ADDIS ABABA UNIVERSITY
OFFICE OF GRADUATE
INSTITUTE OF EDUCATIONAL RESEARCH

INSTRUCTIONAL TASK ASSIGNMENT AND ITS IMPLEMENTATION IN CIVICS AND ETHICAL EDUCATION TEACHING: THE CASE OF ABYOT KIRS PREPARATORY SCHOOL IN KIRKOS SUB-CITY ADDIS ABABA

BY:-
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Acknowledgements

Table of Contents

CHAPTER TWO

CHAPTER THREE

Research Design and Methodology

List of Tables

Acronyms

AAU	Addis Ababa University
ETP	Education and Training policy
MOE	Ministry of Education
TESO	Teacher Education System over Haul
TGE	Transitional Government of Ethiopia
ICDR	Institute for Curriculum Development and Research
UNICEF	United Nations Children's Fund
CPD	Continuous Professional Development
INSET	In Service Education and Training

Abstract

This study was to assess the implementation of instructional task assignment and investigation of factors that influence the implementation of instructional task assignment in civics and ethical education teaching focusing on the case of Abiot Kirs Preparatory School in Kirkos sub city, Addis Ababa. For this purpose Teachers, students, principals and supervisors were included in the study. The school and the subjects were selected through purposive sampling technique and systematic sampling procedure. Systematic sampling was employed to select students while teachers, school principals and supervisors were selected by purposive sampling. In addition, quantitative and qualitative methods and descriptive survey approaches were used. Two basic research questions about the application and the factors affecting the application of instructional task assignments were treated. Primary source of data collecting method was employed. To collect the necessary data; questionnaire and interview were used as a data gathering tools. In addition classroom observations were made to triangulate the obtained data. The result of the study revealed that students' interest and participation in instructional task assignments in civics and ethical education was found to be low. It was also disclosed that the application of instructional task assignments in civics and ethical education teachers was low. Accordingly, class works, home works, group works are used sometimes while field trips, project work and panel discussion are non existent. Concerning the factors affecting the application of instructional task assignment, teachers related, students related and school related factors were identified. Finally some possible recommendations are made based on the findings of the study so as to set favorably and effective implementation of instructional task assignment in teaching civics and ethical education.

CHAPTER ONE

Introduction

1.1 Background of the Study

To perpetuate itself, society is always worried about the well being and future of its young generation. That is why the society invests on education. This means, education is always expected to bring about behavioral changes by enabling young people acquire necessary knowledge, skills, and develop positive attitudes and characters with acceptable moral standards. However, students especially, teenagers often feel that adults misunderstood them even worse; they do not attempt at all to understand them (Manen, 1993: 83). Students are worried with their feelings of "why does no body know how I feel?" "Why does not my teacher understand and at difficulties I have?" (Ibid). However on the side of teachers and parents these feeling of students are not surprising because they are puzzled with behaviors of students (Ibid). This major problem needs pedagogical understanding of students so that they are encouraged to assure more self-responsibility for personal learning and growth.

The goals of civic education can be realized only if teachers who have the right perception of good citizenship effectively implement the curriculum. Preparatory school classrooms are usually more 'ordered' focused on the content to be learned (Myres and Myres, 1995: 57). In academic subjects teachers frequently stand at the front of the class read lecture notes, follow along in the textbooks. Students sit at their row desks facing to the teacher, listen to the teacher, taking brief notes, often talking each other or day dreaming (Ibid). Myres and Myres (1995) reported that secondary school learning is overwhelming cognitive and teaching considers the class as a group rather than individual students. A popular non-traditional instruction approach is constructivism.

A constructivist supports an environment where teachers and students learn to and share knowledge. Constructivist principles include discovering learning and "real world" classroom tasks where the teacher serves as a facilitator and resource provider (Kaplan 1999 in Hayes, 2003). According to Deardens (1984: 59) there are many pressures currently operating which invite a reconsideration of the curriculum as a whole especially the secondary school curriculum.

Areglado and others beliefs that a student must have an environment where he/she will learn to educate himself/herself focusing not only contents of subject mater but also understanding his/her own work habits, knowledge bases, insights, aspirations, value systems, best learning strategies and personal talents instead of totally depending on teachers (Areglado, 1996: 1).

Friere, in his book, "pedagogy of the oppressed" strongly emphasized the importance of freedom to emancipate students from any sort of oppressions. He recommends that engagement in dialogues between student between students and their world between students and teachers and the space in which they are situated are the only means to enhance critical thinking and create good communication (Friere, 1972: 65). Such dialogue can be implanted through "problem posing" method in which both the teacher and the students jointly are responsible for learning as a result all will benefit from the process (Ibid, 53).

Instructional task assignments in active learning are instructional activities involving students in doing things and thinking about what they are doing (Cole, 1994). The use of these techniques in the classroom is vital because of their power to impact up on students' learning. According to Silbrerman (1996) some of the instructional strategies (active learning methods) are inquiry method, discovery method, project method, problem solving, discussion, brain storming, debating, role playing, group work,

demonstration, balloon game, storytelling, field trip, drama, pyramiding, Jigsaw groups, gapped lecture, etc.

On the other hand instructional task assignment may include all those activities which teacher assign to students as a part of their instructional activities in order to attain instructional objective, which of these tasks can be group or individual works, home work class works, project work, reading assignment, fieldtrip and panel discussion, etc. Brophy and Alleman (1991) in Cole (1994: 256) defined learning activities as "anything that are expected to do beyond getting input through reading or listening, in order to learn, practice, apply, evaluate or in any other way responded to curriculum content". In the same way Plass (1998: 3) defined task as a learner activity which has clear learning objectives and leads to outcome such as the solution to a problem. Supporting this idea Derebssa (2004: 219) explains that tasks represent sample of the students, activities need not be an exhausting list, but rather represent quality examples of the types of activities) those would support the specified object. Thus from the above definitions, it is possible to deduce that instructional task assignments are active learning strategies those stimulate students and enhance learning.

The issue of making students' instructional task assignment is stated in the education and training policy of Ethiopia (1994: 7). Active learning methods are given emphasis more than ever before those indi that education will be directed towards the development of "physical, mental, potential and the problem-solving capacity of individual". In order to attain such objective it was summarized follows:

"The teaching-learning process shall emphasize problem-solving teaching need to be as much as possible coordinated and integrated with research and development (Transitional Government of Ethiopia, Education Sector Strategy, 1994: 15).

Ambaye (1999: 2) stated that, in Ethiopia the new curriculum of school is now under way and calls for emphasis on intellectual stimulation, practical application and active learning. This implies that, the curriculum development and instructional materials which based on teacher-centered method in the past and instructional method which was dominated by passive learning which encourages pouring of information in the brain of the learner is being changed.

From the above description the implementation of such learner centered approach essentially requires the collaboration of different bodies. Teacher centered activities for instance, are indicators that teachers are the final decision makers in the actual learning students' awareness, interaction and reaction.

Even though different research works have been done on the implementation and status of active learning strategies in the country, to the knowledge of the researcher those instructional strategies are not adequately studied so far. Thus, it is the intention of this study to assess the application of instructional task assignment and to investigate the factors those influence civic and ethical education teaching.

1.2 Statement of the Problem

The purpose of education is mainly to producing competent, adaptable and responsible citizens who can contribute in changing and transforming the livelihood of nation's population. Furthermore, researches undertaken by educational institutions are expected to generate knowledge and search for truth, to provide the society and the economy with relevant solutions that ensure development, that alleviate problems at the grass root level and generally contribute to poverty lesion.

Ethiopia is currently trying to promote the development of the new instructional approach known as active learning method (Temechegn, 2002). The curriculum reform

initiated in Ethiopia after the adoption of the educations and training policy (1994) has led to the extensive change in education. One of the changes is the paradigm shift in the mode of teaching and learning which involves the shift from rote learning to participatory active learning and a shift from a linear curriculum to an integrated one in the lower grades (Leu, 1998: 1). This change has brought a major paradigm shift in our thinking about education and in the meaning of knowledge and learning. The underlined idea like active learning approach such as participatory, problem solving, discovery learning, project work etc… and the practice of higher order thinking skills have been introduced through this reform.

To elaborate more, nowadays the quality of education has become one of the governing issues of developing countries including Ethiopia. The major changes or paradigm shifts in the curriculum reform of Ethiopia embrace the shift from the traditional, passive and rote learning to the new mode of participatory and active learning approach. In other words, the shift is from positivist epistemology to constructivist epistemology, which involves shift from learning through memorization and repeating information to learning through discovery, analyzing and problem-solving and evaluating to create understanding and new knowledge.

The intention of the reform is to practice the new active learning instructional methods like gapped lecture, discovery learning, group discussion, debate, problem-solving and field trip, panel discussion, group works, project works, etc in schools. However, the implementations of these instructional techniques require the collaborations of people and materials. That means the implementation of such new instructional methods depend upon the perception of teachers, students, school management, supervisors, curriculum experts and community at large including parents.

From the foregoing discussions and from different findings, it is evident that the active learning is widely accepted in the world as well as in Ethiopia. Even though it is accepted in Ethiopia, it is not implemented appropriately as intended. Supporting this idea many research findings consistently have shown that the traditional lecture, demonstrative and question and answer method in teachers talk in which teachers talk-student listen process dominate and widely practiced in the classroom. Fiseha (2001) reveal that among others and elements, teachers lack of adequate pre service and in service training as well as the way the training made was prepared uneffective and negatively affected the implementation of active learning in primary school. Tibebu (2006: 25) found that teachers who captured the interest of students by allowing them to be participant become and effective a vital part in the teaching-learning process. According to Kirkos sub city supervision feedback from document stated that dominated lecture method instructional approach dominantly used in schools but finger count devoted teachers practices active learning approach.

The intention of this study was to underline the specific bodies among others brought about resistance in the paradigm shift of method of instruction. The considered resisting bodies like students, teachers, school management, parents and unfavorable classroom settings. Among these, this study emphasizes the students' and teachers' application of instructional task assignments like home works, class works, project works, group works, panel discussion and field trip application in civic and ethical education teaching. This problem is raised from the researcher's long year teaching experience and students' and teachers' interest towards learning activities in particular and towards as a whole in general.

Considering this fact the study investigates and seeks to answer the following basic research questions.

1. What are the interests and participations of students and teachers towards the instructional task assignments and the applications in civic and ethical education teaching?
2. What are the factors those influence the application of instructional task assignments?
   - What are student-related factors those influences the applications of instructional task assignments?
   - What are the teacher-related factors those may influence the applications of instructional task assignments?
   - What are school-related factors those may influence the applications of instructional task assignments?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study is to assess and explore the current status of the practice of instructional task assignment and to enhance instruction improvement.

1.3.2 Specific Objectives

1. To investigate the factors that influences the application of instructional task assignments in civic and ethical education teaching.
2. To examine the extent to which the students have benefited from instructional task assignment.
3. To make recommendation for the enhancement of instructional task assignments in Abyot Kirs Preparatory School.

1.4 Significance of the Study

Active learning is a burning issue in the Ethiopian educational system. Methods that promote students problem solving capacity are at the center of the policy. It is believed that students should be engaged in active learning approach so as to make the learning teaching process productive and fruitful. Accordingly, the result of this study may have the following significance.

1) It would help teachers to be aware of possible factors that may influence the application of instructional task assignments.
2) It might enable teachers and other practitioners to gain valuable information about the student's and teachers' role in the applications of instructional task assignments.
3) It may help curriculum developers and school managers to create conducive learning environments for the students in developing positive perception towards working tasks.
4) It may serve as stepping-stone for other researchers to conduct further study in this area.

1.5 Delimitation of the Study

To carry out any research work it is necessary to delimit the scope of the study to manageable size. The study is designed to focus on the instructional task assignment and its application. It was delimited to Abyot Kirs preparatory school. The researcher believes that it could have been conducted in a wider range. Since it is difficult to run research work in many schools due to financial and time constraints and to manage the research work effectively the study was delimited to grade 12 civic and ethical educations teaching in Abyot Kirs preparatory school. The reason why the researcher

selected the school was that he knows and teaches in that school and find it conducive environment for him to gather data from teachers, students, school principles and supervisors of this preparatory school. The grade level was selected because the researcher believes the preparatory students can read and understand the questionnaire which keeps the quality of the research work. Furthermore, the study was delimited to instructional task assignment and its implementation and factors that influence in the implementation of instructional task assignment in civic and ethical education teaching. On the top of this, it was delimited to student related, teacher related and school related factors that was influence the application of instructional task assignment in civic and ethical education teaching among all the other facts.

1.6 Limitations of the Study

It is difficult to mention all the constraints that the researcher encountered in the course of the study. However to state some of the problems, the researcher faced critical shortage of time during the entire period of his research work since he is a full time worker. On the top of this unwillingness of some of the teachers to be observed in the classroom while teaching was the other problem. In addition, some of the teachers were not cooperative to complete the questionnaires on time. To over come the problem he waited for a few weeks to collect questionnaires and to convince the teachers to observe their class and use extra time to finish the research works. Despite all those limitation, the study was successfully managed and completed.

1.7 Operational Definition of Terms

Active learning: Is a kind of learning in which students are given a considerable autonomy and control of the direction of the learning activities through small group work, problem solving, and investigational work and so on.

Approach: Set of assumption dealing with the nature of teaching and learning.

Attitudes: Are learner dispositions that influence the choice of personal action towards instructional methods

Constructivism: The theory that new knowledge is an active product of the learner integrator, new information and perception with prior knowledge. It is in which learners construct meaning in a given context.

Cooperative learning: Students working in small groups.

Continuous Professional Development Program: It is a broad range of school based and offsite activity designed to the experience sharing of teachers who has completed than initials trainings.

Higher order thinking skill: Abstract reasoning, critical thinking and problem solving abilities.

Instruction Task Assignments: Are students centered activities which has clear learning objectives and leads to an outcome, such as the solution of problems.

Learners Centered Instruction: Teaching learning process that focus toward the student's experience, needs, interest and abilities.

Passive learning: learning in which the learner has a purely role, receiving information from teacher or from materials with taking active part in teaching learning process.

Spatial dynamics: an instructional strategy that teacher use to capture the students interest by allowing them to participate in learning.

Strategies: Represent samples of the teaching processes which can be used to support the program goal and objectives.

Teacher-Centered Instruction: A refers to the traditional method where the teacher is the center of all instructional activities.

Civics: refers to citizens or of citizens it studies the right and responsibility of citizens.

1.8 Organization of the Study

The study consisted of five chapters. The first chapter deal with the introductory part which includes the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definitions of some important terms. The second chapter focused on the review of related literature that provides a conceptual framework of the study. The third chapter deals with the design and methodology employed to conduct the study. The fourth chapter provides data presentation, analysis and discussions. The finally chapter presents brief summary of the findings and conclusion followed by possible recommendations.

CHAPTER TWO

Review of Related Literature

2.1. Classification of the Different Instructional Methodologies

Mutassa and Wills (1994) and ICDR (1999) argued that different researchers use different types of classification when referring to instructional methods. These different classifications can be confusing and hard to differentiate. The following are among the various types of classifications.

Teacher-centered Vs Student-centered, direct instruction Vs Indirect instruction, conventional Vs Non-conventional instruction and traditional Vs Modern instruction.

Though these classifications of methods use different terminology, mostly they have similar conceptual frame of reference, i.e. the degree of student's participation in the instructional process is the common basis of all these classifications. In line with this, Capel, et. al, (1995) supplemented that the classification of methods as direct (teacher centered, traditional, formal, expository, didactic, authoritarian etc) or indirect (student-centered, democratic, active, informal, repressive etc) would be made on the basis of:

1. Source of the knowledge i.e. who is the center of the knowledge?

2. Role of the teacher i.e. is the teacher a stage settler or information provider?

3. Role of the students i.e. are the students active listeners or active doers?

4. Mechanism of evaluation i.e. is the evaluation system subjective or objective?

Despite the variation in the names, it is witnessed that these terms have common features for their classifications. It is therefore, worth mentioning that these terms are

implied by the terms Teacher-Centered Vs Learner-Centered (active learning) methods in this study.

2.1.1. Teacher- Centered Approach

This approach gives the priority role and responsibility to the teacher. The teacher is considered as the center of classroom activity, and is thought to hold most of the knowledge necessary for the students to be successful. (ICDR, 1999, Frazel et.al, 1995, Mutassa and Wills, 1995, Eggen and Kauchax, 1996). The information to be learned is given to the learners in a completed form instead of letting the learners to interact with.

Similarly, Eggen and Kauchax (1996:180) described teacher- centered approach as follows:

> *Teacher-centered instruction refers to academically focused, teacher- directed classroom using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored, and feedback to the student is immediate and academically oriented. Moreover, the teacher plays a primary role in structuring content, explaining it, and using examples to increase students' understanding.*

In line with this idea, Borich (1984) argued that in this approach the teacher acts as the director of learning and the assumption is made that the teacher knows best. Teaching takes a predominant role over learning.

In deed, students are assumed to be "Empty Vessels" that have to be filled by the teacher (Plass, 1998; Lue, 2000). In this case, the teacher will do most of the talking and it is the students' duty to listen to what the teacher has to say, memorize and repeat it during reaction period or in examination papers (Eggen and Kauchax, 1996: 179).

According to ICDR (1999:68), in this mode of teaching, the teacher uses "chalk and talk" or other methods of teaching in which he/she is active and students stay passive. The teacher either writes notes on the board, which the students passively copy in their exercise books, or memorize the information from their textbooks. Frazee et al (1995:205) explained that skills are taught by the teachers' telling, describing, demonstrating and explaining the desired technique step by step in their attempt to master the techniques via drills, practice and recitation. Macharia and Waria (1994: 39) summarized some essential characteristics of the teacher- centered approach as follows.

The teacher more active, in explaining monitoring, describing and teacher pours knowledge in to them which the student listen passively, coping note and the desks are arranged in straight rows so there is no group work.

Scholars like Calahan (1992) and Plass (1998) have enumerated the outcomes of direct instruction most students do learn how to conform, obey and follow directions, but they are less likely to learn how to apply classroom skills to the problems of daily life they encounter out side the classroom. Therefore, teacher- oriented methodology is the rigid, stereotyped patterns of behavior instead of flexible patterns that can be applied to a variety of life situations.

To sum up, such arguments seem to be sufficiently convincing that in the teacher-centered classrooms, learners are the passive receivers of knowledge. Teachers and texts are sources of authority. Lecture format dominates, and students learn in a rote fashion, reproducing the subject matter in set exercise, and in examinations. Moreover, the emphasis is on theory rather than on practice and the successful student is the one who can display his knowledge of facts that has been fed in to him/her.

2.1.2. Student-Centered (Active Learning) Approach

This part deals with some of the basic concepts, features and advantages of active learning in the teaching- learning process.

2.1.2.1. Concept of Active Learning

The issue of active learning in different literature is usually discussed in contrast with the traditional lecture or teacher- centered method (Bonwell and Eison 2003, Temechegn 2002 for example). This is clearly seen in the following definition of active learning by Brad (2000) on http://www.SecondarySchools,.com/approach. html

> *In traditional or pedagogical education, material to be learned is often transmitted to students by teachers. That is, learning is passive. In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. This approach is thought to promote processing of skills (knowledge to a much deeper level than passive learning.*

Similarly, it is written on (www.neiu.edu/.dbehlrhe/hrd408/glossry.htm) that active learning is a shift in classroom practice from a static view of learning in which knowledge is poured into the passive, empty minds of learners to a more dynamic view through different activities.

Students in this case can play a more vital role in creating new knowledge to be applied to other professional and academic contexts. Moreover, according to Bonwell and Eison (2003:38), active learning is a process where by learners are actively engaged in the learning process, rather than 'passively' absorbing lectures.

Based on this, one can tell how teachers and students are viewed, what classroom participation looks like and how knowledge is gained in active learning method.

15

In this method, learners are actively involved in their learning. Therefore, they are not considered as "blank slate". It is rather believed that they are responsible and can play active role in their own learning. That is why Felder in http://www.honolulu.Hawil;Edu/intrant/teachtip.html(2000) states that "teacher-centered instructional methods have repeatedly been found inferior to instruction that involves active learning… in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. Temechegn (2002) has also remarked that learner- centered method capitalizes on individual difference. It recognizes the different learning styles of students, which also demands the implementation of various active learning strategies. According to Bonwell and Eison (2003:106) students must do more than just listen.

They must read, write, discuss or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis and evaluation. In this method, therefore, learning by doing is emphasized which leads to students learning.

This may show that students' learning depends on what they do. In general most learning is not the result of interaction. It is rather the result of unhampered participation in a meaningful setting. Most people learn by being with it Illich (1998) in Temechegn (2002).

Generally, in order to make teaching- learning process active the following are some basic points to be considered. (ICDR, 1999:93)

High levels of participate, use of prior experience-adoption of new perspectives and position, consistency of value and assumption from different discipline, peer support and peer learning, critical reflection active and experience, creation ownership of and responsible for learning and development of general communication skills.

2.1.2.2. Features of Active-learning

In the new approach to education, often called active- learning, students not only receive information they also record it, discuss it, compare it with their day-toady life, analyze it, draw conclusions from it, and communicate about it (ICDR, 1999:71). When they are given sources of information and facts from their teachers or their textbooks, they are asked to do something active and creative with the information- analyze it, think about it, and make reports on it. Aggarwal, (1996).

Similarly, Sguazzin and Graan (1998:57) explained that active-learning is a social process and the emphasis in this process is on collaboration and the exchanging of ideas, experiences, values and attitudes. It is a negotiated process where our understanding expands through interaction and active engagement with others. This is to say that the emphasis in viewing knowledge as something "out there". Positivist idea has shifted to the view of constructing knowledge (Frazee, et al, 1995:26).Thus the emphasis in teaching has shifted from transmission of "facts" or information to teaching learners how to learn, how to find information for themselves etc.

Here learners are placed in the center of the learning process (Lue, 2000:4). In relation to this idea Brophy (1992:69) as cited in Eggen and Kauchax 1996:83) puts the learner at the center of the learning process by stating:

> *Current research focuses on the role of the students. It recognizes that students do not passively receive or copy information from the teacher. Instead actively mediate by trying to make sense of it and to relate it to what they already know abut the topic. Thus, students develop new knowledge through a process of active construction.*

In line with this, Plass (1998) has explained that in learner- centered classroom students are actively involved in the learning process, and their prior knowledge and experience is integral part of that process.

They are encouraged to articulate their ideas and opinions. The teacher creates opportunities for learning and encourages learner's autonomy.

Lue (2000:11) and Plass (1998:312) stated that in active learning, previous knowledge and experiences are so crucial and valued since they help to construct new knowledge. The role of the teacher is creating conducive environment for learning and offering guide, stage setting, facilitating, observing and evaluating his/her students in a more objective way. In other words, the teacher, as a facilitator and co-worker, is not expected to give information only, but he is also expected to design instructions that would lead students learning for understanding through debating, interrogating, discussing, creating and explaining.

2.1.2.3. Importance of Active Learning

Researchers, for example, Bonwell and Eison (2003:66) explained that active learning is vital in the classroom because of its powerful impact up on students learning. Furthermore, several studies have shown that students prefer strategies that promote active learning to traditional teaching approaches. Active learning is a strategy that can increase participation.

Many researches show that there will be improvements in student- faculty interaction, student- student interaction, academic achievement, communication skills, higher level thinking skills, team work, attitude towards the subject and motivation to learn. Active learning therefore, plays important role to move students from passive recipient to participants who have their own role in their learning processes. This is due to the fact

that "active learning is not only a set of activities, but an attitude on the part of the teacher and the learner that makes learning effective" http://www.honolulu.hawaii.edu/intrant/teachtiphtm

More specifically "the purpose of active learning is to stimulate life time habits of thinking, to stimulate students to think about HOW as well as WHAT they are learning and increasingly to take responsibility for their own learning." Silberman (1997:32)

Learner focused methods and activities are useful to promote effective learning. The students' participate is not merely physical movement (discussing, asking, answering, reading, listening, observe, doing experiment etc) but also invisible mental engagement (thinking) and a teacher thus needs to facilitate a class in such away that student will be able to follow logical steps of leaning and after the set objectives. Active learning prepare students for participation in a democratic society.

What is discussed so far is summarized by Chet. et. al (1993:81) Real learning is not memorizing. Most of what we memorize is lost easily. Learning can not be swallowed whole; to retain what has been taught, students must chew on it. Learning comes from exposure to different kinds of stimulation through the senses. When learning is active, the learner is seeking something to answer a question, information, to solve a problem, or a way to do a job. What a student discusses with others enables him/her to understand and master the learning.

In line with this Silberman (1996:180) states that active learning strategy clearly addresses the different learning styles of the students. He further illustrates the different learning styles:

> *Principles of learning styles reveal that some students are visual, they like carefully sequenced presentation of information. They prefer to write down what a*

teacher tells them and they are quiet in the classroom and are seldom distracted by noise. But the auditory learners do not bother to look at what a teacher does or they do not bother to take notes. They rely on their ability to hear and remember. Whereas: kinesthetic learners learn mainly, by direct involvement in activity. They tend to be impulsive, with little patience. They want to move about and do. Only few students are exclusively one style of learners; they share more than one. Thus different active learning methods create the best match for students with different learning styles. (Silberman, 1996:180-81)

2.2. Research Findings on Active Learning

Many researches finding consistently have shown that the traditional lecture, demonstration and question and answer methods in which teacher talk and students listen are widely practiced in the classroom. These direction naturally do not encourage students to actively participate in teaching- learning process. But practically, all learning is inherently active and that students can learn to the extent that they are actively involved in the process. Analysis of the research literature (Chicking and Gamson, 1987, in Aggarwal, 2001) suggests the importance of active learning that students must do more than just listen. They must read, write, discuses and be engaged in solving problem. In other words, to be actively involved in learning, students must be engaged in such higher-order thinking tasks as analysis, synthesis and evaluation.

Several studies demonstrated that giving students some choices enhance their learning. For instance, Siler (1998) in Tibebu (2006:25) found that teacher who captured the interest of their students by allowing them to be a vital part in the lesson and learning process were effective. Siler, further, states that the key to active learning is "spatial dynamics". Spatial dynamics is an instructional strategy that teacher use to capture the students interest by allowing them to participate in learning.

20

Another researcher, Halperin (1994) cited in Amenu (2005:27), comments on the domination of old instructional approach in most higher education institutions. He found that most activities, today in a majority of higher education continue to reflect on "old style" of instructions where students sit quietly, passively receiving words of wisdom being professed by the long instructor standing in front of the class. But practically, most cognitive psychologists and educators agree that instructions are effective when students are encouraged to become actively involved in their own learning. Besides, an allowance of time must be made for meaningful open interaction between students and teachers and group of students that nurture the students natural curiosity".

Johnson and Johnson (1989) have found that student-centered (active learning) instructions seem to motivate students to form closer relationship with one another in working together. Each student centered group not only scored high marks academically, but they also gained some social skills through cooperative work. On the other hand, the students in the teacher-centered classroom did not spend as much time working cooperatively and thus hoodless of working relationship with one another.

The teacher-centered classes were geared around lecture and the individual work of students. Both groups studied the same content, though each interact with radically different ways. After giving tests for both groups, it was found out that not only did the student-centered group scored high; they also stated that learning was easier due to the review games and group assistance. Later, the roles had been reversed (the student-centered class received teacher-centered instruction and teacher-centered students received student-centered instruction); the student-centered group had hard time in adjusting to their assignment. However, the results of the scores and the amount of participation indicated higher achievement and better attitudes in the student-centered group.

Again for the last time the roles had reversed. Thus student-centered approach seems to yield better levels of achievements no matter what group received the treatment.

On the other hand; Halperin, (1994) comments on the domination of old instructional approach in most higher education. He suggests that most activities today, in majority of higher education continue to reflect an "old style of instruction where students sit quietly, passively receiving words of wisdom being professed by the alone instructor standing in front of the class. Regarding factors hindering the implementation of active learning, the study of Fiseha (2001) reveals that among other elements, teachers' lack of adequate pre-service and in service training as well as the way training materials prepared negatively affected the implementation of active learning in primary schools.

Contrary to this finding, Amenu's (2005) research reveals that in different colleges of Oromia regional state, even though, lecture method is practiced occasionally, much of the time is devoted to active learning instructional approach.

Silberman, (1996:44), delivers a key note that addresses a challenging issue to develop an environment in which students become actively engaged in learning. Thus, after decades of research on teaching and learning strategy, the effectiveness of active learning has been clearly documented. However, in the institution of higher learning there have been challenges to incorporate the new model of active learning in to their classrooms. Thus, some have embraced this approach to instruction with enthusiasm while others seem more cautious in moving towards adoption. Anyway, active learning occurs in an environment where the student is at the center and the instruction is student centered. On the other hand, passive learning occurs in a setting where the teacher is the focus, described as teacher- centered instruction.

In the teacher- centered (passive learning) approach the teacher becomes the manager of the classroom with the learning process heavily dependent up on the pronouncement

and enforcement of rules. Here, note that little is required or expected from the students to the very end.

The students are presumably expected to ride the assembly line quietly and dutifully accepting all data transmission in a similar manner as an automobiles skeletal frame moves towards the new car dealer's show room. But practically, most cognitive psychologists and educators agree that instruction is effective when students are encouraged to become actively involved in their own learning. Besides, an allowance of time must be made for meaningful open interaction between students and teachers and group of students that nurture the student's natural curiosity (Halperin, 1994: cited in Amenu, 2005: 27).

Finally though some have criticized the effectiveness of active learning method/instructional approach, more studies show the true effectiveness of active learning on academic achievement and classroom participation.

2.3. Active Learning in the Ethiopian Education Context

After the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major paradigm shift in our thinking about education and the underlying ideas like active- learning approach, student-centered method, problem solving, student active learning, the use of higher-order thinking skills etc have been introduced through this reform.

Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country.

Particularly, at present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MoE, 2003). This document states that in the teacher education program, passive learning has to be replaced by active, learner-focused education. The document advocates, a Teacher Education System that develops and inculcates higher- order thinking skills in graduates and emphasizes that, teachers are essentially agents for positive societal change. This document also strongly criticizes the previous teacher education system, which was traditional; where the subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, the intention of the new Teacher Education Program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner- centered approach. In this assumption, teachers must be able to use a range of teaching strategies including active learning; interactive teaching and independent study and thus, be able to select strategies according to students' needs

2.4. Practices of Teachers in Active Learning

Eggen (1996:25) states that historically our great teachers learned both 'HOW' and 'WHAT' to teach from their own teachers. The critical content of any learning experience is the method or process through which the learning occurs. What is that students do in the classroom? They sit and listen to the teacher. Mostly they are required to make observation, formulate definition or perform any intellectual operation that go beyond repeating what some one else says is true. This is the case in the teacher-centered instructional approach.

In moving towards constructive approach (active learning) to teaching, Chikering and Gamson (1997:91) say that teachers will need to attend to their own conceptual change

at least as much they attend to this process in their schools. If our schools are to provide experience for students that fire their sprits identify their nature and capacities as learners and enable them to be independent thinkers, then teachers should support students. Thus supporting students to be powerful in developing their skills and capacities is the most important practice of teachers in active learning.

What are essentially involved in active learning are the activities that are used in the process of learning. Many educators have strictly underlined that teachers play crucial role in the implementation of these activities.

In this connection, Lue, (2000:5) has stated that teachers' practice in active learning is to use classroom methods that encourage the students to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based methods in their teaching.

Moreover, in active learning classroom, we want the teachers to offer their students options and choices in their work. In addition, teachers should reject the common practices of telling students what to do, rather engage their students in their interest and invite them to participate in activities that allow them to be involved in decisions about their learning.

Students' active involvement in their own learning is a vital reality in active learning classroom. In addition, in active learning classroom, the teacher has to structure the classroom so that students and teachers can share the control of their environment. Students are directly involved in all matters that occur in the classroom that affect their being there as learners and as people.

To sum up, the effective implementation of active learning is one of the basic criteria to be an effective teacher. If teachers are in a position to help students to learn, they must be able to select and use teaching strategies that produce learning.

2.5. Teacher Education and Active Learning

Frazee et al. (1995:80) state that the training of teachers is a crucial factor among other factors that affect the implementation of active learning. Because the teacher is the final decision maker as regard to the actual learning opportunities provided to the students. The best designed curriculum as well as the poorest owes the ultimate success or failure to the quality of the teachers' planning and implementation. In other words, what Frazee et. al wants to say is, if teachers lack knowledge of the teaching (active learning) method which requires new roles and commitment, implementation will be seriously hampered. Hence, provision of in-service teacher training is essential to acquaint teacher trainers with new teaching-learning methodologies, which are learner oriented (active learning).

If the expectation that learners should be the agents of change is taken seriously; the capacities this work requires of them be considered carefully, current practice; pre-service and in- service teacher education be examined critically and ways to enhance teachers' learning across their careers should be explored more. (Mukalel, et al, 1999: 301)

In line with this idea the Education and Training Policy of Ethiopia emphasizes new pre-service training packages which are strongly practice- oriented at all levels of training, so that graduating teachers attain the necessary skills and a positive attitude in the application of variety of methods (ICDR, 1998: 40).

Continues Professional Development (CPD) is the process of by which, alone and with other, teachers review/renew and extend their knowledge, skill and emotional intelligence (Day, 1999: 5).

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on going school based support to classroom teacher deal with subjects matter content as well as suitable instructional strategy and classroom management technique and create opportunities for teaching to observe, experience and try out new teaching method (OECD, 2005: 129).

CPD activities model the processes which are being learned. Because CPD particularly in introducing new behavior and attitudes often radically different from previous experience the CPD activities must clearly reflect this teachers doing these through lecture and direction. Thus active learning, participation and involvement must be part of this CPD process it these are the intended principles (MoE, 2009).

The policy clearly indicated that emphasis should be given to upgrading and updating both the pre-service and in service teaching (MoE, 2009).

In general, even though, the policy advocates active learning, there is a gap between theory and practice. Thus, teacher education needs to model class room teaching skills and methods that reflect and go in line with the Education and Training Policy.

2.6 Instructional Task Assignments in Active Learning

In the above part of review of related literature, the essential features and the main principles of active learning approach have been discussed. The implications of the method in teaching-learning process were also pointed out. But what are the techniques

of instructional strategies to be employed to facilitate active learning and to implement the essential features of active learning approach?

Instructional strategies are instructional activities involving students in doing things and thinking about what they are doing (Cole, 1994). The use of the techniques in the classroom is vital because of their powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies have demonstrated that many strategies prompting the development of students' skills. Besides these, current thinking and practice in education highly advocate the need to actively involve learners in different active learning techniques. To this end, there are a wide range of methods and techniques for active learning approach. According to Silberaman (1996) some of the instructional strategies (active learning methods) are inquiry method, discovery method, project method, problem-solving, discussion, Brain storming, debating, role-playing, group work, demonstration, balloon game storytelling, field trip, drama, pyramiding, jigsaw groups, gapped lecture, etc.

On the other hand, instructional task assignments may include all those activities which teachers assign students as a part of their instructional activities in order to attain instructional objectives. Some of these tasks can be group/individual works, home works, class works, project works, reading assignments and field work etc. Brophy and Alleman (1991) in Cole (1994: 256) defined learning activities as "anything that students are expected to do, beyond getting in put through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content". In the same way Plass (1998: 3) defined task as a learner activity which has clear learning objectives and leads to an outcome such as the solution to a problem. Supporting this idea, Derebssa (2004: 219) explained that tasks represent samples of the students' activities that students may be asked or assigned to do to support the program goals

and objectives. Activities need not be an exhaustive list, but rather, represent quality examples of the types of activities/tasks that would support the specified objectives.

Activities and work tasks must be useful, effective and efficient means of accomplishing worth while curricular goals. That means, task assignments are relevant if they are related to prescribe instructional tasks. The difficulty level of a task should match with the maturity level and ability of the students to complete the task. The task assignments should arouse the motivational value of the students so that the students can perform well on the task. The meaningfulness of the work task for student's background and needs are more likely to result in better task performance. The assignments should be varied and adaptable to the needs and interests of the students. Systematic organization of learning activities and work tasks facilitates student success and accomplishment of intended outcomes.

Generally, when assigning work tasks, teachers should select those tasks that are likely to benefit students and enhance learning. As noted by Cole (1994: 275-279) the following are some of the principles of assigning appropriate work tasks in order to promote students learning.

Ensure that students are assigned work tasks, meaningful and related to instructional objectives contents, format of work tasks, include both content and prior experience, the level of understanding of students and avoid tasks that involve meaningless and difficulty with and practical aspects of work task. Finally, sequence task item from easy to difficulty schedule work task appropriate since the effectiveness of work tasks can be influences by the way they are schedules.

From the above discussion, one can understand that the effectiveness of instructional task assignments highly depends on the way the work tasks are designed to motivate the students to actively participate in completing the task assignments. Thus, teachers should consider different variables that may influence the effectiveness of task assignments while constructing the tasks for their students. In addition to this, students

should be prepared adequately to accomplish the instructional task assignments that lead to student learning.

2.7 Factors Influencing the Implementation of Active Learning

Different research findings indicated that people play a key role in implementing any new change. But, usually people are not ready to accept and implement these new changes. According to Derebssa (2004: 194), this resistance may occur due to self-interest, misunderstanding and lack of trust in the change. For effective implementation of any new perspective, including active learning instructional strategies, positive attitude on the issues and sound knowledge and skills in the area are very important. Particularly, the underlying ideas, concepts, merits and demerits of the new approach should be clearly understood by the stakeholders. A number of factors may facilitate or hinder the implementation of active learning approach in educational system. However, in this part of review of literature, the researcher only stresses on teacher-related, student-related and school-related factors that may influence the implementation of active learning approach.

2.7.1 Teacher-Related Factors

Scholars have suggested that, if education is to be successful, next to curriculum, teacher education is of special significance, to maximize the development of changes in education (Smyth, 1987) in Oli (2006: 30). Emphasizing on the role of teacher's training institutes, Aggarwal (2001: 89) explained that when in doubt, teachers will teach in the way they were taught themselves and not in the way they are told to teach. So, if a school system is to become more flexible and teaching methods more lively and varied, it is essential that these qualities be established very early in the practice, as well as in the theory in teacher training institutes.

Bruner (1996) suggested similar views related to teachers' competencies and training. He mentioned about the general areas of the teachers' competencies related to components of theoretical knowledge, about learning and human behavior, mastery that require practical application in concrete situation, curricular arrangement, and knowledge of general and specific methods of teaching. This is because theoretical knowledge can be used to interpret situation and solve problem, many classroom event that may be recognize, reserved by applying theories and concept of human behavior. He stress that the quality of teaching has direct relation with the teacher's extensive training and repeated exercise. Good and effective education in the classroom demands a well- prepared teacher, a competent teacher (both academically and professionally and the selection of best teaching strategies, activities and materials to achieve the objective, which in turn depends on the quality of teacher's training institutions.

The way teachers trained can strongly affect the whole educational process, particularly the implementation of active learning approach, since teachers are the most important element in implementation of active learning. For this purpose and to reflect the essence of their profession, teacher should be properly trained. According to Tilahun, 2002: 75, untrained teachers in most cases are found to be inactive. This is practically observed in the earlier days, with primary school teachers directly employed without training, workshops and seminars. Such teachers remain ineffective and unsuccessful even if they are provided with best kind of material and excellent curriculum. Thus, international experience suggest that learning complex skill, such as those required to promote active learning requires proper initial training followed by periodic reinforcement to sustain changes in teaching behavior (world Bank,1997:148).

Thus, to implement the learner- centered method, proper pre-service teachers training becomes very important. During their stay in the training center, teachers have to have a relevant and balanced professional and academic education. If teachers are properly

trained and implement the skills they acquire in their professional career, they are likely to influence their students rather than forcing, relating materials in case to learners experience and social needs, recognizing individual needs of pupils, cooperating with the whole staff in solving school problems (Tilahun, 2002: 74-75).

To strengthen the new methods of instruction the Ministry of Education has clearly identified the learner- centered method in general objectives of teacher's education in Ethiopia, which include:

Producing teacher who are academically qualified, professionally skilled, attitudinally and ethically committed to their profession, preparing teacher who can confidentially promote active learning and the development of problem solving sill through a learner centered approach using a curriculum where content and methods are integrated, equipping teachers with knowledge and ability in classroom management, which foster constructive student inquires an interaction and preparing teacher who can selected and use appropriate teaching material, chose and produce and make use of local resource to enrich students learning.

Hence, if teachers are trained in accordance with the general objective of teacher education set by Ministry of Education, the active learning approach can be implemented as intended.

In addition to pre-service training, in-service training plays a great role in improving and facilitating teaching-learning process. Attitudinal and behavioral changes, as well as, acquaintance of new skills and strategies are the result of in-service trainings.

Researchers indicate that the attitude of teachers is also a very important factor that has to be considered in implementing active learning approach. Due to their perception many teachers tend to stick to teacher-centered method rather than learner centered

method. As noted by, Branda and Ginnis (1986) as cited in Sirak (2000), teachers fear that their power, reputation, and position will collapse if teaching and learning functions which were possessed by a teacher are shifted to students and the group. In the face of the society, a teacher is a knowledgeable person who is more appreciated and valued than facilitator and resourceful person.

They think that the job would lose status and credibility. Knowingly or unknowingly, some teachers discourage active learning with the ground that it brings an extra demand in the planning and preparation of lessons. Some teachers feel that it is bounded by over-crowded subject matter and thus pressurized by the limited time they have to teach. The belief persists that active learning takes too much time and thus covering the portion is difficult or impossible. Even, they come to the conclusion that active learning may be nice in theory but unrealistic practice. These all show that they have been no enough and concrete perception about how to install active learning in classroom which may lead to negative reactions (Capel, et al., 1995, in Amenu, 2005: 38).

Instructional methods by themselves cannot do much to improve learning, and thus, their value lies on the professional skills of teachers in using or handling them. There is nothing as dangerous as using a method one cannot use well. Thus, teachers should possess the desired knowledge, skill and attitude, which enable them to apply active learning approach.

The teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learners. All available evidence indicate that among many teacher in sub Saharan Africa, the critical determination of effective teaching, namely knowledge of the subject matter, pedagogical skill and motivation are acutely lacking, although teachers are in the front line of educational reform program (UNESCO, 1990). Continuing its argument, if teachers are to be professional and their

status reinstated in the eyes of society, the first step must be to educate them to be able to work independently and reflectively, possessing the insight and skills of professional and practice like their counter part in the other professions. As stated in the journal of Education Policy:

> *Nothing matters so much to the success of an educational enterprise as a well-selected, well-trained, well-motivated, well-respected, well-rewarded and well-administrated teacher (Dennis and Ardra, 1993: 209).*

As to the Ethiopian context, all available evidences indicate that, the above qualities (knowledge of subject matter, pedagogical skills and motivation) expected of teachers are actually lacking. Because of this reason teacher use only a small number of methods typically teacher talk, question and answer and textbook assignment (Ambaye, 1999). Therefore, practically to implement the new instructional approach, it requires teachers who are committed to change academically qualified and professionally prepared.

2.7.2 Student Related Factor

The new instructional model, active learning intends to produce active and motivated learners who can cope with the demands of the modern world. Active learning methods encourage student's autonomous learning and problem solving skill. It provide pupils with greater personal satisfaction, more interaction with peers, promotion of shared activity and teamwork, greater opportunities to work with a range of pupils, and for all member of the class, to contribute and respond (Capel, et al , 1995, in Lemma, 2006).

Similarly, other scholars (Dary and Terry, 1993, in Amenu, 2005:42) have stressed the importance of student's past experience, which is transformative rather than passive accumulation of knowledge. They noticed that unless learners consider the implementation of the ideas for them in their own lives and decide to act, know and

believe in new ways; they are likely to adopt a passive teachers' knowledge structure. And ultimately, this passive students learning has not made a difference because it has not been transformative and at best result in some accretion of learners from the old belief that has dominated methods of teaching over the last century.

On the other hand, one of the reasons for students' resistance is the demand that active learning present to the students. In active learning situation, teachers may give students group work or individual tasks, which require application of a concept that may not be done with rote memorizing. Such context, may force students to exert more efforts on what they are doing. As a result, students may view active learning as something threatening. Such thinking may make students to lack confidence and be filled with anxiety (Farrant, 1980). That means, lack of confidence or intellectual maturity may prevent students from accepting responsibilities for own learning.

According to Escandon (2004:6-8) student resistance is manifested in many students' disruptive behavior or practices, such as: Sitting in the back of the classroom, repeated absence, lack of responsibility, pretending not to know, negligence to all class activities, not responding to questions, forgetting materials (pens, textbooks, notebooks), forgetting assignment deadlines and evaluation days, indifferences (sleeping in class, daydreaming, not taking notes, not completing assignments, plagiarism), repeatedly failing examinations, negative attitude towards constructivist approaches to learning and rudeness (excessive lateness, making noise, chattering, operating mobile telephones, ignoring simple requests, frequent exists from class, ignoring requests to be quiet).

Furthermore, Escandon stressed that these students' disruptive behavior are a sign of generalized dissatisfaction with the education system.

As Cole (1994: 304) explained, there are three major categories of factors that are causes of inappropriate behavior: The first category includes classroom and teacher-related

variables (e.g. poor instruction, poor classroom communication and organization), the second categories are the home and social group variables (e.g. unfavorable home background, lack of social support from the family) and the third category refers to student's adjustment and personality variables (emotional disorders, distractibility).

Generally, in spite of all contributions of active learning approach to learning, the students may not have appropriate perception towards the approach. They have developed negative attitude due to various reasons and their resistance could be manifested in different ways as discussed above. However, since the role of the students is very important in implementing active learning approach, it is necessary to encourage and develop interest in students in order to make practical the approach.

2.7.3 School-Related Factors

To implement active learning approach, the support of school management is very important. School principals should supervise and support the school staff methodologically and materially in the implementation of active learning strategy. The school principals are expected to provide feedback, monitoring, guiding, redirecting and giving professional assistance for the purpose of solving problems and improving the teaching-learning environment and the process in order that the desired goals would be achieved.

Besides, social environment of a given educational institution, the location, size, shape and construction of classroom, as the presence of school facilities like, furniture, resource centers, laboratory services have direct bearing in the instructional methods. The nature of classroom is one of the most important factors that should be considered in the teaching-learning process. According to Silberman (1996: 6), the physical environment in a classroom can make or break active learning. The interior of

classrooms can challenge active learning especially when the furniture is less than ideal. Classrooms are adequate when there is desk for every pupil and when it is well ventilated with good light and there is a standard chalk board for every class.

As indicated by Temecheng (2002: 41) the physical layout of classroom in Ethiopian schools is mentioned as a factor that is not conducive to learner-centered methods. It is generally true that attention to the classroom-learning environment in learner centered method may include changing the physical layout of the room allowing for seating changes. If the furniture is movable, it is possible to arrange different layouts or sitting arrangement that can facilitate learner centered method of teaching. According to Slilbrman (1996: 10) these layouts include: U-shape, team style, conference table, circle, group-on-group, work station, breakout groupings, chevron arrangement, traditional classroom and auditorium.

Similarly, as Amare (1998: 294) explains, over crowdedness of classroom is one of highly observed critical problem of education in Ethiopian context. This problem has hindered student follow up, student participation, teacher-student communication and feedback in the classroom. Thus, giving students enough attention and meeting the need of every student, so as to engage actively in the learning process is difficult in large class size. For this reason, teachers attempt to retain control and teach all the students at the same time by lecturing them. What can be said here is that, for proper implementation of active learning the number of students in a class should be ideal.

On the other hand, availability and effective utilization of resource centers managed by skilled personnel, the presence of well organized and managed library which is stacked with latest, varied and sufficient reading room, with appropriate seating facilities, and the presence of trained person in laboratory science and the presence of laboratories equipped with modern laboratory materials which managed by qualified of active

learning approach (Farrant, 1980). Generally, the physical environment and of schools, such as classroom arrangement, class size, furniture arrangement, classroom appearance and layout and classroom facilities contribute a lot to promote active learning approach.

2.8 Active Learning in Civic and Ethical Education

The instructional methods employed are perhaps the most decisive facts in preparing participate citizens, in relation to this, Gibson (1965:30) noted that

> *To help students gain the understanding skills, attitudes and values necessary for citizenship in democracy…more direct approach are needed. Students must learn through direct experience, with their teacher and peers (p.301)*

> *This implies that in order to develop students knowledge and skills and attitudes required in democratic society, they need to learn in situation that directly involve them as active participants /F6 1(ve)8( )] TJ ET Q q B6.5 0 rg 0.9981 020(r)-5(i)-9(n)20(g)-25( )] TJ ET*

Similarly, one of the objective of civic and ethical education building a students imbued with good citizenship values who will be capable of shoulders social and economy and political responsibility so bearing these objective in mind especially teachers have a great responsive to use active learning method.

Donald warren in Burstyn (1996) has indicate in similar manner that how understanding of democratic values and attitudes of students impacted by instructional approaches, He said

> ''understanding and appreciation of democratic values and process are strongly influenced by the teaching methods and class room proceeding students encounter in all their courage's, and they become interested in political participation as result of pedagogical strategies that solicit inquiry and invite them to analyze content(p.129).

> The methods of teaching that is student-centered need to be employed across all participatory skills in the social and political arenas for them adult life.

From the above description the students when learn civic and ethical education by active learning method, they able to inculcate notions of democracy and good governance, that enables them to participate in the social, economic and political activities of their country.

The Educational and Training Policy (ETP) set high standard for teachers and described a new approach to education. At the heart of learning problem solving and students centered teaching method.

According to grade twelve civic and ethical education teachers guide the aim of civic and ethical education is to create through inculcating notion of democracy and good governance, enabling students to participation in the social, economic and political

activity of their country, building a students imbued with good citizenship values who will be capable of shouldering social, economic and political responsibility produces.

In order to achieve this aim students need to learn in away that they can understand and implement the aims and objectives of each topics and contents. Therefore, to create such as situation students must get their lesson in by a method which makes them to be active participate in the teaching learning process.

CHAPTER THREE

Research Design and Methodology

3.1 Methods of the Study

As it was mentioned earlier, the purpose of this study was to asses the application of instructional task assignments in selected preparatory school under Kirkos sub-city. The descriptive survey approach was employed to disclose the perception of students and the application of instructional task assignments in the selected preparatory school. This approach was chosen with the assumption that it helps to collect data from and to gather reach data related to the problem under study. Supporting this idea, Sharma (2008: 148) stated that descriptive survey approach is appropriate to gather data from a relatively large number of cases at a particular time. In addition, descriptive survey method serves as direct source of valuable knowledge concerning human behavior (Ibid: 147). The qualitative method was used to supplement or to get an in-depth understanding of complete process especially related to human behavior that affects the application of instructional task assignments.

Moreover, this approach was employed because it helps to explain educational phenomena in terms of the condition or relation that exist, opinions that hold by the student, teacher and experts, processes that are going on effects that are evident. At times descriptive survey is the means through which opinions; attitudes suggestion for educational practice can be obtained (Kaul, 1996: 403) in Lemma (2006: 42).

3.2 Source of Data

The main source of data for this study was students and teachers of the selected preparatory school. A primary source of data collection method was employed. Additional data were gathered from the school principals and supervisor. In order to, strengthen and triangulate the information. Moreover, the researcher made classroom observation while the actual class was going on.

3.3 Sample Techniques and Sampling Size

As mentioned earlier, the study was conducted in Kirkos sub city in Addis Ababa city administration. The population of the study was in Aboyt Kirs preparatory school. To make the study more manageable, civic and ethical education teaching in grade 12 was made the target of the study, because of the background experience of the researcher in Grade 12 civic and ethical education teaching. As a result, sample population were from grade 12 civic and ethical education students, civic and ethical education teachers, principals and supervisors of the preparatory school under study. The preparatory school and sources of data were summarized here in table 1.

Table 1: Preparatory school and source of data

Name of the School	Total No. Civic and Ethical Education Teachers			Sample civic and ethical educations teachers			Total No of grade 12 students			Sample Students in grade 12			Principals			Supervisors		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Abot Kirs Preparatory School	8	2	10	4	1	5	450	650	1100	114	161	275	3	-	3	2	-	2

As indicated in table 1, 5 civic and ethical education teachers 5 were included in the study. Regarding the sample size of students, there are 275 (114 males and 161 female) grade 12 civic and ethical education students in Abyot Kirs preparatory school. Regarding principals and supervisor sample size 3 principal and 2 supervisors were included in the study. In general the necessary information for this study were collected from 280 respondents.

As to the sampling technique, purposive, systematic random sampling and availability sampling techniques were used. Purposive sampling technique was employed to select the school the assumption that thus relatively long years of experience at preparatory level grade 12 and civics and ethical education teaching, in grade 12 was also purposive selected because of the background experience of the resource in teacher civic and ethical education.

Concerning the selection of sample students systematic random sampling technique was employed, systematic random sampling involves selecting subjects from a population list in the system rather than random fashion (Cohen, 1994: 82). In this case formula

K=N/n when N=population size, n=sample size and every k[th] individual was selected from the list until the sample size was complete (Sharma, 2000: 129). In this method each element of the population has an equal and independent chance of being included in the sample. It is free from subjectivity and free from personal error. The homogeneity of the sample population would also be kept in this technique (Ibid: 128). That is why this technique was used in selecting sample students.

With respect to teachers, principals and supervisors, availability sampling technique was used. As stated by Sharma (2000: 132) availability sampling technique is applied to those samples that are taken because they are most frequently available. This refers to groups which were use sample of population because they are readily available civic and ethical education teachers, principal and supervisors of Abyot Kirs preparatory school in the study and Three principals, two supervisors and five teachers including on the study.

3.4 Data Collecting Instrument

The data for the study was collected using three data collecting instruments, namely, questionnaire, observation and interviews.

Questionnaire

Questionnaire was the main instrument used to collect data for the study. The questionnaire was aimed to acquire necessary information for the research. It is widely used in education research to obtain information about certain condition and practical and to inquire in to opinions and attitudes of individual (Best, 2004: 245). Based on these facts, to get valuable information students and teacher both close (structure) and open (unstructured) forms of questionnaires were employed. For teachers a questionnaire with two parts were prepared. The first part focus on personal information of the

45

teachers like sex, age, educational standard (qualification) and teaching experience-part two were about the main data that contained close and open-ended questions. The close-ended questions were related to knowledge and experience of the teachers and the perception of teachers on the application of the instructional task assignments. The last part was about the factors that may influence the application of instructional task assignments.

In the same way, for students a questionnaire with two parts was prepared. The first part was dealt with general information (sex, age) about the sample students. Part two was about the main data that consist of close and open ended questions. The close ended questions were about the perception of students and the application of instructional task assignments and about the factor that may influence the application of instructional task assignment. The questionnaire for students was prepared in English language and then translated in Amharic to make it easily understandable by the sample students.

Observation

The real instructional activities are manifests in the classroom which teachers teach and learners learn. It is in the classroom that the experience of students, the instructional methods used, classroom conditions and other necessary facilities meet and interact. Therefore, classroom observation was one of the supplement data collecting instrument in this study to assess the type of instructional task assignment being applied during classroom instruction for the purpose of observations, check list was prepared and employed in sample preparatory school. The check list contained three parts namely, the activity of teacher, activities of students, and classroom conditions.

The observation totally focused on the application of instructional task assignment in real classroom situations and classroom facility. Observations were made to triangulate the obtained data. Finally, the researcher checked the presence and absence of activities listed in the checklist.

Interviews

The interview permits greater depth of response, which may not be possible through any other means. It also enables an interviewer to get information concerning feelings, attitudes or emotions in relation to certain question (Kaul, 1996: 168). In this study, interview was used to collect supplement information about the perception of students and application of instructional task assignments for principals and supervisors of the select school. The interview was prepared in English language.

The interview mainly focuses on in-service training, whether they have or not are strategy for the application of active learning approach, some major factors that may influence the application of instructional task assignment and to suggest some possible solutions. For this purpose a tape record was used after getting in consent of the interviewees. The interview was carefully recorded by tape. The recorded responses of the interviewees were transcribed carefully by listening them again and again using a tape recorder.

To come up with reliable and valid data collection tool, the instruments which were initially prepared in English were given to expert in English so as to check the grammatical clarity of the items. The items taken from different MA thesis select the sample and contextual to my thesis, observation check list from Aboyt Kirs preparatory school in built supervision format and some amendments. Then it was shown to two education experts who graduated from institution of education research Addis Ababa University and the advisor of the researcher in order to comment the extent to which the

items were appropriate in using relevant information to the research. As a result some amendments were made based on feed backs obtained from the experts and advisors. Accordingly, from questionnaire items, three were modified, one was added and ambiguous statements were eliminated from observation check list items, some modification made ambiguous statement were elements and one column was added. Regarding interview guides, small modification were made that means separating the principal and supervisors in the guides.

3.5 Procedure of Data Collection

Before starting the data collection process, the researcher first collected letter of co-operation from Addis Ababa University Institute of Educational Research, So that the concerned personnel would cooperate in the process of data collections. Then, all concerned bodies were informed about the objective of the study by the researcher, after that, necessary orientations were given to the respondent on how to complete the questionnaire and then the questionnaire were distributed in face-to-face situation by the researcher to the respondent. Finally classroom observation and semi-structured interview were conducted with permission from concerned personnel.

3.6 Method of Data Analyses

In order to analyze the data gathered from different source, the researcher first, tallied, structured, organized and systematically framed the raw data collected from the field using tables. After this analysis was done using percentages, and descriptive statement along with the basic questions, current research finding and modern education theories.

In addition, qualitative approach data were analyzed by summarizing the words of interviews and the result of observation to substantiate the finding obtained through questionnaires. This enables the research to reach at some relevant conclusions and recommendations.

CHAPTER FOUR

Presentation Analysis and Interpretation of the Data

This chapter deals with presentation, interpretation and analysis of data. It has five main parts. The first part of the chapter presents the background information of the respondents while the second part focus on the analysis about the application of instructional task assignments in grade 12 civics and ethical education teaching in kirkos sub city Addis Ababa city administration The third part of the chapter includes the data related to factors that may influence the application of instructional task assignment. The fourth part is about students' interest participation in doing instructional task assignment in civics and ethical education teacher. Finally, the chapter presents about training and teacher application of knowledge/skills acquired in training program.

4.1 Background Information of the Respondents

The respondents involved in this study were teachers, students school principals and supervisors of the selected school in the sub-city. The researcher believes that the respondents direct stakeholder; and as a result, they are considered to be relevant as main source of information for the study.

The questionnaires were administered to 280 respondents and all the copies were completely filled and returned. This includes 275 copies of the questionnaires were administered grade 12 to randomly selected students and 5 copies were administer to civics and ethical education teachers. Finally, interview was conducted with 3 principals and 2 sub-city supervisors. To sum up, to conclude the returned copies of questionnaires and interviews were found to be sufficient to draw inference for the study.

4.1.1 Background Information of Teachers Supervisors and Principals

The background of teachers, supervisors and principal were presented in Table 2 below

Table 2: Bio- Data of sample population

No	Items	Teachers (N=5)	Supervisors (N=2)	Principals (N=3)
		N	N	N
1	Sex a, m	4	2	3
	b, f	1	-	-
2	Age a, 18-25)	2	-	-
	b, 26-33	2	-	-
	c, 34-41	1	-	-
	d, >42	-	2	3
3	Qualification			
	a, Diploma	-	-	-
	b, degree	5	1	-
	c, masters	-	1	3
	d, others	-	-	-
4	Experience			
	a, 1-5	2	-	-
	b, 6-10	2	-	-
	c,11-15	1	-	-
	d, >16	-	2	3

As it can be seen in table 2 out of the five civic and ethical education teachers only one is female but the other are 4 are male teachers in this selected preparatory school. The same table

indicated that the principals of the selected school are male. These data clearly reveals that the participation of female as civics and ethical education teacher in the preparatory school is low, and no female principal. Exist who can be a role model for female students. The same is true with the sub-city supervisor. With respect to their age, majority of the 2 teachers fall between the age category of 18-25, and the other 2 of them within age category 26-33. One of them are between the age 6-33. This figure discloses that the majority of teachers are youngsters with short life and teachings experiences. When we come to the age categories of the supervisors both of them fall in that age group of above all they are above principals 40. This indicates that the principals and the supervisors have a relatively longer life and work experience when they are compared to that of the teachers. Supervisors and principals when found in the adult age group with relatively long year of life experience.

Qualification wise of civics and ethical education teacher degree holders. This depicts that all of civics and ethical education teacher have their first degree. Three of them of principals have masters degree one supervisor of the supervisors has masters degree and one supervisor of first degree. Since the current (1994) educational and training policy of Ethiopia requires everyone to have first degree to teach in secondary and preparatory schools, all teachers, supervisors and principals included in this study fulfill the criteria.

As to the experiences of teachers, majority of civics and ethical education teachers have experience that range between 1-5 years and 2 of civics and ethical education teachers have experience that ranges between 6-11 years and of civics and ethical education teachers have experience that range between 11-15 years. In the case of supervisors and principles they have relatively long years of experience this we can conclude that

principals and supervisors. They have long year of experience so additional responsible to may have on opportunity to training to newly deployed teachers.

4.1.2 Background information of students respondents

Table 3: Bio data as sample students

	Item	Sample students (N=275)	
1	Sex a, M	114	41.5
	b, F	161	58.5
2	Age a, 15-17	15	5.45%
	b, 19-20	260	94.5
	c, 21-23	-	
	d, >22		

As indicated in table 3. (58.5%) of the students are female, while 41.5% of are male. This discloses that there is a slight difference between male and female students in enrollment in grade 12 in selected preparatory school. During classroom observation it was also observed that male students' distribution is relatively high to that of female students in classroom.

With regard to the age of the students, the majority (94.5%) fall in the age category of 18-20. The remains (5.45%) are between the age group of 15-17 Years. As the data indicate, the majority of the students (94.5%) are between the ages of 18-20. This is the dependable age to perform different instructional activities.

4.2 Teachers Application of Instructional Task Assignments

As it is discussed in the literature part using variety of instructional task assignments in the teaching learning process is vital because of the impact instructional task assignment has plays a vital role on students' learning. Research findings as stated in the review related literature have demonstrated that active learning strategies promoted through varieties instructional task assignment that bring about the development of necessary skills and practical experience for students. That is why current thinking and practice in education highly advocate the need to active involvement of learners in different active learning teachings activities like class work, home works, group works, and project works etc.

The table below shows the actual situation in Abiot Kirs Preparatory School of Kirkos sub city in the Addis Ababa City Administration.

Table 4: Frequency of instructional task assignment in civic and ethical education teachers

Item	Teacher			Students					
	Always	Some times	Not at all	Always		Sometimes		Not at all	
	No	No	No	No	%	No	%	No	%
Class work	1	4	-	40	15	200	72.7	25	9.5
Home work	1	4	-	25	9.0	250	90.1	-	-
Group work	5	5	-	75	27.2	200	77.5		-
Project work	-	-	5	-	-	-	-	275	100
Field work	-	-	5	-			-	275	100
Panel discussion	-		5	-			-	275	100

As it is stated in the table above, about 4 of teachers and 200 (72.7%) of students responded that class works are employed "sometimes" in civics and ethical educational teaching. Only 1 and 40 (15%) of teachers and students indicated the employment of class work as instructional task assignment'' all the times''. Very few students 25 (9.5%) indicated even the "non at all" non-existence of class works in civics and ethical education teaching

With regard to the use of home works, 4 teachers and 250 (90%) of students indicated that the employment of home work as instructional task assignment "sometimes". Only 1 teacher and 25 (9.0%) of students indicated the employment of home work as instruction task assignment "all the times''. Both teachers and students indicated the employment of homework "not at all" responses were similarly with there application of homework.

With regard group work as it is clearly indicated in the table 5 teachers and 75 (27.2%) of students indicated that the employment of group work as instructional task assignment "always" while 200 (72.7%) of students indicated the employment of group work as instruction task assignment "sometimes".

Table 4 also shows the frequency of other instructional task project work, field trip and panel discussion as it is written in table, 4 teachers and 275 (100%) of students indicated that project, work, field trip and panel discussion, the absence of these instructional task assignment found to be important strategies to be employed to enhance both students learning and participation.

In all cases, majority of teacher and student respondents showed that class work, home work and group work are used some times while project works field trip and panel discussion works do not existent at all.

The interview informants (school principal and supervisors) indicated that teachers are not usually using such tasks like class works, home works and group work while teaching civics and ethical education. One of the respondent supervisor noted that some teachers usually orders students to copy note from the texts books and consider this as home work. Most of the repeatedly mentioned teachers prefer traditional lecture method as and practice of common place in teaching civics and ethical education.

From the above mentioned description, one could realize that though many scholars like Cole (1994), Aggarwal (2001) and others give emphasis about the importance of instructional task assignment as means to make students agent of their own learning, to bring about meaningful learning by enhancing self-realizations, instructional task assignments are not properly implemented by teachers in teaching civic and ethical education to relate the day to day school activity to lives of students. This implies that learners are mainly recipients and passive than being active participants of their own learning. Almost all the absence of project work, field trip and panel discussion works in civics and ethical education teaching can negatively influence the students learning of civic and ethical education.

In such situations it is obvious that instructional task assignment could not serve the purpose expected by scholars like consolidating knowledge gained in the classroom, developing the habit of studying and independent learning, extending learning beyond school days, checking frequently on the students progress, promoting cooperative learning and social interaction, etc.

In order to see what is going on in civics and ethical education classes, observations were also conducted using the check list prepared for this purpose. The class observation indicated that out of five (5) classroom observation made, the teachers introduced the topics in all cases while, learning objectives were not clarified. That

means, the students were not informed about what they are going to gain after learning that specific topic.

Concerning whether the teachers relate the topic to already learned lessons, in most cases it was not practiced. But, pedagogically, it is in agreement that teachers start their by revising, summarizing or asking questions about what they taught in previous classes in order to relate the new topic.

Regarding to whether the teachers assessed prior knowledge and experience of the students or not, in most cases, it was not exercised. The students' background and level of understanding of that specific topic have not assessed from this, it can be said that most teachers used their knowledge and experience rather than students experience.

With respect to motivation, mostly teachers were not observed motivating the students by using different techniques like asking questions and giving activities except the activities given by textbook.

Furthermore, teachers have no chance to confirm whether the students are actively, engaged on assigned tasks or not. In all cases, teachers were not observed giving sufficient feedback to the students. Going round the class and giving individual support to the students was not generally seen. From this, it is possible to say that activities of the teacher were limited to textbook activities.

Regarding activities of students, classroom observations show that, the students' interest and participation in class activities was low. Students were not seen asking questions on answering questions in the class. It seems that they are in different to class activity and lack readiness to do task assignments in civics and ethical education teaching.

To sum up, though activities of teachers and students play a vital role in the implementation of active learning strategies, the activities observed to be low in civic

and ethical education teaching in the sample school, which is not favorable for the application of instructional task assignment. In addition it was difficult practice learner-centered approach, because of large class size. Besides, it was also observed that the classroom have no enough space for movement, there was no free space to facilitate different sitting arrangements for group work and other class activities. So the school lacks classroom facilities to put in practice active learning approach.

4.3 Factors Affecting the Application of ITA

A number of factors may facilitate or hinder the implementation of active learning approach in education system, as it is discussed in the review of related literature of this study. There are a number of factors affecting the application of instructional task assignment in civics and ethical education teaching. Among those factors; this study emphasized teacher- related, students-related and school-related factors.

Table five shows data related to the factors affecting the application of instructional task assignment in civics and ethical education teaching in the sample school under study.

Table 5: Factors affecting the application of ITA

Factors	Teacher (N=5)	Students (N=275)	
	No	No	%
1. lack of teachers interest	5	200	72.7
2. students lack of interest	4	255	92.7
3. lack of continuous on job/ trainings for teachers-	3	-	-
4. teachers tendency to overuse traditional lecture methods	5	-	-
5. shortage of time	5	245	89.1
6. a large class size	4	198	72
8. class room facilities	5	180	65
9. lack of support	5	220	80

As it can be seen from table 5, the first item that proposed as a hindering factor to the application of instructional task assignments in civics and ethical education teaching was lack of teacher's interests. This item was favorably perceived all (5) teachers and students 200 (72.7). The figure shows both teachers and students agreed that lack of teachers interest in instructional task assignment in civics and ethical education teaching. The information gathered through interview from, teachers, principals and supervisors, also revealed that teachers lack of interest affect the education system in general and the application of active learning strategies, in particular. One of the principals said that "because of their lack of interest, teachers are not motivating students to do task assignments'', most of the teachers have negative attitudes towards

the teaching profession and this hampered the implementation of active learning approach according to the finding.

The next item which reads, "students lack of interest has affected the application of instructional task assignment in civics and ethical education teaching'' was accepted by 4 teachers and 255 students (92.2) as indicated in Table 5. That is, all teachers (5) and students accepted the issue, indicating the seriousness of the factor in hampering the application of instructional task assignments.

Stressing the seriousness of the problem, interview respondents underlined that students' lack of interest affected the implementation of instructional task assignments as means of applying active learning approach. They considered this issue as a serious problem in the school today. The classroom observation substantiated the above idea. During classroom observation, the students were not observed asking and answering questions.

The item which says, "Lack of continuous on job training for teachers has affected the application of instructional task assignment in civics and ethical education teaching" was supported by 3 teachers as indicated in table 5. The teachers perceived the issue favorably, disclosing the teachers lack of frequent on-job training affected the implementation of instructional task assignments.

When the interview was conducted, teachers, principals and supervisors reported that, teachers' lack of frequent on-job training negatively influenced the implementation of active learning strategy. They underlined that, due to lack of knowledge of active learning approach, knowingly or unknowingly, teachers became the sources of resistance to the application of the new instructional approach.

As it is discussed in the review of related literature, to employ the new teaching-learning style, it requires new roles and commitment which results from periodical on-job trainings like work shop, seminars, etc. Many research findings also indicated the absence of frequent on job training as one of the hindering factors in applying instructional task assignments. That is why, the current Education and Training Policy (1994) calls for continued on job-training so as to put in practice the active learning approach.

As it can be seen in table 5, the other item proposed as a hindering factor for the application of instructional task assignment in civics and ethical education teaching is teachers' tendency to overuse traditional lecture method. This factor has been also accepted by 5 teachers indicating that the all of teachers positively favored the idea that teachers tendency to rely on the traditional chalk and talk method affects the implementation of instructional task assignments in active learning strategies. The interview respondents also confirmed that most of the teachers prefer conventional method of instruction. In the class room, it was observed that teachers were using more of lecture method. During observation teachers were not seen giving tasks and using different techniques to motivate students.

For the item, which reads, "shortage of time affected the application of instructional task assignments in civics and ethical education teaching" the response of the 5 teachers and 245 (89.1%) students reveals that shortage of time affected the application of task assignments in teaching learning process (Goshu Teki, 2012: 3:00 pm). One of the principals mentioned that teachers and students are complaining about the shortage of time to implement the instructional task assignments. He said that "since most of the period is covered by teachers lectures there are no time gaps for the teachers to implement active learning strategy in the classroom''. Extending his arguments, he stressed that "teachers are highly loaded in teaching of civics and ethical education

teaching". Most of the students are also engaged in different activities to support themselves and their families economically after school.

As it is stated in the review of related literature some of the teacher discourages active learning approach with the ground that it demands an extra time in planning and preparation of activities. This also shows that shortage of time is one of the hindering factors to apply/practice instructional task assignments.

The other factor affecting the implementation of instructional task assignment in large class size according to, the majority of teachers and students indicated that is class size large class size negatively affected the application of instructional task assignment in civics and ethical education teaching in the sample school. During classroom observation, the number of students in a classroom were not favorable. This situation does not create conducive atmosphere to apply active learning strategy and hence the teachers are forced to employ traditional lecture method. Similarly, according to the of Amare (1998) overcrowd of classes one of the highly observed critical problems of education in Ethiopian context.

The next factor suggested as hindering the application of instructional task assignments in civics and ethical education teaching is classroom facilities.

The issue is positive favored by 5 teachers and 180 students (65.5%) accepting that lack of class room facilities affects the application of instructional task assignment.

Moreover, during class room observation, it was observed that the desks are found difficult to move within the classroom for group works and other activity. That means, under such circumstance it is difficult to conduct active learning strategies. Furthermore, front to back seating arrangement encourages only one way communication (Derbssa, 2005). This implies that front to back seating arrangements,

which are common in Ethiopian schools; discourage students from discussing among themselves and hence hampers learning activities.

The last item proposed as a hindering factor to the application of instructional task assignment in civics and ethical education teaching was lack of school support. Concerning this item, all 5 teachers and the majority of students 180 responded that lack of school support affected application of instructional task assignments. In favor of this response, in the reviews of related literature, it is stated that methodologically and materially the support of school management facilitates the implementation of active learning strategies. The school management can create conducive school environment for the application of the modern instructional method by providing professional assistance for teachers. However, as explained in the interview, there is no strategic plan to practice active learning approach in the school under study. Elaborating their views, the supervisors explained that school managers themselves lack professional skills to practice of active learning.

4.4 Students Interest and Participation

One of the purposes of the task assignments as it is discussed earlier is providing students an opportunity to learn actively and apply practically the knowledge that they have acquired in the classroom. That is, task assignments provide opportunities to students to work independently and take initiative to participate in learning. As noted by many scholars, students, benefit from the teaching learning process if and only if they have the interest to undertake the required activities.

The following table presents data obtained from teachers and students regarding students' interest and their participation. Teachers' interest to employ the instructional task assignment is also incorporated in the table.

Table 6: Student Interest and Participation in Instructional Tas% Assignments

Item	Teachers			Students					
	High	Moderate	Low	High		Moderate		Low	
	No	No	No	No	%	No	%	No	%
Students participation in doings ITA	1	3	1	40	14.5	85	30.9	150	54.5
Students interest to do the tas% assignments	-	4	-	99	36	111	36.7	75	27.3
Teachers inertest to use instructional tas% assignment	-	1	4	150	21.8	175	67.2	30	10.9

As it can be seen from table 6, 1 teacher, indicates students have "high" participation in doing the instructional tas% assignments While 3 teachers of the student participation have "moderate" on the contrary, 1 teacher of the students participation is "low". The same table indicates that their participation in doing instructional tas%assignment the majority of students 150 (54.5%) reveals that their participation in doing instructional tas% assignment is 'low'' which is 85 (30.9%) of them responded that their participation in doing instructional tas% assignment is''moderate'' and 40 (14.5%)''high'' respectively.

In the same table, data regarding students' interests shows that majority 4 of the teachers view students interest to do instructional task assignments as ''moderate'' while 1 teacher "high'' from this data which shows of the seemingly contrastive responses in doing instructional task assignment surprisingly, majority of students 111 (36.7%) also indicated'' moderate'' of students interest, 99 (36%) of students indicated their interest and 75 (27.3%) those who responded as having'' low'' interest to do instructional task assignment.

During the interview, the school principals noted that most of the students have low interest in doing instructional task assignments. One of the principals (Tadesse Yassin, June 4, 2012, 3:00 pm) said that "it is not un common to see teachers keeping students out of sight as punishment for not doing home works, group work and other assignments''. According to the interviewees, in a situation where teachers make strict, and day to day follow up, majority of students usually do the tasks. However, in the absence of daily follow up and punishments, it is unthinkable to expect students to do instructional assignment as the result of the built in motivation. In addition to this, almost all the interviewee criticizes that lack of interest and commitment on part of the teachers to engage students in a variety of instructional task assignment and to make day to day follow ups. From the above description, one may safely say that students seem to have low interest to do instructional task assignment. In the absence of interest it may be difficult to develop intrinsic motivation that leads to future success and development.

On the other hand, teachers respondents were also asked what their interest look like in applying instructional task assignment. As it can be seen the same table the majority of teachers 4 indicated that there is low interest among teachers to apply instructional task assignment while, 1 teachers indicated those teachers have moderate interest.

To get in touch with reasons for low interest, both teachers and students have been also asked the question, "Why do students and teacher hold low interest to employ instructional task assignment in civics and ethical education teaching?'' They gave the following answer tables (6 and 7) summarize response of teachers and students for having low interest of instructional task assignment in civic and ethical education teaching.

Table 7: Reason for low interest and participation of students

Reasons	Teachers	Students	
	No	No	%
ITA unrelated to prior knowledge	2	25	33.3
Lack of clear instruction on ITA	1	25	33.3
Tasks unrelated to practical problem	3	---	--
Absence of appropriate feedback	4	---	---
Consuming students luxury time	3	32	42.6
Increasing workload making busy	5	16	21.3
Giving ITA as punishment	1	16	21.3

As revealed in Table 7, those students who indicated low interest and participation in instructional tasks assignment in civics and ethical education teaching also indicated their reasons in order of priority. Other than ITA unrelated with their prior knowledge (33.3%), absence of lack of clear instruction of ITA (33.3%) Consuming students luxury time (42.6%), increasing workload making busy (21.3%) and giving ITA as punishment (21.3%). The same table disclose that those teachers who indicated low interest and participation of students in instructional task assignments in the subjects also indicated their reason in order of priority, increasing workload /making busy/ 5 teachers absence of appropriate feedback 4 teachers consuming students luxury time 3 teachers, task

65

unrelated to practical problem 3 teachers, lack of clear instruction on ITA 1 teacher and giving ITA as punishment 1 teachers. Here, through the order of priority of reason given by teachers and students varies, their response indicated that assignment. Consuming students luxury time, lack of clear instruction on ITA and increase work load /making busy/ are the problem for low students interest and participation in instructional task assignments in civics and ethical education teaching.

During the interview, school principals and supervisors reported that most of the students have low participation and few students low interest to instructional task assignment in civic and ethical education due to different reasons.

As one of the principals (Mathews Melese, June 6, 2012: 3:00 pm) mentioned "some of the teachers lack preparation to use instructional strategies to promote students learning." Besides, one of the supervisors stressed that "student interests' because the assignments are not usually valued and returned to students on time".

From the foregoing discussion, one could realize that though different scholars give emphasis to the importance of prior knowledge and experience by states that students learn more effective it assigned task allows for integrate of new and old learning. ITA in civics and ethical education teachings are absence of appropriate feedback, increase work load, and consuming student luxury time, influences the interest and participation of students in civics and ethical education teaching. For the effectiveness of assignments, many research findings indicated that students should be given appropriate feedback about what the tasks are and how they should be completed. On the top of this, ITA should be corrected, valued, discussed by their teachers and used for the purpose of re-teaching and stabilization.

In situation, where students interest and participation is low due to the above reasons given by the respondents, the expected purpose of instructional task assignments cannot

be achieved unless the learners positively perceive the instructional method used in teaching learning process. Thus, the successful implementation of the instructional methods could be affected. That is the implementation of instructional task assignments depends on the interest and participation of students in the instructional task assignments.

Table 8: Reason for teachers lack of interest in applying ITA

Reasons	TEACHERS
	No
Lack of awareness about contribution of ITA by the teachers	2
Consuming teachers luxury time	1
Increasing work load /making busy/	1
Lack of incentives for teachers	1

As it is shown in table 8, those teachers who have reported that they lack interest in applying instructional task assignments in civics and ethical education teaching also pointed out their reasons in order of priority as follows. Lack of awareness about the contribution of ITA by 2 teachers and increasing work load 1 teacher consuming teachers luxury time 2 teachers and lack of incentives for teaching 1 teacher. Besides, in the open ended part of the questionnaire, teachers specified that they are not qualified in civics and ethical education and lack of interest of students in instructional activity in applying instructional task assignment in civics and ethical education.

Moreover, the qualitative data from the interview informants indicated that the major reason why teachers lack interest in applying instructional task assignments is in applying clearly understand the contribution of task assignment to learning. Extending

qualified, professional skilled and confidentially promoting active learning, on job training should take place periodically in-depth.

Moreover, as it is discussed in the literature part of this study, the application of instructional task assignments in the school is highly influenced by the implementers' (teachers') academic knowledge, professional skills and experience more than any other factors. To this end, pre-service and in-service training are of vital importance since training play a significant role to update knowledge and professional skills of teachers. The degree of applying the knowledge skills acquired in training programs also depends on the depth of trainings provided. Scholars emphasize that extensive training and repeated exercise enable teachers to employ active learning strategies in every day lesson.

That is why the current education and training policy (1994) advocates about the importance of on-job training in order implement the active learning strategies at school level. The following two tables (9 and 10) show that the actual situation in preparatory school of Kirkos sub city in Addis Ababa city administration in relation to training on ITA in pre-service and in-service training program and the extent of teachers' application of knowledge/skills acquired in the training program respectively.

Table 9: Training on ITA in pre-service and in-service training programs

Types of training	Response(N=5)	
	Yes	No
	No	No
Pre-service training	1	4
In-service training	2	3

Table 9 disclosed that only one of the respondent teacher had taken pre-service training of instructional task assignment in civics and ethical education teaching and the rest 4 teachers have not taken pre-service training on the application of instructional task assignments in teaching civics and ethical education teaching.

With respect to in-service training, the same table reveals that 2 teachers have got on job-training while 3 teachers them did not get on job training of any kind about the application of instructional method in civics and ethical education teaching. This depicts that more than half (3) of civics and ethical education teachers did not get on job-training about the application of instructional task assignments in civics and ethical educational teaching.

On question of training, the interviewees reported that on-job training were not offered to some teachers, especially for newly deployed teachers, as one of the supervisors noted, on job training is not given due attention. The other supervisor explained that "even we do not have a clear vision about how to apply active learning strategies". Furthermore, the interview respondents argued that, because of lack of appropriate on-job training, some of the teachers do not have clear direction about the current education and training, some policy (1994) in relation to the modern instructional method.

However, as the respondents (teachers and interviewees) cordially reported, the rate of on-job training was low in the school. Enough attention was not given for the significance of on job training in implementing active learning strategies

Table 10: The extent of teachers' application of knowledge/skills acquired in the training programs

	Response		
	High	Moderate	Low
	No	No	No
The relevance of training to apply ITA	-	4	1

As it is indicated in table 10, 4 teachers replied that the relevance of the training to apply the instructional task assignments in civics and ethical education teaching was "moderate". The rest 1 teacher indicated "low" relevance of the training.

With respect to training, the interview informants reported that the on-job training were not offered in an in-depth manner in order to acquaint teachers with the necessary knowledge and professional skills so as to apply instructional task assignment in civics and ethical education teaching. One of the principal commented that "on the side of the teachers, after taking on-job training, the efforts shown to apply the result of the trainings was negligible". As a tradition the ultimate goal of the trainings was to participate in the trainings, than practicing the skills acquired from the training in teaching process. Extending his argument, he said that "this is may be due to lack of interest and confidence in the training".

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

The main purpose of this study was to assess teachers and students implementation of instructional task assignment and to investigate the factors that may influence the application of civics and ethical education teaching in Abyot Kirs preparatory school of Kirko

Major Findings

The analysis made using the data obtained from respondents and class room observation resulted in the following major finding.

➢ It has been found that the degree of application of instructional task assignments were found to be low in the target preparatory school under study.

➢ The study showed that class works, home works and group works dominated in civics and ethical education teaching but project work, field trip and panel discussion works were nonexistent.

➢ The study revealed from teacher's interview in the activities to apply instructional task assignments in civic and ethical education teaching was found to be low.

➢ Majority of the teachers were attributed even though is misuse of ITA due to lack of interest, absence of incentive, heavy work load, not being qualified and lack of awareness about the contribution of instructional task assignment and low students interest to participate

➢ Majority of the teacher respondents indicated the absence of continuous on job-training for teachers.

➢ It has been found that tendency to over use traditional lecture method, shortage of time, large class size, unavailability of class room facilities and lack of school support affected the application of instructional tasks assignments in teaching civic and ethical education.

➢ The study also revealed that unrelated to prior knowledge, absence of appropriate feedback, heavy work load, lack of clear instruction of tasks, tasks

unrelated to practical problems and giving instructional tasks assignments as punishment for students.

5.2. Conclusions

Based on the major finding of the study, the following conclusion were drawn

- From the study, it can be concluded that preparatory school teachers in Abyot Kirs Preparatory School in kiskos sub-city, Addis Ababa are not using instructional task assignment as expected.

- Both teachers and students have low interest in employing instructional task assignments.

- Instruction task assignments in civic and ethical education teaching is hampered by multiple factors like students and teachers lack of interest, lack of continuous on job training for teachers, teachers tendency to overuse traditional lecture method, shortage of adequate time, large class size, unavailability of class room facilities and lack of school support.

In general instructional task assignment did not serve the purpose they have to serve in civic and ethical education teaching.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn the following recommendations are forwarded so as to see favorable perception to implementation of instructional task assignments teachers and student civic and ethical education teaching in Abyot Kirs preparatory school in Kirkos sub-city, Addis Ababa:

- Continuous and extensive orientation should be given to teachers about the contributions of instructional task assignments in promoting students learning.

- To empower teachers with necessary professional skills the concerned government bodies (woreda education bureau, sub-city education bureau. Addis Ababa city administration education Bureau school management) in collaboration with MoEs, have to arrange short-term and long-term trainings like workshops, seminars, conferences model projects and education visited with other preparatory school so as to share experience on the problem solving approach in relation to the new curriculum reform in the country.

- To make teacher to be confident, interested and innovative uses of active learning strategies, they should be provided with adequate time and facilities the need including reasonable incentives in accordance with the magnitude of their work.

- The students should be clearly oriented by school management; home room teacher subject teachers and sub-city supervisors about the contribution of instructions task assignment in learning civics and ethical education.

- The students should be introduced to the purpose of instructional task assignment indicating that it is to consolidate knowledge gained in the class room to facilitate independent learning, to maximize learning, to develop self-confidence, making students to be the agents of their own learning and to involve them in practical activities but not punishment.

- Scholars agree that active learning strategies by their very nature make students busy and increase work load by involving them in different practical activities therefore it is advisable that while giving task assignments the teacher should take consideration the home condition of the students, such as working condition in the home. Task assignments should not deprive students of the opportunity to help their parents in supplementing their income and should not hamper then relationship with the outside community. Hence, the students should be oriented to adjust themselves and to develop readiness.

- It seems advisable to tackle shortage of time by appropriately budget the allotted time as intended and by preventing unnecessary wastage of regular academic calendar and immediately compensating if happened.

- The support obtained from Addis Ababa city educational bureau, sub-city educational office, woreda educational office and the school management on active learning implementation follow up is not sufficient thus all the above concerned body provide the necessary assistance to school in active learning implementation.

- The most influential factor of active learning implementation of the school are related to class size, and conducive environment. Hence, these problems should be solved by capacitating the school in terms of finance, material and helping school to develop their own staff development policy.

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Appendix A

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

A Questionnaire to be filled by Students

Dear respondents!

The objective of this research is to assess the application of instructional task assignment in civics and ethical education and to investigate the factors that may influence the students' application of instructional task assignments in Abyot Kirs Preparatory School in Kirkos Sub-city Addis Ababa city administration. This research becomes effective and meaningful the respondent shows their cooperation to answer all the questions carefully based on their experience. Thus, your participation in giving answer to the question has great contribution to the effectiveness of the research. Moreover, the information that you give will be used only for academic purpose and it is confidential. Finally, the researcher wants to his thanks in advance for your cooperation and devotion of time.

Don't write your name.

Thank you

A. Background Information

Please, select the appropriate response and encircle it.

1) Sex   a) Male   b) Female

2) Age   a) 15-17 years   b) 18-20 years   c) 21-23 years

                         d) 24 years and above

B. Main

i. **Instruction**: Items dealing with the application of instructional task assignment in civics and ethical education teaching are listed below. Please, select the choice that reflect your opinion and circle the letter of your choice or write your response when necessary.

1) How often instructional task assignments in civic and ethical education teaching have been practiced in your school? (Please rate them by using tick mark "✓" that corresponds to your response)

No.	Instructional Task Assignment	Rating scale		
		Always	Sometimes	Not at all
1.1	Class work			
1.2	Homework			
1.3	Group work			
1.4	Project work			
1.5	Field trip			
1.6	Panel discussion			

2) To what extent you are interested to do the task assignment in civic and ethical education?

         a. high   b. moderate   c. low

3) If your answer to question 2 is "low", the reason is that (you can give more than one answer).

     a. It is not related to my prior knowledge

     b. It lacks clear instruction

     c. It shares my luxury time

     d. It increase workload

     e. It is give as a punishment

     f. If any other, please specify_____

_____

_____

4) If your answer to question 2 is "high", the reason is that (you can give more than one answer)

     a. It maximizes learning civic and ethical education

     b. It involves students in teaching learning process

     c. It encourages independent learning

     d. It develop, self-confidence

     e. If any other, please specify_____

_____

_____

5) Instructional task assignments enhance students' participation in solving civics and ethical education problems.

    a. Agree   b. Disagree   c. Undecided

6) Instructional task assignments in civic and ethical education make students responsible for their learning?

    a. Agree   b. Disagree   c. Undecided

7) If your answer to question 6 is "disagree", who is responsible for your learning in the teaching-learning process? (you can give more than one answer)

    a. Teachers are responsible for students learning

    b. Parents are responsible for students learning

    c. The government is responsible for students' learning

    d. The school management is responsible for students' learning

    e. If any other, please specify

_____

_____

_____

8) The students learn more when every activity in civic and ethical education is done by the teacher.

    a. Agree   b. Disagree   c. Undecided

9) The students learn civics and ethical education more when they do task assignments in civics and ethical education regularly.

    a. Agree   b. Disagree   c. Undecided

10) The students learn civic and ethical education more when they are in different to any task assignments in civic and ethical education.

    a. Agree   b. Disagree   c. Undecided

Instruction: Factors that influence the application of instructional task assignment in civic and ethical education are listed below. Please, rate them from "strongly agree" to "strongly disagree" based on the seriousness of the problem in your school and give your responses using tick mark "✓" to the corresponding factors:

Key: 5 = Strongly Agree (SA)

4 = Agree (A)

3 = Undecided (UD)

2 = Disagree (DA)

1 = Strongly Disagree (SD)

No.	Factors	SA	A	UD	DA	SD
1.	Students' lack of interest has affected the application of instruction task assignments in civic and ethical education.					
2.	Teachers' lack of interest has affected the application of instructional task assignments in civic and ethical education.					
3.	Student's misbehavior has affected the application of instructional task assignment in civic and ethical education.					
4.	Lack of appropriate feedback to task assignments in civic and ethical education has affected students perceptions towards its application.					

5.	Shortage of time to apply instructional task assignments in civic and ethical education has affected.					
6.	Large class size has affected the implementation of instructional task assignments in civics and ethical education.					
7.	Poor classroom management has affected the application of instructional task assignments in civics and ethical education.					
8.	Absence of sufficient feedback has, affected the application of instructional task assignments in civics and ethical education.					
9.	Arrangements of desks and chairs affect the application of instructional task assignment in civics and ethical education teaching.					
10.	Lack of school support has affected the application of instructional task assignments in civic and ethical education teaching.					

If you have any other factors, please specify_____

_____

_____

_____

_____

Instruction: Factors that influence the application of instructional task assignment in civic and ethical education are listed below.

Please, rate them from "strongly agree" to "strongly disagree" based on the seriousness of the problem in your school and give your responses using tick mark "✓" to the corresponding factors:

Key: 5 = Strongly Agree (SA)

4 = Agree (A)

3 = Undecided (UD)

2 = Disagree (DA)

1 = Strongly Disagree (SD)

No.	Factors	SA	A	UD	DA	SD
1.	Teachers' tendency to the traditional lecture method has affected the application of instructional task assignments in civic and ethical education.					
2.	Teachers' lack of up-to-date training has affected the application of instructional task assignments in civic and ethical education.					
3.	Teacher's lack of interest has affected the application of instructional task assignment in civic and ethical education.					
4.	Students' lack of interest has affected their the application of instructional task assignments in civic and ethical education.					

5.	Students' lack of confidence to participate in teaching-learning process has affected application of instructional task assignments in civic and ethical education.					
6.	Large class size has affected the implementation of instructional task assignments in civics and ethical education.					
7.	Students' sitting arrangements has affected the application of instructional task assignment in civic and ethical education.					
8.	Poor classroom management has affected the application of instructional task assignment in civic and ethical education.					
9.	Lack of school support has affected the application of instructional task assignment in civic and ethical education.					
10.	If your have any other factors, please specify_____ _____ _____ _____ _____					

Appendix B

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

A Questionnaire to be filled by Teachers

Dear respondents!

The objective of this research is to assess the application of instructional task assignment in civics and ethical education and to investigate the factors that may influence the students' application of instructional task assignments in Abyot Kirs Preparatory School in Kirkos Sub-city Addis Ababa city administration. This research becomes effective and meaningful the respondent shows their cooperation to answer all the questions carefully based on their experience. Thus, your participation in giving answer to the question has great contribution to the effectiveness of the research. Moreover, the information that you give will be used only for academic purpose and it is confidential. Finally, the researcher wants to his thanks in advance for your cooperation and devotion of time.

Don't write your name.

Thank you

Background Information:

Please, select the appropriate response and encircle it.

1) Sex   a. Male

2) To what extent the student are incorporated to do the task assignment in civic and ethical education?

      a. high   b. moderate   c. low

3) If your answer to question 2 is "low", it is because (you can give more than one answer).

    a. The students consider task assignment as burden.

    b. The students consider that task assignment make they busy.

    c. The students consider task assignment as punishment.

    d. The students do not know the contribution of task assignment to learning.

    e. If any other, please specify_____

4) Have you taken pre-service training on the application of instructional task assignment in civic and ethical education?

      a. Yes   b. No

5) If your response to question 4 is "yes" the contribution of the training to the application of instructional task assignment in civic and ethical education was?

      a. High   b. Moderately   c. Low

6) Did you get in-service training (workshop, seminar etc) on the application of instructional task assignment in civic and ethical education?

      a. Yes   b. No

7) If your answer to question 6 is "yes" how frequent do you apply it in daily lesson as an active learning strategy?

      a. Always   b. Sometimes   c. Uncertain

8) To what extent instructional task assignment is practical in civic and ethical education in teaching-learning process?

      a. High   b. Moderate   c. Low

II. Instruction

Items dealing with the application of instructional task assignments in civic and ethical education teaching are listed below. Please, select the choice that reflects your opinion and circles the letter of your choice or write your response where necessary.

1) Instructional task assignment in civic and ethical education teaching help the students to exercise active learning approach?

      a. Agree   b. Disagree   c. Undecided

2) Students' lack of interest has affected the application of instructional task assignment in civic and ethical education teaching?

      a. Agree   b. Disagree   c. Undecided

3) If your answer to question 2 is "agree" why the students lack interest? (You can give more than one answer.

a. It is because the assignment have no clear instruction.

b. It is because the assignments are not related to than prior knowledge.

c. It is because the assignments do not reflect than locality.

d. It is because the teachers do not give appropriate feedback to the assignments.

e. If any other, please specify

_____

_____

4) If your answer to question 2 is "disagree" the reason is that (you can give more than one answer).

a. It maximize learning   c. It encourage independent learning

b. It involve students in learning process d. It develops self confidence

e. If any other, please specify

_____

_____

5) Teachers' lack of interest has affected students' the application of instructional task assignment in civic and ethical educational teaching.

    a. Agree   b. Disagree   c. Undecided

6) If your response to question "5' is "agree", why teachers lack interest? (You can give more than one answer)

    a. It is because task assignments increase teachers work load

    b. It is because assignments share teachers' luxury time

    c. It is because teaches do not clearly understand the contribution of task assignment o learning.

    d. Lack of incentives for teachers

    e. If any other, please specify _____

    _____

    _____

7) Instructional task assignments in civic and ethical education teaching enhance students, participation in solving problems.

    a. Agree   b. Disagree   c. Undecided

8) Instructional task assignments in civic and ethical education teaching develop self-confidence and independent learning of students.

    a. Agree   b. Disagree   c. Undecided

9) Instructional task assignments in civic and ethical education make students responsible for their own learning.

    a. Agree   b. Disagree   c. Undecided

10) If your response to question 9 is "disagree", who is responsible for students learning in teaching learning process? You can give more than one answer)

    a. The teachers are the only responsible for students learning.

    b. The parents are the only responsible for students learning

    c. The government is the only responsible for students learning.

    d. The school management is the any responsible for students' learning

    e. If any other, please specify _____

11) The student learn more when they are in different to any task assignments in civic and ethical education.

    a. Agree   b. Disagree   c. Undecided

Instruction: Factors that influence the application of instructional task assignment in civic and ethical education are listed below. Please, rate them from "strongly agree" to "strongly disagree" based on the seriousness of the problem in your school and give your responses using tick mark "✓" to the corresponding factors:

Key: 5 = Strongly Agree (SA)

4 = Agree (A)

3 = Undecided (UD)

2 = Disagree (DA)

1 = Strongly Disagree (SD)

No.	Factors	SA	A	UD	DA	SD
1.	Teachers' tendency to the traditional lecture method has affected the application of instructional task assignments in civic and ethical education.					
2.	Teachers' lack of up-to-date training has affected the application of instructional task assignments in civic and ethical education.					
3.	Teacher's lack of interest has affected the application of instructional task assignment in civic and ethical education.					
4.	Students' lack of interest has affected their the application of instructional task assignments in civic and ethical education.					

5.	Students' lack of confidence to participate in teaching-learning process has affected application of instructional task assignments in civic and ethical education.					
6.	Large class size has affected the implementation of instructional task assignments in civics and ethical education.					
7.	Students' sitting arrangements has affected the application of instructional task assignment in civic and ethical education.					
8.	Poor classroom management has affected the application of instructional task assignment in civic and ethical education.					
9.	Lack of school support has affected the application of instructional task assignment in civic and ethical education.					
10.	If your have any other factors, please specify_____ _____ _____ _____ _____					

Appendix C

Classroom Observation Checklist

I. General Information

1. Woreda _____

2. School _____

3. Grade and section _____

4. Subject _____

5. Number of students in the class _____

II. Information about the Teacher

Male _____

Female _____

Total _____

III.   Lesson Plan

1. Related to the topic _____

2. Objectives are stated_____

IV. Observation about Classroom Instruction

Key: QS = Observed Sufficiently

O = Observed

NO = Not Observed

NI = Need Improvement

NN = Not Necessary

No.	I. Activities of the Teacher	OS	O	NO	NI	NN	Remark
1.1	The teacher has introduced the topic						
1.2	The teacher has clarified the learning objectives.						
1.3	The teacher has related the topic to the already learned lessons						
1.4	The teacher has assessed prior knowledge and experiences of the students.						
1.5	The teacher has motivated the students the students by different techniques.						
1.6	The teacher was asking question and giving activities.						
1.7	The question and activities were related to the topic.						
1.8	The teacher has conformed that students are activity engaged on assigned task in civic and ethical education.						
1.9	The teacher has given appropriate feedbacks based on students' response.						
1.10	The teacher has given appropriate feedbacks based on students' response.						

1.11	The teacher goes round the class and gives individual support to the students who are doing the task.					
1.12	The teacher has managed the classroom properly.					
2.	Activities of the Students					
2.1	The students' were interested in the lesson.					
2.2	The students were freely participating in the activities.					
2.3	The students were doing task assignments in civic and ethical education by their own initiations.					
2.4	The students were in different to class activities in civic and ethical education.					
2.5	The students were misbehavioring in the classroom.					
2.6	The students' were ready to do task assignments in civic and ethical education.					
3.	Classroom Conditions					
3.1	The number of students in class was moderate					
3.2	The classroom has enough space for movement					
3.3	The class has adequate chair and desks					
3.4	Desk and chairs are easily movable					
3.5	There is a standardized chalkboard for every class.					

Appendix D

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Interview Questions to Principals

Dear respondents!

The objective of this research is to assess the application of instructional task assignment in civics and ethical education and to investigate the factors that may influence the students' application of instructional task assignments in Abyot Kirs Preparatory School in Kirkos Sub-city Addis Ababa city administration. This research becomes effective and meaningful the respondent show their cooperation to answer all the questions carefully based on their experience. Thus, your participation in giving answer to the question has great contribution to the effectiveness of the research. Moreover, the information that you give will be used only for academic purpose and it is confidential. Finally, the researcher wants to his thanks in advance for your cooperation and devotion of time.

Thank you

1) Age _____

2) Sex_____

3) Qualification _____

4) Working experience as a principal/supervisor _____

5) Total working experiences_____

6) Do teachers in your school have a shared vision towards instructional task assignment?

7) Do you arrange in staff training concern the implementation of instructional task assignment like:

- Class works
- Homework
- Project works

- Group works and there applications
- Field trip

- Panel discussion

8) How frequently do you observe classes in your school.

If observation has been made, what did you see in the classroom in relation to the application of instructional task assignments?

- Did the teachers apply instructional task assignments in civic and ethical education teaching in your school?
- What was the application of instructional task assignments in civic and ethical education teaching in your school?

9) Do you assess the problem of teachers in implementation instructional task assignment and provide immediate solution.

10) What are the challenges in implementation of task assignment in your school?

11) What do you recommend for future consider in instructional task assignment?

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Interview questions to sub-city supervisors

Dear respondents!

The objective of this research is to assess the application of instructional task assignment in civics and ethical education and to investigate the factors that may influence the students' application of instructional task assignments in Abyot Kirs Preparatory School in Kirkos Sub-city Addis Ababa city administration. This research becomes effective and meaningful the respondent show their cooperation to answer all the questions carefully based on their experience. Thus, your participation in giving answer to the question has great contribution to the effectiveness of the research. Moreover, the information that you give will be used only for academic purpose and it is confidential. Finally, the researcher wants to his thanks in advance for your cooperation and devotion of time.

Thank you

1) Age _____

2) Sex_____

3) Qualification _____

4) Working experience as a principal/supervisor _____

5) Total working experiences_____

6) Did you get any on job training about instructional task assignments like:

- Class works
- Homework
- Project works

- Group works and there applications
- Field trip
- Panel discussion

7) If yes, is their any strategy for the application of instructional task assignments in the school?

8) Have you conducted any discussion on the issue of the application of instructional task assignments with teaching staff?

- If yes, what were the result obtained
- If no, what were the reasons

9) How frequently do you observe classes.

If observation has been made, what did you see in the classroom in relation to the application of instructional task assignments?

- Did the teachers apply instructional task assignment in civic and ethical education teaching?
- What was the application of instructional task assignments in civic and ethical education?

10) What do you think are the major factors that may influence the application of instructional task assignments at school?

11) If any difficulties are encountered, please, would you suggest some of the possible solutions?

3

Appendix F

በአዲስ አበባ ዩንቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

ትምህርት ጥናት እና ምርምር ተቋም

የዚህ ጥናት አላማ ኢንስትራክሽናል ታስክ አሣይንመት በአዲስ አበባ ከተማ አስተዳደር በቂርቆስ ክፍለ/ከተማ በአብዮት ቅርስ መሰናዶ ትምህርት ቤት ውስጥ በስነ- ዜጋ እና ስነ ምግባር ትምህርት ላይ እየተተገበረ መሆኑን ለማየት እና እንዳይታገበርም ተፅዕኖ የሚያደርሱ ነገሮችን ለይቶ ለማውጣት ነው ይህ መጠይቅ ውጤታማ እና ትርጉም ያለው ሊሆን የሚችለው መላሹ ካለው ልምድ በመነሣት ጥያቄዎቹን በሙሉ በጥንቃቄ ለመመለስ ሲተባበር ነው። ስለሆነም ጥያቄዎቹን በመመለሱ ረገድ የአንተ/የአንቺ ትብብር ለጥናቱ ውጤታማነት ትልቅ አስተዋፅኦ አለው። በተጨማሪም የሚሰጡት መረጃ ለትምህርት ጉዳይ ብቻ ጥቅም ላይ የሚውል መሆኑንና ሚስጢራዊነቱም የተጠበቀ መሆኑን ልገልፅልህ/ሽ እወዳለው በመጨረሻም ጊዜህን/ሽን ወስደህ/ሽ ላደረከው/ሽው ትብብር ሁሉ ቀደም ብዬ ላመስግንህ/ሽ እወዳለሁ።

-ስምህን/ሽን መፃፍ አያስፈልግም

አመሰግናለሁ።

ሀ. *ዳራዊ መረጃ*

እባክህን/ሽን ትክክለኛውን መልስ በመምረጥ አክብብ/ቢ.

1. ፆታ   1. ወንድ   2. ሴት

2. እድሜ 1. ከ15-17 ዓመት   2. ከ18-20 ዓት   3. 21-23 ዓመት

4. 24 ዓመት እና በላይ

ለ. ዋና

i. *መመሪያ* - ክስነ ዜጋ እና ስነ ምግባር ትምህርት ጋር በተያያዘ ኢንስትራክሽናል ታስክ አሳይንመት እየተተገበረ መሆኑን የሚጠይቁ ጥያቄዎች ከታች ተዘርዝረዋል። እባክህን/ ሽን የአንተን/ችን ሀሳብ የሚያንፀባርቀው ምርጫ ምረጥና/ጭና ምርጫህን/ሽን የያዘውን ቁጥር አክብብ/ቢ. ወይም አስፋላጊ ሆኖ ሲገኝ አጭር መልስ ስጥ/ስጪ።

1.በአንተ/ቺ ትምህርት ቤት ውስጥበስነ-ዜጋ እና ስነ ምግባር ትምህርት ኢንስትራክሽናል ታስክ አሳይመንት በምን ያህል ድግግሞሽ ይተገበራል? (እባክህን /ሽን መልስህን /ሺን ከምርጫዎቹ ፊት ለፊት ባሉት ሣጥኖች ውስጥ የረይት (√) ምልክት ለማድረግ የአንተን /አንቺን አመላካከት/መልስ አሳውቅ/ቂ/

	የመለኪያ ደረጃዎች			
ተ.ቁ	ኢንስትራክሽናልታስል አሳይንመት	ሁልጊዜ	አንዳንድ ጊዜ	ተደርጎ አያውቅም
1.1	የክፍል ስራ			
1.2	የቤት ስራ			
1.3	የቡድን ስራ			
1.4	የፕሮጀክት ስራ			
1.5	የመስክ ጉብኝት			
1.6	የፓናል ውይይት			

2. በስነ ዜጋ እና ስነምግባር ትምህርት የሚሰጡ ስራዎችን ለመስራት ምን ያህል ፍላጎቱ አለህ/ሽ?

1. ከፍተኛ   2. መሀከለኛ   3. ዝቅተኛ

3. ለጥያቄ ቁጥር 2. መልስህ/ሽ ዝቅተኛ» የሚል ከሆነ ምክንያቱ ምን ሊሆን ይችላል ?

   (ከአንድ በላይ መልስ መስጠት ትችላለህ /ትቺያለሽ/)

        1. በፈት ካለኝ እውቀት ጋር የማይገናኝ ስለሆነ

        2. ግልፅ የሆነ መመሪያ ስለ ሚኖለው

        3. ውድ ጊዜዬን ስለሚሸማብኝ

        4. የስራ ጫና ስለሚፈጥርብን

        5. እንደ ቅጣት ስለሚሰጠኝ

        6. ሌላ ካለ እባክህን /ሽን ግልፅ አድርግ/ጊ _____

4. ለጥያቄ ቁጥር "2" መልስህ/ሽ " ከፍተኛ" የሚል ከሆነ ምክንያቱ ምን ሊሆን ይችላል? (ከአንድ በላይ መልስ መስጠት ትችላለህ/ ትቺያለሽ)

        1. ስነ ዜጋ እና ስነ ምግባር ትምህርት የመማር ፍላጎቴን ስለሚጨምረው

        2. በመማር ማስተማሩ ሒደት ውስጥ ተማሪዎችን ስለሚያሳትፍ

        3. የተናጠል ትምህርትን ስለሚያበረታታ

        4. በራሴ መታማመንን ስለሚያዳብር

        5. ሌላ ካለ እባክህን /ሽን ግልጥ

        አድርግ/2_____

5. ኢንስትራክሽናል ታስክ አሳይመንት የስነ ዜጋ እና ስነ ምግባር ትምህርት ችግሮችን
   በመፍታቱ ረገድ የተማሪዎች ተሳትፎን ያበረታታል።
     1. እስማማለሁ   2. አልስማም   3. መወሰን አልችልም

6. የስነ ዜጋ እና ስነ ምግባር ትምህርት ኢንስትራክሽናል ታስክ አሳይመንት ተማሪዎች
   ለትምህርታቸው ሀላፊነት የሚሰማቸው እንዲሆኑ ያደርጋቸዋል።
     ሀ. እስማማለሁ   2. አልስማማም   3. መወሰን አልችልም

7. ለጥያቄ ቁጥር 6 መልስህ/ሽ " አልስማማም" ከሆነ በመማር ማስተማር ሒደት ውስጥ
   ለአንተ/ቺ መማር ሀላፊነቱ የማን ነው? (ከአንድ በላይ መልስ መስጠት ትችላለህ/ሽ)
     1. ለተማሪዎች መማር መምህራን ሀላፊነት አለባቸው
     2. ለተማሪዎች መማር ወላጆች ሀላፊነት አለባቸው
     3. ለተማሪዎች መማር መንግስት ሀላፊነት አለበት

4. ለተማሪዎች መማሪ የትምህርት ቤቱ አስተዳደር ሀላፊነት አለበት

5. ሌላ ካለ እባክህ/ሽ ግልፅ አድርግ/ጊ_____

8. ተማሪዎች ስነ ዜጋ እና ስነ ምግባር ትምህርት ይበልጥ የሚማሩት በስነ ዜጋና ስነ ምግባር ትምህርት ላይ ያሉት እያንዳንዱ ስራ በመምህሩ ሲሰራ ነው

  1. እስማማለሁ   2. አልስማማም   3. መወሰን አልችልም

9. ተማሪዎች ስነ ዜጋ እና ስነ ምግባር ትምህርትን ይበልጥ የሚማሩት በስነ ዜጋ እና ስነምግባር ትምህርት ላይ ያሉትን ስራዎች ወጥ በሆነ ሁኔታ ራሣቸው ሲሰሩ ነው፡፡

  1. እስማማለሁ 2. አልስማማም   3. መወሰን አልችልም√√

10. ተማሪዎች የስነ ዜጋ እና ስነ ምግባር ትምህርትን ይበልጥ የሚማሩት ለማንኛውም የስነ ዜጋ እና ስነ ምግባር ትምህርት ስራዎች የተለዩ ሲሆኑ ነው፡፡

  1. እስማማለሁ   2. አልስማማም   3. መወሰን አልችልም

መመሪያ - ከዚህ በታች በስነ ዜጋ እና ሰነ ምግባር ትምህርት ኢንስትራክሽናል ታስክ አሣይንመት ትግበራ ላይ ተ∂∂ኖ የሚያደርሱ ነገሮች ተዘርዝረው ተቀምጠዋል። እባክህ/ሽን እንደ አንተ/አንቺ ትምህርት ቤት የችግሩ ከባድነት ሁኔታ ከ "በጣም እስማማለሁ" እስከ

"በጣም አልስማማም" እስከሚለው ድረስ ደረጃ ስጥ/ጪ። መልስህን /ሽን ከእያንዳንዱ ተ∂ኖ አድራሽ ፊት ለፊት ካሉት ሣጥኖች ውስጥ የረይት / √ / ምልክት በማድረግ አሣውቅ/ቂ

ቁልፍ 5= በጣም እስማማለሁ = በእ

    4= እስማማለሁ = እ

    3= መወሰን አልቻልም = መአ

    2= አልስማማም = አ

    1 = በጣም አልስማማም = በአ

ተ.ቁ	ተ∂ኖ አድራሽ	በእ	እ	መአ	አ	በአ
1.	የተማሪዎች ፍላጎት ማጣት					
2	የመምህራን ፍላጎት ማጣት					
3	የተማሪዎች ብልሹ ባህሪይ					
4	ከሚሰጡ ስራዎች ተገቢ ግብረ መልስ አለመስጠቱ					
5	የጊዜ እጥረት					
6	የተማሪዎች መብዛት					
7	ዝቅተኛየሆነ የክፍል አስተዳደር (የተማሪዎች አያያዝ)					
8	በቂ የሆነ ግብረ መልስ አለመኖሩ					
9	የወንበር አቀማመጥ					
10	የትምህርት ቤቱ ድጋፍአለመኖር					

ሌላ ካለ እባክህ/ሽ ግል∂ ግል∂ አድርጊ _____

Declaration

I declare that this thesis is my own original work and has not been presented for any other degree and that all sources of materials used for the study have been duly acknowledged.

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This thesis is submitted for approval as a university advisor.

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