budget is mandatory. Moreover, according to the expert and the supervisor, school administration has showed low motivation to initiate this committee. For example, from the four secondary schools, no one school provided prize in terms of money, certificate paper etc. for the school curriculum committee. Furthermore, school principals have shown unwillingness to provide financial and stationary material support to the committee to enact its roles. The least prevailing factor rated by the respondents that is not affecting committee's roles was item 7 with grand mean value (2.39). This indicates that there could not be committee's lack of time for challenging its roles. As the writer of this paper, this is rely true because since the committee facilitate its own roles based on designed work plan, it can't be exposed to time constraint.

Thus, from the data analysis discussed above, one can concluded that school curriculum committee's roles in Habru district was associated with multiple problems to facilitate curricular issues, i.e., roles of this committee became challenged by shortages of instructional /stationary/ materials, lack of budget, committee's lack of experience, and committee's lack of in-service education.

Summary, Conclusions, and Recommendations

5.1. Summary

The main objective of this study was to assess the roles played by school curriculum committee in the implementation and improvement of school curriculum in the General Secondary Schools of Habru district North Wollo. To this end, basic questions were raised regard issues related to curriculum implementation, issues related to curriculum improvement, and challenges related to roles of school curriculum committee. To do so, the subjects of the study were 39 curriculum committee members, 67 teachers, a district curriculum expert, and a secondary schools' supervisor. Data was obtained through questionnaires from school curriculum committee members, and teachers. Interview was administered to get data from district curriculum expert and general secondary schools' supervisor. Various statistical tools such as percentage, mean values, and grand mean scores were applied to analyze the data obtained from respondents. Based on the result of the analysis, the following major findings were obtained.

Issues Related to Curriculum Implementation

The finding from the analysis of the data indicates that the school curriculum committee of Habru district played its roles in the area of school curriculum implementation. Thus, the committee has supported the school staff to get in-service education; the committee has initiated teachers to conduct classroom visit; the committee has encouraged staffs to be participated in the awareness of school instructional process to parents; and the committee has motivated concerned parties to supply required instructional materials so as to facilitate school curriculum implementation.

Although the committee had played the majority of its roles, according to the data given, it was also unable to work towards getting financial support from concerned bodies in order to fulfill the required instructional materials. In general, the above findings show that the roles of the school curriculum committee of Habru district was found at the right track.

Issues related to curriculum improvement

The findings on the roles of school curriculum committee in the area of school curriculum improvement as received by the majority of the respondents revealed committee has played school related activities. Thus, the committee has facilitated in-service education for school staffs (teachers for example) in order to promote their skills to improve classroom instruction; the committee initiated teachers to conduct action research to solve their daily instructional problems.; the committee also motivated teachers to make classroom visit so as to improve their instructional processes; and the committee collaborated teachers to assess learners' performance and identify follow up action.

On the other hand , this committee was ineffective to participate each department teachers in order to suggest classroom content, and has remained weak to examine the existing curriculum whether it satisfied learners' need or not and report it to concerned parties.

To sum up, although the committee played its roles in the improvement of school curriculum, the committee has its own problems such as it has low motivation towards curricular issues; shortage of instructional materials, lack of budget, lack of support from school administration, committee's lack of experience, and committee's lack of in-service education.

5.2. Conclusion

Although the roles of the school curriculum committee of Habru district were challenged by different factors, the committee has played its roles in implementing and improving school curriculum. The committee has facilitated staff development of teachers. It also has tried to collaborate staffs in the awareness processes of instructional activities to parents. It has facilitated action research and classroom observation as strategy for the improvement of school's instructional process. And the committee also facilitated teachers' participation in the assessing students' performance and in taking of corrective measure etc.

5.3. Recommendation

Based on the findings and conclusions of the study, the researcher would like to offer the following recommendations.

- Lack of school curriculum committee's motivation towards curricular issues /comment the existing school curriculum and get financial support from concerned parties/ found to be the major problems for the implementation and improvement of school curriculum. To solve this, responsible bodies like school, district education office and the like are expected to motivate the existing committee members by providing prize in terms of moral, incentives or certificate etc.
- Lack of in-service education and shortage of experience were considered as another constraint in hindering roles of the school curriculum committee. Thus, this committee is required to be skilled and oriented about curricular issues by the school, district education office, and Zonal education department etc. through workshop, seminar, training, and the like.

- Lack of budget was found to be the major problem that affects the roles of the committee. Therefore, the district education office in collaboration with Zonal education department or other group etc. needs to allocate budget for the committee.
- Shortage of instructional materials and lack of support from the school administration also mentioned as another obstacles in hampering the roles of the committee in facilitating school curriculum. To solve these , the school with other concerned bodies should help this committee through various mechanisms / for example, by providing moral support, by financing the committee , and supplying stationary materials etc. / .

Generally, the roles of the school curriculum committee of Habru district have different problems. Therefore, to solve these problems, it is better if all concerned stakeholders should work together to improve the activities of the committee.

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