

**ANALYSING THE IMPLEMENTATION OF SELF-
CONTAINED CLASSROOM TEACHING: THE CASE OF
LOWER PRIMARY SCHOOLS IN WEST ARSI ZONE OROMIA
REGIONAL STATE**

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This is to certify that the thesis prepared by Wariso Beriso Wakeyo entitled: **analyzing the implementation of self contained classroom teaching**:the case of lower primary schools in west arise zone oromia regional state and submitted in partial fulfillment of the requirement for the degree of Master of Arts complies with the regulation of the university and meets the accepted standards with originality and quality.

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Declaration

The researcher hereby declares that the thesis on the title, “*Analyzing the Implementation of Self-contained Classroom Teaching: the case of lower primary schools in West Arsi Zone*”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Abbreviations/Acronyms

CRC- Cluster Resource Center

EBNLA- Ethiopian Baseline National Learning Assessment

ESNLA- Ethiopian Second National Learning Assessment

ETNLA- Ethiopian Third National Learning Assessment

EGRA-Early Grade Reading Assessment

ETP- Education and Training Policy of Ethiopia

ESDP-Education Sector Development

FGD-Focus Group Discussion

GEQIP-General Education Quality Improvement Package

ICDR-Institute of Curriculum Development and Research

MOE-Ministry of Education

REB-Regional Education Bureau

TGE- Transitional Government of Ethiopia

UNDP-United Nations Development Program

UNESCO- United Nations Education, Scientific and Cultural Organization

UNESCEF-United Nations International Children’s Emergency Fund.

WEO -Woreda Education Offices

ZEO-Zonal Education office

ABSTRACT

In Ethiopia currently first cycle (grade 1-4) primary school is organized in the form of self-contained classroom. The implementation of this approach with its all assumptions has been questioned due to the deterioration of the quality of primary education in the Oromia regional state. Thus, the main purpose of this study was to investigate the implementation of self-contained classroom teaching in some selected primary schools in west Arsi zone, Oromia Regional state. To this end, basic questions were raised regarding the attitude of primary school principals, teachers and students towards self-contained classroom teaching; the role of self-contained classroom teaching in enhancing the learning of students; the drawbacks encountered, student performance, and the remedial mechanisms for the implementation of self-contained classroom teaching. The study involved 13 selected primary schools in West Arsi zone. The sources of information were 5 woreda education office experts, 13 primary schools principals, and 118 teachers who were engaged in teaching self-contained classrooms and 39 top three of grade four students selected through both convenient and purposive sampling techniques. The used questionnaire, interviews, and FGD to gather the relevant data. The data utilized both quantitatively and qualitatively analysis methods. Based on the analysis the following major findings were obtained. Teacher respondents are considered self-contained classroom teaching as a way of facilitating pupils' understanding of the integrated subjects, forming strong relationship between teachers and students, enhancing self-understanding and self-respect, and providing chance to students to be treated individually. But on the reverse side, self-contained teaching was entangled with heavy teacher workload, high works stress levels, inadequate training and low students academic performance, the absence of additional assistance teachers, large class-size and the inadequately equipped classrooms with materials and facilities, lack of teachers commitment to help their students were found to be the major problems for the self-contained classroom not to become effective. Based on the findings obtained, the following recommendations are made. Teachers who have a diploma or degree tend to have better subject knowledge than those who have a one year certificate. Having a degree is the single most important factor with a significant effect on teachers' subject matter knowledge, therefore, developing the trained of assigning such better qualified teachers to the lower primary school as well as updating and upgrading the quality of lower primary school teachers through pre-service and in-service training is substantial to attain the intended objectives. Owing to heavy burden self-contained teachers cannot do their work properly to mitigate this problem assigning additional substitute teachers to share paper works and some time to replace the main teacher, encouraging the trained of zero class, having reasonable (standardized) class-size so that teachers can address their teaching-learning activities and manage his/her students properly. Moreover, to compensate some short comings of self-contained classroom teaching all stakeholders should motivating best performance teachers to win their interest, school should work in collaboration with parents to plan on the future of students, teachers should serve their students with greater commitment and willingness to strengthen their students special needs/interests, teachers should develop the trained of collaborating students in co-curricular activities to strengthen non-academic skills, school should providing educative and attractive classrooms. If these pre-conditions are not fulfilled, it is unlikely to attain the desired objectives in self-contained classroom.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

Providing quality primary education for all school age children by the year 2015 is a commitment of many countries, because quality education is important for the development of individuals as well as the society in any given environment (MOE, 1998). It looks impossible for people to make the best use of the environmental resources for life and society without having proper education in their respective settings. Ethiopia, as one of these countries, has extended its effort towards this goal. This is reflected in the current Education and Training Policy (ETP) and its strategic plan (MOE, 2002).

Children are the hope of tomorrow. So that they should have well- rounded personality and equipped with the necessary skills to navigate a fast changing world and grow up to become; confident, self- directed learners, active contributors and concerned citizens (MOE of Singapore, 2013).

Great emphasis is, therefore, given to the primary education which has the aim of offering basic and general education to prepare students for further general education and training because this level is the first milestone in Child's primary school years. To address an ultimate aim of achieving universal quality primary education in the country within the limited resources; Ethiopia has to adopt a cost- effective, psychologically and pedagogically sound method of deliver (MOE, 2002).

In the world of education there are two contrasting components of instructional organization; self-contained structure which aligns with student-centered ideals while departmentalization that goes with a subject-centered approach (Strohl, Schmertzing, Schmesrtzind, & Hsiao, 2014, p.114). In many elementary schools, now a day, the typical instructional unit is known as the self-contained classroom teaching is being utilized where one teacher is responsible for teaching language arts, math, social sciences, and science (Chan, 2004).

In many educational literatures, not much is said about the exact time when the self-contained classroom teaching has appeared as a basis for instructional organization. But all information obtained from available sources mainly point to its later stage of development in the twentieth century. Tanner (1980) stated that, during the first half of the twentieth century, the dominant pattern of instructional organization in the elementary school was the self-contained classroom. United State of America is the specific place where self-contained classroom approach became the pre- dominant structure of instructional organization in the elementary education system in the early twentieth century (Kimbrough, 1968; Tillma, 1960).

In Ethiopia, the first attempt to adopt the self-contained classroom teaching in the system of education began in the early 1960s (Elefachew, 1972); however, it did not remain as the dominant way of teaching throughout the country and was gradually replaced by the former departmentalized type of classroom organization. According to some author, though the self-contained classroom approach at primary level has ended up in failure, there was another attempt in the late 1970s to adopt this principle as a basic structural unit of elementary education. This second attempt again did not go beyond its experimental stage. This also ended in failure in the early 1980s (Sherif, 1999); however, the meager documents available do not indicate why the two attempts were unsuccessful.

In 1995/96 academic year the primary grades, especially, in grades 1- 4, the subjects are integrated in to four core subjects and self-contained classroom arrangements are applied (TGE, 1994). These subjects are: Languages, Environmental Science, Mathematics, Aesthetics and Physical Education. This does not only enable school children to have a general and interrelated concept and knowledge, but also is in greater accord and harmony with child learning psychology (MOE, 2002).

Integrated disciplines and self-contained classroom teaching in the first cycle primary school is a universally practiced and accepted direction that has been proved by research findings about its suitability to the lower primary children. For instance, India, Nepal, Japan, Malaysia, Korea, etc, have extensive experience on integrated curriculum and self-contained classroom setting (UNESCO, 1982). So self-contained classroom organization has been followed not only in our country, but also in many developing as well as developed countries. The reason why Ethiopia has also adopted it in her education system is because, given our limited resources, it is a cost-

effective and pedagogically sound method that can enable her to rapidly expand education to the larger public (MOE, 2002, pp .31-33).

The antithesis of the self-contained classroom teaching is departmentalization, a type of teaching in which the teachers teach as specialists in one or more content areas (Delviscio & Muffs, 2007). But appearing of different teachers before young learners over the course of a school day can confuse them. Moreover, the division of instructional responsibilities among several teachers may create obstacles to grasping the learning and emotional needs of each students (Commiere & Villians, 2008).

According to Azeb (1998, P.299) “The departmentalized setup had tended to emphasize the subject matter”, which she disclosed that the search was for arrangement that would emphasize on children. Consequently, it was important to teach children first and subject matter second. Separating the elementary school curriculum into specific areas and assigning a portion of the program to certain teacher is an extremely complex matter because the world of chider will be fragmented and then they will unable to grasp the concept.

Thus, self-contained classroom approach is preferred because it leads to a happier and more secure learning environment and to lower dropout rates as well as higher average academic achievement (Commiere & Villians, 2008).In addition to this the advocates of this model argue that self-contained classroom setup allows the students to become better acquainted with the teacher, enable the teacher to be aware of each student’s, weaknesses, and personality traits ,and permit more flexibility in scheduling , less transition time ,and better chance for integration of different content areas (McGrath & Rust ,2002).

In many developing countries, including Ethiopia grade repeaters and dropouts are becoming obstacles in the effort to universalize primary education as intended (Torres, 1995; UNESCO, 1998). Repeating a grade means utilizing more resources than allocated to a student and leaving a school (dropout) before completing a particular cycle of education is also wastage of resources. In both cases, the meager resources allocated for education and time will be wasted and underutilized. A study conducted by UNESCO (1998), for example, have proved that 16% of the resources allocated to education each year in developing countries are wasted due to repeaters and dropouts from grade 1 through grade 4. Besides, pupils who leave the system prematurely

and regularly will become functionally illiterate and discourage others from entering it (UNESCO, 1986).

The proportion of pupils who leave school varies from grade to grade. The dropout rate is higher for grade 1, grade 5, and grade 8. At national level, 25.0% of pupils enrolled in grade 1, in 2003 E.C (2010/11), have left school before reaching grade two in 2004 E.C (2011/12).

According to the 2010/2011 Education Statistics Annual Abstract (ESAA); grade 5 survival rate is 55%, which means that 45% of grade 1 entrants do not enter grade 5, and the dropout rate is highest at grade 1 (Education Management Information Systems [EMIS], 2011).

The achievement of students on core subjects at the end of the first-cycle of primary education is not also satisfactory (below 50%), (ICDR, 2001). The Ethiopian National Learning Assessment (ENLA), that conducted in 2000, in 2004, and in 2007 show that the quality of the reading comprehension outcomes has decreased since the 2004 (MOE, 2008). The ESNLA mean score in the 2007 was only 43.9, which was much lower than that of 2004 (64.5) and the 2000 (64.3).

To address the challenges in educational quality, the government has recently devised two major plans – the Education Sector Development Plan (ESDP IV) and the General Education Quality Improvement Program (GEQIP), where the emphasis is on enhancing student achievement through better teaching and learning processes. In particular, GEQIP has focused strongly on improving equity and access so as to reduce current rates of drop-out and improve completion and progression to secondary education. The program mainly seeks to increase investment in key inputs, such as textbooks, teacher training and development, and school infrastructure.

However, the rolling effect of low quality education that manifested by; low quality of the reading, comprehension outcomes, educational wastage, low reading, writing and arithmetic skills as well as unsatisfactory achievement in core subject areas at the lower primary schools of Ethiopia forced the researcher to investigate whether self-contained classroom approach is being implemented with all its implications or not. That means checking where self-contained classroom teaching is really practiced as thought in the policy.

1.2 Statement of the problem

One of the concerns of the current Education and Training policy of Ethiopia is to provide a good quality primary education with an ultimate goal of achieving universal primary education (ICDR, 1999). To this end, relentless efforts have been made to improve, for instance, the quality of teachers, because quality education to the greater extent depends on the quality of teachers (ICDR, 1999). This is particularly true of primary education, where children are not yet at the stage of learning on their own. On the other hand, teaching is a practical involvement, and learning through doing is a very important aspect of the training of teachers for primary school teaching. Moreover, teaching in the lower primary school has become an area of concern with regard to the professional competence of the teachers (ICDR, 1999).

However, the quality of education remains a daunting challenge at the lower primary schools in Ethiopia (Young Lives Ethiopia Policy Brief, 2012). This was clearly seen in the first-cycle primary grades, where self-contained approach is introduced. Of all the grades in the primary schools, it was also at grade one that a higher rate of repeaters and dropouts were reported. For example, the repetition rates at grade one were 10.6% and 11.1% in the years 1999/2000 and 2000/01 respectively. Similarly, in these same years first grade dropouts were 27.9% and 27.5% respectively (MOE, 2002). On the other hand, two studies were conducted to measure the achievement of students who reached grade four since self-contained classroom teaching is introduced in the lower primary schools of Ethiopia. To mention one, in the National Baseline Assessment Study, children achieved a mean score of 0.643 in basic reading, 0.481 in environmental science, 0.405 in English and 0.393 in math (NOE, 2000). Thus, the results were not satisfactory.

The repetition and dropout rates reported while practicing self-contained classroom teaching on the one hand, low achievement of students who completed the first-cycle of primary education on the other, may lead one to question whether self-contained classroom approach is being implemented with all its implications or not.

Thus, analyzing the implementation of self-contained classroom teaching in our primary school is therefore, timely and important issue. This study, therefore, aimed at analyzing the

implementation of self- contained class room actual practice at the lower primary schools of West Arsi Zone in Oromia Regional State.

To the knowledge of the researcher there is no study conducted under this title in the studied area (West Arsi Zone). At federal level there is one research conducted by Fikadu entitled with “Issues Surrounding Self-contained classroom” five years ago in 2001. In his study he did not take any woreda/town as sample from this area and even he represented Oromia by one zone that confined to urban area. This research emphasized on some remedial mechanisms that help the implementation of self -contained classroom and the samples were selected both from rural and semi urban areas to obtain the representative sample. Consequently, the facts mentioned above initiated the researcher to conduct a research in order to analyze the implementation of self-contained teaching in the lower primary schools of West Arsi Zone, Oromia Regional state.

1.3 Basic research questions

1. What is the current status of self-contained classroom teaching?
2. What is the attitude of teachers, principals and students towards self-contained classroom teaching?
3. To what extent do self-contained classroom teaching currently attained the intended objectives as stated by the program planners?
4. What are some remedial mechanisms that help to enhance the implementation of self-contained classroom?

1.4 Objective of the study

1.4.1 General objective

To analyze the implementation of self-contained classroom teaching in the lower primary schools of west Arsi zone, Oromia regional state.

1.4.2 Specific objectives:

1. To explore the current practice of self-contained classroom teaching in the lower primary schools.
2. To assess the attitude of teachers, principals and students towards self-contained classroom teaching.

3. To examine whether or not self-contained classroom teaching currently attained the intended objectives.
4. To identify some remedy mechanisms that helps the implementation of self-contained classroom approach.

1.5 Significance of the study

The study is significant for the following reasons:

1. The research analyzed the implementation of self-contained classroom teaching in the lower primary schools. So, it could help to create awareness on the implementation of self-contained classroom teaching among teachers, school directors, managers, educational planners and officers. This awareness may help to take appropriate remedial measures to eliminate the underlying weaknesses in the practices of self-contained classroom setting.
2. The research could suggest recommendations to solve at least some of the major problems, which may affect the proper implementation of self-contained classroom teaching.
3. It could give highlights for those interested researchers to further work on this area.

1.6 Delimitation of the study

Geographically this study was delimited to West Arsi Zone, Oromia Regional state because to the knowledge of the researcher s no study was conducted regarding the self-contained implementation of self-contained classroom teaching in the studied area. As the researcher has worked there as teacher for six years it helped him to get pertinent information to enrich the study.

Conceptually, as it is difficult and practically impossible (due to time) to exhaust all issues concerned with the implementation of self-contained classroom, an attempt shall be made to trace only some issues related to: the current Status of self-contained classroom teaching, the necessary preconditions for the implementation of self-contained classroom teaching, such as, teachers training, classroom environment, instructional materials and small size, professional competencies of teachers, teachers', students' and principals' attitudes and commitment towards self-contained classroom teaching, promising practices that help the implementation of self-contained classroom teaching. The researcher selected these issues mainly because he viewed

that the current status of the lower primary school requires arguent attention. Attitude and commitment of teachers, students, and principals towards self-contained classroom teaching can affect the implementation of self-contained classroom teaching. Ethiopia has limited resources and devoted herself to expand education to all her children through economical and pedagogical sound method of delivery, namely self-contained classroom teaching. Thus, the researcher emphasized more on remedial mechanisms that help due implementation of self-contained classroom teaching.

1.7 Limitation of the study

Since this study has not been conducted on National or Regional scale, the findings may not be free from some limitations. In fact, this was done intentionally due to, time constraints, shortage of finance, and unmanageability of the size and number of primary schools.

The next restriction of the study, to the researcher best knowledge, is shortage of exhaustive publications on the topic. As a result a few source materials were repeatedly used.

1.8 Operational definitions of the key terms

- **Departmentalized classroom:** an arrangement whereby each instructor teaches only one or two subjects in which he is a specialist; either the teacher moves from room to room to teach the various classes or the pupils shift from room to room during the successive periods of the school day (Good, 1973).
- **Implementation:** translating and interpreting the curriculum, its curriculum in use with all its complexities.
- **Lower primary school:**-the first tier which includes grades 1-4(MOE, 2002)
- **Primary school:**- ranges from grade 1 through 8 with two cycles; first cycle (grades 1-4) and second cycle (grades 5-8) (TGE, 1994).
- **Self-contained classroom teaching:**-where the single teacher is assigned the responsibility to teach integrated subjects such as language, mathematics, environmental science and aesthetic in a lower primary classroom (MOE, 2002).
- **Upper primary school:**-the second tier which includes grades 5-8 (MOE, 2002)

1.9 Organization of the study

This thesis comprises of five chapters. The first chapter deals with the introduction which includes the background of the study, statement of the problem, objectives (purpose), basic research questions, significance, delimitation and limitation of the study, operational definitions of key terms, and organization. The second chapter presents review of the related literature. The third chapter deals with the research methodology. The fourth deals with the analysis and presentation of the data as well as discussion. Summary, conclusions and recommendations are presented as the fifth chapter. In addition to these, references, sample questionnaires, interviews and focus group discussion (FGD) attached to the last part of the thesis.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This review of related literature begins with the concept of curriculum integration. This is followed by the concept and practices of self-contained classroom structure. The third part is teachers' attitudes towards their job, the fourth part is about students' attitudes and motivation in learning, the fifth and sixth part are about professional competencies in the application of self-contained classroom, and conducive school environment. The last part of the review deals with remedial mechanisms of self-contained classroom teaching.

2.1 Concept of curriculum integration

Tyler (1949) defined curriculum integration as the horizontal relationship of various curricular contents in different subject areas. For instance, the concepts and skills in mathematics should be developed in consideration of their application in science and other fields at the same grade level. That is, the structure of knowledge and its application area are dissociated. It is a question of what types of concepts and skills can be learned by using this in other subjects. Subject boundaries are not to be eliminated. Thus, according to such people, integration is a principle of correlation across the curriculum.

2.1.1. The Rationales for Curriculum Integration

Curriculum integration for lower primary schools has become an area of vast innovation and bases itself on pedagogical, psychological, sociological, methodological, and administrative rationales (UNESCO, 1982).

A. Pedagogical and psychological rationales: Curriculum integration implies certain basic principles of learning and is often contrasted with the fragmentation and/or compartmentalization of knowledge which is the characteristics of the subject based curriculum. It is widely recognized that the prevalent subject based and teacher-centered system of education does not meet the psychological needs of the children. The children at the primary grades are curious and active by nature and display exploratory behavior. Therefore, their minds do not fully work in water-tight compartments of different subject areas/disciplines. The motive for children's learning arises from their own curiosity and from their desire to understand and master their environment

through exploration and inquiry. Therefore, the integrated curriculum is believed to be suitable at lower primary school education (UNESCO, 1982).

Moreover, according to Piaget as cited in Elliott, Kratochill, Cook, and Travers, (2000, p. 36) it has been observed that children, especially in the lower primary grades, remain at the concrete operational stage and they learn to solve problems best when they can manipulate real objects in real life situation. For them learning is doing and not memorizing. This makes it imperative that children should provide with concrete learning experiences related to their environment and life situations rather than making them deal with abstract, separated, or fragmented ideas. The teaching style in the integrated curriculum involves the use of self-contained classroom teaching system, which provides ample time children complete their holistic process of learning by doing.

B. Sociological rationales: there are certain sociological issues supporting the integrated curriculum and self-contained classroom setting. Knowledge has value only if it meets the needs of the learners, to make him/her cope up with the society and become an active participant in its development. In other words education must have some social utility. It is believed that education is relevant and effective if it helps learners to seek answers for real-life problem around them. This would be possible only if the curriculum is prepared on the basis of integrative approach and provided to children through learner centered methods in self-contained classroom situation (ICDR, 1999)

C. Administrative rationales: integrated curriculums reduce the number of subjects and money spent to publish many books. Teaching the integrated curriculum on the basis of self-contained teaching helps to address the problem of shortage of teachers in primary schools, especially in the rural areas of the country (ICDR, 1999).

Accordingly, integration of curriculum: 1) enables children to learn facts, skills and attitudes that facilitate learning holistically; 2) enables teachers make a variety of connections and relationships among the concepts of the school subjects, the different behavior of children and the essential pedagogical and psychological regularities to facilitate meaningful learning; 3) reduces the number of fragmented lesson plans, subjects etc. The organization of elementary school and its curriculum must be means to an end but not end by itself. It must take into consideration the feelings not only educators but of all those are concerned with any aspect of development of

children (Lobdel & Van Ness, 1963, p. 214). Thus, integrated curriculum is preferable from psychological and pedagogical point of view of children at the lower primary school.

2.2 The concept and the practice of self-contained classroom structure

Different writers define the self-contained classroom structure in different approaches. According to Thomas (1978, p. 306) the term self-contained classroom refers to a situation in which one teacher is responsible for the total instruction of one class for the entire school day. The self-contained classroom instruction is a classroom organization for teaching all subjects to one group of children all the way. The teacher carries all the responsibilities for the program of instruction for one group of children.

Burr and Games (1967, p. 75) also describe self-contained classroom as the best basic unit of organization devised in elementary schools in which a group of children of elementary schools of similar social maturity are grouped together under the extended and continuous guidance of a single teacher.

2.2.1 The Strength and weakness of the Self-contained Classroom

2.2.1.1 The strength Claimed by Proponents of self-contained Classroom

With conflicting student achievement studies and a small pool of research from which to defend or oppose departmentalized instruction in elementary schools, individual components of the classroom structure are used to create arguments for either side. One of these components is the focus of instructional delivery; Self-contained structures align with student-centered ideals while departmentalization aligns with a subject-centered approach. Oppositional arguments are based on the idea of teaching the whole child.

The idea of teaching the whole child aligns closely with the learner-centered ideology in which the scope of instruction goes beyond academic curriculum and extends to address social and emotional needs of students (Association for Supervision and Curriculum Development, 2011; Schiro, 2008). Advocates of this ideology propose the role of the instructor is to individualize instruction for students based on their “strengths, weaknesses, and personality traits” (Elkind, 1988, p. 13). Elkind stressed the importance of the student-teacher connection, especially for younger elementary students, by positing rotation (or departmentalizing) disrupts younger students’ learning and increases their stress levels and learning problems.

Chang and Muñoz's (2008) argument presented decades later was similar to that of Elkind's. They supported the idea of solid student-teacher relationships by arguing that generalists, or self-contained teachers, teach their students across all areas, allowing them to know the students' strengths and weaknesses across various settings, to meet their needs. One study conducted by Pianta, Belsky, Vandergrift, Houts, and Morrison(2008) examined the amount of student-teacher interaction at the elementary level and supported Elkind's (1988) and Chang and Muñoz's (2008) argument. They examined the extent to which variation in the quality of emotional and instructional interactions predicted trajectories of achievement in reading and math from 54 months to fifth grade. The authors found positive correlations in both math and reading for quality of teaching and social/emotional interaction. This evidence may reveal a link between emotional needs of children and academic achievement. Culyer (1984) stressed the importance of the individualization of education based on the needs of each student, noting the importance of the self-contained classroom structure in facilitating such instruction.

For elementary-age students, the social and emotional aspects of whole child instruction are fostered through relationships with their teachers (Pianta & Stuhlman, 2004).

Through their study, they revealed the quality of the relationship between young students and their teachers significantly impacted their behavioral and academic trajectories. Students' relationship with their teachers also affected their sense of connection to their school (Chang & Muñoz, 2008). In their study, Chang and Muñoz (2008) found that students in self-contained models rated trust and respect for teachers as well as classroom supportiveness significantly higher than students in departmentalized models. They found departmentalized instruction had an even greater negative impact on younger students and students with three or more teachers.

Remaining with the same academic teacher throughout the course of the day (Culyer, 1984), poses other advantages, such as flexibility with scheduling (McGrath & Rust, 2002). Teachers who maintain one group of students a day within the same room have the option to adjust their instructional schedule according to the needs of the students, whereas departmentalized schedules are more rigid because of the class rotation schedule. Worthy of mention, Elkind (1984) postulated that a significant amount of time was lost during students' class transition; however, McGrath and Rust (2002), who also opposed departmentalization, conducted a study

that revealed no significant differences between the teaching models regarding actual instructional time.

2.2.1.2 Weakness of Self- Contained Classroom

Teacher Workload

Bridges and Searle (2011) investigated teacher perceptions of workload. Based on their study, the authors found teachers' workloads significantly increased over the last 20 years, as well as hours per week worked; only about half of the respondents at the time of the study believed their current workload was sustainable. Through their qualitative study, Bridges and Searle (2011) revealed how workload affected teachers, potentially causing burnout or health issues. Lighter Work load, decreasing the amount of time spent preparing and completing other non-teaching tasks, which was shown to decrease stress and increase job satisfaction (Perrachione, Rosser, & Peterson, 2008; Timms, Graham, & Cottrell, 2007). These ideas were explored by Perrachione et al. (2008) when they sought to identify the variables relating to teacher job satisfaction and retention. The authors discovered teachers who reported being more satisfied with their jobs were more likely to continue in their profession. Also, they revealed that teachers did not find satisfaction with work-related duties, which suggested association between teachers' satisfaction with the teaching" aspect of their jobs. Perrachione et al. (2008) concluded their findings that reducing the obstacles to teaching "would increase teachers' job satisfaction, while amplification in obstacles and barriers would decrease teachers' satisfaction with their position" (p. 30). This reiterates that obstacles in teaching, such as paperwork requirements and the amount of planning and preparation required, can lead to job dissatisfaction, and potentially, teachers leaving the profession.

Departmentalized teachers plan and prepare for fewer subjects, resulting in fewer obstacles and barriers and increasing job satisfaction. As discussed, increasing workload, or maintaining a large workload are factors that have been shown to cause or increase stress in teachers.

Stress Levels

Teacher workload indirectly influences student achievement by triggering stress, which ultimately affects teacher impact (Klassen, 2010; MacNeil, prater, & Busch, 2009; Timms et al., 2007).

Other factors have been shown through various studies to negatively impact teachers by increasing stress levels also; however, the format of departmentalized instruction alleviates many stressors experienced by most traditional self-contained teachers. For example, Sass, Seal, and Martin (2011) conducted a study to determine impacts of stress levels on teacher retention rates and found student behavior had a significant impact on teachers' stress levels.

In most cases, teachers are not given choices in regards to the types of students they will teach; leading to classrooms with a hodgepodge of personalities, learning styles, and behavior-related issues (Klassen, 2010). The researcher believes that self-contained classroom teaching has undeniable drawbacks but it is possible to minimize and correct those short comings if every stakeholder were committed enough and acting as responsible citizens.

2.3 Teachers' attitudes towards their job

According to Vroom (1984) the term job satisfaction and job attitude are typically used interchangeably. Positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes toward the job are equivalent to job dissatisfaction.

Also, Bansa (1996) highlighted that, most important factors that influence people's attitudes towards their job are job inputs. These inputs include all of the skills, abilities and training to the job as well as the behavior he exhibits on the job. The greater he perceives his inputs to be the higher will be his perception of what his outcomes should be. Because of this relationship, people with high job inputs receive more rewards than people with low job inputs. School atmosphere may negatively affect the attitude of newly employed teachers and harm their commitment to do their work properly. To mitigate this school administration should play a decisive role in awareness creation and promoting the sprite of industriousness among teachers.

2.4 Students' attitudes and motivation towards learning

According to Aggarwal (1998, p. 297), one of the chief objectives of education is the development of desirable attitudes in the students. Attitudes may have the power to promote or

inhibit student's behavior in the classroom. Furthermore, attitudes influence the choice to attend, respond, participate, and more commitment to educational activities.

Jones (1984) describes that, most people may have a limited experience; the majority of their attitudes are formed in schools, or at home or are based on what other people tell them. Students' attitude towards the teacher, the school and various subjects are primarily important in the learning situation. The effect upon the process of learning is, it either facilitate or hinder learning.

School facilities and equipments, good teachers' behavior and effective methods of teaching play a vital role in developing the student's positive attitudes and in facilitating the instructional processes. The teaching aids, equipped laboratories, the reasonable number of students in the class are not only helpful for developing the positive attitude and interest, but it helps students participating in the instructional process (Crow & Alic, 1956, p. 139). Motivation is the very heart of the learning process. Adequate motivation not only sets in motion the activity, which results in learning, but also sustains and directs it. Motivation is an indispensable technique for learning. It energizes and accelerates the behavior of learner.

According to Aggrawal (1998, p. 206), since individual children differ in regard to their specific needs, according to their personality patterns and socio economic background, the teachers will have to vary their motivational techniques and employ them judiciously.

2.5 Professional competencies in the application of self-contained classroom unit

2.5.1 Teacher Education and Training

For improving the standard and quality at all levels of education, the role and importance of teachers should be understood in proper perspective. It becomes necessary to provide teacher at all levels in adequate numbers and also to raise the quality so that they will not subscribe to accepted educational goals but also possess the skills to make them a reality. Whether they succeed in translating these objectives into day-to-day classroom teaching will depend very largely on the nature and quality of their training (MOE, 1996, p. 44).

According to Azeb (1998, p. 305), many teaching responsibilities require wide, deeper and intimate understanding and experience in the knowledge and practice of the teaching learning process. Without any concern and care for what teachers are training, it is very difficult to expect much from them to perform and attain excellence. Well-trained experienced persons in education and educational psychology, who can demonstrate and model effective teaching, must hold such

teaching positions. The foregoing discussion led us to how to acquaint teachers with the necessary knowledge and skills that enable them to carry out their responsibilities.

2.5.1.1 Pre-Service Teachers Education and Training

Pre-service training is the initial stage of a continuous process of teacher education. It is essential that teachers should build on this base as part of a life-long process to improve their competence, skills and increase their knowledge (MOE, 1996, p. 45).

Azeb (1998, p. 303) describes that any relevant education, training and preparation sought must focus on the type of roles and responsibilities the would-be practitioners are supposed to play and shoulder. Hence, when talking about such education and training for the would be teachers who are supposed to be in charge of the education of the students in the first cycle, it is of paramount importance that their program must judiciously integrate the right, and appropriate requisite knowledge, skills and attitudes. In other words, such preparations must equip them all the necessary tools that will help them carry out their responsibilities.

Accordingly, the Ministry of Education (1996, p. 46) describes the general objectives of pre service teacher training as: a)to train teachers through the provision of general knowledge, specialized knowledge, pedagogical or professional training as well as professional ethics, b)to educate teachers who are capable of assisting learners to meet the educational needs, c)to prepare sufficient teachers of suitable quality who are able to meet the objectives of the education and training policy, d) to update the content and quality of teacher education and training along new global approaches to teacher training and make it a life-long process, etc.

2.5.1.2 In-service Teacher Training

Teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account.

Just as curriculum should be child-centered and relevant, so should instructional methods.

The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centered and fairly rigid or even authoritarian (Carron & Chau, 1996).

In-service teacher training is upgrading the academic and professional knowledge and experience of both trained and untrained teachers in various subject disciplines and orienting them towards new development in teaching methods and techniques (MOE, 1986, p. 51)

According to Aggrawal (1996, p. 426) in-service training has the following objectives: I)to maintains the knowledge and skills of teachers; II)to gives teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work; III)to remedies the teacher's deficiencies arising out of defects in his/her initial training preparation; IV)to make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social and cultural challenges; V)to enables teachers to gain additional qualifications and to develop their special talents and dispositions; VI)to raises the cultural and professional standard of the teaching forces as a whole and strengthens its innovative vigor and creativity.

To sum up, the introduction of integrated subjects into first cycle of primary education, in Ethiopia, has some important implication for the Teachers Training Institutes that calls for the correspondence between the curriculum of the Teachers Training Institutes and that of lower primary school curriculum. Since teachers are in the front-line of educational reform programs, they need education that enables them to cope with what the time demands. Hence, the primary school teacher-training curriculum should incorporate the activities expected to accomplish in the self-contained classes (MOE, 1999, p. 48).

2.6 School environment

Modern teaching recognizes that the process of education is not simple matter of presenting and receiving knowledge but is a process that involves the whole of personality and is affected as much by physical, social and economic factors of environment as by teachers (Farrant, 1990).

Bull and Shirley (1993, p. 16) also describe the components of classroom environment as physical, social and educational. By separating them out, the teacher can organize and manage each so that together they provide for effective management of children's learning and behavior in class.

2.6.1 Class Size

The number of students attending a class under the presentation of a lesson by a teacher plays a crucial role in determining the quality of education. This is because of the fact that for better

communication between teachers and students when a class is conducted will be effective only when students in the class are small in number.

According to Tirusew (1998, p. 19), Since teaching-learning process is depend almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will result.

As to how many children to have in self-contained classroom, there is a general consensus among educators in the field that the number of students is to be, relatively, smaller.

To cite some: Azeb (1998) 25 to 30 children, Burr et al (1967) 20 to 30 children, Franklin (1967) 25 to 30 children. The justifications for smaller class size as the writers describe are the pedagogical, psychological, methodological rationales for the education of children.

2.6.2 Instrumental facilities and Materials

According to Mitzel (in Azeb, 1998, p. 301) any discussion of classroom organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. The writer further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenging indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conducive enough.

The crux of educational quality among others, heavily relies upon the environmental (both internal and external) conditions and materials of the classrooms.

The classroom atmosphere, therefore, needs to be attractive and educative for children. It is clear that the teacher in self-contained classroom has various responsibilities for arranging the suitable situations for pupils' learning. The classroom for example, should be divided into different corners in which instructional materials and authentic materials are displayed for children. In addition to this Taba (1962) noted that if the curriculum is only present bits and pieces of information, it would prevent students from seeing knowledge as a unified. Therefore, the self-contained classroom setup was founded to fitting the needs of the lower primary school children

The classroom should be used as source of knowledge for learning such as an environmental science corner, social science corner, a mathematics corner, etc. These are examples of classroom environment to be arranged within a self-contained classroom setting. The teacher should also be amiable and empathetic with the learners (ICDR, 1999).

2.7 Promising practices that help the implementation of self-contained classroom approach.

2.7.1 Teacher Assignment

According to Webb and Norton (1999, p. 348) one of the most effective means by which human resources administrators can assist the organization to achieve its stated goals and maximize employee potential is through the determination of appropriate position assignments. Employees who are appropriately matched to their jobs exhibit higher level of satisfaction and performance. An appropriate and productive job match means that the required tasks to position relate directly to the personal strengths and interests of the employee. The writers further stressed that one of the keys for helping individuals reach their fullest potential and contribute most toward personal and organizational goals is to assign them to positions in which their knowledge and skills can be best utilized.

Moreover, Webber (1954, p. 134) identifies the following specific factors that affect teacher assignment. These are: the nature of the learners, class size, health characteristics of the individual teacher, experience of the teacher, number of preparations per day, general climate in the school, non-classroom responsibilities, training of the teacher, age of the teacher, type of the school (primary, secondary---), emotional health of the teacher, interest, abilities and aptitude of the teacher.

2.7.2 Alternative Staffing Approaches

Azeb (1998, p. 305) has pointed out that no organizational pattern, how much ingenious, is a panacea for poor teaching or a substitute for good teaching. So far research has failed to demonstrate the superiority of one setup over the other. But researchers and educators suggest that decision to organize classroom in one manner or another must be made, largely, on the basis of the school's educational philosophy and purposes.

Jarolimek and Foster (1997, p. 218) suggest alternative staffing approaches for self-contained classroom structure to remedy the limitations. These include the use of specialist teachers and team teaching.

Moreover, Ubben and Hugbes (1997, p. 202) state the advantage claimed for team teaching as: a) the opportunity for the members of the team to plan and evaluate together; b) Cooperative planning as the writer say, results not only in a better educational program for the children involved, but that the teachers grow professionally in the process.

2.7.3 Auxiliary services and Substitutes Teachers

Proponents of self-contained classroom suggest that auxiliary services and substitute teachers are important for the successful implementation of self-contained classroom teaching. To cite some, Klugman (in Sherif, 1992, p. 21) describes that in the self-contained class, the chief coordinator of learning is the main teacher, but being the coordinator such an individual can never be left alone. Auxiliary services must be obtained and utilized. Because the self-contained classroom teacher cannot be and is not expected to be an expert in every field, knowledgeable individuals can respond to the special requests of the teacher assigned when the need for specific knowledge arise on certain aspects of teaching task. This may include resource specialists, health workers, artists' etc. Besides, teachers in self-contained classroom instruction need special help from head teachers and supervisors in the area of professional, technical and administrative advice (MOE, 1999, p. 288).

2.7.4 Utilization of differentiated instruction

Differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction. Differentiated instruction has the potential to create learning environments that maximize learning and the potential for the success of all students regardless of skill level or background. Today's classrooms are increasingly diverse students come from variety of backgrounds and have a wide range of interests, performances, learning strengths and needs. Differentiated instruction makes it possible for teachers to reach all learners and can particularly enhance the success of: students considered at risk for leaving school before completion, students who are gifted, students with disabilities and English language learners.

2.7.5 Parent-teacher communication

Schools, communities, and parents/families must cooperate and work collaboratively to improve the learning experience of all children. The parents are the first educators/teachers of their children. So their involvement in pupil's education has positive impact in fostering academic success. Parent-teacher communications help to discuss a pupil's intellectual, physical and social achievements and cooperatively plan next steps for working with the pupil (Tillman, 1960). Although family involvement has reached a "new level of acceptance" today as one of many factors that can help improve the quality of schools, "acceptance does not always translate into implementation, commitment, or creativity" (Drake, 2000, p. 34).

2.7.6 Cooperation between upper primary school pupil and lower primary school younger pupils in co-curricular activities

Upper-primary school pupils can work in many ways with younger primary school pupils. This practice should enrich the school program for both the older and younger pupils. Planning for such activities should involve all teachers and pupils who participate or who are affected by the program (Tillma, 1960).

2.7.7Field trip

Stay in one class for longer hour might be boring. As alternative it is preferable to schedule learning outside class room foster students learning through entertainment. Thus, field trip or learning outside classroom than normally allotted for one class over a longer period of time help the learner as entertainment and learn practically (Tillma, 1960).

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, detail of the designs, instruments used in this study which include interview with woreda education experts and school principals, focus group discussion (FGD) with grade four 1st-3rd ranked students, questionnaire for teachers are presented. In addition sampling technique used for the selection of the sample, steps taken to make the data valid and reliable and ethical considerations are also discussed.

3.1 Research design

A research design is the logic that links the data to be collected (and conclusions to be drawn) to the initial questions of the study (Yin, 2003). To investigate the real implementation of self-contained classroom organization deeply, it was preferable to use different data collection strategies. That is different designs and instruments (triangulation of instruments). The more we use different designs and instruments the more our data will be vast, deep, reliable and valid. If you generated a finding by a qualitative method, perhaps you can check it by using a quantitative data collection method (Gall et al, 2003).

This study applied cross sectional descriptive survey design of quantitative and qualitative methods. In relation to the quantitative design questionnaire were developed and used to collect information from teachers. As part of the qualitative design, the researcher had conducted interview with woredas education experts and the schools principals, and focus group discussion with grade four 1st-3rd ranked students.

3.2 The study site

West Arsi Zone is established in 2007 in Oromia regional state of Ethiopia. It is bordered on the East by the East Shewa Zone, on the west by Arsi Zone and Bale Zone, and on the south by SNNPR. Shashemane is the capital city of this zone. It is found on 250km from Addis Ababa and 608km from Jimma. West Arsi Zone comprises 12 woreda administration and 3 town administration. These Woredas vary in their infrastructure, weather conditions and socio economic status. The zone currently has 634 primary schools and 6139 primary school teachers of which 4082 males and 2057 females (Source: West Arsi Zonal education Office,2014).

3.3 The study population

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, Aron, & Coups, 2008, p.130)”. Therefore, the target population included in this research are all concerned academic staffs in 13 primary schools of West Zone; specifically, lower primary school teachers (118), principals (13), woreda education office experts(5), and top three grade four students (39), a total of 175.

3.4 The study participants, sampling techniques and sample determination

The researcher employed multistage sampling techniques to select the participants.

Thus, at different stages of the selection process the researcher applied different sampling methods. At the first stage of the selection process, woredas and towns were selected using stratified sampling methods. Here the researcher divided the study areas into two categories based on administration (woredas & towns). These woredas again divided into four based on location to obtain representative sample. Then woredas on the North West (Kokosa, Kofale, and Nensebo), on the North (Adaba, Dodola, and Assessa), on the East (Kore, Arsi- Nagelle, and Shalla), on the west (Wondo,Shashemene, and Seraro),and the town administrations(Bishan-Gurrach, Dodola,and Arsi-Nagelle). By using simple random sampling technique, Assassa, Kofle, Kore, Shashemene and Arisi Negelle town administration were selected.

The next step is the selection of schools from the selected woredas and town administration. To this end, the researcher employed stratified sampling methods dividing the schools into rural and semi-urban. Accordingly 7 school form rural and 6 schools from semi-urban totally 13 primary schools were selected from sampled woredas and town administration. The minimum number of schools selected is one (from Arsi Nagelle town) while the maximum number is 4(from Shashemene woreda).

Of the selected sample schools, the study participants were identified in the following manner. Thirteen school principals (each schools have only one principal) and 118 teachers teaching in self-contained classroom were taken as sources of information based on availability sampling technique. The reason why all the subjects were included in the study was because few number

of teachers were available in each school. Moreover, 39 fourth grades top three students were taken as samples of study based on purposive sampling technique. The reason why grade four students were taken as samples is that, they are the ones who could to some extent, understand the message of the instrument of the study and responded correctly from first cycle primary school self-contained classroom students. In addition to this, five woreda education office experts were included in the study to seek necessary information about the prevailing situations of self-contained classroom organization.

Table1: Distribution of respondents by woredas, schools and location.

Woredas/town	No.of schools		No.of respondents		Name of schools	No.of respondents		Location
	N	%	N	%		N	%	
Shashemene zuriaworeda	4	30.8	31	26.3	Kerso-Gonde	10	8.5	Rural
					Danisa	5	4.2	Rural
					Melka-Odda	7	6	Semi-Urban
					Karara-Fanaguddina	9	7.6	Semi-Urban
Assassa	3	23.1	33	28	AssassaBurkitu	15	12.7	Semi-Urban
					Hanto	8	6.8	Rural
					Kawa	10	8.5	Rural
Kofale	3	23.1	33	28	Kofale No.1	17	14.4	Semi-Urban
					Usula-Moke	10	8.5	Rural
					Koma-Moke	6	5.1	Rural
Kore	2	15.4	17	14.4	Kore No.1	11	9.3	Semi-Urban
					Doda-Dayu	6	5.1	Rural
A/Nagelle town	1	7.7	4	3.4	A/Nagelle No.3	4	3.4	Semi-Urban
Total	13	100	118	100		118	100	--

3.5 The instruments of data collection

In order to acquire the necessary information from participants, three types of data collecting instruments were used. These are:

3.5.1 Questionnaire

Both closed and open ended questionnaire was employed to collect quantitative and qualitative data from selected teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject within short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003).

The questionnaire was developed in such a way that twenty six questions were adopted from previous research from Fekadu (2001); while thirteen of them were prepared by the researcher under the close guidance of the advisors. The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: sex, age, level of education and length of service. The second and the largest part incorporate the whole analysis of the implementation of self-contained classroom teaching in the lower primary schools based self-contained classroom teaching variables. The researcher have prepared separate question for teachers and students.

The questionnaire was prepared in English language and translated into afan Oromo (medium of instruction in Oromia region) to avoid misunderstand and to obtain pertinent information about the implementation of self-contained classroom teaching. The questionnaire consisted of closed type questions with different type of settings such as Likert scale, choice and some open ended questions which were included in order to give the respondents more chance to express their views. Totally, 39 questions were dispatched to teachers and collected via school principals (Appendix A).

3.5.2 Interviews

Semi-structured interview was used to gather in-depth qualitative data from 18 academic staff (five woredas education office experts and thirteen school principals) on the current practices of self-contained classroom teaching. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MOE, 1999). Interview guide has two sets the first set has thirteen questions conducted with woreda education experts and the second has twelve questions conducted with school principals. It was conducted in face- to- face contact by writing down notes during the discussion. Then each question was arranged under the given theme for analysis.

The information was important in relation to attitude of teachers, students and principal towards self-contained classroom unit, assistance given to self-contained classroom teachers, teachers' placement, teachers' competence and interest to teach all integrated subjects, curriculum relevance, provision of teaching materials, students' academic achievement, major drawbacks of self-contained classroom teaching and remedial mechanisms for its implementation. Both Afan oromo and Amharic was used when seems necessary for smooth understanding (Appendix B & C).

3.5.3 Focus Group Discussion (FGD)

FGD was conducted with grade four 1st -3rd ranked students because group interview affords more flexibility than individual interview to elicit in-depth information. The objectives were the same, analyze the implementation of self-contained classroom teaching .Moreover; a comment by one individual often triggers as a chain of responses from the other participant. There were thirteen sessions and three participants in each session. The researcher wrote dawn the notes manually during the discussion. Afan Oromo was used during discussion (Appendix D).

3.6 Data sources

The source of necessary information to conduct the study was obtained from primary data sources. The primary data was collected from woreda education office experts, grade four ranked students, first cycle primary school principals and teachers through questionnaire, semi-structured interview, and FGD. The decision to use these subjects as a source of primary data is based on the expectation that they have a better experience and information on the implementation of self-contained classroom unit. In this study the researcher used questionnaires and interviews as main instruments to collect data while FGD was used as supplementary methods.

3.7 Procedure of data collection

The questionnaires and interview guides were primarily prepared in English and it was necessary to translate them into Afan Oromo, the language used as medium of instruction in these schools selected for this research. The questionnaires prepared for teachers were pilot tested at the beginning of March (3-7/03/14) at Karara Eddu and Hagugeta Ilala primary schools in Sheshemane town. Depending on the obtained feedback the questionnaires except for minor wording and phrase correction found to be reliable and valid.

The researcher set appropriate time for data collection and briefed about the aim of the study. The consent of the participants was asked by the researcher and accepted. The teacher's questionnaire was distributed and collected via the school principal; one day was given for them to fill the questionnaires. In each school, interview with the principals was held in his/her respective office within forty minutes to one hour. In each woreda, interview with the experts was held after completing task in the schools in her/his respective office at convenient time.

The focus group discussion was held in the school compound on the opposite shift where all grade four students were free of learning. Convenient time for all students was discussed and set, a place far away from the class rooms and administration offices was selected to avoid unnecessary interruptions of persons and voices. There was active participation of all involved in

the focus group discussion. It was believed this helped the students to supplement each other and see the existing problems in a wider and deeper way.

3.8 Data analysis, interpretation and discussion

The data were analyzed both quantitatively and qualitatively.

The data collected from the respondents via the questionnaire was analyzed by using frequency table and percentage. The information collected through interviews was transcribed and categorized into themes systematically and interpretation was made accordingly.

3.9 Validity and reliability

Whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid. Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. Validity tells us whether an item measures or describes what is supposed to measure or describe (Bell, 1999).

Appropriate consideration had been taken in order to make the data collected to be valid and reliable. In this regard the researcher has taken three major steps. The first step was pilot testing the questionnaires and the interview guides. They were checked and rechecked, and made proper correction made before they were administered.

To ensure the reliability of the instruments, a pilot study was carried out in two primary schools (Karara Edduu and Hagugata Ilaala) from shashemane town . The questionnaires prepared for the teachers were pilot tested on 25 teachers (21.2%). It was also given to the research advisors for comments on the items in terms of the purpose of the study. Most of the items were found to be pertinent to the purpose of the study, except for some minor modifications of words and length phrases.

The second measure was using different instruments; interviews, questionnaire, and focus group discussion (triangulation of the instruments-the data obtained from these three tools were merged together based on the theme set to made compare and contrast), to collect data and as a third measure various respondents; school principals, teachers and students (triangulation of respondents).

These being the major steps taken towards ensuring the validation and reliability of the data, in addition the researcher gave the questions prepared by him under close guidance of advisors to the expert who was graduated in pedagogy and serving as co-coordinator in Shashemane town

education office to check whether they measure what supposed to measure. He confirmed that they were valid.

3.10 Ethical consideration

Proper permission was requested from the West Arsi zone education office and a letter of cooperation was written to the woredas and town administration. The woredas and town administration based on zonal letter was written a letter of cooperation to the respective schools. The schools principals were contacted and the whole purpose of the study and area of expected cooperation discussed thoroughly. The teachers, principals, students and woredas education experts who participated in this research were informed about the aim of the research and their consent was obtained after that the selection of students with different level of masteries was confidential not creates low self-esteem on the students. It was made clear to all respondents the information they gave will remain confidential until the end of the study and all materials will get rid of at the end of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter is the main part of the study; it presents the findings of the study. First of all the quantitative data were organized in table based on the respective themes. Thereby data were tallied and analyzed using percentage. Secondly the qualitative data obtained through interview and FGD, were summarized and qualitatively presented in words following the corresponding themes. Then the quantitative data and qualitative data were triangulated logically based on the respective themes to depict the outcome of the study in very simple and clear way. At the end the main finding were discussed precisely by indicating its similarity and difference with previous studies.

4.1 Background of data

Out of one hundred eighteen questionnaires distributed to the teachers all were returned and used for analysis.

Table 2: Percentage distribution of respondents by background information (N=136)

Items		RESPONDENTS							
		Experts		Principals		Teachers		Total	
		No	%	No	%	No	%	No	%
Sex	M	4	80	13	100	40	33.9	57	49.9
	F	1	20	0	0	78	66.1	79	58.1
	Total	5	100	13	100.0	118	100.0	136	100.0
Age in year	20-30	-	-	2	15.4	53	44.9	55	40.4
	31-40	1	20	8	61.5	52	44.9	61	44.9
	41-50	3	60	2	15.4	10	8.5	15	11.0
	>50	1	20	1	7.7	3	2.5	5	3.7
	Total	5	100	13	100.0	118	100.0	136	100.0
Level of Educ.	12+TTI	-	-	-	-	31	26.3	31	22.7
	10+3Dip	1	20	8	61.5	73	61.9	82	60.3
	Degree	4	80	5	38.5	7	5.9	16	11.8
	12ST.	-	-	-	-	3	2.5	3	2.2
	10comp.	-	-	-	-	4	3.4	4	2.9
	Total	5	100	13	100.0	118	100	136	100
Service year	1-5	-	-	-	-	19	16	19	13.9
	6-10	-	-	1	7.7	26	22	27	19.9
	11-15	-	-	4	30.7	39	33	43	31.6
	16-20	1	20	-	-	21	18	22	16.2
	21-25	1	20	7	53.8	6	5	14	10.3
	>25	3	60	1	7.7	7	6	11	8.0
	Total	5	100	13	100.0	118	100	136	100.0

As indicated in Table 2, 78 (66.1 %) of the teachers were females, while the remaining 40 (33.9%) of them were males. As described by the school principals and woreda education experts during the interview, the reasons why the majority of self-contained classroom teachers were females was that, they are more suitable to understand and treat children's problems than male teachers. However, as the same table shows all principals of the selected schools (13) and 4(80%) of woreda education office experts were male. This indicated the insignificant representation of females in administrative posts.

With regard to respondents' age, a larger proportion of the respondent teachers that is, 105(89%) were within the age range of 20 to 40 years. This confirmed that the majority of teachers were young energetic task force fresh energy that can implement self-contained classroom with greater commitment if treated well. Ten (76.9%) principals were between the age ranges of 31 to 50years. Majority of the woreda education experts 3(60 %) were between the age range of 41 to 50.This show that the principals and experts might have better knowledge and experience to direct self-contained classroom teaching.

Regarding the respondents level of education the same table, show that the majority of teachers 73 (61.9 %) were 10+3Diploma holders. However, 7(4.96 %) of teachers were assigned to teach self-contained classroom without having any certificate of training to teach. As expressed by principals and woreda education experts, the assignment of these unqualified teachers was due to the shortage of trained teachers. In this context, it is not difficult to imagine the detrimental effect of running self-contained classroom with unqualified teachers on the quality of kids' learning where there is no other qualified to back-up the spillover effects. Learning under such unqualified teachers will influence not only current learning but also the later learning.

Coming to the educational of the principals and experts the study shows that 18 (78.26%) of principals and 4(80%) of experts were graduates of 10+3 college diploma and first degree holders respectively. From this it is possible to conclude that the administrative staff might have experience to direct self-contained classroom teaching.

Concerning the service years of respondents, table 2 depicts that 66 (55.9 %) of teachers had work experience within the range of 11 to 25 years. This showed that they had served for longer time to become “subject specialists” to teach all subjects in the self-contained classroom.

As far as the sex of student respondents was concerned 27(69.2%) male and 12(30.8%) female students were ranked 1st -3rd in their class. This confirmed that female students made remarkable competition with their male classmate but still the gap is huge. Concerning the age of student respondents, 21(53.8%) was within the age range of 11 to 15 years; while the remaining 18(46.2%) were within the age range of (7 to 10) years.

4.2 Status of self-contained classroom teaching

Table 3: Role of self-contained classroom teaching in enhancing the learning of students as perceived by teacher participants (N=118).

<i>Items</i>		<i>Very high</i>	<i>High</i>	<i>moderate</i>	<i>Poor</i>	<i>Very poor</i>
Pupils’ opportunity to understand the integrated subject matter.	N	80	15	17	4	2
	%	67.8	12.7	14.4	3.4	1.7
Student-teacher close relation ship	N	93	19	2	3	1
	%	78.8	16.1	1.7	2.5	0.8
Children’s’ opportunity to grow in self-understanding and self-respect.	N	81	19	14	2	2
	%	68.6	61.1	11.9	1.7	1.7
Opportunity to identify individual differences.	N	88	26	2	2	0.0
	%	74.6	22.0	1.7	1.7	0.0

As indicated in Table 3, 80(67.8%) of teachers informed that, pupils’ opportunity to understand the integrated subject matter was very high in self-contained classroom. This implies that, respondents have an understanding that students understand the integrated subject matter better when taught by single teacher in self-contained classroom without fragmenting the world of children.

In the same Table, the study result confirmed that 93(78.8%) of respondents have understanding that student- teacher relationship is very high in self-contained classroom. This shows that, student-teacher relation better shaped when they know single teacher for long duration of time. This in turn boost the confidence of students because did not fear to talk with their teacher.

Concerning children self-understanding and self-respect on the same Table, the larger majority of respondents 81(68.6%) answered that, children opportunity to grow in self-understanding and self- respect is very high in self-contained classroom. The literature in this thesis illustrated that, self-contained classroom teaching has psychological value for child growth and development.

With regard to individual difference of students on the same Table above, the responses of 88(74.6%) teachers indicated that individual difference is highly identified in self-contained classroom. As self –contained classroom teacher stay with the student for longer duration of time s/he has better opportunity to identify students' individual strength, weakness, and other personality trait. These help the teacher in tackling the weak side and strengthening special interest/need of individual children. At the end the researcher has raised question for both experts and principals about the role of self-contained classroom teaching to the children. The obtained response shows that they understood that self-contained classroom teaching had educational, social and emotional values to the children.

In general, it seems that teacher respondents are considering self-contained classroom teaching as a way of facilitating pupils' understanding of the integrated subjects, forming strong relationship between teachers and students, enhancing self-understanding and self-respect, and providing chance to students to be treated individually. This finding is in line with other similar research. For example, the findings of Hamalainen(1959) showed similarity in terms of the teachers perception of the self-contained classroom teaching and its advantages.

With regard to what is known about how children grow, develop, and learn, Hamalainen finds the self-contained classroom superior to departmentalization:

Departmentalization disregards the fact that the individual is an organic being who cannot be farmed out piece-meal to many persons. He must be seen and reacted to as a whole being if the most effective learning is to occur.

In the self-contained classroom the teacher is thought of as the guide and counselor, the coordinator with the children of the experiences most meaningful to them. Because of the length of time he spends with the children he has the opportunity to know individual children in the class and thus better understand their needs (Hamalianen, 1959, pp. 272-74).

Despite the merit stated above self-contained classroom teaching encountered with some short comings as stated by the participant teachers in the table below.

Table 4: Short comings teacher participants have experienced in running self-contained classroom teaching (N=118).

<i>Items</i>		N	%	Rank or.
Inadequate facilities and instructional materials	Yes	104	88.1	1
	No	14	11.9	
Absence of substitute and special skill teachers	Yes	103	87.3	2
	No	15	12.7	
Too much daily preparation/ teacher workload	Yes	103	87.3	2
	No	15	12.7	
Large class- size	Yes	96	81.4	4
	No	22	16.6	
High work related stress level	Yes	95	80.5	5
	No	23	19.5	
Lack of pre service and in-service	Yes	92	78.0	6
	No	26	22.0	

As can be seen from Table 4, most of the respondents 104 (88.1%) teachers indicated that their schools had inadequate facilities and instructional materials. In this respect one participant expert said that “the facilities and instructional materials were not uniform from school to school and from class to class. The school in the town is a little bit better than the remote rural schools due to expansion of schools in different corner.”21/03/014. The supply of facilities and instructional materials in school help the attempt made to promote quality universal education but their absence, on the contrary, negatively affect the quality of education.

In line with this the FGD results shows that the facilities and instructional supply in the selected schools was not sufficient to implement self-contained classroom teaching. Thus, insufficient supply of facilities and instructional materials exacerbated the problem in self-contained classroom teaching and thereby deteriorated the quality of education in the lower primary school.

As can be seen from the same Table, 103(87.3%) teachers' responded that there was no substitute teacher and special skilled teachers for non-academic subjects to help main teacher.

In principle additional substitute teacher has to be assigned to help main teacher in correcting exercise books, tests, etc. and replace main teacher when he absent from school. Special skilled teacher also has to be assigned for non-academic subjects (example: aesthetic) (MOE, 2002). But practically still substitute teachers were not assigned in the selected lower primary schools. In line with this the qualitative data result confirmed that the issue of substitute teacher and special skilled teachers do not exceed paper value plan. This implies that self-contained classroom teachers shoulder heavy burden; when main teacher absent from school for social problem the fate of the children is simply play on the field. Therefore, it is difficult in this situation to address the intended objective of quality primary education.

With regard to the teachers work load, the same Table showed that, 103(87.3%) teachers' respondents as well as interview results imply that they have understood that self-contained classroom teachers made many preparation per day and lacked focus for what they teach. This implied that too much preparation/ work load has negative effect on the quality of teaching-learning process.

With regard to the class -size large portion of the respondents 96(82.4 %) responded that there were large number of student in their class. To supplement this researcher asked the teacher respondents number of students in their classroom. The data obtained implies that the class was large and the numbers of students in the classroom were more the standard set. The number of students in selected lower primary schools ranged within 50 to 67 with average of 57 students per- class. The students are expected to do class works, home works and assignments frequently and the teacher is expected to correct these assignments and give feedback to the students, but when the number of students in a class is very big it makes this task impossible and it affects the progress of each child because of not getting the correct feedback timely. The large class size has

also other impacts such as suffocated class rooms, hinder active participation of all students in class discussions, inconvenience in assessing each child, uncomfortable sitting and writing conditions etc.

Appropriate class size has positive effect on student achievement and in smaller classes each student receives a larger portion of the educational resources represented by the teacher's instructional time, and consequently, learns more. Students can receive more individualized attention, and that the teachers have more flexibility to use different instructional approaches and strategies.

Concerning work related stress level; the same Table indicated that, 95(80.5%) teachers confirmed that self-contained classroom teaching had exerted high pressure on the teachers. Also, one of the participial says: "Teachers were expected to correct out of 300 per subject for all students." 27/03/14. From this it is clear how the teachers were stressed with these tasks and may face difficulty to evaluate their students correctly. In this circumstances it very difficult to see the expected out come on the students.

Concerning pre-service and in-service training, the study result on Table 4 shows that 92(78%) of teachers had inadequate pre-service and in- service training that help the teachers to upgrade and update their professional skills. In this respect, the researcher has raised question both for the principals and experts whether they gave pre-service and in-service training to the self-contained classroom teachers or not. The response obtained confirms that owing to shortage of budget they did not give training to all self-contained teachers but some training and information reach them via school principals. This indicated that pre-service and in-service training was not sufficient to solve the problem of self-contained classroom teachers.

In general, self-contained classroom teaching encountered with the following short comings in rank order as shown on the Table 4 , inadequate facilities and instructional materials, absence of additional substitute teachers and special skilled teachers, too much papers work/ teacher work load, large class size, high work related stress level, inadequate pre-service and in-service training. These study result is in line with the findings reported in the literature in this field (Fekadu, 2001 ; Strohl et al., 2014).

Table 5: Solutions forwarded by participant teachers to the shortcomings encountered self-contained classroom teaching (N=118).

<i>Items</i>		<i>N</i>	<i>%</i>	<i>Rank or.</i>
Provision of incentives for self-contained classroom teachers	Yes	109	92.4	1
	No	9	7.6	
Assigning substitute teachers for help	Yes	102	86.4	2
	No	16	13.6	
Utilization of differentiated instruction	Yes	99	83.9	3
	No	19	16.1	
Appropriate class-size	Yes	97	82.2	4
	No	21	17.8	
Adequate pre-service and in-service training	Yes	89	75.4	5
	No	29	24.6	
Adequate facilities and Instructional materials	Yes	75	63.6	6
	No	43	36.4	

With regard to provision of incentive for self-contained classroom teacher on Table 5 109(92.4%) of teachers understood that, incentive was solution for the implementation of self-contained classroom teaching. Moreover, during the interview both principals and experts were agreed that giving incentive can motivate and solution for the implementation of self-contained classroom teaching, though they were not exhaustively use it due to shortage of finance. Form this it is possible to conclude that absence of incentive deactivate teachers' initiative.

Concerning assignment of additional substitute teacher, same Table shows that, 102 (86.4%) of teachers understood that, assigning of substitute teacher to self-contained classroom had sound advantage in the implementation of self-contained classroom teaching. Also during the interview both principals and experts underlined that the MOE should assign substitute teachers or modify the approach. But it is difficult to attain universal quality primary education in this prevailing situation.

With regard to the utilization of differentiated instruction, it is indicated in the same Table that; 99(83.2%) of teachers' responses confirmed that differentiated instruction was very crucial for the implementation of self-contained classroom teaching. The researcher posed question to students during group discussion whether their teachers utilized different teaching style and instructional materials or not. The response obtained reveals that except few teachers in the selected lower primary schools most teachers did not use different teaching style and instructional materials during teaching learning process. Utilization of differentiated instruction and instructional materials is recommendable to address individual differences in the class. As one size does not fit all teachers were advised to use differentiated instruction during teaching – learning process. This implies that, differentiating instruction help teacher to address individual difference of students in the class and thereby solve the problem of self-contained classroom teaching.

With regard to the appropriate class- size, it is clear from Table 5 that, 97(82.2%) teachers' respondents believe that, reasonable class- size is very important for the implementation of self – contained classroom teaching. This informed that building extra classes and assigning reasonable number of students in the class assist the attempt made to implement self-contained classroom teaching.

Coming to adequate pre-service and in-service training, the same Table indicates that, 102(86.4%) of teachers replied that, adequate pre-service and in-service training had positive impact on the attempt made for the implementation of self-contained classroom teaching. Similarly, the interview result illustrates that pre-service and in-service training was crucial for the implementation of self-contained classroom teaching.

As a solution, one participant principal recommends two things

“First as shaping human being is not easy task the government and all stakeholders should pay due attention to quality than quantity or devise the method that help running both equally.” and “Second in Ethiopia the trend of assigning highly qualified teachers to the lower primary school should be developed because lower primary school is the place where the future of everybody is shaped.” 17/03/14.

This implies that Ethiopia needs to rethink about her first cycle primary education policy. A focus on quality has to be recognized by the different stakeholders.

As can be seen in the same Table the study result shows that, 75(63.6%) adequate facilities and instructional materials can be solutions for the implementation of self-contained classroom teaching. Utilization of instructional materials minimize teacher load and help the learner easily understand the concept of the topic.

Overall, providing incentive for teachers who scored higher in their performance, assigning additional substitute teacher, adequate facilities, utilization of differentiated instruction, adequate pre-service and in-service training, and developing the trained of assigning highly qualified teachers to the lower grade help the implementation of self-contained classroom teaching.

Table 6: Assistance given to self-contained classroom teachers (N=118).

<i>Items</i>		<i>N</i>	<i>%</i>			
Do you think that the rate of principal's co-operation with self-contained classroom teacher is satisfactory?		Yes	32	27.1		
		No	86	72.9		
Do you think that the rate of Woreda/Town Education experts in assisting self-contained classroom teacher is satisfactory?		Yes	24	20.3		
		No	94	79.7		
<i>Items</i>	<i>V/high</i>		<i>High</i>	<i>Moderate</i>	<i>Poor</i>	<i>V/poor</i>
Prior orientation on self-contained classroom management.	N	18	32	46	14	8
	%	15.3	27.1	39.0	11.9	6.8
Pre-service and In-service training on self-contained classroom teaching.	N	12	19	21	50	16
	%	10.2	16.1	17.8	42.2	13.6
Supply of facilities and instructional materials.	N	14	10	45	36	13
	%	11.9	8.5	38.1	30.5	11.2

With regard to assistance given to self-contained teachers, it is clear from Table 6 that the co-operation of both principals and experts was not satisfactory. To cross check the authenticity of teachers response the researcher posed question to the principals and experts “how they help self-

contained classroom teachers?” Was it satisfactory to implement self-contained classroom teaching? The results obtained from principals’ interviews shows that though it might not be considered satisfactory to all teachers they support their teachers without reservation with all whatever they have such as material, moral, and methodological support. The experts on their part agreed that their co-operation might be not satisfactory for all teachers, but they believe the supervisors in collaboration with principals can the classroom substantial support to the classroom teachers. Concerning experts support the researcher has raised question to how the help teachers? The result obtained shows that some supervisors simply came to school to take data for the purpose of report but not to help teachers. I think some supervisors were not qualified in supervision. Overall, it is clear that assistance given to self-contained teachers from principals and experts was not satisfactory to solve their problem in the class.

As can be seen in Table 6, 46(39.0 %) of teachers understood that prior orientation given to self-contained classroom teachers was moderate; while small numbers of teachers which account for 8(6.8%) understood as very poor. This shows that the teachers had got sufficient orientation before being assigned to self-contained classroom. In this respect the researcher raise question for both principals and experts whether the teachers got prior orientation or not. The result obtained illustrates that the teachers got prior orientation. For example one participant expert said that, “whether it was satisfactory or not newly employed teachers were given orientation about world of work via cluster resource center (CRC) supervisors and then given to their principals, the principals in the respective schools were give them to their mentors”24/03/14. In line with this the school principals also gave orientation to the newly employed teachers before going to the class, at least for first four to five days via their mentors. Then he/she can hold one class alone as main teacher for one or four academic years.

With regard to in-service training large portion of the respondents which account for 50(42.2%) on the same Table, replied that, in- service training is poor. The interview result illustrates that due to lack of budget they did not give work shop seminars to all self-contained classroom teachers. This shows that the in-service training was not satisfactory to implement self-contained classroom teaching.

In line with this, Trudell, Dowd, Piper, and Bolch (2012) said that teacher’s capacity is central to the entire endeavor of early-grade learning. When they are well trained, mentored and

supported, teachers can help make the difference between the child's failure and success in lower grade skill acquisition. When teachers are not trained or supported appropriately, they can do little to facilitate students' achievement in the lower grade classroom. Particularly when the teaching methods are new to the teachers, careful and ongoing support of those teachers is critical to ensure effective implementation pre-service and in-service training is helpful to update and upgrade the skill of teachers.

As far as supply of facility and instructional materials was concerned on the same Table, the responses of larger portion of the respondents which account for 45(38.1%) confirmed that the schools facility was moderate. The interview result conducted with school principals' shows that the facility and instructional materials different from cycle to cycle a given school; in the upper class (grade 5-8) better supply than lower classes (grade1-4). In some schools still lower primary school students were learn in dirty classroom while some school give them good class. During interview with principals one participant said that, "thanks to school grantee currently schools facilities have been transformed from very poor to moderate at least but still lower primary class has problem."12/03/14. This portrays that supply of facilities and instructional materials has problem in the lower primary classes.

Generally speaking self-contained classroom teaching requires qualified human resources and adequate supply materials and facilities. The quality of teachers was maintained through pre-service and in-service training such as refreshment courses as well as supply of instructional materials and facilities. But these pre-conditions were unsatisfactory in the selected schools.

4.3 Attitude of teachers, principals and students towards self-contained classroom teaching

Attitude can negatively affect the given task if there is dissatisfaction and positively affect the job when there was satisfaction.

Table 7: Teacher assignment and curriculum relevance (N=118).

<i>Items</i>		<i>Strongly agree(5)</i>	<i>Agree(4)</i>	<i>I Don't Know(3)</i>	<i>Disagree(2)</i>	<i>Strongly disagree(1)</i>
The response of most teachers is positive when assigned to self-contained classroom.	N	5	6	8	17	82
	%	4.2	5.1	6.8	14.4	69.5
Teacher assignment to self-contained classroom is not based on teacher's competence and interest.	N	73	10	10	14	11
	%	61.9	8.5	8.5	11.9	9.3
Integrated curriculum is not difficult in relation to the students learning capacity/redness.	N	19	28	23	36	12
	%	16.1	23.7	19.5	30.5	10.2

As shown in Table 7, 82(69.5%) of the teachers respondents had negative attitude towards self-contained classroom teaching. This shows that the teachers were not happy when assigned to self-contained classroom.

Similarly, during interview one participant experts, said that “attitude of the teachers towards self-contained classroom teaching was negative which could be due to number of preparations per day, too much paper work, high stress level, large class-size and general school atmosphere”25/03/14. The researcher has posed question to students whether they were interested in learning all subjects by one teacher or not. The results of the focus group with the students showed that they like self-contained classroom teaching, but described their concerns regarding the assignment of quality and committed teacher to the lower classes. In this respect the response of most principal seems negative despite to educational and economic value of self-

contained classroom teaching due to the current situation of quality primary education. From this it is not difficult to imagine how attitude affect the intended objective of self-contained classroom teaching.

Concerning teachers' placement, it is clear from the same Table that, most teachers 73(61.9%) reveals that teachers' assignment to self-contained classroom was against their choice and interest. Nevertheless, as described by the literature of this thesis, the contribution of teachers can be best utilized if their assignment is related to their personal strength and interest.

In this respect the research has posed questions for both experts and principals whether there was clear cut guide line and how they were assigned to self-contained classroom. The response obtained implies that there was no clear cut guide line but the principals used their own means to assign teachers to self-contained classroom. Again the researcher raised the question to the principals whether teachers were accepting or opposing when assigned to self-contained classroom teaching. The response obtained shows that most teachers were not satisfied but as there was no option we force them to hold the classes because it is difficult keep the interest of all teachers. This illustrates that teachers were not assigned to self-contained classroom on their competence and interests. This can negative affect teacher attitude towards self-contained classroom and in turn injure the student achievement.

In line with this Cavanaugh (cited in Webb & Norton, 1999, p.350) pointed out:

When a person's abilities (intelligence, creativity, energy, maturity) are reasonably consonant with the requirements of the job, this will act as a motivating force.

When the employee's abilities are significantly higher or lower than those demanded by the job, this typically constitute a contra motivational factor----

To this end the school administration should play a vital role in promoting the spirit of hard working and devotion among the staff.

With regard to curriculum relevance in the same Table, the response of most teachers 36(30.5%) shows that the curriculum content of some subjects was miss-matched with the maturity and redness of the students.

In interview conducted with both the schools principals and the experts the researcher has posed question about curriculum relevance with the maturity /readiness of the pupils. The response

obtained shows that English curriculum content (grade 4) was not match with maturity level of students. This implies that curriculum relevance should be revisited.

Over all, teacher assignment and the curriculum content (grade 4 English) need to be improved before they drastically affect the intended objective.

4.4. Attainment of overall assumption/objective of self-contained classroom teaching

Table 8: Students’ academic performance (N=118)

<i>Items</i>		<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>fair</i>	<i>Poor</i>
Students general basic reading skill	N	15	12	23	33	35
	%	12.7	10.2	19.5	28.0	29.7
Students academic achievement in core subjects(specially English and mathematics)	N	11	13	27	52	15
	%	9.3	10.0	22.9	44.1	12.7
Students basic knowledge to promote to the next grade	N	6	11	23	60	18
	%	5.1	9.3	19.5	50.8	15.3

As can be seen in Table 8, the responses of 35(29.7%) teachers demonstrate that basic reading skill of self-contained classroom students was poor. Concerning this the researcher has posed question for both experts and principals whether self-contained class students can read or not. The response obtained shows that the reading skills of self-contained classroom students was less than expectation. According to one participant principal said that “low reading skills of students emanated from two major reasons 1st was absence of pre-class education like recent zero class and the 2nd one was low teacher commitment and large class- size.”10/03/14. The researcher has posed question to the students whether their teachers encourage them to do homework, class work, assignment and give timely feedback or not. The response obtained shows that though the teachers encourage them do homework, class work and assignments they did not correct their exercise book. This demoralizes those who work hard and make them reluctant on their activities. This implies that the basic reading skill of students in the selected lower primary schools was not satisfactory due to large class size and less commitment of teachers. From this it

is hardly possible to address the intended objective. This problem has rolling effect on the next stage of education.

With regard to students' academic achievement on the same Table, the response of most teachers 52(44.1%) confirms that students' academic achievement in core subjects was fair which means it need attention.

In the interview conducted with principals one participant said that "students' academic achievement in core subjects like English and mathematics was not interesting in some classes; whenever you see the figure it seems fair but in reality the reverse is true. Due to large class-size the teachers cannot evaluate and shape students as expected. In addition to this English language is not only problem of students but it is also the problem of teachers due to this fact some schools assign English teacher to teach all self-contained classroom by violating the rule "14/03/14. The experts shared the idea of principals they said that "some teachers were reluctant to evaluate the students properly and they do it simply for formality."24/03/14. This implies that the students' academic achievement in core subjects specifically English was not interesting.

As can be seen on the same Table, 60(50.8%) of teachers understood that students promoted from one grade to the next achieving fair knowledge. With this respect the researcher have raised question for both experts and principals .The obtained response shows that there was gap between teachers understanding and free promotion policy. So, said one participant experts "teachers gave mark and promoted student to the next class because there is no failing as to him/her at the end these students failed and become the load of the family and the country at large."14/03/14. This implies that there was miss-understanding between free promotion policy and teachers performance. Thus, students in selected lower primary schools were not pass from one grade to the next achieving the intended objective.

The researcher have asked the respondents teachers what strategies they use to help low achievers in their class? The response of 88(74.6%) and 30(25.4%) teachers illustrates that they used re-teaching and individual tutoring to help low achiever respectively. This shows that the teachers were committed enough to help their students though their response was contrary to that of students and principals. With this respect the researcher has posed question to the students whether their teachers help low achievers. The response obtained shows that except few teachers

most self-contained classroom teachers did not help low achievers but they did not deny the passing mark. one participant students said that “Student who drop out of school for one or two month was come and pass to the next grade equally with those who attend the class regularly.”3/04/14. This shows that low cahiers were not treated well but pass to the next class. This could be one reason for the prevailing low quality of primary education in the region

Generally overall assumptions/objectives of self-contained classroom were not well addressed. The continuity of this scenario may lead us to the greatest failure or big generation gap. So every stakeholder should work hard to solve the problem.

4.5 Remedial mechanisms for the implementation of self-contained classroom teaching

Table 9: Remedial mechanisms for the implementation of self-contained classroom), (N=118)

<i>Items</i>		<i>Excellent(5)</i>	<i>Very good(4)</i>	<i>Good(3)</i>	<i>Fair(2)</i>	<i>Poor(1)</i>
Parent-teacher communication	N	10	15	23	19	51
	%	8.5	12.5	19.5	61.1	43.2
Cooperation between 1 st cycle and 2 nd cycle primary school students in co-curricular activities	N	9	17	26	31	36
	%	7.6	14.4	21.2	26.3	30.5
Teacher commitment to strengthening individual student’s special interest.	N	20	23	21	33	21
	%	16.9	19.5	17.8	28.0	17.8
Teachers commitment to utilize field trip	N	67	21	15	10	5
	%	58.8	17.8	12.7	8.5	4.

As shown in Table 9, 51(43.2%) of teachers’ respondents agreed revealed that parent teacher communication was fair; while only 10(8.5%) of them replied that parent teacher communication was excellent. From this it is possible to conclude that parent teacher communication was not satisfactory. The researcher had asked the principals during the interview whether there was strong parent teacher communication in the lower primary school, they informed that the communication was loose communication. Nevertheless, the review literature in this thesis stated

that smooth parent-teacher communication help the teacher to discuss a pupil's intellectual, physical and social achievements and cooperatively plan next steps for working with the pupil.

With regard to co-operation among students, it is clear from the same table that, 36(30.5%) of respondents indicated that cooperation between 1st and 2nd cycle primary school pupils in co-curricular activities was poor. The student co-operation with other students in co-curricular activities helps to develop both academic and non-academic skills. These help us develop promising practices in the implementation of self-contained classroom teaching as stated in the review literature of this thesis.

Concerning teachers' commitment in shaping special interest/needs of students on the same Table 33(28.3%) of teachers' response indicated that teacher commitment in helping students was fair. This means the commitments was not interesting. I think this was due to the work load and large class-size in the lower primary schools. When the numbers of students in the class are large it is difficult to teacher to concentrate and help the individual student's interest.

As far as teacher commitment to utilize field trip/outside classroom learning is concerned on the same Table, large portion of teachers 67(58.7%) replied that the utilization of field trip is excellent in the selected schools lower primary schools. The FGD result was contrary to the teachers' response. One participant student said "I do not know the reason most government teachers did not use such teaching method". The principals also confirmed that there was good initiative but it was not so much satisfactory. From this it is possible to conclude that though there was good initiative in utilizing field trip it was difficult to say it was good.

In the interview conducted with principal one participant principal suggested that "parent-teacher conference, encouraging zero class, grouping students around top ten in the classroom and linking students in the school in co-curricular activities, assigning substitute teacher, utilizing different teaching style particularly practical aspect motivating self-contained classroom teachers could be remedy mechanisms".28/03/14.

Table 10: continuity of self-contained classroom approach (N=118).

<i>Items</i>		<i>N</i>	<i>%</i>
Would you like self –contained classroom teaching should continue?	Yes	49	41.5
	No	69	58.5

As can be seen from Table 10, 69 (58.5%) teachers' respondents confirmed that the prevailing self-contained classroom teaching should not continue in the future. The respondents further explained that under such circumstances it is hardly possible to attain the desired objectives of education set for this level. Interview results also support these findings. Most of the interviewed principals and experts said that self-contained classroom approach should be modified or completely changed because it has negative impact on the quality of education and moral of teachers. In FGD conducted with grade 4 ranked students, they need self-contained classroom teaching to continue in the future if competent and committed enough teachers were assigned. This finding denotes that the majority of respondents were disappointed with the introduction of self-contained classroom and they were not in favor of it.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

The purpose of this study was to analyze the implementation self-contained classroom teaching in the lower primary schools in West Arsi zone. To this end, basic questions addressed to the current status of self-contained classroom teaching, the attitude of principals, teachers and students towards self-contained classroom teaching, attainment of overall objectives of the approach, the drawbacks encountered the implementation of self-contained classroom teaching and the suggested remedy for the implementation of self-contained classroom teaching were raised.

This study was conducted in 13 government primary schools. These sample schools were selected from West Arsi zone on the basis of stratified sampling technique. The subjects of the study were 5 woreda education office experts, 13 primary school principals, 118 self-contained classroom teachers, and 39 Grade 4 ranked students.

Accordingly, the experts, principals and teachers were selected through availability sampling technique; while the students were selected using purposive sampling technique.

Information was obtained from these sample respondents through questionnaires, interviews and FGD. The data obtained were analyzed using frequency and percentages. Based on the results of the data analysis, the following major findings were obtained.

5.1.1 Back ground information:

1. Female teachers comprised 66 % of the total teachers. Only 34% of the respondents constitute male.
2. Age-wise, a large majority of the teacher respondents (89 %) were within the range of 20 to 40years. Most principals and experts were within the age bracket 31-40 and 41-50 respectively. The majority of the student respondents were within the age group of 11 to 15 years
3. A great majority of the teachers and principals were 10+3diploma holders. However, 7(4.96 %) of teachers were assigned to teach self-contained classroom without having any certificate of training to teach.

4. All woreda education experts except one were first degree holders.
5. Majority of experts had above 25 years work experiences, most principals' work experience was within the bracket of 21 to 25, while large portion of teachers had work experience within the range of 6 to 20years.

5.1.2 Current status of self-contained classroom teaching:

1. Self-contained classroom teaching facilities pupils' understanding of the integrated subjects, forming strong relationship between teachers and students, enhancing self-understanding and self-respect, and providing chance to students to be treated individually
2. Heavy teacher work load, high stress levels, low rate of principal and experts cooperation with self-contained classroom teachers, absence of substitute teacher, large class size, in adequate pre-service and in-service training, low commitment of teachers to help and correctly evaluate their students, in some selected school due low quality and commitment the school force to assign English teachers by violating the policy, inadequate facility and instructional materials were major drawbacks of self-contained classroom teaching.
3. Over all the current status of self-contained classroom is not satisfactory.

5.1.3 Attitude of teachers, principals and students towards self-contained classroom teaching

1. Most teachers' and principals' as well as few experts' attitude towards self-contained classroom teaching was found to be negative because the requirement of self-contained classroom teaching and the prevailing situation in school currently not fit each other. On the contrary, the students were happy if they were taught by single teacher though they claim the quality and commitment of some teachers.

5.1.4 Attainment of overall assumption/objective of self-contained classroom teaching:

1. Students' academic performance specifically reading skills, academic achievement of English and mathematics, and the knowledge they acquired to promote from one grade to the next found to be unsatisfactory due to low commitment of teachers. Quality of language teachers particularly English was chronic problem in the selected lower primary schools. Some teachers were incapable to teach English language in some selected schools. So the principals were forced to assign English teacher by violating the policy. This has drastic impact on the quality of education and future of kids.

2. English curriculum content (grade 4) was difficult in relation to students' maturity and readiness.

5.1.5 Remedial mechanisms help due implementation of self-contained classroom teaching:

1. The result of quantitative and qualitative data confirmed that parent-teacher communication, utilization of field trip, cooperation between upper-primary school pupils and lower primary younger pupils in co-curricular activities, teacher commitment in strengthening special interest of student in the lower primary schools were not good.

5.2 Conclusions

Organizing instruction on the basis of self-contained classroom must begin with some attention to resources and facilities that it demands for its successful implementation. The demand for quality teachers, educative and attractive classrooms, adequate teaching materials and classroom facilities, small class sizes and the need of available substitute teachers were some of the elements that the approach requires for its successful implementation. However, the findings of this study confirmed that the inadequate training on the part of teachers, too much preparation and high stress level, lack of competence and interest to teach all subjects, absence of additional substitute and special skilled teachers for non-academic subjects, students' low academic achievement in core subjects, large class-size, inadequately equipped classrooms with materials and facilities were found to be the major problems for the self-contained classroom teaching not to become effective. In general, there was a wider gap between the capacity of the schools and the requirements of the self-contained classroom teaching. Under such prevailing situations, the goal intended to be achieved in the first cycle of primary education was not adequately addressed. Moreover, negative attitude and the absence of teachers' commitment towards self-contained classroom teaching made them not to accept the responsibilities of teaching this class.

Therefore, the researcher would like to conclude that unless improvements are made on issues related to teachers training, classroom facilities, number of students per class, readily available substitute teachers, provision of teaching materials for teachers and students etc. the implementation of self-contained classroom teaching becomes a pipe dream. Hence, to attain the objectives intended in self-contained classroom unit, the problems described in the findings of this study must be alleviated. Without bridging the gap observed between the capacity of schools

and the requirements of the self-contained classroom teaching, the provision of quality education for this level is difficult to be achieved as desired.

5.3 Recommendations

Based on the findings and conclusions drawn, the study recommended the following measures to be taken by Regional, zonal and woreda education office, schools, teachers, and students as well. As described in the literature review of this study, organizing instruction on the bases of self-contained classroom requires human and material resources for its effective implementation. However, the finding of this study showed that the current situation of self-contained classroom teaching lacks the necessary requirements.

Regional Bureau and their Sub-units

1.1 Teacher heavy work load, heavy paper work, too much preparation per day and absence of substitute teacher may contribute to deactivate teachers' commitment and made them dissatisfied in their work. Therefore, in order to maximize and win their good will, the REB and its sub-units in collaboration with non-governmental organizations have to provide incentives for teachers of this level and assign substitute teachers for them.

1.2 The majority of respondents described that pre-service and in-service training were found inadequate. It is important to organize professional development activities to enhance teachers' knowledge, skills and commitment to implement self-contained classroom teaching.

Therefore, the REB and their sub-units should provide adequate pre-service and in-service training for primary school principals and teachers for the effective implementation of self contained classroom teaching.

1.3 As reported by respondents, the English language content curriculum provided for the first cycle children was difficult in relation to their maturity level. Therefore, the REB has to revise the contents of the curriculum so as to take possible corrective measures.

1.4. Preparing students for the world of work and lifelong learning requires quality teachers. As much as possible, quality human and material resources that self-contained classroom teaching requires should be fulfilled for fully implementation of self-contained classroom teaching.

1.5 A comprehensive evaluation must be made by REB and sub-units to identify the problems encountered in self-contained classroom teaching.

1.6 Adequate resources and relatively small class sizes are required. It is necessary that REB and its sub-units periodically solicit school feedback in a course about how it is progressing in

creating an environment conducive for the implementation of self-contained classroom teaching.

1.7 The students' academic achievement was found to be unsatisfactory. To address this problem the researcher recommended that awareness creation should be given to self-contained teachers, the trained of assigning highly qualified and committed teachers to the lower grade shall be developed, in collaboration with all stakeholders the trained of zero class shall be encouraged. Quality of teacher training college (TTC) should be re-revisited because quality of English language was highly criticized by the participant experts and principals. Because some teachers cannot teach English due to this the principals in some school forced to assign English teacher by violating the policy.

Therefore, If the problems described in the findings are solved or minimized based on the recommendations given, the self-contained classroom approach deserves the best method for the first cycle primary education. However, if the capacities of the regions do not allow them to full fill the necessary requirements implementing self-contained classroom, the researcher would like to recommend that REB have to reconsider the decisions on the use of self-contained classroom teaching. The researcher would also suggest another alternative, which is the team teaching approach. In this case, two or more teachers take joint responsibility for the total instruction of a group of students that is two or three times larger than the conventional self-contained classroom of 30 or 40 learners.

2. Schools

2.1 Careful selection and assignment, from the existing primary school teachers must be made by school principals based on competence, experience and interest for the successful implementation of self-contained classroom teaching.

2.2 Education of the first cycle is the basis for all higher levels. Hence, principals of lower primary schools should provide priority for self-contained classroom teaching. That is:

2.2.1 There should be appropriate class-size that does not exceed 40-50 students in a class.

2.2.2 Everything possible must be done for teachers to reduce the burden. Moreover, principals have to co-operate and support the teachers to solve problems they come across in self-contained classroom

2.2.3 Parent-teacher conference, cooperation between the upper primary school students and lower primary school youngsters, utilization of differentiated instruction should be encouraged to remedy the drawbacks of self-contained classroom teaching.

3. The teachers

Recently the focus of educational policy has shifted from providing educational access to providing educational quality. This shift is reflected in the policy changes directed at teachers because teachers are the key actors in the successful implementation of quality improvement. Teachers shoulder the responsibility of shaping and reshaping their students. So they should be committed enough to address this professional and ethical responsibility as much as possible.

4. The students

The teacher's active alone does not bring the expected behavioral change on students. To be fruit full in their future life students from this basic stage should develop the habit reading their books and exercise books day to day. In addition the students should develop the norm writing and calculating simple arithmetic.

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APPENDIX –A: Questionnaire for teachers

JIMMA UNIVERSITY
 INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
 DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES
 POST GRADUATE PROGRAM

A question to be filled by Self-contained Classroom Teachers

The main purpose of this questionnaire is to collect information in order to analyze the implementation of self-contained classroom teaching (practical aspect) in primary schools of West Arsi Zone, Oromia Regional State. The information obtained will help to recommend and suggest possible solutions to the implementation of the approach.

Since the success of this study depends upon your genuine and frank responses, please read the instruction given to each part and provide your responses accordingly. Certainly, your responses will be kept confidential. You are not required to write your name.

Thank you in advance for your cooperation in this study.

PART- I: GENERAL INFORMATION AND PERSONAL DATA

Direction - I Indicate your response either by using a tick mark (✓) in the box provided or by giving short answers on the space provided.

1. School name _____ 2. Sex: Male Female

3. Age:-

20-30years	31-40years	41-50years	Above 50years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Level of education:-

12+1(TTI)	10+3(Diploma)	12+short training	10 comp.	Degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any other, specify _____

5. Experiences:

1-5yers	6-10yers	11-15years	16-20years	21-25years	Above 25years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Number of students in your classroom-----

PART II: ITEMS RELATED TO CURRENT STATUS OF SELF-CONTAINED CLASSROOM TEACHING

Direction – I: Below are list of items related to the role of self-contained classroom teaching in enhancing the learning of students. Read each item carefully and give your response by using a tick mark (✓) in the column.

5=Very high, 4=high, 3= moderate,2= poor, 1= Very poor

S.No	In self-contained classroom approach	5	4	3	2	1
1	Pupils' opportunity to understand the integrated subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Student-teacher close relation ship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Children's' opportunity to growth in self-understanding and self-respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Opportunity to identify individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIRECTION – II: Below are list of items related to possible shortcoming/ problems of self-contained classroom teaching.

Which of the following do you think are considered as the problems in self-contained classroom teaching? If the problem exists, use a tick mark (✓) in the box provided under "Yes" and if it does not exist, mark under "No."

<i>S.No</i>	<i>Items</i>	<i>Yes</i>	<i>No</i>
1	Large class-size		
2	Absence of substitute and special skilled teachers		
3	Too much daily preparation/unmanageable teacher workload		
4	Lack of pre-service and in-service training		
5	Inadequate facilities and instructional materials		
6	High Stress level		

7. If you have any other, specify-----

8. If you have ticked any of the problems listed above, which of the following do you think could be a solution?

<i>S.No</i>	<i>Items</i>	<i>Yes</i>	<i>No</i>
1	Adequate facilities and Instructional materials		
2	Appropriate class-size		
3	Assigning substitute teachers for help		
4	Adequate pre-service and in-service training		
5	Provision of incentives for self-contained classroom teachers		
6	Utilize differentiated instructional method		

7. If you have any other, specify-----

Direction – III: Below are some items related to assistance given to self-contained classroom teacher. Read each item carefully and give your response by using a tick mark (✓) in the column which indicate the extent to which you agree or disagree.

5=strongly agree, 4=Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree

<i>No</i>	<i>Items</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	I have a prior orientation on self-contained classroom Organization					
2	The knowledge I have acquired during pre-service training enables me to implement self- contained classroom teaching					
3	The response of most teachers is positive when assigned to self-contained classroom.					
4	Some self-contained classes may come under incapable teachers					
5	Classroom environment is conducive for the implementation of self-contained classroom.					

6	Integrated curriculum is not difficult in relation to students learning capacity/maturity					
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DIRECTION – IV: Indicate your response to the following questions by putting a tick mark (✓) in the box provided under "Yes" or "No."

S.No	Items	Yes	No
1	The cooperation you have with school principals is satisfactory?		
2	Do you think a Woreda/Town Education expert assistance is satisfactory?		
3	Would you like self-contained classroom organization should continue?		

If your answer for question number 3 above is “Yes” explain it-----

If your answer for question number 3 above is “No” explain it-----

PART III: ITEMS RELATED TO THE ATAINME OF THE OVERALL OBJECTIVES/ASSUMPTION OF THE SELF-CONTAINED CLASSROOM TEACHING:

DIRECTION-I: Read each item carefully and give your response by using a tick mark (✓) in the column which indicate the extent to which you agree or disagree.

5=very high 4=high, 3= moderate 2= poor 1= very poor

S.No	Items	5	4	3	2	1
1	What is the general basic reading skill of students in your self-contained classroom?					
2	Students’ academic achievement in the core subject areas (especially English and math) in your class.					
3	What is your students’ basic knowledge to promote them to the next grade in your self- contained class?					

5. What specific corrective measures (strategies) do you use to help low achievers students?

Re-teaching individual tutoring

6. If any specify-----

PART-III:ITEMS RELATED TO SOME PROMISING PRACTICES THAT HELP THE IMPLEMENTATION SELF-CONTAINED CLASSROOM TEACHING

DIRECTION-I: Read each item carefully and give your response by using a tick mark (✓) in the column which indicate the extent to which you agree or disagree.5=Excellent, 4=Very good, 3= Good,2= Fair, 1= Poor

S.No	Items	5	4	3	2	1
1	Parent- teacher communication in the lower primary classes					
2	Cooperation/Linkage between lower primary school children and upper primary school students in co-curricular activities					
3	Self-contained classroom teachers commitment in improving individual student strength/special interest.					
4	Utilization of fieldtrip/outside classroom teaching to fostering pupils’ interest in self-contained class					

APPENDIX – B: Semi-structured interview guide for principals

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

POST GRADUATE PROGRAM

An interview conducted with school principals

The purpose of this interview is to analyze the implementation of self-contained classroom teaching in the lower primary schools of west Arsi Zona ,Oromia Regional state. The information obtained from the respondents will help to recommend and suggest possible solutions to the problems encountered during the implementation of the approach.

Your genuine and frank responses have much contribution for the success of this study.

Thank you in advance for your cooperation.

Themes:- A. Teachers' attitudes towards self-contained classroom teaching.

B. Assistance given to the teachers and their placement.

C. School facilities and instructional materials.

D. curriculum relevance and students academic achievement

E. Drawbacks and remedy mechanisms for the implementation of self-contained classroom teaching

PART I: GENERAL INFORMATION AND PERSONAL DATA

1. Name of school: _____
2. Sex:-----
3. Age: -----
4. Level of Education: -----
5. Experience: -----

PART II Give your response to the questions raised by the researcher in short and precise.

1. What can you say about students and teachers attitude toward self-contained in your school?
2. Have you got adequate pre-service and in-service training on self-contained classroom teaching?
3. How do you assign teachers to self –contained class? Are they happy when assigned to self-contained classroom?
4. How do you assist your self –contained class room teachers in your schools?
5. How do you evaluate the woredas education expert's co-operation in assisting self – contained class room teachers in your school?

6. Do you think the current class room environment of lower primary school is conducive for the implementation of self –contained class room?
7. Does your school supply adequate facilities and instructional materials for lower primary grades?
8. How do you evaluate student academic achievement in basic skill such as reading writing & arithmetic?
9. Can you say students promoted from one grade to the next achieving the intended objective?
10. Are self-contained classroom subjects fit with the maturity level of students?
11. What are major drawbacks of self contained class room?
12. What are the remedial mechanisms for the implementation of self-contained classroom teaching?
13. Do you suggest self-contained classroom approach continue for the future?

APPENDIX – C: Semi-structured interview guide for experts

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES
POST GRADUATE PROGRAM

An interview conducted with Woredas/Town administration education office experts.

The purpose of this interview is to analyze the implementation of self-contained classroom teaching in the lower primary schools of west Arsi Zona ,Oromia Regional state. The information obtained from the respondents will help to recommend and suggest possible solutions to the problems encountered during the implementation of the approach.

Your genuine and frank responses have much contribution for the success of this study.

Thank you in advance for your cooperation.

Themes:- A. Principals' and teachers' attitudes towards self-contained classroom teaching.

B. Assistance given to the teachers and their placement.

C. School facilities and instructional materials

D. curriculum relevance and students' academic achievement

E. Drawbacks and remedy mechanisms for the implementation of self-contained classroom teaching

PART I: GENERAL INFORMATION AND PERSONAL DATA

1. Sex:-----

2. Age:-----

3 .Level of education:-----

4. Work experience:-----

5. Your position in the office: -----

PART II Give your response to the questions raised by the researcher in short and precise.

1. The number of teachers assigned to teach self-contained classroom M---- F----- T -----
2. Is there any guideline for the assignment of teachers to self-contained classroom teaching? Are they happy when assigned to self-contained classroom teaching?
3. Did teachers get prior orientation before they were assigned to teach self-contained classroom? was it sufficient to implement effectively what the approach requires?
4. Do you think that all self-contained classroom teachers, relatively, have equal competence and interest to teach all integrated subjects?
5. How do you evaluate facilities and instructional materials in the lower primary schools?
6. Do you think that the current classroom environments of lower primary schools are conducive for the implementation of self-contained classroom?
7. Do you believe students in self-contained classroom promoted from one tier to the next achieving the expected skills (basic Reading and Arithmetic's)?
8. What can you say about the attitude of teachers and school principals towards self-contained classroom approach?
9. Are self-contained subjects fit with maturity level of students?

10. What are the major problems that encountered the implementation of self-contained classroom teaching? and how it could be solved? .
11. Do you suggest that self-contained classroom approach should continue to function in the current prevailing primary schools situation?
12. What do you suggest as promising practices for the implementation of self-contained classroom approach?

APPENDEX –D: Focus Group Discussion for students

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES
POST GRADUATE PROGRAM

Group Interview (FGD) conducted with students

The purpose of this interview is to analyze the implementation of self- contained classroom teaching in the lower primary schools of west Arsi Zona ,Oromia Regional state. The information obtained from the respondents will help to recommend and suggest possible solutions to the problems encountered during the implementation of the approach.

Your genuine and frank responses have much contribution for the success of this study.

Thank you in advance for your cooperation.

PART I: GENERAL INFORMATION AND PERSONAL DATA

1. Name of school:-----
- 2 Sex:-----
3. Age: -----

Themes: A. students' motivation and attitude towards self-contained classroom teaching.

B. Teacher commitment and competency.

C. Classroom facilities and instructional materials.

PART II Give your response to the questions raised by the researcher in short and precise

1. Are you interested in learning all subjects by one teacher? Do you like self- contained classroom teaching?
2. Does your self-contained classroom teacher encourage you to do home works class works, assignments and provides you with necessary timely teed back?
3. How does your self –contained classroom teacher help the less achiever?
4. Did your teacher utilize instructional materials in teaching learning process?
5. Did your teacher employed different teaching style?
6. Did your teacher have equal competence and interest to teach all subjects?
7. Can you say your classroom is conducive for teaching learning process?
8. Do you suggest self –contained classroom should continue? Explain?

APPENDEX-E: Questionnaire for teachers (Afan Oromo)

YUNIVERSITII JIMMAA

DHAABBATA : DAGAAGINA BARNOOTAA FI OGUMMATTII

MUUMMEE: SIRNA-BARNOOTAA FI BARNOOTA BARSISUMMATIIN

SAGANTAA-DIGIRII 2^{FFAA}

Bar-gaafii *B/saa daree dhunfaa* Manneen barnoota sad.1^{ffaa} marsaa 1^{ffaa} G/A /Lixaatiin guutamu.

Kaayyoon bar-gaafii kanaa fiixaan bahiinsa barnoota/barsiisumma dareedhuunfaa ilaalchisee qorannoo gaggeessuudhaaf.

Odeeffannoon tokko tokkoo kessanii fiixaan bahiinsa qorannoo kanaatiif bu'aa bakka hinbu'amne qaba; kanaafuu odeeffannoo haqa qabeessa kennuun akka nadeegartan kabajadhaan isin gaafadha.

Icciittiin hirmaatotaa sirritti kan eegamuu ta'uu issa waadaa isiniif seena; kanaafuu maqaa keessan bareesuun hin barbachisu.Hirmaannaa keessaniif galata argadha !Huraa bulaa!

GAREE-I:ODEEFFANNOO WALIIGALAA FI DATA DHUNFAA.

QAJEELFAMA-I:Gaafilee armaan gadii sirritti dubbisuudhaan mallattoo (✓) idoo siif latame keessa ka'uudhaan deebii kenni.

1.Maqa M/B_____

2.Saala: Dhiira Dhalaa

3.Umrii:-

Bara 20-30	Bara31-40	Bara41-50	Bara51≥

4.Sadarkaa barnoota:-

12+1(Dh/leenjii)	10+3(Diploomaa)	Digrii	12+ Lg	10 Xumure

Kan biroo yoo jiraate ibsi_____.

5. Muuxannoo:-

<i>Bara1-5</i>	<i>Bara6-10</i>	<i>Bara11-15</i>	<i>Bara16-20</i>	<i>Bara21-25</i>	<i>25 oli</i>

6. Baay'inni barattoota daree keetii meeqa?-----

GAREE-II:BAR-GAAFIILEE HAALA QABATAMA AMMA
BARSII SUMMAN/BARNOONNI DAREE DHUNFAA IRRA JIRUU ILAALATU.

QAJEELFA-I:Himoonni kanaa gaditti tarreefaman faayidaa/cimina

barsiisumma dareen dhunfaa qabu jedhaameeti yaadama. Sirritti dubbisuudhaan yaadicha deegruu fi mormuu kee mallattoo(✓) idoo siif latame irra ka'uun deebii keni

5=Baay, ee olaana, 4=Olaanaa, 3=fooya'aa, 2=yaraa, 1=baay'ee yaraa

<i>T.Lak</i>	<i>Hima</i>	5	4	3	2	1
1	Yad-rimee sirna barnoota wal- simataa hubachun daa'imanii					
2	Harriiroo fi walittii dhufeenyaa b/sa fi barataa jidduu jiru					
3	Carraa cimaa daa'immaan uffitti amantumaa fi of-hubaano horachuu					
4	Carraa garagaruma dandeettii dhunfaa barattootaa jidduu jiruu beekuu					

QAJEELFA-II:Himoonni kanaa gaditti tarreefaman hanqina

barsiisumma ykn barnoonni dareen dhunfaa qabu jedhaameeti yaadama.

Sirritti eegaa dubbisteen booda mallattoo (✓) idoo siif latame "Eyyan" ykn "Miti" bira ka'uun deebii keni.

<i>T.Lak</i>	<i>Hima</i>	<i>Eeyyan</i>	<i>Miti</i>
1	Daree tokko kessatti hedumaachuu barattootaa.		
2	B/saan gargaaraa/bakka bu'aan dhabamuu.		
3	Qophii baay'ee guyyaatti qophaa'uu.		
4	Leenjiin hojii duraa fi hojii irraa qubsa ta'uu dhabuu.		
5	Fasiliitiin adda addaa meshalee degarsaa barnoota barbachisaa dabalatee qubsa ta'uu dhabuu.		
6	Karooora kana hunda sirnaa hin raawwadhu jidhanii dhiphachuuu.		

7. Yaada dabalataa yoo jiraate ibsii-----

8. Hima kana olii kamuu yoo filate/tiki yoo goote/ isa kanaaf kamtu furmaata ta'a sitti fakkaata? Sirritti eegaa dubbisteen booda mallattoo (✓) idoo siif latame "Eyyan" ykn "Miti" bira ka'uun deebii keni.

<i>T.Lak</i>	<i>Hima</i>	<i>Eeyyan</i>	<i>Miti</i>
1	Fasiliitiin adda addaa meshalee degarsaa barnoota barbachisaa dabalatee guutuu.		
2	Baay'ina barattoota daree keessatti xiqeessuu.		
3	B/sa gargaaraa/bakka bu'aa ramaduu.		
4	Leenjii hojiin duraatii fi hojii irra quubsaa tasisuu.		
5	B/sota daree dhuunfaa barsiisaniif si'eesituu(incenitive) kennuu.		
6	Mala baruu-barsiisuu gosa gosaa fayyadamuu.		

7. Yaanni gara biraa yoo jiraate ibsi-----

QAJEELFAMA-III: Himoonni kanaa gaditti tarreefaman haala barsiisumman /barnoonni dareefaa ammantaan irra jiru ilaalata.

Sirritti dubbisuudhaan yaadicha deegruu fi mormuu kee mallattoo(✓) idoo siif latame irra ka'uun deebii keni

5=sirritti deegara,4=ni deegara,3=hinmurta 'u,2=ni morma,1=sirritti morma

<i>T.Lak</i>	<i>Hima</i>	5	4	3	2	1
1	Leenjiin hojiin duraa argadhe barnoota daree dhunfaa fiixaan baasuuf gahaadha.					
2	Beekumsi ani hojii irratti argadhe barnoota daree dhunfaa fiixaan baasuuf ni dandeesisa.					
3	B/sonni yoomuu daree dhunfaatti ramadama komii hin qaban					
4	Dareen muraasni b/sa dandeeitiin isaa daricha hin madaalletti laatama.					
5	Naanoon daree barnoota barsiisumma/barnoota daree dhunfaa fiixaanbaasuuf mijataadha.					
6	Sirni barnoota daree dhunfaa(Self-contained class curriculum) dandeeitii fi bilchina daa'immaniitiin kan wal-madaaluudha.					

QAJEELFAMA-IV: Gaafilee kanaa gadii sirnaan dubbisuudhaan mallattoo (✓) idoo siif latame "Eeyyan" ykn "Miti" bira ka'uun deebii keni.

<i>T.Lak</i>	<i>Hima</i>	<i>Eeyyan</i>	<i>Miti</i>
1	Deegarsi dura bu'aan m/b b/saaf kennu qubsaadha?		
2	Deegarsii ogeessa barnoota aanaa/magaala qubsaadhaa?		
3	Dareen dhunfaa fulduraaf itti fufuu/jiraachuu qabaa?		

4.Deebii kee kan gaafii 3 "Eeyyan" yoo ta'ee sababa ibsi-----

5.Deebiin kee kan gaafii 3 "Miti"yoo ta'ee sababa ibsi-----

GAREE-III:HIMOON KANAA GADII KAAYYOO WALIIGALA BARSIIISUMMA/BARNOOTA DAREE DHUNFAA ILAALATA.

QAJEELFA-I:Himoota kanneen sirritti dubbisuudhaan yaadicha deegruu fi mormuu kee mallattoo(✓) idoo siif latame irra ka'uun deebii keni

5=sirritti deegara,4=ni deegara,3=hinmurta'u,2=ni morma,1=sirritti morma.

<i>T.Lak</i>	<i>Hima</i>	5	4	3	2	1
1	Dandeettiin waa dubbisuu barattoota daree dhunfaa baay'ee baay'ee gariidhaa.					
2	Bu'aan barattoota daree dhunfaa kan barnoota ijoo(kessattuu;Herreega fi Ingiliffa)baay'ee baay'ee dansaa dha.					
3	Harcaatii fi irra deebii daree dhunfaa keessatti akkaan gadi xiqaadha.					
4	Barattoonni daree dhunfaa ulaagaa/qabxii barbadame guutuudhaan daree tokko tokkotti darbaa jiru.					

5.Barattoota qabxii gadi aanaa galmeessan/laafina qaban akkamittiin gargartan? Irra deebi'anii barsiisuu Dhunfatti barsiisuu

6. Yaanii biraa yoo jiraate ibsi-----

GAREE-IV:HIMOOTA WAA'EE FIIXAAN BAHIIINSA BARSIIISUMMA/BARNOOTA DAREE DHUNFAA ABDII QABEESSA TA'AAN IBSAN ILAALATA.

QAJEELFA-I:Himoota kanneen sirritti dubbisuudhaan yaadicha deegruu fi mormuu kee mallattoo(✓) idoo siif latame irra ka'uun deebii keni

5=Baay'ee baay'ee gaarii,4=baay'ee gaarii,3=gaarii,2=woyyaadha,1=laafadha

<i>T.Lak</i>	<i>Hima</i>	5	4	3	2	1
1	Wilitti dhufeenya/hariiroo maatii barattootatii fi b/sota daree dhunfaa akkamitti madaalta?					
2	Hariiroo waa wal irra barachuu barattoota marsaa1 ^{ffaa} fi marsaa2 ^{ffaa} M/B sad.1 ^{ffaa} jidduu jiruu akkamitti madaalama?					
3	Kutannoo b/saan daree dhunfaa kenna addaa barattoota isaa baasuuf taasisu akkamitti madaaltu?					
4	Barbaachisumma dawannaa/dareen alatti barachuu fedhii barattoota si'eesuu akkamitti madaalta?					