

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES**

**THE IMPACT OF ASSIGNING STUDENTS TO SPECIAL CLASSES
ON ACHIEVEMENT AND ATTITUDE IN SELECTED SENIOR
SECONDARY SCHOOLS THE CASE OF BAHIR DAR
SPECIAL ZONE AND EAST GOJJAM**

**BY
LAKEW ALEMAYEHU**

MAY 1998

**THE IMPACT OF ASSIGNING STUDENTS TO SPECIAL CLASSES
ON ACHIEVEMENT AND ATTITUDE IN SELECTED SENIOR
SECONDARY SCHOOLS THE CASE OF BAHIR DAR
SPECIAL ZONE AND EAST GOJJAM**

**A Thesis Presented to The school of Graduate Studies of
Addis Ababa University**

**In partial fulfilment of the Requirements
For the Degree of Master of Arts in
Curriculum and Instruction**

By

Lakew Alemayehu

May 1998

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

A STUDY ON THE IMPACT OF ASSIGNING STUDENTS
TO SPECIAL CLASSES ON ACHIEVEMENT
AND ATTITUDE IN SELECTED SENIOR
SECONDARY SCHOOLS
THE CASE OF BAHIR DAR SPECIAL
ZONE AND EAST GOJJAM

BY
Lakew Alemayehu
Faculty of Education

Approved by Board of Examiners

Chairman, Department Graduate Committee

Advisers

Tirfessu Teferra

[Signature]

Examiner

Tassew Zewdie, Ph.D

Amaro Argedom

ACKNOWLEDGEMENTS

I am grateful to my advisor, Dr.Tirussew Teferra for his suggestions, guidance and co-operation through out the period of the preparation of the thesis.

My sincere and heart felt gratitude as well goes to Dr. Azeb Desta for her valuable comments and improved suggestions.

Most of all I would like to appreciate my wife W/o Yimegnushal Zikarge and my children Samuel and Roza who have missed me a lot and sacrificed much while I was a graduate student..

ABSTRACT

This study attempted to investigate the impact of assigning students to special and non-special classes on achievement and attitude in selected senior secondary schools, the case of Bahir Dar special Zone and East Gojjam. So, to examine this impact, three sets of target population were taken in the study. The first were students of tenth grade who were assigned into special classes and their counter part non-special classes in Tana Haik and Motta Senior secondary Schools. The second and third sets were teachers and school directors, unit leaders and guidance officers.

To verify the basic questions, 200 students in total (100 from special and another 100 from non-special) were given English and Mathematics academic achievement tests.

A questionnaire was administered to 45 teachers of the selected schools. Moreover, interview was conducted to school directors, units leaders and guidance officers of the two schools. To understand the nature of classroom interaction and students' participation, observation was also employed.

The information obtained through academic achievement tests, questionnaire, observation, and interview were analysed using the procedure of descriptive and inferential statistics. So, the mean scores of the test for students in both groups were compared. In addition, the existence of statistically significant difference between the two compared groups in their mean score were computed using t-test.(A significant difference in their English and mathematics results for most of the cease at 0.05 level). Lastly, the data gathered through questionnaire, observation and interview were treated using frequencies of responses and percentages.

Thus, results portrayed that no fundamental assistance with regard to learning materials, curriculum modification, etc. were given and made in both schools

Besides, inferiority complex, frustration, loss of interest in the school, lack of self-confidence of low ability group were the profound negative effects revealed in non-the grouping practice. Inflated self-esteem, boast fulness, lack of control and self-centred etc. behaviour were observed as a negative characteristics of special class students

TABLE OF CONTENTS

	<u>Pages</u>
Acknowledgements.....	i
Abstract.....	ii
Table of Contents.....	iii
List of Tables.....	iv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Significance of the Study.....	5
1.4 Delimitation of the Study.....	6
1.5 Definition of Key Terms.....	7
CHAPTER TWO: REVIEW OF THE RELATED	
LITERATURE.....	8
2.1 Grouping of students for Instructional purpose.....	9
2.2 Purpose and Identification Process of Instructional	
Grouping.....	11
2.2.1 The Purpose of Instructional Grouping.....	11
2.2.2 Identification Process of Instructional	
Grouping.....	13
2.3 Special Classes and Instructional Process.....	14
2.4 Instructional Provision for Gifted Children.....	17
2.5 The Role and the Characteristics of teacher	
of special classes.....	18
2.5.1. The Role of Teacher of Special Classes.....	18
2.5.2. The Characteristics of a Teacher	
of Special Classes.....	19
2.6. The Impact of Assigning Students to Special Classes	
on Their Academic Achievement and Attitude.....	21

2.6.1. The Impact of Assigning students to Special Classes on Academic Achievement.....	22
2.6.2 The Impact of Assigning Students to Special Classes on Students' Personal and Social Development.....	25
CHAPTER THREE: DESIGN OF THE STUDY.....	29
3.1. Variables to be studied.....	29
3.2. Subjects.....	29
3.3 Instrument (Data Sources).....	30
3.4 Data Collection Procedures.....	31
3.5 Data Analysis.....	31
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA.....	32
4.1. General Characteristics of the Samples.....	32
4.2. Analysis and Discussion of Data.....	34
Section 1. The Practice of Special and Non-Special Classes with regard to the Utilisation of the resources.....	34
2. Grouping Practice of special and Non-Special Classes and Teaching Methods to the Adaptation of Designed Curriculum.....	36
3. Special and Non-special class Grouping and Academic Achievement of Students.....	40
4. The Impact of Special and Non-Special Classes on Students. Social and Emotional Development.....	43

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS.....	51
5.1 Summary.....	51
5.2 Conclusions.....	54
5.3 Recommendations.....	56
BIBLIOGRAPHY.....	60
Appendices	
A. A questionnaire Prepared for Teachers.....	63
B. A questionnaire Prepared for Students.....	70
C. An Interview Items for Directors, Unit leaders, Department heads and Students, guidance officers....	76
D. A Class Observation Key Items.....	77
E. The correlation between the two observers.....	80
F. Item difficulty During the Pilot Study.....	81
G. Items of English and Mathematics of Tenth Grade Examination	82

LIST OF TABLES

Table	<u>Pages</u>
1.1 Grouping Practice of Students to the utilisation of resources.....	34
1.2 Grouping practice of special and non-special classes and the priority of in the Distribution of Resources....	35
2.1 Grouping Practice and Teaching Methods of the Teachers....	36
2.2 The Modification of Curriculum to the level of Students.....	37
3.0 The Rank of possible Reasons for the advantages of Grouping Practice.....	40
4.1 The Rank of Possible Reasons for the positive Impact of Grouping Students on Social and Emotional Development.....	43
4.2 The Rank of Possible Reasons for the Negative Impact of Grouping Students on their Social and Emotional Development.....	42
4.3 Commonly observed characteristics of Special Class Students of these two Senior Secondary Schools.....	46
4.4 Commonly Observed Characteristics of Non-Special Class Students of these Two Senior Secondary Schools.....	47
4.5 Students' Self-concept in Relation to Grouping Practice.....	48
4.6 Possible Reasons for Low-self concept of the Learners.....	49

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

From the colonial days to the present, the problem of grouping pupils for instructional purposes has been one of keen interests and increasing complexity. Many administrative procedures are presently being tried out which are of concern to parents, classroom teachers, administrators, boards of education, professor of education, liberal arts professors as well as prominent lay man (Morgenstern, 1966).

Grouping with in schools is also commonly based on the pupils, levels of ability and attainment.....no matter what labels are attached to stream classes, the children involved quickly grasp the significance of the procedure and those who are assigned to the lower groups develop feeling of inferiority. Their motivation suffers and hence their progress is hindered. Nor do those who are assigned to the top streams emerged unscathed. Having to justify a high rating might breed anxiety or, alternatively, some children develop inflated notions concerning their intellectual superiority. Such gulf as exist between the average levels of performance of upper and lower streams tend to be widened as they advance through the school. This partly attributable to the discouragement suffered by the children in the lower streams (Yates, 1966:37).

However, the grouping of students by ability or achievements has been to meet individual and social needs. Contrary to this, other criteria have been used to group students so as to maintain the existing social, economic and political status quo. For instance, the secondary residence grammar school in Great Britain and United States of America have been used to produce the social elite of these countries (Cookson and Pesell, 1985:284).

Despite all distortions and abuses of the grouping practices, ability groups by a teacher have been to meet education purposes which could be evaluated by the teacher himself and society.

Although the homogeneous grouping of students has been practised for long on the bases of geographical location, age, sex, religious denominations, man power requirements in other countries, the practice in Ethiopia schools has been different in most cases students have been grouped heterogeneous and the class treatments were more or less common for all students in the classrooms.

Since the late 1950's, secondary school students have been grouped as vocational/agriculture, home economic and business education and academic streams in the comprehensive secondary schools.

Despite considerable experiences in other countries, assigning students in special classes on the basis of the ability in elementary and secondary schools of Ethiopia has been non-existence. But in recent years, since 1993/94 E.C. some secondary schools in East and West Gojjam Education Departments took the initiative and began grouping students in special and non-special classes. Tana Haik and Motta Senior Secondary schools are the known ones. Students whose percentile is high in grade eight national examination are assigned to special class while low percentile students are assigned to non-special classes.

Regarding the impact of the problem research works have been done in and out of our country. According to Lazarus(1955) as indicated in Azeb Desta(1989:97), he compared interest grouping with ability grouping by selecting special English classes on the basis of high ability or superior interest.

Similarly, Azeb Desta(1989:91) has tried to study the purpose of ability grouping and has commented that care should be taken by teachers in handling each child's progress every time and makes his grouping flexible or less static.

In general, so far many research works have been done regarding ability grouping. For example Azeb Desta(1989), Slavin(1987, 1988) indicated that assigning students on the basis of their achievements will not more or less bring a change in their academic results.

But to the contrary some researchers like Kulik and Kulik in Slavin(1987) pointed out that assigning students in their achievement will bring at least a minimum change in their academic results.

The purpose of the grouping has been aimed at those, high achievers to get extra help from the schools' community and to prepare them higher studies. It also aimed at creating competition among secondary schools and among students. Attention was not given for lower achievers. It was simply agreed that low achievers can learn at their pace without being frustrated by the classification of special and non-special classes.

Finally grouping students as special and non-special class become practical in other schools. But it had no any centrally or regionally prepared guide line.

Therefore the schools had no clearly defined criteria to differentiate the instructional process to the two groups. They began grouping students special and non-special classes on the basis of what each secondary school felt appropriate.

However, on this occasion, students who had average results might ask to be assigned in special class. Even their parents might attempt to support the assignment of their children in special class.

In addition some teachers might also apply to teach in special classes rather than teaching in non-special classes.

With all such varied views and opinions, the impact of assigning special and non-special class might have an impact on attitude and achievement which must be identified through research.

Thus making a study on the practice and its various impacts has become a great issue in the educational system.

1.2. Statement of the Problem

In most of the modern instructional activities, there are interactions between the teacher, the students and the materials to be taught or to be learned. The teacher alone or with the learner may decide the learning experiences and the practices to be accomplished. Of course, there are occasions when the student decides the what and how of learning and when to learn in case of independent studies. But in the formal classroom conditions, the teacher as a guide in the instructional process determines the

curricular experiences depending on the availability of resources, the nature of experiences, the students, previous work performance, interests, level of maturity, the total environment etc(Harris, 1966).

Of the many alternatives at hand, the teacher's choice of the how of the organization of the student is one. It may be carried out on the basis of the students' achievement, sex, reading skill, creative ability, interest, age group, etc.(Yates, 1966).

Of the long and extensive reviews of grouping students made by Slavin(1956:314) the following points describe it clearly.

The various practices of grouping students in one class or another as "college preparatory" and general track groups for individual subject or for all subjects are to reduce the range of student performance levels, teachers must deal with, and help them adapt their instruction to the need well defined groups,...to provide enriched educational experiences for the gifted pupils and facilitating the use of special Personnel and resources, to enable remedial or compensatory help to be given to those who require it.

Accordingly, the main purpose of this study is to investigate the impact on the practice of special class related to the academic performance, psychological and social development of learners in selected senior secondary schools.

Moreover, the problem of assigning students in special and non-special classes, the psychological feelings of parents, the view of teachers and the school community towards this problem and the attitude and feelings of students in general, have initiated researcher to study the problem.

In addition, the researcher in his long-service as a teacher has observed about the problem the situation to be studied.

Hence due to these dilemmas, the researcher has the intention to study the impact of the problem on these specific areas.

In order to study the impact of the above stated objectives the following basic questions are raised.

1. What are the affects of special class on achievement and attitude of students?
2. what are the relative values of grouping learners in special and non-special classes?
3. Do learners learn more when they are grouped according to their ability than when they are grouped heterogeneously?
4. Do teachers show differentiation on the use of school resources as well as presenting different teaching methods and techniques between two groups?
5. What are the observed social and emotional effects of grouping students in special and non-special class students?
6. What type of working conditions and work relations do school do school principals and teaching staff have for the presence of special and non-special classes in the schools?

1.3. Significance of the Study

It appears very beneficial to conduct research on problems related to the impact of grouping students for instruction in special and non-special class so as to get feed backs for the improvement of teaching-learning process in schools.

Moreover Bonsa Bafisa and others(1984)tried to indicate that

a) instead of grouping students according to their ability, it would better to group students within the class; i.e heterogeneous ability grouping to be preferable, b) if perhaps there exists the need to group students in their ability, the teachers assigned for each subject should be assigned in terms of intra-class ability grouping c) at last they concluded that the assessment of students who got promotion to grade nine on the basis of percentiles they have achieved in grade eight national examination results, should not be taken as the only criterion in assignment of students in special classes.

The study, therefore is expected to provide the necessary data regarding on the impacts of grouping students in special and non-special classes and there by it can assist to identify the negative and positive aspects of this practice in these selected senior secondary schools.

Thus, the specific study topic of the practice would contribute in the following ways:

1. The school principals and the teaching staff identify the impacts of the practice on the instructional process, the academic, social and emotional development of the students.
2. Introduce other educators, teachers, parents and other individual and officials with information of its impacts.
3. The school directors as well as teachers know what is going in the schools and make appropriate adjustment to assign students in special classes. This information is also important for those who have the intention to start this practice

1.4. Delimitation of the Study

This study is confined to explore the impact of ability grouping (special and non-special classes) used by the two secondary schools. Therefore, the findings to be obtained and conclusions to be made are in terms of the impact of special class and would serve the two secondary schools and the educational personnel .

The scope of the study is limited to the two government secondary schools Tana Haik Senior Secondary School in Bahir Dar Special Zone and Motta Senior Secondary School in East Gojjam. These schools are selected on the basis of their prior beginning of special class than any other secondary schools in the region.

The study is also limited to tenth grade English and mathematics subjects for academic achievement of students; because these subjects are basic ones in all grades as well as compulsory for joining higher education. Tenth grade students are also purposely selected among other grades for they are not new for the environment as well as for grouping practice.

purposely selected among other grades for they are not new for the environment as well as for grouping practice.

It was fair to include all subjects of tenth grade in the study in order to come with detailed study of grouping practice; unfortunately, due to certain shortage of time and finance cases the study is limited to the above mentioned grade and subjects.

1.5. Definition of Key Terms

Acceleration: Early entrance to formal schooling, grade skipping, advanced placement or moving through materials at an accelerated rate

Achievement: accomplish or proficiency of performance in a given skill or body of knowledge.

Academic achievement: Knowledge attained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teachers, or by both

Attitude; Manner, disposition, feeling, position, with regard to a person or thing; tendency or orientation, especially of the mind.

Enrichment: Adding discipline areas of learning not normally found in the regular curriculum at elementary or secondary level.

Special Class: A class where students with better academic results or achievements are selected and assigned in.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Because high quality of universal education is a major goal of over democratic society, educators have been seriously concerned with finding more effective ways of providing for the wide range of individual difference among children. The responsibility rests on the shoulder of our educational system to provide the type and quality of education which ensures that future generations will continue to enjoy and add to these democratic rights (Morgenstren, 1966).

All children are equally worthy of our care and concern and all should have equal opportunity. But as the Rockfeller Report on education says, equality of opportunity recognizes differences in endowment and motivation, and therefore each child, according to his ability, should have "the freedom to excel which counts for so much of mankind's greatness" (Cutts and Moseley, 1960:10)

.....Differences in educational needs are sometimes wide enough to call for the provision of separate institution each with its appropriate facilities and equipment. The more complex and demands that, the society made in terms of the development of differentiated skills and specialized knowledge the more diverse these educational establishments might become (Yates, 1966).

Similarly Vernon, (1959:91) had said the following

The increasing knowledge of child growth and development, the constantly changing conditions and frequent changes and advancements in the instructional methods and techniques have been the causes for the division of providing guidance in the learning opportunities of the learners. Therefore the school environment, including the physical, intellectual, emotional and social aspects play a considerable role in opportunity provided for young people. Besides these the selection and organization of students for instruction have been" the most urgent and most controversial questions of education.

In the same way, Free hill, (1961:200) has further explained the complex of grouping and the care to be taken during the selection and organization of instructional process.

Any group selected will be marked by more heterogeneity than homogeneity. Children of the same mental age will vary in size and chronological age; those who are nearly homogeneous in reading will differ in mathematics, in art and in athletics. The problem is to select a group which will make it possible to adapt instruction and curriculum to the student the degree to which grouping is desirable and the organizational pattern for grouping must be determined carefully. That decision calls for sound pedagogy and a sense of responsibility for all children.

In general, the need for grouping and criteria to be employed should be developed inductively, from classroom experimentation by teachers(Yates, 1966:108), that at the same time as students are separated in to groups, means should be found for enough interaction among the groups to enable each to profit from the contributions of the others; and finally, that whatever is done by way of separation of children, must be thoroughly understood, and supported by parents and the community because grouping practices may become related too anxieties about status at deep levels in the personality.

In Ethiopia students in some senior secondary school have been grouped as students of the academic sections and that of the vocational streams based on their eighth grade national examination results. The case of General Wingate, Bedemariam and the Addis Ababa Technical Schools recruitment's also witness that the basis for the grouping of students were students' previous scholastic achievements.

2.1 Grouping of Students For Instructional Process

Grouping students of like ability has an interesting history in American education. Ability grouping or "tracking" was common prior to about 1969-1970- The

altruistic rational was that the faster learning student with higher intelligence and achievement scores should be grouped together so they could receive the greater breadth and depth that their abilities permitted. Less able students should be allowed to move at a lower pace not be forced in to frustrating compassion with brighter children. On the other hand such grouping tends to permanently brand students as either bright or stupid. (Davis, A.Gary and Rimm, B.Syluia, 1985:110).

Similarly, Yates, (1966:98) has suggested about instructional grouping. The nature of one's experience in social situation such as class room is very much influenced by the others persons present in the situation. Grouping as a means of controlling what sorts of persons will be present together in the classroom is thus also a means for influencing what sorts of experience the student will have. The same student in different groups may be spontaneous or inhibited, happy or sad, active or passive, secure, or insecure and so every type of grouping tends to give the advantage for certain students and to place others at a disadvantage.

Certain forms of grouping students for instructional activity have relative advantages and disadvantages. For example ability grouping is one form of assigning students in a group based on ability or achievement so as to reduce their heterogeneity.

Regarding to this explanation (Rinehart,1971) has stated arguments of proponents and opponents of ability grouping, According to its advocates, ability grouping allows students to advance at their own rate with students of equal, or at least more nearly equal ability. They also assert that in heterogeneous classes, educational standards are low because teachers tend to teach to the average students or below thereby reducing the challenge to the bright student. On the other hand, opponents of ability grouping stress the undesirable of social implications of the practice such division of children, they say, given above average students an exaggerated sense of their own importance while making low ability students feel inferior.

2.2. Purpose and Identification process of Instructional Grouping

The practical educational purpose of grouping is to improve the match between students and teacher activities, other students, or roles. These improvements would be shown respectively in greater attainment of the teacher's purposes as judged by the teacher himself; in participation of students in planning and carrying out activities, interaction among the students which, stimulates their ideas and increases their self-confidence, and in the formation of habits and attitudes consist with a realistic appraisal of their capabilities vis-a-vis the needs and opportunities of society (Yates, 1966:108).

Identification practice is a crucial one to group students for instructional purpose. Based on this, Freeman(1985:94) has stated the fundamental issues on identification process. "The first question that must be raised in considering identification practices is: Why should we identify gifted pupils. Some individuals resist the establishment of identification procedures and deny the need for special educational provision. Supporters of gifted education argue that we must identify gifted pupils so as that the appropriate modification in curriculum and instruction can occur to guide each pupils toward more complete development of his/her potential exceptional achievement and, ultimately, contribution to society."

2.2.1. The Purpose of Instructional Grouping

It is undeniable that instructional grouping has a value to secure homogeneity in class group so as to over come the problem of locating children of varied levels of ability.

The rational for grouping by ability states that narrowing the ability range in a class facilitates the provision of more appropriate learning tasks, make more teacher time available to pupils of a given ability level of the group (Goldberg, Passow, and Justman, 1966).

Accordingly Beggs, et al (1967) in their preface have clarified the importance of placement of students in instructional process.

The appropriate, placement school is concerned with the establishment of an educational system in which all students can be given the opportunity for the development and utilization of their individual abilities. Students must not be allowed to be discouraged with unfair competition, and after dropping out of school become social problems because they are unable to held jobs due to their lack of basic education.

Supporting this idea different educators have mentioned about the primary purpose of ability grouping.

Ability grouping is taken as a mechanism to reduce the range in of individual differences in instruction and meets the needs of every individual by a differential approach. It is bringing students who will be able to work together under conditions permitting the fullest possible development of individuals involved (Turney, 1931:22).

Assigning gifting children in a group is a purposeful identification to bring effective program for the upgrading of talented students, following this. Clark, (1992:168) has forewarned the goals of gifted programs

The primary goal of the gifted program is to provide opportunities for gifted learners to meet the needs that can not be met in a regular, class program, where those needs are found, in content, process, enrichment, or in all three with this provisions gifted students will be enabled to grow as integrated people toward their full potential.

In general, the purpose of grouping students for instructional activities is to reduce the range of individual differences and facilitate the teaching learning process. It has also an aim to encourage students to be active participants in their groups and co-operatives among themselves by modifying the regular classroom curriculum and different teaching methods according to the pace of the learners.

Thus different educators have tried to notify the practice of instructional grouping whether within or between class room grouping has educational valve for the development of individual abilities.

2.2.2. Identification process of Instructional Grouping

Identification is a process which attempts to screen and select bright individuals in order to plan a program for them. Most assuredly, it is not an end in itself, but a means to develop a broad program suited to the youngster's needs, interests, and abilities. The function identification is to discover all gifted children who evince superior abilities (Fliegler, 1961:18).

Identification implies the assignment of different dimensions at diverse levels in various situations. Factors, which to be concerned are: intellect and creativity; social leader ship, mechanical ability; creative writing ability art; music; dramatic talent; foreign language ability; science and mathematics. Any identification measures must be valid enough to include all areas of behaviour as well as a talents(Ibid).

Similarly Saylor and Alexander(1966:370) have explained common factors for categorizing learners for curriculum differentiation.

The efforts to categorize children and youth in school in terms of individual differences are based on a variety of different but still overlapping factors probably the factor which has been most commonly and longest employed is that of learning ability or intelligence. By application of this criterion, groups are identified as mentally retarded, slow learning, average, fast learning or academically talented and gifted.

Clark, (1992,216) has stated the environment of different personnel in identification process has to be taken as a crucial one to place the learners in their appropriate categories.

“Actual identification for the purpose of placement in a gifted program is best done by group of professionals representing a variety of areas of expertise, such as the principal, a teacher, a counsellor or physiologist, and the program co-ordinator. They should develop a case study or profile to aid in the identification decision and also letter in a program planning for the individual.”

Durr,(1964:90) has also tried to explain the related factors to the identification of the gifted children for special classes/instructional provision/

.....closely allied with purposes are the criteria for grouping students in to special classes. These criteria depend primarily up on the definition of giftedness used in the school but vary according to the purposes conceived for the special program in each situation.

Membership in special classes or sections for the gifted is restricted to those children who have demonstrated unusual learning capacities on intelligence tests and in school achievement. Grouping is done first of all on the basis of evidence of developmental advancement and superior intellectual capacities. The criteria most commonly adopted are superior rating on a standard, *intelligence test*, *superior ratings* on achievement tests, good marks, the teacher's recommendation, acceptable health status and the parents' approval(Hildreth,1966:303).

Too often the section of students for special classes has been haphazard or the criteria have been uncertain. One school admits the children chiefly on the basis of their reading scores; in another the decision rests largely on the teacher's judgement(Ibid).

To conclude identification has to be explained as a need assessment for the purpose of placing students in to educational programs designed to develop their latent potential.

2.3. Special Classes and Instructional Process

The special class is the most commonly used formal segregation arrangement for the education of the gifted. In this class gifted students have little or no involvement with other students. In most cases special classes are designed to narrow the range of difference from normally found in a randomly selected class.

What is the Rationale for Classes?

Teachers are unable to provide stimulating learning for the gifted in the regular classroom. Placing superior students together in a group with a teacher adept at working with them increases the possibility that they will be stimulated to greater achievement. The desire to increase gifted students' ability to think critically or creatively can be major impetus for grouping students. Teachers in a regular class may adequately promote academic learning for all their students be unable to develop critical, creative thinking with those who are markedly superior. Concern with this thinking, abilities, then can lead to a special class where they will be more adequately taught. (Durr, 1964:89).

Supporting this idea, Slavin(1987:321) has suggested the following.

The primary reason educators group students according to ability or performance level is to enable teachers to provide instruction closely suited to the readiness and needs of different students. In a highly diverse class, it is argued one level or pace of instruction is likely to be too easy for some students and/or too difficult for others. Ability grouping is supposed to reduce student heterogeneity so that, an appropriate pace and level of instruction is provided for most student.

Many educators see the special class as a device for selecting and enriching curriculum. It provides opportunity to include extra subjects. Proponents of special class contend that a narrowed range of ability produces more adequate teaching, greater depth, more enrichment more exactly chosen method, and more time for teachers to provide individual guidance. Laziness and ease may succeed less in special class and students may expend greater effort, work more effectively, and appraise themselves more accurately (Free Hill, 1961:192).

A justification for a program of special classes in a school, Clark, et al, (1965:248) have clearly listed the following:

very large classes, lack of adequate, resources slavery to the out mode daily assignment recitation method of teaching utilizing a single text for all students in classes, lack of comprehensive program of electives geared to the ascertained needs of the students, and lack of adequate guidance program involving class room teachers and skilled counsellors.

If teachers were skilled enough, class small enough program flexible enough, and materials good enough, it might be unnecessary and even undesirable; these conditions do not prevail and segregation may be practical (Freehill 1961:198)

Clark, (1992:154) has also forwarded a rationale for gifted education.

Jefferson once said, "there is nothing more unequal than equal treatment of unequal people." Our political and social system is based on the democratic principles, the school as an extension of school principles of those principles purports to provide an equal education opportunity for all children to develop to their fullest potential. It is then undemocratic to refuse to allow gifted children the right to the educational experiences appropriate to their level of development. Offering all individuals opportunities at only one level with the assumption that this level will meet the needs of all is just as unfair. For truly equal opportunity; a variety of learning experiences must be available at many levels so that all youths can develop those skills and abilities they choose to their level of ability.

When human beings are limited and restricted in their development, when they are not allowed to move, or to reach beyond, they often become bored, frustrated, and angry. There is physical and psychological pain in being thwarted, discouraged and diminished as a person (Ibid:P:154).

Accordingly Lawton. (1957) has reported about homogeneous grouping as it is not necessarily undemocratic.

.....Democracy in education means, or should mean, provision for each child to achieve at his own best level in accordance with his own

individual potentials. It is no more "democratic" to consider all children as having equal learning capacities and mental potential than it would to be insist that all children have feet of the same size and must be given shoes that are exactly alike. It is true, and all major research supports the statement, that children are born with different physiological, emotional and mental potential and just as it is essential that each child have shoes that fit him, it also is essential that educational requirements be tailored to his capacities. Homogenous grouping actually is an attempt to recognize each child's democracy right to an education that he can handle, to an education that will help him individually to achieve his own maximum of self-realization, happiness, and effective growth.

To conclude, all the above attempts have described about the need to design special classes, so as to reduce individual differences, facilitate student participation and the guiding role of teaching for the proper accomplishment of instructional tasks.

Thus, for the practicality of special classes, Durr(1964:93) has recommended by saying that the mere establishment of special classes does not ensure the attainment of goals for the gifted when the program is established, the learning experiences must differ from those the gifted would have received in a regular class, however, the curriculum initially designed for the special gifted class must not solidify in to a set, unchangeable pattern. Just a continuous evaluation and modifications are essential for a general program, so are they necessary maintaining effective education for gifted students.

2.4. Instructional Provision for Gifted Children

Providing for individual differences is the key to superior teaching. Only when each pupil is taken where and challenged to progress as far as he can go with his achievement and the total achievement of the class approach. And only if differences in physique, behaviour, background needs, interests, and goals are considered can each child be helped to attain the best possible adjustment (cuts and Mostley, 1960).

By substantiating this idea, Clark, (1992:156) has said the following:

When the needs of the gifted are considered and the educational program is designed to meet these needs, these students more, significant gains in achievement, and their sense and competence and well-being returns. Gifted children in special programs learn to work more efficiently, they develop good problem solving skills and see solutions from many view points. They experience concepts and materials in a dynamic relationship and they can use their vast amount of knowledge to serve as a background for unlimited learning.

Gifted and talented children are defined as children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. Gifted children show characteristics different from their age peers in each of the areas of function, although all gifted individuals have their own unique patterns of characteristics and no gifted learner exhibits every characteristic in every area (Clark, 1992:6).

2.5. The Role and Characteristics of Teacher of Special Classes

Any plan of individualization of instruction must be a deep and abiding interest in the individual learner. The most effective organizational structure of any school is the one that best enables an outstanding teacher to become acquainted with and interested in boys and girls, and thereby work effectively and stimulating with them (Saylor and Alexander, 196:400).

2.5.1. The Role of the Teacher of Special Classes

Every one who comes in contact with the gifted student has an opportunity to influence that student's learning. It is the classroom teacher who has the ultimate responsibility for organizing in-school learning experiences. The best efforts of counsellors, school psychologists, administrators, and other school personnel will be of little avail if the classroom teacher can not provide the most effective learning environment. When successful men have assayed the educational influences have that shaped their lives, these influences have generally been personified in teachers. It is not a curriculum that is remembered. The School building regardless of their size, do not room large as a direction force but the teacher. (Durr, 1986:250).

Similarly Yates (1966:138) has described about the role of teachers attitude towards educational organization.

Any form of educational organization is significantly affected by the attitudes that teachers adopt towards it. These attitudes, in turn are partly determined by the teachers. Views about the status that is conferred. Upon them by employment with in a particular kind of organization and by the extent to which they are or believe themselves to be competent to teach the groups for whose function they are made responsible.

The effective teacher of the gifted, (Durr, 1964) in his further explanation, he states as activity for those procedures that will most benefit his student in some cases this means striving for better methods in the face of difficult obstacles. In addition a teacher of gifted must be fired with when a desire to his student reach full potential against all odds, he must translate this desire in to action. Which may sometimes be the only saving factor in child's life

2.5.1. The Role of the Teacher of Special Classes

Every one who comes in contact with the gifted student has an opportunity to influence that student's learning. It is the classroom teacher who has the ultimate responsibility for organizing in-school learning experiences. The best efforts of counsellors, school psychologists, administrators, and other school personnel will be of little avail if the classroom teacher can not provide the most effective learning environment. When successful men have assayed the educational influences have that shaped their lives, these influences have generally been personified in teachers. It is not a curriculum that is remembered. The School building regardless of their size, do not room large as a direction force but the teacher. (Durr, 1986:250).

Similarly Yates (1966:138) has described about the role of teachers attitude towards educational organization.

Any form of educational organization is significantly affected by the attitudes that teachers adopt towards it. These attitudes, in turn are partly determined by the teachers. Views about the status that is conferred. Upon them by employment with in a particular kind of organization and by the extent to which they are or believe themselves to be competent to teach the groups for whose function they are made responsible.

The effective teacher of the gifted, (Durr, 1964) in his further explanation, he states as activity for those procedures that will most benefit his student in some cases this means striving for better methods in the face of difficult obstacles. In addition a teacher of gifted must be fired with when a desire to his student reach full potential against all odds, he must translate this desire in to action. Which may sometimes be the only saving factor in child's life

2.5.2. The Characteristic of a Teacher of Special Classes

The teacher must have the standard attributes of good teachers (Raph and etal, 1966:100). A teacher of special class must like youngsters of the age he is to teach. He must like have great vitality which generally means good health. A sense of humour is priceless asset. He must be a well-adjusted person, able to accept his own feelings with out undue worry and the children's feelings without under antagonism.

The teacher of special class should be eager to teach the class, not as a matter of prestige, but because he believes that ability grouping of the type which his school uses offers the best means of serving the pupils and through them the community. But he must not have false ideas of the superiority of the bright and gifted. Rather he has to like them for the same reasons he likes other children. He has to have a mind open to new methods, and he must be willing to experiment and to improve in order to satisfy individual differences and needs. He must recognize that an individual program requires more work, it perhaps less strain, than teaching a basalt text. He must belief in democratic methods in the classroom, and particularly in pupils sharing responsibility for planning. He should habitually and write excellent English. He should have a broad cultural back ground. He must be willing to learn with his pupils, but if he is teaching a special subject he must be a specialist in it and have great enthusiasm for it (Ibid).

The teacher of gifted students must have a distinctive superior familiarity with the materials most appropriate for the abilities of the gifted. Another characteristic would be the capacity to work with and help students who are superior to us in some areas (Durr, 1964:252):

Teachers competence and attitude in the selection, organization and utilization of content, teaching methods and techniques and instructional materials, play the decisive roles in achieving educational objectives. The special training of teachers of

gifted is a crucial one to bring the program effective. Based on this Yates, (1966:180) has suggested the following.

The special class structure can provide for all the gifted needs and can be used at any level. It is mostly appropriate for the moderately to highly gifted children. In this class gifted students can be challenged to their full potential in every area and they are also stimulated rather than tempted to hide their gifts in order to be accepted. Teachers must be especially trained to work with gifted learners for these class, to be effective.

The assignment of qualified teachers for gifted learners is also one issue that has to be thoroughly studied. In relation to this, (Durr, 1964:260) has said the following.

When administrators understand and accept these characteristics they are more likely to assign the most qualified teachers to work with the gifted. Such assignment are generously made on the basis of teacher qualifications but, unfortunately, they are made sometimes without reference to the most important factors. The welfare of students is not served when we assign them to teachers whose sole qualification is long and faithful service to the school system. Nor when students are grouped homogeneously, is there justification for promising a teacher that he, may have a gifted group next year as a compensation for being assigned a slow learning group this year. When we are dedicated to the welfare of students, we assign them to work with teachers from whom we believe they will benefit most.

To include, the success of special class will depend on many factors, but it rests primarily with the motivation and abilities of the school personnel responsible for its initiation and continued direction; and this program is also abided with educational consideration for gifted by providing different teaching methods and materials, modification of educational objectives and curriculum organization so as to bring progressive differentiation where by each child receives appropriate education fitted to his educational needs and abilities.

2.6. The Impact of Assigning to Special Classes on Ability Grouping, on Students' Academic Achievement and Attitude

The grouping of students either in inter school or intra-class room situation or in a curriculum or ability or achievement forms in almost to improve the instructional process. They all reduce the range of individual differences and facilitate students participation the guiding role of teacher for the proper accomplishment of instructional tasks. Thus, the organization of students in any pattern affects the level of students' academic performance and social and personal relation, interest and attitude towards self and towards school.

Available research seems to indicate that children supposedly grouped according to ability are no more likely to gain greater achievement than their counterparts grouped heterogeneously. Some maintain that grouping children according to ability (maturity mental, or achievement levels) is a logical approach to meeting individual differences (Franseth, 1963)

Similarly, ability grouping Frechil(1961) has the advantage in the greater stimulation keener competition, development of leadership qualities and the time savings, while opponents cited disappointment suffered by pupils not admitted, peer rejection of those who were admitted snobbery and hostility, and attention to acceleration on rather than enrichment.

2.6.1 The Impact of Assigning to Special Class on Ability Grouping on Academic Achievement

When different do occur in tested achievement between pupils grouped according to ability and those grouped heterogeneously, examination of research reveals that factors other than particular grouping procedures are responsible. Some students seem to show achievement gain in favour of heterogeneous grouping. Still

2.6. The Impact of Assigning to Special Classes on Ability Grouping, on Students' Academic Achievement and Attitude

The grouping of students either in inter school or intra-class room situation or in a curriculum or ability or achievement forms in almost to improve the instructional process. They all reduce the range of individual differences and facilitate students participation the guiding role of teacher for the proper accomplishment of instructional tasks. Thus, the organization of students in any pattern affects the level of students' academic performance and social and personal relation, interest and attitude towards self and towards school.

Available research seems to indicate that children supposedly grouped according to ability are no more likely to gain greater achievement than their counterparts grouped heterogeneously. Some maintain that grouping children according to ability (maturity mental, or achievement levels) is a logical approach to meeting individual differences (Franseth, 1963)

Similarly, ability grouping Frechil(1961) has the advantage in the greater stimulation keener competition, development of leadership qualities and the time savings, while opponents cited disappointment suffered by pupils not admitted, peer rejection of those who were admitted snobbery and hostility, and attention to acceleration on rather than enrichment.

2.6.1 The Impact of Assigning to Special Class on Ability Grouping on Academic Achievement

When different do occur in tested achievement between pupils grouped according to ability and those grouped heterogeneously, examination of research reveals that factors other than particular grouping procedures are responsible. Some students seem to show achievement gain in favour of heterogeneous grouping. Still

other show little or no significant differences in pupil achievement as measured by standardized tests (Fransethn, 1963).

In review of the previous reviews of literature on ability grouping, Goldberg and her associates(1966) found no consistent evidence that ability grouping was effective in raising academic performance of students, Eash(1961) in another extensive review of the literature, concluded that ability grouping in itself does not produce improved achievement in children and may even be detrimental to children in the average and lower ability students, at least through elementary school. Finally each concluded that the research indicates that collage achievement in not improved by ability grouping in high school.

Millman and Johnson (1964) has studies the relation of the ability range of students in a class room to their achievement gains in mathematics and English. From their analysis in they concluded that, "what ever the potentialities may be for increasing achievement through narrowing the ability ranges of classes, such improvement is apparently not taking place. Borg(1964) has also studied the consequences of two grouping systems, one involving ability grouping with the curriculum differentiated by speeding or slowing the presentation of materials and other consisting of random grouping with curriculum enrichment. In general, he found that the grouping patterns had no consistent effects achievement at any grade level.

In the earliest studies (Durr, 1964) primarily concentrated on the academic achievement of students placed in special groups. It was found in some cases in other cases no appreciable differences resulted, and in still others the gifted achieved more in mixed classes than they did in selected groups.

In slavin's best evidence synthesis of the controlled studies on grading by achievement level (in other words, children grouped by their test scores on standardized or local-subject matter tests of achievement, Sternberg (1994), the benefits of this full-time grouping were essentially zero, in other words, it made no difference on children's ultimate achievement whether they were grouped full-time in high, average or low level groups for their reading, mathematics, or other instruction or if they were mixed heterogeneously in one class room.

Lay Cock(1979) has also summarized Swedish studies that showed work in Arithmetic, English as a second language), and reading improved for grouped gifted children. He also reported a well controlled Swedish study with random assignment in which the segregated gifted pupils did better than integrated gifted pupils in academic achievement and their awareness of civic equality and individual value. Meta-analysis of 25 studies on ability grouping concluded that bright students improve their performance in separate classroom and with in classroom programs (Kulik and Kulik, 1987,1991), but that comprehensive ability grouping has little or no effect on achievement of the general student population. (Kulik and Kulik 1987,1991) Oakes, 1985; Slavin, 187 a 1988).

Perhaps the most comprehensive and careful reviews of research on ability grouping (Gamoran, 1992) are Robber Slavin's Reports of grouping and achievement in elementary(1987) and secondary (1990) schools. Other than the elementary school expectations noted above, Slavin argued that ability grouping has no affects on either productivity or inequality grouped and un grouped school produce about the same level of achievement and neither high, nor low, nor average groups obtain any special benefit or suffer a particular loss due to grouping.

Slavin concluded that ability grouping has no effects and that the effects that appeared in many studies resulted from random or systematic errors of measurement (Slavin 1990) Slavin has also given another interpretation on ability grouping on saying that the diversity of results does not mean the true effects are zero but, rather, that ability grouping has different effects depending on where and how it is implemented and her ultimately conclusion echoes a finding that is more than half a century old: ability grouping has no effects on achievement unless teachers use it to provide different instruction in different groups.

Similarly Turny(1931) has a conclusion on the analysis of the research studies on grouping. The conclusion denotes that there is a strong indication that when efforts are made to adapt content the means and materials of instruction to the needs of different levels of ability, better achievement occurs in homogeneous rather than in heterogeneous groups; but in the experimental situation where there is no special effort

made to adapt content or method, the average and lower groups appeared to benefit more often than the higher groups.

In cases where homogenous or heterogeneous ability grouping is related to improved scholastic performance, (Findley and Bryan, 1971; Slavin, 1990) in their conclusion the curriculum is subject to substantial modification of teaching methods, material, and other variables which are intrinsic to the teaching-learning process and which therefore may well be the causative factors related to academic development wholly apart from ability grouping.

2.6.2. The Impact of Assigning to Special Classes on Student's Attitude/Personal and Social Development

Grouping students on the basis of their IQ or performance on achievement measures has effects in non academic areas. (Johnson 1970) there is evidence that ability grouping affects the self-attitudes of students and their attitude toward ability groups racial groups and socio-economic classes.

Each(1961) in his summary of the research on going, stated that the evidence is fairly conclusive that grouping practices in a school can assist in developing social situations that influence the students perception of self, his sense dignity and worth, and his attitudes toward other children Borg(1966) states that the self concept of both the average and the slow pupil suffers markedly in schools where ability grouping is practised.

Some findings, regarding the impact of homogeneous grouping on the effective development of children is that (Espo,1973) it tends to build or more properly, inflate the self-esteem of children assigned to relatively high ability groups, and to reduce the self-esteem of children assigned to average and low ability groups.

Grouping according to ability provides for meeting learning needs in accord with individual differences in ability (Franseth, 1963) although studies examining attitudes and self-concepts are too limited to make conclusions, much of the evidence

seems not to support a generalization that ability grouping contributes to the development of desirable attitudes and healthy self-concept, especially among slow learners. From the evidence available, it would seem that ample opportunity for flexibility in grouping is an important guiding principle.

Research findings on ability grouping as it relates to personal and social development of students (Morgenstern, 1966) would appear to support important generalizations. The evidence is fairly conclusive that grouping practices in a school can assist in developing social situations that influence the student's perception of self, his sense of dignity and worth, and his attitudes towards other children. In view of this grouping practices should be concerned with furthering the establishment of social climates that will encourage the intellectual, social and personal development of every child without detrimental effects on individual children.

A study in Detroit (Freehill, 1961) has found that students in special classes appreciated the opportunity to express individuality and to study special subjects but they were concerned over the lack of social contacts and over the attitudes of both teachers and students. Questions were also designed to reveal feeling, toward the other group and to find in which group the child would prefer placement. As the study indicates most of the children wished to be in group one /top class/; although some said they would earn better grades and yet by more easily in a homogeneous group. Duller children said they would be put back and away and expressed a general feeling of inferiority and ostracism. Both groups of children said that their parents wanted them in the gifted group. All children reorganized the basis for grouping and were sensitive to the social implications involved in the separation.

Researches indicate that ability grouping can have undesirable effects on children self attitudes and attitude towards other children with more recent advance in classroom technology, such as teaching machines, which aid the teacher in individualizing instruction within the classroom there seems to be no rationale for its use (Johnson, 1970).

Morgenstern(1966) has examined the findings of research to help to determine the extent to which ways of grouping children in the elementary school make a

difference in pupil learning and achievement. As the finding indicates, results are indefinite and inconclusive. Children supposedly grouped according to ability seem no more likely to make greater achievement gains than their counter parts in heterogeneously grouped classes, and a few studies examined the effects of grouping procedures on children's for some children at least, a focus on ability grouping procedures may produce undesirable effects.

From the available evidence about the self fulfilling prophecy one might justifiably conclude that differential achievement of any given ability level is less function of specific grouping procedures employed than of the effect that the designation of groups has on the expectations and the actual performance of a teacher (Ibid).

As Goldberg and her associates(1966) state, however it should be remembered that ability grouping is inherently neither good nor bad. It is a neutral and its value depends upon the way in which it is used. When the use of ability grouping grows out of the needs of the curriculum when it is varied and flexible, and whose differences in content, learning pace, and material are carefully planned, ability grouping may have some merit.

Similarly, Sternberg(1964) has denoted that grouping by ability level can not be discarded as a viable instructional strategy in the class room teacher's repertoire, but case must be taken to determine when and for how long it will be used and with which groups of students.

We should lose sight of the fact that the fundamental goal of equalizing opportunity (Gamoran, 1992) is not simply to mix students up, but to increase the quality of curriculum and instruction for every body in the schools, even those who are now in the high track.

Morgenstern(1966) has a conclusion about the least relative position of grouping in instructional organization.

Teachers can more easily carry out specific plans appropriate for one ability level without having to provide for other purposes for whom the particular content may be inappropriate

pupils at all levels can be freed to participate more fully without fear of derision either for boring too dumb "or" too smart".individualized instructions become incorporated in to school policy and teacher preparation, schools will continue to rely on various kinds of grouping in their attempt to differentiate instruction. It is, therefore essential to recognize that no matter how precise the selection of pupils becomes or how varied and flexible the student deployment procedures may be, by them selves, grouping arrangements serve little educational purpose Real difference in academic growth result from what is taught and learned in the classroom It is, therefore, one the differentiation and appropriate selection of content and method of teaching that the emphasis must be placed. Grouping procedures can then become effective servants of the curriculum.

To conclude ESPO(1970) has also explained as these are causative factors other than ability grouping which affects students achievement and personal and self development. His finding says that in cases where homogeneous or heterogeneous ability grouping is related to improved scholastic performance, the curriculum is subjected, to substantial modification of teaching methods, materials and other variables which are intrinsic to the teaching learning process, and which therefore may well be the causative factors related to the academic development wholly apart from ability grouping per se. Similarly with respect to social development, there is evidence which points to variables other than ability grouping which tend to relate substantially to children's personal growth or lack of growth.

CHAPTER THREE

DESIGN OF THE STUDY

3.1. Variables to be studied

The following sets of variables are to be studied

- a) Students' academic achievement in English and Mathematics as measured by tests prepared by experts. Since English and mathematics are basic courses in all fields(natural and social science). They are selected among other subject matters, and they are supposed to get more attention by students in all grade than other subject areas.
- b) Students' attitude towards grouping practice of special and non special classes
- c) Opinion of school directors, unit leaders, department heads and guidance and counselling officers.
- d) Methodologies used to accommodate students in special and non-special classes.
- e) students' class participation and motivation.

3.2. Subjects.

Three sets of target population were used in this study. The first is students of tenth grade who are categorized into special class and their counter part non-special class in Tana Haik and Motta Senior Secondary Schools.

Using simple random sampling techniques, one-third of the total population was drawn from both ability groups.

Since the total number of students in non-special classes is greater than the total number of students in special classes, to make the target population equal in both groups, the subjects selected from the non-special classes were equal to those of the subjects in the special classes. The Second set of target population was teachers of the

two senior secondary schools. One-third of the total population including grade ten English and Mathematics teachers were drawn from the population for the sample of the study.

In the third set, school directors, unit leaders, department heads and guidance and counselling officers were involved.

3.3 Instruments (Data Sources)

A). English and Mathematics academic achievement tests.

In order to assess pupils' achievement level in English and mathematics, achievement test will be used. Then, fifty items of English and twenty five items of Mathematics of Tenth grade were prepared and tried out on pilot study.

B) Questionnaire

In order to examine the opinion, view and feelings of the students and teachers about the teaching learning process proceeded in special and non-special questionnaire was prepared and validated by experts. In the meantime the questionnaire was tried out on pilot sample. After collecting the feedback on the questionnaire item, the necessary correction was made. Then, the finalized questionnaire with open and close ended item will be administered to the sample subjects of Tana Haik and Motta Senior Secondary Schools.

C) Observation

The nature of classroom interaction, teachers' presentation of lessons, students' maturation and participation in both special and non-special classes was evaluated by direct classroom observation. Hence, observation points were prepared in the form of check-list and rating was done during classroom observation to be held in sections of sampled teachers for both ability groups in two different sessions.

D) Interview

The school directors, unit leaders, department heads and guidance and counselling officers were interviewed on the effects of grouping students in special and non-special classes; on the nature of working situations and work atmosphere prevailing in relation to the ability grouping system, and on the emotional and social impacts of ability grouping among the leaders.

3.4. Data Collection Procedures

The score of each test was recorded and compiled from their test papers. The questionnaire was translated into Amharic language and distributed to the sample subjects on the basis of self-administer during the pupil's free time (either in the morning or afternoon parallel shifts to give the pupils sufficient time to respond to all items. The complete questionnaire was gathered after a week time interval.

The administration of the structured interview was carried out with school directors, unit leaders, department heads and guidance and counselling officers which were randomly selected by the investigator. Each respondent was interviewed privately in his/her free time.

3.5. Data Analysis

Since the two ability groups (special and non-special) are independent, the data collected from the groups was analysed using the procedure of descriptive and inferential statistics. The mean score of the test for students in the special and in the non-special classes was compared. The existence of statistically significant difference between the two compared groups in their mean score were estimated by using the procedure of t-test for independent samples.

The data gathered through questionnaire, observation and interview was treated using frequencies of responses and percentages.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, first the general characteristics of the sample and the possible presentations that can be drawn from it are presented. The data of the study is classified into four sections depending on the nature of the impact of grouping practice (special and non-special classes of students) on the utilization of school resources, instructional process that explains teaching methods and techniques to the modification of centrally designed curriculum, academic performance of the students and finally their social and emotional development of students.

The data is presented both in numbers and percentages whenever necessary. The results of students' examination are computed using the statistic that serves to determine whatever there are differences between the means of the two groups, that is special and non-special. The interview items and observation results are used to substantiate the analysis of some items in the discussions

4.1. General Characteristics of the Samples

In this study, Tana Haik and Motta Senior Secondary Schools are purposely selected for their prior experiences of grouping practice of special and non-special classes.

Of the total three hundred and eight special class students of the two schools, one hundred and three students were randomly selected for the sample study; forty one (39.8%) of the students from Motta and sixty two (60.2%) of the sample students from Tana Haik Senior Secondary School. The same size of sample population of non-special classes is also randomly taken from the non-special classes.

Three students from each type of class (special and non-special) have not taken the tests as well as did not respond for questionnaire. Thus, one hundred students

from each group that is in total two hundred students of special and non-special classes are included in the study of grouping practice of the two schools.

Of the total one hundred and forty nine teachers of the two schools, forty five teachers(30.2%) are selected for the sample of the study including with English and mathematics teachers of tenth grade.

From the total number of two hundred sample students one hundred and twenty four(62%) are males while seventy six (38%) of the students are females and fifty four (71%) of the females are found in non-special classes.

In age wise, about one hundred forty two (71%) of the respondents are with age range 15-17 and others fifty eight (19%) of them are with an age of above seventeen. Students with age range 15-17 show an early entrance of schooling of children in the schools.

In addition to this, the educational background of the parents of the respondents varies greatly from illiterate of mothers and fathers to the third degree holder. Most of their fathers' and mothers (52%) are governmental employees while (30%) of them are with private work and the rest are with no job. The monthly income of the parents of the respondents also varies from fifty to one thousand and above Ethiopian birr.

The size of the family is a main factor that affects for getting necessary help for the study as well as the supply of educational facilities for the students. In this study it is found that (68%) of the respondents have five up to eight family members and (20%) are with one up to four and (12%) of them are with more than eight members of the family. Thus it is likely that students from large families have difficulty in setting educational support from families.

From one hundred and forty nine teaching staff, forty five teachers(30.2%) or the sample teachers have completed and turned the questionnaire. Based on the responses thirty eight (84.4%) of the sample teacher are males while seven (15.6%) of them are females. The age range of most teachers is thirty years and above. This indicates that teachers have a long teaching experience .

In the case of instruments of data collection, questionnaire items, interview and observation have been made. Observation has been made with the involvement of two observers. In order to observe the lesson presentation of teacher and the classroom activity of students as well as materials used during instruction period, each observer had taken eight observation periods in each special and non-special had taken eight observation periods in each special and non-special classes. Based on observation check-list discussion is made and correlation between the two observers had been made and the result had showed a positive correlation among them. $r = 0.88$ (Appendix-E)

In addition to substantiate, interviews were made with directors, deputy directors unit leaders, and students guidance officers of the two senior secondary schools.

The pilot study on the academic achievement of students in English and Mathematics examinations was tested in Kefetegna 12 Comprehensive Secondary School in Addis Ababa Town. In order to bring the items of each examination effective, item difficulty is calculated for the two subjects. Later on some of the items are discarded and replaced by other ones (Appendix-F)

4.2. Analysis and Discussion of Data

Section I The Practice of Special and Non-special Classes with Respect to the Utilization of School Resources

The instructional programme is partly measured with the effective utilization of resources which includes the exploitation of human, physical, material and other type of resources.

Table 1.1 The Practice of Grouping Students to the Utilisation of Resources

No	Category of responses	Respondents	
		No	%
1	Creates improved utilization of resources.	12	26.7
2	Makes the use of Scarce resources to develop the potentials of the few more able ones..	2	4.4
3	Helps the school to use its limited resources to help the development of the slow learners...	7	15.6
4	Saves the resources at its saves most of the teacher time.....	2	4.4
5	No contribution of the grouping practice with regard to the use of resources	22	48.9
	Total	45	100

As it is indicated in the table 48.9% of the teaching staff responded that they see no contribution of the grouping practice(assigning students to special and non-special classes) with regard to the utilization of school resources.

According to the majority of the respondents grouping practice does not create difference in the use of school resources. However 26.7% of the respondents have answered as there is an improvement of utilization of resources due to the application of grouping practice.

Similarly, the responses of sample students on this similar questions, have showed that there is no deference or discrimination in the use of school resources; such as assigning of qualified teachers, use of library and laboratory, selective classrooms, fields etc among the students of special and non-special classes.

Table 1.2 Grouping Practice of Special and Non-special Classes and the priority in the Distribution of Resources

No	Category of Responses	Teacher Responses		Students Responses	
		No	%	No	%
1	Priority for special class.....	11	24.4	50	25
2	Priority for non-special class	3	6.7	6	3
3	Both groups are equally treated	28	62.2	140	70
4	No Suggestion	3	6.7	4	2
	Total	45	100	200	100

As it is indicated in the table, 62.2% of teachers' responses and 70% of the students response have showed both groups, that is special and non-special classes, are equally treated in the allocation of school resources and there is equal opportunity for the exploitation of human and material resources. On the contrary, some of the teachers and students (24.4% and 25%) respectively have replied that they see differentiation in the distribution of materials such as new books use of library and laboratory and assignment of qualified teachers etc to special class students; even borrowing rarely found library books and reference materials for special class students is a common phenomenon in the school environment. Even though the administrative staff has suggested as there is no special treatment to any group, some amount of non-special class students refuse this suggestion and replied that there is a discrimination between special and non special classes. Special class students are well-treated and privileged with human and material resources of the school.

Interviews were conducted with school directors and deputy directors on how they allocate the school's resources to special and non-special classes, they reported that, the administrative staff was afraid of additional budget for the practice of grouping students in their ability, unfortunately this practice doesn't demand extra materials or finance. In addition to this, observations were made in classrooms,

teachers who teach in special and non-special classes were using the same lecture note, lesson plan as well as the same instructional materials; and even they take their students (both groups) to laboratories where there is an experiment to be demonstrated.

Thus assigning students to special and non-special classes has not brought any fertile condition for the effective utilization of school resources. In other words, the grouping practice does not facilitate the provision and utilization of different resources to the students and result with no contribution to the improvement of instructional process in these selected senior secondary schools.

Section II Grouping Practice of Special and Non-special Classes and Teaching

Methods to the Adaptation of Designed Curriculum

Table 2.1 Grouping Practice and Teaching Methods of the Teachers

No	Category of Responses	Respondents	
		No	%
1	Lecture Method with giving notes	122	61
2	Demonstration.....	21	10.5
3	Independent work. problem solving	38	19
4	Discussion by dividing into groups...	7	3.5
5	Using different teaching methods....	12	6
	Total	200	100

As it is shown in the table, 61% of student respondents have answered that teachers of their group frequently use lecture method rather than others. 19% and 16.5% of the respondents have responded that independent work and demonstration respectively are teaching methods which the teachers of both groups commonly use these methods during their instruction

To prove this condition, observation was made in special and non-special classes. It is observed that teachers of both classes use frequently the lecture method. The use of different methods and materials was limited. It may be due to the large size

of students in both special and non-special classes. In general, the question about the use of different teaching method proved that the teachers use the lecture method more than other possible teaching methods where there are low range of individual differences. In addition to this, some of the teaching methods such as discussion and independent work (problem-solving) could have been used where individual differences is low special class students are expected to work more independently with a minimum help of teachers in the instructional process. But teachers of special and non-special classes use the same teaching method for both classes.

Thus, the grouping practice has no any contribution to bring a change in the use of different teaching methods in both groups of students.

Table 2.2. The modification of curriculum to the Level of the Students

No	Category of Responses	Respondents	
		No	%
1	Adapt the content by simplifying to the low learners and enriching to the higher ones.....	24	53.3
2	Accelerating the content to the higher ability students	2	4.4
3	Reducing the content to the slow learners and adding some to the fast ones	2	4.4
4	Adapt by all methods listed in the above...	10	22.2
5	No trail to modify the subject matter to any group.....	7	15.6
	Total	45	100

As it is indicated in the above table 53.3% of the academic staff showed that there are attempts of modification through acceleration/enrichment of the subject. This is done by simplifying the content to the low learners and enriching to the higher ones; some of the respondents(22.2%) have responded as they use all methods to adapt the subject to the learning pace of the learners.

On the contrary, quite a large number of students responded that no efforts is done on the parts of the teacher to accelerate or enrich the subject. They simply teach the same lesson in both classes. It is also proved in classroom observation that the teacher of special and non-special classes use the same teaching method, lesson plan, lecture notes, instructional materials etc. in both classes. In other words, they simply

stick to the centrally designed curriculum. There was also a discussion after observation; teachers have expressed that they have make-up programme in parallel shift and sometimes they use Saturday for covering the remaining chapter. What they sometimes do, more exercises are given to special class students to solve or do the problem.

Similarly, the teachers of non-special classes take more time to bring the lesson in understandable way. However, the attempt to modify the curriculum to the level of students seems in significant. It is done to some extent because of the challenge in special classes and passive nature of the non-special class students.

It is clear that grouping students on the basis of their academic achievement reduces individual differences, thus the instruction would be easier to the teacher to present in both classes; the teacher has the opportunity to give extra exercises and related assignments for special class students and clarifying the content more for non-special class students; this creates a favourable condition to the learners to learn more with their peers.

But in the case of Tana Haik and Motta Senior Secondary Schools, regarding the modification of curriculum, teachers in special class cover the annual lesson earlier than non-special class. Thus, the teacher and students of special class have time for discussion on related chapter from extra references and model examination. This seems that teachers of special classes put their efforts on preparing students of special class for passing ESLCE rather than helping the two groups equally for educational development.

According to Hassen(1964:112) and Garry and Kingsley(1970:272) “both the high and the low ability groups benefit equally, if the centrally designed curriculum is modified to the students’ pace of learning”

But in the case of these two schools, modification of curriculum seems not practical. The grouping of students is likely to bring a better futurity for special class students and loss of hope for non-special ones. Thus, the grouping practice have become an end by itself rather than being a means to achieve a desired educational objective.

Section III Special and Non Special Class Grouping and Academic Achievement of Students.

Table 3 The Rank of Possible Reasons for the Advantage of Grouping practice

No	Category of Responses	Average Score
1	Reduce the range of individual difference and makes differentiation of instruction possible.....	5.77
2	Results in a high academic achievement by reducing heterogeneity and making teaching easy.....	4.93
3	Helps to realize the adaptation of methods, techniques, materials of instruction according to the rate of progress of the learners	5.38
4	Makes academic success within the capability of those who are hardworking irrespective of their groups.....	5.83
5	Enables students to be better challenged to do at their best for they are with their similar standards.....	3.75
6.	Benefits the low and the average students more for there is no modification in objectives, curricular organization and material used.....	8.5
7	Allows to advance at their own rate.....	5.0
8	Improves the teaching situation and satisfies both students	7.1
9	Makes all students put all their efforts when they are grouped homogeneously.....	8.2
10	Accentuates self-discovery and individualization of instruction	8.9

*Less average Scores show best ranked among others

As it is shown in the table teachers have responded that the students are better challenged to do at their best for they are with their similar standards and allow them

to advance at their own rate. It is also mentioned that the grouping practice reduces heterogeneity and enables students of the two groups have better academic achievement. Assigning students in special and non-special classes reduces heterogeneous characteristics of the learners. This homogeneity aspect of students helps the teacher to improve teaching situation, the adaptation of teaching methods and techniques and instructional materials and make possible for differentiation of instruction so as to help students to advance at their own pace. Teachers of the two groups agree with the classification of students into ability groups, but there are students in non special classes who can be assigned in special class and some students in special class show less academic performance more or less equal to the low ability groups. This indicates that as there is a problem in selection and admission of students for special and non-special classes.

The academic achievement of special and non-special class students in English and mathematics calculated as follows.

English N=198

$$t_{cal}=7.13$$

$$t_{tab}=1.982 \text{ at } 0.05 \text{ significant level}$$

$$t_{cal} > t_{tab} = 7.13 > 1.960$$

This shows that there is a significant difference between English special and Non-special.

Mathematics N=198

$$t_{cal}=6.72$$

$$t_{tab}=1.960 \text{ at } 0.05 \text{ significant}$$

$$t_{cal} > t_{tab} = 6.72 > 1.960$$

There is also a significant difference between Mathematics special and non-special.

Even though the results in the academic achievement in examinations had showed significant differences in most of the cases, the differences are not solely the effects of grouping practice only because some students of non-special class had been achieved a better results in the given examinations than special class students. Thus it

is not possible to conclude that assigning students in special and non-special classes on the basis of their ability is not the only factor for improving academic achievement of the learners.

Similarly, in the review of the literature on ability grouping, Goldberg and her associates(1966) found no consistent evidence that ability grouping was effective in raising academic performance of students. Eash(1966) has also in another extensive review of literature conclude that “ability grouping itself doesn’t produce improved achievement in children and may even be detrimental to children in the average-and lower ability students. This implies that grouping practice by itself does not show improvement in academic performance rather affects the self-attitudes of students and their attitudes towards other ability groups.

Goldberg and her associates (1966) state that “ability grouping is inherently neither good nor bad, it is neutral and its value depends upon the way in which it is used. When the use of ability grouping grows out of the needs of curriculum, when it is varied and flexible and where differences in content, learning pace, and materials are carefully planned, ability grouping may have merit.”

This indicates that ability grouping may be practical, if modification of curriculum, adaptation of methods and techniques of teaching and utilization of resources are available. Therefore, in the absence of necessary conditions for the application of ability grouping, one can not generalize that grouping students by itself can improve academic performance of students.

Table 4-1 The Rank of possible Reasons for the Positive Impact of Grouping Students on Social and Emotional Aspects of the Learners.

No	Category of Responses	Average Score
1	Creates emulation, rivalry, pride and self-confidence among the high ability groups.....	2.94
2	Ensures satisfactory and free participation with in the class room for they are with their similar peers.....	3.06
3	Increases the academic and social success and greater teacher appreciation of low groups.....	4.61
4	Increases the academic and social success and greater teacher appreciation of low groups.....	2.46
5	Encourages every high ability student to work harder by providing him/her with a constant reward from social environment.....	4.30
6.	Avoids the burden of the bright students by avoiding low ability groups.....	4.46

*Teacher Responses

As it is indicated in the table, the grouping practice has a positive impact which encourages every high ability student to work harder by providing him/her with a constant reward from social environment, creates emulation, rivalry, pride and self-confidence among high ability groups, and ensures satisfactory and free participation within the classroom for they are with their similar peers. However, the learning opportunity of both groups through co-operation among them selves, avoiding low ability groups from high ability ones and academic and social success with teacher appreciation of low groups are least ranked.

Practically, the narrower the range of individual difference, the higher is the possibility to present the lesson according to the learners' pace. Thus, it is possible to

say that each student in his group can participate without any fear and feeling of inferiority; the students in each group can also get acceptance in their own groups and healthy competition among high ability groups.

The grouping practice seems to have positive effects on students' social and emotional development of students, but more possible impact of grouping practice are listed down.

Table 4.2 A Rank of Possible Reasons for the Negative Impact of Grouping Students on their Social and Emotional Development.

No	Category of Responses	Responses %
1	Artificially inflates the self-esteem of the high ability groups....	35.5
2	Stigmatizes the low group students.....	48.8
3	Creates maladjusted and delinquent sub cultural/aggression, absenteeism increased drop out, cheating, boast fulness, rebelliousness, cruelty etc.	40
4.	Produces frustration, hostility, quietly and inferiority complex among the low ability groups.	68.8
5	Creates a poor model low teacher expectation and low instructional pace among ability groups.....	33.3
6	Creates a social obedience dependency, destructiveness and uncooperative	40
7	loss of self-confidence, self-concept, or low self-image in the low ability groups.....	60
8	Creates social stratification in the school.....	28.8
9	Aggravates the inequalities and deprives most of the adult life	33.3

*Teacher Responses

As it is shown in the table, the negative effects of the grouping practice on the non-special students are more than its effects on the special class students, frustration, hostility, quietly and inferiority complex, loss of self-confidence, low self-concept or low self-image, maladjusted and delinquent subculture the stigma and inequalities that the practice creates on the non-special class students are among the lists of the negative effects. It also affects the special class students by inflating their self-esteem an feeling of superiority to the non-special class students.

The grouping of students homogeneously also makes special class students proud of their academic achievement, and in some cases they make unnecessary challenges with their teachers in the classrooms. It is also observed that students of these schools do not respect their teachers equally. Teachers of non-special classes are not considered as knowledgeable rather teachers of special classes are genius and well-qualified for teaching their subjects in any type of classroom. It shows that students have developed negative attitude towards some teachers.

In general, grouping practice had made negative effects on students' social and emotional development such as social stratification. At last the practice makes to have students undesirable effects on their self-attitudes and attitudes towards other students rather than creating opportunity to work in common purpose with a wide range of individuals.

Table 4.3. Commonly Observed Characteristics of Special class students of these two Senior Secondary Schools

No	Category of Responses	Respondents	
		No	%
1	Desire to excel	180	90
2	Inferiority Complex	8	4
3	High intellectual Curiosity	181	90.5
4	Boastful	20	10
5	Aggressiveness	35	17.5
6	Lack of Self reliance	20	10
7	Self-guiding	110	55
8	Cheating	10	5
9	Sociable	160	80
10	Dependency	8	4
11	Lack of self-control	24	12
12	self-confidence	185	92.5
13	Lack of Self-confidence	22	11
14	Loss of interest in the School	35	17.5
15	High acceptance of others	172	86
16	Calm	102	51
17	Honesty	168	84
18	Un cooperativeness	80	40
19	Truthfulness	166	83
20	Rebelliousness	18	9

As it is shown in the table ,above self -confidence, high intellectual curiosity desire to excel, self-guiding, acceptance of others, honesty, truth fullness sociability and calmness are commonly seen behaviour of special class students, however, un cooperativeness, boastful, inferiority complex, loss of interest in school etc are least manifested behaviour of these students. They are also academically superior and usually do excellent work in the school-It is clear that they maintain discipline strictly

and attend their lesson attentively; in the classroom activity, they are also active participants in asking and answering question.

In the contrary, it is observed that few students, during their instructional period keep silent in the classroom and ask question when the teacher gets out. A question raised in the class and an answer given either from the teacher or students may help all students in the classroom, but students with self-centred behavior ask questions outside the class room for not to share the lesson to their class mates.

Table 4.4. Commonly Observed Characteristics of the Non-special class Students of the Two Secondary Schools.

No	Category of Responses	Respondents	
		No	%
1	Delinquent	172	86
2	Cheating	142	71
3	Honest	48	24
4	Truthfulness	50	25
5	Carelessness	182	91
6	Un cooperativeness	115	57.5
7	Destructiveness	120	60
8	Self-confidence	65	32.5
9	Rude	110	55
10	Boastful	180	90
11	Loss of interest in the School	174	87
12	Aggressiveness	122	61
13	Self-reliance	38	19
14	Loss of self-control	126	63
15	Dependency	161	80.5
16	Low self-image	167	83.5
17	Frustration	170	85
18	Inferiority complex	173	86.5
19	High intellectual curiosity	47	23.5
20	Sociability	92	46

As it is shown in the above, non-special class students have developed some negative characteristics in their social and academic sphere. These include carelessness, boastful, inferiority complex, delinquent, loss of interest in the school,

frustration low self-image, dependency, cheating destructiveness etc. These are the characteristics that are commonly seen in the non-special class students.

As interviews conducted with unit leaders, they have reported that non-special class students do not maintain discipline whether the teacher is present or not. The teacher spends more time in managing students rather than teaching the lesson within the given time. They show frustration, less confidence as well as ill manner in asking and answering questions during their instructional period, and in most cases, non-special students are unwilling to come to make up-class and to do their assignment. It means that the students on non-special class have negligence to their education and disruptive behavior towards the programme .

In addition, these students assume no future success for their higher education and looking for only completing twelvth grade in their educational affairs. This implies that loss of hope and interest have been made stigmatizing effects on students behaviour. Thus negligence to education, unwillingness to do work, loss of hope and interest with disruptive behaviour are also commonlu observed in non-special class students of the grouping practice.

Table 4.5. Students' Self-concept in relation to Grouping Practice

No	Category of Responses	Responses	
		No	%
1	It have a positive attitude toward my self	80	40
2	I feel that I am a person of worth on an equal plain with others....	28	14
3	I am satisfied with my self.....	16	8
4	I am able to do things as well as most students	22	11
5	I am negatively affected in most aspects	50	25
6	No idea	4	2
	Total	200	100

As it is indicated in the above table, most of the students (40%, 14% and 11%) have replied that they take positive attitudes towards them selves, feel that they are person of worth on an equal plain with others and being able to do things as well as most others students respectively.

In the contrary, 25% of the respondents have responded that they are negatively affected in most aspects. Borg(1966) states that the self-concept of both the average and the slow pupils suffers marked in schools where ability grouping is practised.

It is true that a person who has a negative attitude towards him/her self doesn't learn properly, because of lack of motivation and initiation in the instructional period.

Goldberg and her associates(1966) note that narrowing the range of ability (On the basis of grouping intelligence tests) peers, without specifically designed variations in program for the several ability levels, does not result inconsistently greater academic interests of the pupils on their attitudes towards school.

There is also evidence that ability grouping affects the self attitudes of students and their attitudes towards other ability groups racial groups, and socio-economic classes.

In general, in the absence of curriculum differentiation, ability grouping has a significant negative effect upon students attitudes towards self, school and peers of high ability pupils.

Table 4.6 Possible Reasons for Low self-concept of the Learners

No	Category of Responses	Responses	
		No	%
1	The grouping practice is a constant punishment for me	64	32
2	Teachers' expectation toward our academic performance is low	120	60
3	Regrouping of students is not practised in the school	62	31
4	Experienced, patient and knowledgeable teachers are always assigned to the special class students	56	28
5	Teachers prefer blaming rather than praising	94	47
6	The school community consider as academic success is out of our capabilities.....	66	33
7	No equal treatment in developing our interest in any field of the school	58	29
8	Students of special class look down on non-special class students	88	44

* Students Responses

As it can be portrayed in the table , the low expectation of teachers on the academic performance of the non-special class students, blaming rather than praising as well as the under estimating attitude towards non-special class students are the crucial factors that make the non-special class students feel unhappy and form low self-image. In addition to this, the absence of regrouping and mobility from one group to another one and unnecessary social distance created by the practice make them feel unhappy.

In general, the effect o grouping practice on the social and emotional development of each students is significant. It also creates demarcation among the two groups. The grouping practice makes separation between two groups that hinders mutual assistance, respect among students and equal teachers' out look towards their students.

CHAPTER FIVE

In this chapter, the summary, Conclusion and Recommendations of the study are presented.

5.1. Summary

Every formal educational activity involves mainly the interaction of teacher students, and the material to be learned. The organization of students either in heterogeneous or homogeneous grouping, or any type of grouping of students is the next step to be considered in the instructional planning. By taking this into account educators have made attempt to device new ways and methods that would help the instructional process effective.

Similarly, teachers and students, guidance officers and to some extent administrative staffs of the two selected senior secondary schools(Tana Haik and Motta) in each school have made a thorough discussion on instructional grouping of students into special and non-special classes. Based on the discussion as well as the result of study made by guidance officers, these two schools have made a decision to practise the program in their own schools. Unfortunately, in 1993/94 E.C Tana Haik and Motta Senior Secondary Schools have opened special and non-special classes without any recommendation or approval of zone education offices.

The criteria for assigning students into two groups rigidly depend on students' academic achievement that a student with higher or better mark is assigned to special class while a student with lower mark is assigned to non-special one. The very purpose of grouping practice was mainly to help higher ability students so as to provide opportunity to develop their abilities and be able to join higher education institutions.

Some researches have been made to show the impact of grouping practice on students' performance and attitude aspects.

Accordingly, the researcher has also made an attempt to find out the over all effects of grouping practice on the achievement and attitude of the learners. The students' academic achievement are taken and compared by using the results of two subjects. In addition, teachers and students opinions about assigning students in special and non special classes and its impact on the academic achievement as well as the social and emotional development of the students are also analysed.

The data on the effects of grouping practice was gathered by using different instruments, questionnaire, interview, observation and in rare case document analysis. The questionnaires and interviews were tested and commented by the colloquies of the researcher before exposing them to the final study. After making the necessary correction and arrangement of these data collections instruments, they were administered for and the data were collected, tallied and finally tabulated and analysed.

On the bases of mentioned sources of data, instruments employed and methods of data analysis, the following are the summary of the findings.

1. There is no difference in the use of school resources, the school distributes its resources equally to the two groups. Teachers use the same teaching methods and techniques mostly lecture method with a continuous supply of short notes. Students' co-operation is highly limited to their own groups. There is no assistance between special and non special class students.
2. The adoption of the curriculum to the level of students is very limited. Teachers use the centrally designed curriculum and instructional materials for both groups. Teachers in both groups use the same lesson plans, notes and instructional

materials that are strictly based on centrally designed curriculum. However, some teachers have attempted to present their lessons according to the level of students.

3. The special and non-special class students have shown significant difference in their English and mathematics results for most of the cases at 0.05 level. The difference is not wholly due to the grouping practice. It may be due to other related factors. Though the application of grouping practice is so limited, it has certain possible advantages on the improvement of instructional process that is the practice facilitates the academic performance of the students, classroom participation and it enables to be better challenged and successful to get higher results from their group.

4. The grouping practice has positive and negative impacts on both groups. It is found that the grouping practice accelerates classroom participation in his/her own group, encourages hard work, competition, self-confidence, co-operation and good social interaction that results high social success and academic performance of students that are commonly seen among special class students.

On the contrary, inferiority complex, frustration, loss of interest in the school and no self-confidence of the low ability group are the profound negative effects of grouping practice. Dependency, loss of hope, disobedience, maladjusted behaviours such as aggressions, cheating, absenteeism, etc; and poor model for non-special class students, social stratification, and low expectations of teachers towards low ability groups are also some of the negative effects that create stigmatizing effects on students, academic and social development.

Accordingly, special class students in rare case show inflated self-esteem, boast fullness, lack of control and self-centred behaviour are observed as a negative characteristics, while the desire to excel, self reliance, intellectual curiosity, independence, gentle, honesty, truthfulness and high acceptance of others are the most commonly seen behaviour of special class students. However, the positive attitude the students have towards themselves and their abilities in doing things, a large amount of

respondents disagree with the formation of the grouping and the way of implementing the practice in the school

Teachers' low expectation towards non-special class students, students low consideration of academic success and poor social interaction between two groups made them feel unhappy. The frequent blame of the teachers towards the non-special students with negative motivation made them feel inferiority complex and this condition invites to be hopeless in their academic performance. The special class students have also complaint about high expectation of teachers towards special students that creates a problem not to discuss most parts of the lesson during their instructional period. Thus, students of special class are unable to come with clear understanding before covering the given chapters of the annual lesson of their grade.

5. The grouping practice has positive and negative effects on teachers' working conditions and relationships. Reducing individual differences helps teachers to use different methods and make the less on easier according to the pace of the learners. But, especially teachers of non-special classes have a burden to simplify the lesson in every aspect of discussion so as to bring the instruction effective. It is clearly reported from the directors of the two senior secondary schools that there is no appropriate training of teachers for lesson plan preparation and treating students of the two groups differently and no dedication and competence of teachers of this program .

In some cases, there is warm discussion and share of experience between teachers of special and non-special classes that can help for the improvement of instructional process of the two groups and create positive working relationship among teachers of special and non-special classes.

In the contrary, principals of schools do frequent assignment of teachers to non-special classes, that have created poor working relationship between the teachers of the non-special classes and principals of the schools Teachers of special classes show artificially inflated self-esteem that demoralise teachers on non-special classes.

respondents disagree with the formation of the grouping and the way of implementing the practice in the school

Teachers' low expectation towards non-special class students, students low consideration of academic success and poor social interaction between two groups made them feel unhappy. The frequent blame of the teachers towards the non-special students with negative motivation made them feel inferiority complex and this condition invites to be hopeless in their academic performance. The special class students have also complaint about high expectation of teachers towards special students that creates a problem not to discuss most parts of the lesson during their instructional period. Thus, students of special class are unable to come with clear understanding before covering the given chapters of the annual lesson of their grade.

5. The grouping practice has positive and negative effects on teachers' working conditions and relationships. Reducing individual differences helps teachers to use different methods and make the less on easier according to the pace of the learners. But, especially teachers of non-special classes have a burden to simplify the lesson in every aspect of discussion so as to bring the instruction effective. It is clearly reported from the directors of the two senior secondary schools that there is no appropriate training of teachers for lesson plan preparation and treating students of the two groups differently and no dedication and competence of teachers of this program .

In some cases, there is warm discussion and share of experience between teachers of special and non-special classes that can help for the improvement of instructional process of the two groups and create positive working relationship among teachers of special and non-special classes.

In the contrary, principals of schools do frequent assignment of teachers to non-special classes, that have created poor working relationship between the teachers of the non-special classes and principals of the schools Teachers of special classes show artificially inflated self-esteem that demoralise teachers on non-special classes.

Some special class students also show disobedience to the teachers of non-special class students thinking that as they are not competent to the special teachers.

Thus, the negative effects of the grouping practice have created poor working conditions and low co-operation among teachers of the two groups.

5.2. Conclusions

Based on this study, the following possible conclusions are made.

1. Assigning students in special and non-special classes on the basis of academic achievement has not created any additional way of using, human, physical and material resources of the schools. The application of different methods and techniques of teaching for the two groups is limited. Students co-operation between the two groups is also very limited, but their social relation is better seen among their own group.
2. The modification of centrally designed curriculum either through acceleration or enrichment in these two schools is un practical. All teachers use the same syllabus, textbooks, lesson plans, lecture notes, and instructional materials for both special and non-special groups. Infact teachers of special and non-special groups try to present the lesson in simplest way.

In special classes, teachers finish the daily presentation in a shorter time and give time for raising questions as well as to do additional exercises with the remaining time. On the part of the non-special groups, teachers take more time for simplifying the lesson so as to bring it understandable to the low ability groups.

3. Although the effects of assigning students in special and non-special class on academic achievement of students is high, teachers and students are hopeful for the positive contribution of the grouping practice if there is modification of curriculum with the actual implementation of the programme.

4. The effects of grouping students in special and non-special groups in social and emotional development of students in these two schools is more meaningful on non-special class students than special ones. Frustration, inferiority complex, anxiety, maladjusted social behaviours such as aggression, drop out, absenteeism, destructiveness, loss of interest in the school etc. are some of the feelings that are commonly seen by the non-special class students. In addition to this, superiority complex, boastfulness, disobedience to some of the teaching staff, artificially inflated self-esteem of special class students are seen as some of the negative effects of the grouping practice in students social and emotional development.

5. The majority of the teaching staff have accepted the principle of grouping practice that reduces the range of individual differences in academic performance. It is also possible to apply different teaching methods according to the learning pace of the students of the two groups.

In the contrary, the frequent assignment of some teachers to non-special classes, disobedience of special class students to non-special class teachers, the artificially inflated self-esteem and poor social relationship among students of the two groups and low co-ordination and exchange of experience between teachers of the two groups are mainly seen as the negative effects of the grouping practice on the working condition and relationship of staff members of the schools.

5.3. Recommendation

Findings and conclusions made on the impact of assigning students to special and non-special classes on their academic performance and attitude of students towards others and themselves; and the overall effects of grouping practice on working condition and relationship of academic and administrative staffs have been explained

in the above sections. Based on these findings and conclusions, the following recommendations are suggested:

1. The contribution of instructional grouping of students to the use of human, physical and material resources is very limited. The possibility to use different teaching methods and techniques is also very low. It seems that the academic and administrative staffs have no clear understanding about the programme. Even the region as well as zone education officials are not in a position to give any support or approval to schools that exercise the programme of ability grouping. Thus, it is recommended that the presence of a clearly stated guidelines that clarify the purpose, the bases for grouping, utilisation of school resources as well as modification of curriculum through acceleration or enrichment so as to adapt the teaching methods and techniques to the pace of the learners may help for the true application of grouping practice in the schools.

2. The main purpose of instructional grouping practice in the school is to reduce the range of individual difference in academic performance and to maintain normal social and emotional development of the students. The possibility to bring the programme functional, curriculum modification through acceleration or enrichment and adaptation of methods and techniques of teaching to the level of students are crucial ones. It is advisable that creating a condition for the availability of proper training of teachers to handle their instructional tasks, is urgent need for effective implementation of the programme. Thus, teacher training in seminars and workshops may help teachers be able to modify the curriculum with applying different teaching methods and techniques, and use of different instructional materials during their lesson presentation.

It is also recommended that the establishment of experimental classes before the actual application of grouping practice may help to show the success or failure of the programme within the school.

3. The comparison of the academic achievements between the two groups of the students have shown significant differences. The significance differences observed can not make the result conclusive for the achievement results of special class students are better than non-special class students.

In some instances, special class students have shown better results than the non-special ones. This is because many additional variables can affect the academic achievement of students and the findings do not show direct and main factor for the over all improvement of achievement of students that favour the grouping practice of the schools. One can attribute that the absence of significant difference to the absence of modification of curriculum and adaptation of methods and techniques of teaching and other related factors. These factors are considered the main causes for the improvement of academic achievement of students in the school that experiences the programme of instructional grouping. Therefore to raise academic performance of students of the two groups, teachers have to be willing and support the principle as well as to the application of grouping practice.

4. As the study indicates, the negative effect of grouping students on the basis of academic achievement on social and emotional development of students, particularly on the non-special class students are large. Even there is non treatment after grouping students so as to alleviate the social and emotional disturbance of the non-special students.

The criterion for assigning students to special and non-special classes solely depends on the result of teacher-made tests. Students are also highly oriented to academic achievement of certain subjects including English and Mathematics to join higher education. This implies that the grouping practice does not give any room for the development of skills and attitudes of the students. It is advisable to establish certain criteria that include the three domains-knowledge, skill and attitude. In addition, rather than rigidly emphasising on achievement, the lesson has better to be

planned to develop the cognitive, psychomotor and affective aspects of instruction so as to form all rounded personality with in the students.

5. Most of the teachers in the schools have been observed using the same methods and techniques of teaching, lecture plans and notes, exercises etc, thus the grouping practice have not created an extra ordinary duties on teachers' working condition. However, a large number of students in one section and greater number of teaching load in a week, to some extent have made deteriorating working conditions of teachers. The frequent assignment of some teachers to non-special classes and the disobedience of students to some teachers have created poor work relationship among the teachers of the two groups.

Thus, it is advisable to assign teachers by exchanging them yearly from one group to another. To bring the practice effective and improve working condition and relationship of teachers, there seems a need to have certain types of incentives such as promotion, increment of payment, further education, transfer etc. Therefore assigning teachers from one group to another one after a given period of time (semester or yearly) and the availability of incentives to the teachers of both groups may facilitate the grouping practice to bring favourable working condition and relationship of teachers with in the school environment.

In general, due to the absence of curriculum modification, with no new way of using school resources, and the negative effects of the practice on students, social and emotional development, large number of students in a section, high teachers' weekly load and other factors have brought the programme less functional. Thus, it is recommendable that the schools' principals, teachers, parents and other concerned bodies have to discuss the matter thoroughly and enlighten the knowledge about the proper application of grouping practice for academic and administrative staffs of the schools. At last, the researcher within his limited knowledge has attempted to give hints for further and detailed studies in the field of instructional grouping.

BIBLIOGRAPHY

- Azeb Desta(1989). “ Is Ability Grouping Threat to pupils’ Self-concept”
The Ethiopian Journal of Education 11.1
- Beggs, II David W. and Buttie, Edward G,(1967). Non Graded Schools in Action: Bold New venture. Bloomington and London: India University Press.
- Borg, W.R(1964). “ Ability Grouping in the pupil Schools: A Field Study”. The Journal of Experimental Education . 34.2
- Clark, Barbara(1992). Growing up Gifted: Developing the potential of children at Home and at School. New York: Macmill publishing Company.
- Clark, Leonard H. and etal(1965). American Secondary School curriculum. New York: The Macmill Company.
- Cuts an Mosley (1960). Providing for Individual Diferences in Elementary School. Englecliffs, New Jersey: Prentice-Hall, Inc.
- Davis, Garry A. and etal (1985). Education of the Gifted and Talented. Engle Cliffs, N.J. Prentice. Hall,
- Durr, William (1964). The Gifted student. New York: Oxford University Press Inc.
- Esposito, D.(1973). Homogeneous and Heterogeneous Ability Grouping principles: Findings and Implications for Evaluating and Designing More Effective Education Environment “Review of Education. 43.2
- _____. (1976). “ Adapting Teaching to Individual Differences among learners”. In peterson, P.Wilkinson, L.C and Hallinan M(eds). The Social context of Introduction Group Organization and Group process.

Franseth, J.(1963). "Does Grouping Makes a difference?" The Education Digest. 28:3

_____. (1963). " A review of Research in Grouping". The Education Digest. 29:4

Free hill Maurice F.(1961). Gifted Children and Their Psychology New York: The Macmillan Company.

Freeman, Joah(1985). The Psychology of Gifted children: perspectives on Development Education. New York Johnwiley and sons.

Friengler, Lous A.(1961). Curriculum Planning for Gifted. Englewood Cliffs, N.J.Prentice-Hall, Inc.

Gamoran, A.(1992). "Systhesis of Research: Is Ability Grouping Equitable? " Educational Leadership: 50.2

Goldberg, M.L., Passaw and J.Justman,(1966). The Effects of Ability Grouping. New York: Columbia University Teachers College press.

Hildreth, Gertrude H.(1966). Introduction to the Gifted. New York: McGraw-Hill, Inc

Johnson, D.W(ed) (1970). The Social Psychology of Education. New York: Holt, Rine hart and Winston, Inc.,

Lawston, D.E.(1957). "An analysis of Historic and Philosopic considerations for Homogeneous Grouping". Educational Administration and Supervision. 43:5

Morgenstern, Anne. (1966). Grouping in the Elementary School. New York: Pitman publishing Corporation.

Rihehart, G.(1971). "Ability Grouping: Out or in? " The Education Digest 36:6

Saylor, J. Galen and Alexander William M.(1966). Curriculum Planning for Modern School. New York: Holt, Rinehart and Winston, Inc.

Shore, Bruce M. and etal(1991). Recommended Practices In Gifted Education: A critical Analysis. New York: Teachers College press.

Slavin, R.E (ed), (1986). Educational Psychology:Theory into practice, (Seconded) New Jersey: Prentice-Hall, Inc,

_____. (1987). “ Ability Grouping and Student Achievement in Elementary Schools. Review of Educational Research.

_____. (1990). Achievement Effects of Ability Grouping in Secondary Schools: A best Evidence synthesis “Review of Educational Research:60.3

Sternberg, Robert J.(1994). Encyclopaedia of Human Intelligence. New York Macmillan Publishing Company.

Turney, H. (1931). The Status of Ability Grouping”, Educational Administration and Supervision, including Teacher Training: 17

Vernon, P.E. (1958). “ Education and Psychology of Individual Differences”, Harvard Education Review.

Yates, Alfred (1966). Grouping in Education: A Report Sponsored by UNESCO Institutes for Education Hamburg. New York: John Willey and Sons.

በኋላ ባይላን ለሎችም (፩፻፹፱) በአዲስ አበባ በ፳ኛ ክፍል ብሔራዊ ፈተና ሺ ፐርሰል ታይልና በላይ አግኝተው በስድስት ፪ኛ ደረጃ ት/ቤቶች ስለተመደቡ ተማሪዎች የተደረገ ጥናታዊ ግምገማ አዲስ አበባ አስተዳደር አካባቢ ትምህርት መምሪያ

APPENDIX A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM
AND INSTRUCTION

INTRODUCTION: This is a questionnaire prepared for teachers of Tana Haik and Motta senior secondary schools in Bahir Dar special zone and East Gojjam respectively.

The purpose of the questionnaire is to collect data on the impact of assigning students to special class on achievement and attitude in selected senior secondary schools /Bahir Dar special Zone and East Gojjam/ and to come up with suggestive idea, which could help as a spring board to overcome problem persisting during the implementation of instructional grouping of the students. Hence, your honest response is earnestly needed and your cooperation is greatly appreciated. There is no need to write your name.

Thank you in advance for your cooperation

A questionnaire prepared for teachers

Direction One

1. Please, give all the required information about yourself by making (X) on the lines where they are given and by writing the required data in space provided.
2. Since the information you give will be kept confidential, you can feel free in responding

1. School _____
2. Sex male _____ Female _____
3. Age _____
4. Nationality _____
5. Marital Status Married _____ Single _____
6. Level of qualification certificate _____ Diploma _____
- Degree _____ MA _____ Minor _____
- Minor _____ Major _____ Major _____
- Major _____ Minor _____

7. Trained for Teaching Yes _____ No _____
Institution _____
8. Present Occupation status _____
9. Years of experience in teaching _____
10. Years of service in the present school _____
11. Subject(s) you teach _____
12. Number of period you teach regular (weekly) _____
13. Number of sections you teach _____
14. Average number of students in a class you teach _____
15. The class you teach special _____
non-special _____

Direction Two: Make a circle on one of the items of your choice where these are choices and please do the others according to the stated requirement.

1. What is the instructional value that one gets from the ability grouping practice in secondary schools ?
 1. It helps the use of different teaching methods, either independently or in combined form
 2. It reduces the criticisms extended by many educators regarding the frequent use of the lecture method
 3. It helps the making of the use of some equipment and material along with few teaching methods which are not possible in heterogeneously grouped schools
 4. It encourages to experiment with different teaching strategies and ideas
 5. It brings no improvement in either the selection and use of the different teaching method or materials.
2. According to your opinion, what is the most important benefit that ability grouping practice provides to the schools in general ?
 1. It creates improved utilization of resources (material, personal, time etc)
 2. It makes the use of scarce resources to develop the potentials of the few more able ones.
 3. It helps the schools to use **its limited resources** to help the development of the slow learners
 4. It saves **the** resources as it saves most of the teachers' time.
 5. No contribution of the grouping practice with regard to the use of resources.

3. What is your trail to modify the curriculum according to the level of students ability during your instruction
 1. I try to adopt the content of their subjects, that is I simplify the content to the low ability students while enriching it to the high ability student
 2. I adopt it by accelerating the subject matter to the high ability students
 3. Yes I adopt it by reducing some of the contents to the low ability groups while adding some to the high
 4. I adopt the subjects by all methods listed above
 5. I don't do any modification or acceleration subject matter to any group.
4. Do you agree to the provision of differentiated curriculum for the gifted learner ?
 1. Yes, I strongly agree with this idea
 2. Yes, I agree with the idea
 3. No, I have no idea or opinion on this issue
 4. No, I donot agree
 5. No, I strongly disagree
5. If you donot agree with the question no 4; what will be your expectation about the difficulty to treat students with levels of different abilities in regular class?
 1. It does create problem
 2. It does not affect the teaching learning process
 3. It does have nuetral affect
6. From where the demand of grouping students by ability arises ?
 1. From administrative staff
 2. From teaching staff
 3. From students
 4. From parents
 5. From policy given by zone education office
7. Have you carried out discussion thoroughly about the advantage and disadvantage of ability grouping before opening special classes in your school ?
 1. Yes, we have discussed a lot
 2. No, we have not taken any consideration to this point
 3. No, teachers were not invited to do so
8. Which class special/non-special/ demands great effort to instruct the lesson effectively ?
 1. Special class

2. non-special class
 3. All demands maximum efforts
 4. none of the classes
9. Is there any discrimination on the provision of finance materials and trained man power for the students of special classes ?
1. Qualified teachers are assigned to them
 2. priority is given to gifted use library, laboratory and in other services
 3. special program for extra exercises parallel to their shift.
 4. All are available to them
 5. No discrimination among two groups
10. Do students of special and non-special classes give due attention to your subject English/Mathematics/& others
1. Yes, all are serious to follow the subject
 2. No, only special student try to attend more
 3. No, none of them attempts to exercise more
 4. I donot have any idea
11. If your answer is "no" for the question No. 10, What is your assumption for students having low attention to your subject ?
1. poor educational background
 2. no effort is done on the parts of the students
 3. curriculum planning beyond the capacity of the students
 4. All these factors and others have negative impact on students attention not to deal through the subject.
12. What are the basis for the identification and admission of gifted students to special classes ?
1. students' achievement (Teacher made test)
 2. Teachers' personal judgement and parents' opinion
 3. Standardized test
 4. All of them can serve for identification and admission for special classes
13. When is grouping student in special and non-special classes, carried on ?
1. At the beginning of the year
 2. At the end of a semester
 3. After the completion of a given unit lesson
 4. More or less grouping is static

14. Do you agree to the establishment of special and non-special classes in your school ?
1. strongly agree
 2. agree
 3. neither agree nor disagree
 4. disagree
 5. strongly disagree
15. Does the administrative staff give support to the implementation of ability grouping ?
1. Yes, it gives support in different ways
 2. No, it doesnot give any support
 3. I donot have any idea
16. What is the social relation between special and non-special students ?
1. Special students consider themselves as superior, while students of non-special students have a feeling of inferiority
 2. Non-special students have developed hatred on special students
 3. Special students have got acceptance in school community while non-special students are degraded
 4. All these feelings with in students are common in school that experiences ability grouping
17. What are the negative effects of ability grouping in social and emotional developments of students, which of the following are the most crucial negative effects ?
- Mark (X) only infront of those which you consider as crucial ones.
- 17.1 _____ Artificially inflates the self-esteem of the high ability groups.
 - 17.2 _____ stigmatizes the low group students
 - 17.3 _____ Creates maladjusted and deliquescent sub cultural (aggression, absenteeism, increased drop out, cheating, boastful, rebelliousness, cruelty etc)
 - 17.4 _____ produces frustration, hostility, guilty and inferiority complex among the low ability group
 - 17.5 _____ creates poor model, low teacher expectation and low instructional pace among low ability groups
 - 17.6 _____ creates a social disobedience, dependency, destructiveness, uncooperativeness, lack of self control, etc among the low ability groups.

- 17.7 ___ loss of self-confidence, self-concept or low self
imagine in the low ability groups
- 17.8 ___ creates social stratification in the school
- 17.9 ___ Aggravates the inequalities and deprives most of the
adult life.
18. Which of the following positive effects are commonly seen
on the social and emotional development of students.
(Rank them according to their order of importance :
- 18.1 ___ create, emulations, rivalry, pride and self-
confidence among the high ability groups
- 18.2 ___ Ensures satisfactory and free participation within
the class rooms for they are with their similar
peers.
- 18.3 ___ Increases the academic and social successes and
greater teacher approbation of low groups
- 18.4 ___ Encourages every high ability student to work
harder by providing him/her with a constant reward
from social environment
- 18.5 ___ Enhances the learning opportunity of both groups
through cooperation among themselves
- 18.6 ___ avoids the boredom of the bright students by
avoiding low ability group.
19. Which possible advantages have you observed in facilitating
the academic performance of the students ? Rank them
according to their importance.
- 19.1 ___ Reduces the range of individual differences and
make differentiation of instruction possible
- 19.2 ___ Results in a high academic achievement by reducing
heterogeneity and making teaching easy.
- 19.3 ___ Helps to realize the adoption of methods, techniques,
materials of instruction according to the rate
of progress of the learners
- 19.4 ___ Makes academic success within the capabilities
of those who are hard working irrespective of
their group
- 19.5 ___ Enables students to be better challenged to do
at their best for they are with their similar
standards
- 19.6 ___ Benefits the low and the average students more for
there is no modification in objectives, curricular

- 19.7 ☐ Allow students to advance at their own rate
- 19.8 ☐ Improves the teaching situation and satisfied both students personal needs and teachers' systematic sequential instruction skills
- 19.9 ☐ Makes all students put for the all their efforts when they are grouped homogeneously
- 19.10 ☐ accentuates self-discovery and individualization of instruction.

N.B: You are requested to give your suggestion briefly as far as possible

20. What are the extra efforts that you have done in special or non-special classes ?
1. _____
 2. _____
 3. _____
21. Which type of class (special or non-special) is preferable to your instruction ? Please give your reasons
1. _____
 2. _____
 3. _____
22. Does ability grouping create based on support on your preparation and presentation of lesson ? Please give explanation about them
1. _____
 2. _____
 3. _____
23. What are the commonly observed behavior of non-special class students with relation to their negative impact on your classroom management ?
1. _____
 2. _____
 3. _____
24. What is the advantages/disadvantages of assigning students in special and non-special classes with respect to the academic stuents, achievement and attitude aspects ?
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

- 19.7 ____ Allow students to advance at their own rate
- 19.8 ____ Improves the teaching situation and satisfied both students personal needs and teachers' systematic sequential instruction skills
- 19.9 ____ Makes all students put for the all their efforts when they are grouped homogeneously
- 19.10 ____ accentuates self-discovery and individualization of instruction.

N.B: You are requested to give your suggestion briefly as far as possible

20. What are the extra efforts that you have done in special or non-special classes ?
1. _____
 2. _____
 3. _____
21. Which type of class (special or non-special) is preferable to your instruction ? Please give your reasons
1. _____
 2. _____
 3. _____
22. Does ability grouping create based on support on your preparation and presentation of lesson ? Please give explanation about them
1. _____
 2. _____
 3. _____
23. What are the commonly observed behavior of non-special class students with relation to their negative impact on your classroom management ?
1. _____
 2. _____
 3. _____
24. What is the advantages/disadvantages of assigning students in special and non-special classes with respect to the academic stuents, achievement and attitude aspects ?
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

ካሪኩለምና ኢንቦተራከሽን ተ/ክፍል

.. /

ለተግሪዎች ብቻ የተዘጋጀ መጠይቅ ፡

1. ተግሪዎችን እንደቸሎታቸው በመመደብ ማስተማር ይበልጠውን የሚጠቀመው የትኛቸው ተግሪዎች ነው ?
 1. የሰፔሻል ክፍል ተግሪዎችን
 2. በፔሻል ክፍል ያለሆኑ ተግሪዎችን
 3. ሁሉንም ተግሪዎች
 4. ምንም ሃሳብ አልሰጥበትም
2. የተሻሉ መምህራን፣ ንፁህ ክፍሎች፣ ቀዳሚያ የመጽሐፍ ዕደላ እንዲሁም የቤተ መከራና ቤተ መጻሕፍት አገልግሎት የሚያገኙ እነማን ናቸው ?
 1. የሰፔሻል ክፍል ተግሪዎች
 2. የሰፔሻል ክፍል ያለሆኑ ተግሪዎች
 3. ለሁሉም ተግሪዎች ተመሳሳይ አገልግሎት ይሰጣል፡፡
 4. ሃሳብ አልሰጥበትም፡፡
3. በት/ቤት ውስጥ መምህራን ይበልጠውን ጊዜ የሚጠቀሙት የማስተማር ዘዴ የትኛው ነው ?
 1. ገለጻ
 2. የሚያስተምሩትን በተገባር በማሳየት ተግሪዎች እንዲሠሩት ማድረግ
 3. መምህሩ ትንሽ ፍንጭ/መመሪያ/ በመስጠት ይበልጠውን ሥራ/ቸገር/ ተግሪው እንዲያቃላው ማድረግ፤
 4. በቡድን በመከፋፈል ማወያየት
 5. ሁሉንም
4. ሂሳብና እንገሊዝኛ መሠረታዊ የትም/ዓይነቶች በመሆናቸው ከሌሎች ይበልጥ ትኩረት ትሰጣቸዋለሁ ወይ ?
 1. አያን ይበልጠውን ጊዜዬን በእነርሱ ላይ አጠፋለሁ
 2. ትኩረት አልሰጣቸውም ለፈተና ስለ አጠናቀዋል
 3. ምንም ትኩረት አላደርገባቸውም
 4. ሃሳብ የለኝም፡፡
5. ለሂሳብና እንገሊዝኛ የትም/ዓይነቶች ትኩረት የማትሰጣቸው ከሆነ የማስሰጥበት ምክንያት ምንድን ነው ?
 1. ያለኝ የትምህርት ቸሎታና ፍላጎት ዝቅተኛ ስለሆነ፤
 2. መምህራን በቂ ዝግጅት ሳያደርጉ ስለሚያስተምሩ ነው፡፡
 3. የሚሰጠኝ ትምህርት ከእኛ የትም/አቅም በላይ ስለሆነ ነው፡፡
 4. ሌሎች

6. መምህራን የተማሪዎችን ትምህርት ችሎታ ይበልጥ ለማዳበር የሚያደርጉት ተጨማሪ ጥረት ምንድን ነው ?

1. የሚሰጠውን ትምህርት ቀደም ብሎ በመጨረስ ከለሳ ማካሄድ፤
2. በተቃራኒ ፈረቃ በመጥራት ተጨማሪ መከራዎች እንዲገጥሙ ያደርጋሉ፤
3. የሚታ ትምህርትና ቀዳሜ ቀዳሜ ያስተምራሉ፤
4. ከጉረጤት ት/ቡቸ ጋር የቀለም ውድድር እንዲኖር ያደርጋሉ፤
5. ሌላም ከእሱ _____

7. መምህራን ከአንተ ከፍለ ለማስተማር ያላቸው ፍላጎት ምን ያህል ነው ?

1. ሙሉ ፍላጎትና ዝግጁነት በማድረግ እያነቃቁ ያስተምራሉ፤
2. ሁልጊዜም ቢሆን እኛን ለማስተማር ከፍተኛ ጥረት ያደርጋሉ፤
3. ምንም ፍላጎት የላቸውም ለማስተማርም ተዘጋጅተው አይመጡም፤
4. ከክፍል ሊያስተምሩ ሲመጡ የመሰለቸትና የመድከም ቢህሪ ይታይባቸዋል
5. ይህ ነው ተብሎ የሚገለጽ ቢህሪ አያሳዩም::

8. ተማሪዎችን እንደጥራቸው መደብ ማስተማሩ የተማሪዎችን ዐውቀት ይበልጥ ያዳብራል በሚለው ሃሳብ ትስማማለህ ?

1. በጣም አስማማለሁ
2. አስማማለሁ
3. ሀሳብም አይኖረኝም
4. አስስማማም
5. በጣም አስስማማም

9. በክፍልህ ውስጥ ትምህርት በሚሰጥበት ወቅት የተማሪዎች ተሳትፎ ምን ያህል ነው ?

1. ከፍተኛ
2. መጠነኛ
3. ዝቅተኛ

10. ገብዝ ተማሪዎችን ስፔሻል ክፍል መደብ ለማስተማር የሚጠቀሙበት መመሪያ ነጥቦች ተገቢ ናቸው ብለህ ታምህለህ ?

1. አያን አምናለሁ
2. ተገቢ አይደለም አላምንም

11. ወላጆቹህ ወይም ዘመዶቹህ ከትምህርት ከተመለሱ በኋላ እንዲታገዙና የሚያደርጉልህ እገዛ አለ ወይ ?

1. አያ
2. የለም
3. ለይስሙላ/ለይዎሰል/ያደርገልኛል

12. የሚያደርጉልህ ዕርዳታ/እገዛ ካለ ምንድን ነው ?

1. በትርፍ ሰዓት መምህር ቀጥረው ያስተምሩኛል
2. ወላጆቹ እራሳቸው ያስጠኑኛል
3. ማንኛውንም የትም/ቁሳቁስ ያሟሉልኛል
4. ሌላ ካለ በትዘረዘሯቸው ::

ለተግሪዎች ብቻ የተዘጋጀ መጠይቅ ፡

1. ተግሪዎችን እንደቸሉታቸው በመወደብ ማስተማር ይበልጠውን የሚጠቀመው የትኛቸው ተግሪዎች ነው ?
 1. የባጌሻል ክፍል ተግሪዎችን
 2. በጌሻል ክፍል ያለሆኑ ተግሪዎችን
 3. ሁሉንም ተግሪዎች
 4. ምንም ሃሳብ አልሰጥበትም
2. የተሻሉ መምህራን፣ ንፁህ ክፍሎች፣ ቀድሞ ያመጡ ሀይላት እንዲሁም የቤተ መንግሥት ቤተ መጻህፍት አገልግሎት የሚያገኙ እነማን ናቸው ?
 1. የባጌሻል ክፍል ተግሪዎች
 2. የባጌሻል ክፍል ያለሆኑ ተግሪዎች
 3. ለሁሉም ተግሪዎች ተመሳሳይ አገልግሎት ይሰጣል፡፡
 4. ሃሳብ አልሰጥበትም፡፡
3. በት/ቤት ውስጥ መምህራን ይበልጠውን ጊዜ የሚጠቀሙት የማስተማር ዘዴ የትኛው ነው ?
 1. ገለጻ
 2. የሚያስተምሩትን በተገባር በማሳየት ተግሪዎች እንዲሠሩት ማድረግ
 3. መምህሩ ትንሽ ፍንጭ/መመሪያ/ በመስጠት ይበልጠውን ሥራ/ቸገር/ ተግሪው እንዲያቃላልው ማድረግ፤
 4. በቡድን በመከፋፈል ማወያየት
 5. ሁሉንም
4. ሂሳብና እንገሊዝኛ መሠረታዊ የትም/ዓይነቶች በመሆናቸው ከሌሎች ይበልጥ ትኩረት ትሰጣቸዋለህ ወይ ?
 1. አዎን ይበልጠውን ጊዜዬን በእነርሱ ላይ አጠፋለሁ
 2. ትኩረት አልሰጣቸውም ለፈተና ስለ አጠናቸዋል
 3. ምንም ትኩረት አላደርገባቸውም
 4. ሃሳብ የለኝም፡፡
5. ለሂሳብና እንገሊዝኛ የትም/ዓይነቶች ትኩረት የማትሰጣቸው ከሆነ የማስጠንቀቂያ ምክንያት ምንድን ነው ?
 1. ያለኝ የትምህርት ትራክቶር ፍላጎት ዘቅተኛ ስለሆነ፤
 2. መምህራን በቂ ዘገጅት ሲያደርጉ ስለሚያስተምሩ ነው፡፡
 3. የሚሰጠን ትምህርት ከእኛ የትም/አቅም በላይ ስለሆነ ነው፡፡
 4. ሌሎች

6. መምህራን የተማሪዎችን ትምህርት ችሎታ ይበልጥ ለማዳበር የሚያደርጉት ተጨማሪ ጥረት ምንድን ነው ?

1. የሚሰጠውን ትምህርት ቀደም ብሎ በመጨረስ ከለሳ ማካሄድ፤
2. በተቃራኒ ፈረቃ በመጥራት ተጨማሪ መከራዎች እንዲገቡ ያደርጋሉ፤
3. የሚታ ትምህርትና ቀዳሜ ቀዳሜ ያስተምራሉ፤
4. ከጉረቤት ተ/ቡቸ ጋር የቀለም ውድድር እንዲኖር ያደርጋሉ፤
5. ሌላም ከእሉ _____

7. መምህራን ከአንተ ከፍላ ለማስተማር ያላቸው ፍላጎት ምን ያህል ነው ?

1. ሙሉ ፍላጎትና ዝግጅት በማድረግ እያነቃቁ ያስተምራሉ፤
2. ሁልጊዜም ቢሆን እኛን ለማስተማር ከፍተኛ ጥረት ያደርጋሉ፤
3. ምንም ፍላጎት የላቸውም ለማስተማርም ተዘጋጅተው አይመጡም፤
4. ከክፍሉ ሊያስተምሩ ሲመጡ የመሰለቸትና የመድከም ባህሪ ይታይባቸዋል
5. ይህ ነው ተብሎ የሚገለጽ ባህሪ አያሳዩም::

8. ተማሪዎችን እንደጥሎታቸው መደባ ማስተማሩ የተማሪዎችን ዐውቀት ይበልጥ ያዳብራል በሚለው ሃሳብ ትስማማለህ ?

1. በጣም አስማማለሁ
2. አስማማለሁ
3. ሀሳብም አይኖረኝም
4. አስስማማም
5. በጣም አስስማማም

9. በክፍልህ ውስጥ ትምህርት በሚሰጥበት ወቅት የተማሪዎች ተሳትፎ ምን ያህል ነው ?

1. ከፍተኛ
2. መጠነኛ
3. ዝቅተኛ

10. ገብዝ ተማሪዎችን ስጌሻል ክፍል መደባ ለማስተማር የሚጠቀሙበት መመልመያ ነጥቦች ተገቢ ናቸው ብለህ ታምህለህ ?

1. አያን አምናለሁ
2. ተገቢ አይደለም አላምንም

11. ወላጆቹህ ወይም ዘመዶቹህ ከትቶቤት ከተሰሉ በኋላ እንዲታጠቁ የሚያደርጉለህ እገዛ አለ ወይ ?

1. አያ
2. የለም
3. ለይስሙላ/ለይዎሰል/ያደርገልኛል

12. የሚያደርጉለህ ዕርዳታ/እገዛ ባለ ምንድን ነው ?

1. በትርፍ ሰዓት መምህር ቀጥረው ያስተምሩኛል
2. ወላጆቼ እራሳቸው ያስጠኑኛል
3. ማንኛውንም የትም/ቁሳቁሳ ያሟሉልኛል
4. ሌላ ባለ ብትዘረዝሯቸው ::

13. በ1989 ዓ.ም. የስፔሻል ክፍል ተሳሪ ነበርህ ወይ ?

1. አዎ ነበርሁ

2. የለም አልነበርኩም

14. ከሚከተሉት የባህሪ ዓይነቶች የትኛው ናቸው በስፔሻል ክፍል ተሳሪዎች ላይ ጉልተው የሚታዩ የx ምልክት በማድረግ መልስ ሰጥ፡

___ 14.1 በልጡ ለመታየት ይመኛሉ

___ 14.11 እራሱን አለመቆጣጠር

___ 14.2 የበታችነት ይሰማቸዋል

___ 14.12 በራስ መተማመን

___ 14.3 ከፍተኛ የትምህርት ፍላጎት

___ 14.13 የራስ እምነት ማጣት

___ 14.4 ወራ ማበዛት

___ 14.14 በት/ቤት ውስጥ የመማር

___ 14.5 ጠብ አጨሪነት

ፍላጎት አለመኖር፡

___ 14.6 እራሱን ዝቅ አድርጎ ማየት

___ 14.15 በሉሎች ዘንድ ተቀባይነት

___ 14.7 በራስ መወራት

ማግኘት

___ 14.8 ማኖርበርበር

___ 14.16 ዘመተኛነት

___ 14.9 ከብዙ ሰዎች ጋር ተስማምቶ መኖር

___ 14.17 ታማኝነት

___ 14.10 በሰው ላይ ጥገኛ መሆን

___ 14.18 ለማንም ነገር ተብብር አለማረጋገጥ

___ 14.19 ጠቀኛነት

___ 14.20 ሌላነት

15. ስፔሻል ክፍል ባለሆኑ ተሳሪዎች ላይ ጉልተው የሚታዩ ባህሪዎች፡

___ 15.1 የወጣት አጥፊነት

___ 15.11 የመማር ፍላጎት አለመኖር

___ 15.2 አጭባቢነት

___ 15.12 ጠብ አጨሪነት

___ 15.3 ታማኝነት

___ 15.13 በራስ መተማመን

___ 15.4 እውነተኛነት

___ 15.14 ራሱን አለመቆጣጠር

___ 15.5 ገደብ የለሽነት

___ 15.15 ጥገኛነት

___ 15.6 ተባብሮ አለመሆን

___ 15.16 ራሱን የበታች ማድረግ

___ 15.7 አበላሽነት/በላሽነት ፈጣሪ/

___ 15.17 የመጨነቅ ባህሪ

___ 15.8 በራስ መተማመን

___ 15.18 የበታችነት መስማት

___ 15.9 ገትርነት

___ 15.19 ከፍተኛ የት/ፍላጎት ማሳየት

___ 15.10 የወረኛነት ባህሪ

___ 15.20 ተገባቢነት

16. ትምህርት ቤት ተሳሪዎችን እንደ የቸሎታቸው ስፔሻልና ስፔሻል ባለሆኑ ክፍሎች መደብ በማስተማሩ የሚሰጠው ጥቅም ምንድን ነው ? የ"x" ምልክት በማድረግ መልስ ሰጥ

16.1 ___ ዐውቀቱ ስንዲሳገርና ማነበራዊ ገንጥቼ እንዲያምር አድርጋለሁ፡፡

16.2 ___ ጋደኞች/ተመሳሳይ ዐውቀት ያለን ተሳሪዎች ጤናማ ውድድር እንዲኖረን አረድቷለሁ

16.3 ___ በንብረት መማርን አስመስክሯለሁ

16.4 ___ በአለኝ የትም/አቀም ይበልጥ እንዲሰራና የስፔሻል ውጤት እንዳመጣ አገዝኛለሁ

16.5 ___ ባለሙያዎ ፍራቻ በክፍል ውስጥ ተሳትፎ እንዳደርገው አረድቻለሁ፡፡

16.6 ___ ማንኛውም ተሳሪ ከቤቴም ሆነ ከቤተ መጽሐፍት ጥናቱን ስንዲያጠና ገፊት አድርጋለሁ

6. መምህራን የተማሪዎችን ትምህርት ችሎታ ይበልጥ ለማዳበር የሚያደርጉት ተጨማሪ ጥረት ምንድን ነው ?

1. የሚሰጠውን ትምህርት ቀደም ብሎ በመጨረስ ከለሳ ማካሄድ፤
2. በተቃራኒ ፈረቃ በማጥፋት ተጨማሪ መከራዎች እንዲገጥሙ ያደርጋሉ፤
3. የማታ ትምህርትና ቅዳሜ ቅዳሜ ያስተምራሉ፤
4. ከጉረጤት ት/ቡቶች ጋር የቀለም ውድድር እንዲኖር ያደርጋሉ፤
5. ሌላም ከእሉ _____

7. መምህራን ከአንተ ከፍለ ለማስተማር ያላቸው ፍላጎት ምን ያህል ነው ?

1. ሙሉ ፍላጎትና ዝግጅት በማድረግ እያነቃቅ ያስተምራሉ፤
2. ሁልጊዜም ቢሆን እኛን ለማስተማር ከፍተኛ ጥረት ያደርጋሉ፤
3. ምንም ፍላጎት የላቸውም ለማስተማርም ተዘጋጅተው አይመጡም፤
4. ከክፍሉ ሊያስተምሩ ሲመጡ የመሰለቱትና የመድከም ቢህሪ ይታይባቸዋል
5. ይህ ነው ተብሎ የሚገለጽ ቢህሪ እያሳዩም::

8. ተማሪዎችን እንደጥራቸው መደብ ማስተማሩ የተማሪዎችን ዐውቀት ይበልጥ ያዳብራል በሚለው ሃሳብ ትስማማለህ ?

1. በጣም አስማማለሁ
2. አስማማለሁ
3. ሀሳብም አይኖረኝም
4. አስስማማም
5. በጣም አስስማማም

9. በክፍሉ ውስጥ ትምህርት በሚሰጥበት ወቅት የተማሪዎች ተሳትፎ ምን ያህል ነው ?

1. ከፍተኛ
2. መጠነኛ
3. ዝቅተኛ

10. ግንዛቤ ተማሪዎችን በጤሻል ክፍል መደብ ለማስተማር የሚጠቀሙበት መመልመያ ነጥቦች ተገቢ ናቸው ብለህ ታምህለህ ?

1. አያን አምናለሁ
2. ተገቢ አይደለም አላምንም

11. ወላጆቹህ ወይም ዘመዶቹህ ከተሾቤት ከተመለሱ በኋላ እንዲታጠቁ የሚያደርጉለህ እገዛ አለ ወይ ?

1. አዎ
2. የለም
3. ለይስሙላ/ለይስሙላ/ያደርጉልኛል

12. የሚያደርጉለህ ዕርዳታ/እገዛ ቢሆን ምንድን ነው ?

1. በትርፍ በዓት መምህር ቀጥረው ያስተምሩኛል
2. ወላጆቹ እራሳቸው ያስጠኑኛል
3. ማንኛውንም የትም/ቁሳቁስ ያሟሉልኛል
4. ሌላ ቢሆን በትዘረዘሯቸው ::

13. በ1989 ዓ.ም. የሰጪሽል ክፍል ተግሪ ነበርህ ወይ ?

1. አዎን ነበርሁ
2. የለም አልነበርኩም

14. ከሚከተሉት የባህሪ ዓይነቶች የትኛው ናቸው በሰጪሽል ክፍል ተግሪዎች ላይ ጉልተው የሚታዩ የx ምልክት በማድረግ መልስ ስጥ፡

- | | |
|--|---|
| ☐ 14.1 በሰጪ ለመታየት ይመኛሉ | ☐ 14.11 አራሱን አለመቆጣጠር |
| ☐ 14.2 የበታችነት ይሰማቸዋል | ☐ 14.12 በራስ መተማመን |
| ☐ 14.3 ከፍተኛ የትምህርት ፍላጎት | ☐ 14.13 የራስ እምነት ማጣት |
| ☐ 14.4 ወራ ማበዛት | ☐ 14.14 በት/ቤት ውስጥ የመጣር ፍላጎት አለመኖር፤ |
| ☐ 14.5 ጠብ አጫሪነት | ☐ 14.15 በሉሎች ዘንድ ተቀባይነት ማግኘት |
| ☐ 14.6 አራሱን ዝቅ አድርጎ ማየት | ☐ 14.16 ዘመተኛነት |
| ☐ 14.7 በራስ መወራት | ☐ 14.17 ታማኝነት |
| ☐ 14.8 ማጭበርበር | ☐ 14.18 ለማንም ነገር ትብብር አለማረጋገጥ |
| ☐ 14.9 ከብዙ ሰዎች ጋር ተስማምቶ መኖር | ☐ 14.19 ጠቀኛነት |
| ☐ 14.10 በሰው ላይ ጥገኛ መሆን | ☐ 14.20 ሌብነት |

15. ለጪሽል ክፍል ባለሆኑ ተግሪዎች ላይ ጉልተኛ የሚታዩ ባህሪዎች፡

- | | |
|---|--|
| ☐ 15.1 የወጣት አጥፊነት | ☐ 15.11 የመጣር ፍላጎት አለመኖር |
| ☐ 15.2 አጭበርባሪነት | ☐ 15.12 ጠብ አጫሪነት |
| ☐ 15.3 ታማኝነት | ☐ 15.13 በራስ መተማመን |
| ☐ 15.4 እውነተኛነት | ☐ 15.14 ራሱን አለመቆጣጠር |
| ☐ 15.5 ገደብ የለሽነት | ☐ 15.15 ጥገኝነት |
| ☐ 15.6 ተባባሪ አለመሆን | ☐ 15.16 ራሱን የበታች ማድረግ |
| ☐ 15.7 አበላሽነት/በላሽነት ፈጣሪ/ | ☐ 15.17 የመጨነቅ ባህሪ |
| ☐ 15.8 በራስ መተዳደር | ☐ 15.18 የበታችነት መስማት |
| ☐ 15.9 ገትርነት | ☐ 15.19 ከፍተኛ የት/ፍላጎት ማሳየት |
| ☐ 15.10 የወረኛነት ባህሪ | ☐ 15.20 ተገባቢነት |

16. ትምህርት ቤቱ ተግሪዎችን እንደ የቸሉታቸው ሰጪሽልና ሰጪሽል ባለሆኑ ክፍሎች መደብ በማስተማሪያ የሚሰጠው ጥቅም ምንድን ነው ? የ"x" ምልክት በማድረግ መልስ ስጥ

- 16.1 ☐ ዐውቀቱ ስንዲሳበርና ማነበራዊ ገንጽቱ እንዲያምር አድርጓል፡፡
- 16.2 ☐ ጋደኞች/ተራሮች ዐውቀት ያለን ተግሪዎች ጤናማ ውድድር እንዲኖረን አረድቷል
- 16.3 ☐ በንብረት መጣርን አስመስክሯል
- 16.4 ☐ በአለኝ የትም/አቅም ይበልጥ እንዲሰራና የተሻለ ውጤት እንዳመጣ አገዘኛ
- 16.5 ☐ ባለሙያዎ ፍራቻ በክፍል ውስጥ ተሳትፎ እንዳደርገው አረድቻለሁ፡፡
- 16.6 ☐ ማንኛውም ተግሪ ከቤቱ ሆነ ከቤተ መጽሐፍት ጥናቱን ስንዲያመና ገፊት አድርጓል

- 16.7 ____ ተማሪው ይበልጥ መከራ ያቸን እንዲሠራ እንዲሁም ቀደም የተሰሩትን ክለሳ ለማድረግ አስቸሷል፡፡
- 16.8 ____ ተማሪ ያቸ መምህሩ የሚናገረውን ብቻ እንዲያውቁ አድርጓል፡፡
- 16.9 ____ ተማሪ ያቸ እንደቸሉታቸው እንዲሞሩ አረድቷል፡፡
- 16.10 ____ በሃያት ወደረሻ ማንኛውም ተማሪ መከራና የቤት ሥራ እንዲሠራ ገዳታ እንዳለበት ያስተምራል፡፡
- 16.11 ____ የተማሪ ያቸን የት/ውጤት እና የመማር ፍጥነት እንዲደብር ያደርጋል
- 16.12 ____ ተማሪው አስፈላጊ የሆነውን ዕርዳታ በወቅቱ ያገኛል

17. በአለሀበት ክፍል ማለትም ስፔሻል ወይም ስፔሻል ባለሆነ ክፍል መማርህ ምን ይሰማህል?

1. አያን ደስተኛ ነኝ
2. የለም ደስ አይለኝም፡፡

18. በአለሀበት ክፍል መማሩ የማያስደስትህ ከሆነ ምክንያቱ ምን ይመስልሃል ?

- 18.1 ____ ተማሪ ያቸን በቡድን ክፍሉ ማስተማሩ እንደቀጣት እቅጥረዋለሁ፡፡
- 18.2 ____ መምህራን በእኛ ላይ ያዟቸው ገፆች ዘቀተኛ ስለሆነ ሲያስተምሩን ከመሉ ፍላጎት ጋር አይደለም፡፡
- 18.3 ____ ብዙ ጊዜ እንደ ተማሪ ከእንደ ቡድን ወደ ሌላ ቡድን የመሄድ ዕድል ሲገጥመው አላይም
- 18.4 ____ ጥሩ መምህራን ማለትም ልምድ፣ ተዕግስት እንዲሁም ተገቢ ዕውቀት ያላቸው ለስፔሻል ክፍል ተማሪ ያቸ ብቻ ስለሚመደቡ
- 18.5 ____ ምንም ከስፔሻል ክፍል በመደብም ያገኘሁት ጥቅም የለም፡፡
- 18.6 ____ መምህራን በስፔሻል ክፍል ያላቸው አመለካከት ጥሩ ቢሆንም ትምህርት በቀላሉ የሚገባን እየመሰለቸው በደንብ እያስተማሩንም፡፡
- 18.7 ____ መምህራን እኛን ከማበረታታት ይልቅ ቢወቅሱን ይወዳሉ፡፡
- 18.8 ____ የት/ቤት ማነበረሰብ የሚሰጠንን ትምህርት እንደማንወጣው አድርጎ ይቆጥረናል፡፡
- 18.9 ____ ት/ቤት በመምህራን ምደባም ሆነ በሌሎች የተማሪ አገልግሎቶች የሚደረገው እኩልነት የለውም፡፡/አድልዎ አለ/
- 18.10 ____ ስፔሻል ክፍል ተማሪ ያቸ ስፔሻል ክፍል ያለሆኑ ተማሪ ያቸን ዘቀ አድርገው ያዩናል፡፡
- 18.11 ____ ስፔሻል ያለሆኑ ተማሪ ያቸ ስፔሻል ክፍል የሆኑ ተማሪ ያቸን እንደመለት ያዩናል፡፡

19. በትምህርት ቤትህ ውስጥ ተማሪ ያቸን እንደ የቸሉታቸው መደብ ማስተማሩ በአንተ ላይ ያመጣው ስሜት ምንድን ነው ?

1. በራሴ ላይ ጥሩ አስተሳሰብ እንዲኖረኝ አድርገኛል
2. ሁሉን በእኩልነት እንደመለከት አራድቸኛል
3. እራሴ በምጽራው ሥራ እንደረካ አድርገኛል
4. ሌሎች ተማሪ ያቸ እንደሚሠሩት እኔም መሥራት ቸያለሁ፡፡
5. በፕሮግራሙ ተጠያሂና ደስተኛ አይደለሁም

20. ከየትኛው ክፍል ሆነው መጣር ትፈላጋለህ ስጤሽል/ስጤሻል ያልሆነ ክፍል
መክገያትህ

1. _____
2. _____
3. _____

APPENDIX C

ለር/መምህራን፣ ለዩኒቨርሲቲ መሪዎች፣ ለኢንፎርሜሽን ቴክኖሎጂና ለተጨማሪ መሪዎች ስራዎች የቀረበ ቃለ መጠይቅ

1. በት/ቤት ስራዎችና ስራዎች ያለሆኑ ክፍሎች ለመክፈት ቀደም ብሎ ከመምህራንና ከወላጆች ጋር ወይም ተካሄዷል ወይ ?
2. በሰው ሃይል እና በጥቅም ያለ ምደባ በስራዎችና ስራዎች ባለሆኑ ክፍሎች መካከል ፍላጎት አለ ወይ ?
3. ተጨማሪ ስራዎችና ስራዎች ያለሆኑ ክፍሎች ለመወደብ የምትጠቀሙት መዘኖች ምን ምን ናቸው ?
4. የተጨማሪ ምደባ የሚካሄደው መቼ ነው ?
5. ገንዘብ ወይም ሰነድ ተጨማሪ ስራዎች ለመረዳት ከመደበኛው የት/ጊዜ ውጭ የሚደረግ መክራ አለ ወይ ?
6. በሁለት ሰዓቶች/ስራዎችና ስራዎች ባለሆኑ ተጨማሪ መካከል ያለ ማህበራዊ ገንጥል አንዳት ነው ?
7. ወላጆችም ሆኑ መምህራን ይህንን ፕሮግራም ተቀባላቸዋል ወይ ?
8. ይህ ፕሮግራም በመኖሩ በት/ቤት ተጨማሪ ወጭ ጠይቋል ወይ ?
9. ይህንን ፕሮግራም ለማካሄድ የገጠመውት ችግሮችና የወሰዷቸው የመፍትሔ ሐሳቦች/አርምጃ ምን ምን ናቸው ?
10. አጠቃላይ ሐሳብ _____

APPENDIX D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Classroom Observation Key Items

1. School Observed _____ Name of the teacher _____
Grade and section _____ Sex _____ Age _____
Subject _____ Total years of Experience _____
The daily Topic _____ Qualification _____
No. of sections _____
No. of students per section _____
Total number of students he/she teaches _____
Area of training _____
Total years in teaching the subject _____
2. Instructional organization and development, mark(x) in the space that describes it best.

No	Classroom activity of the teacher	Point given to the teacher					
		1	2	3	4	5	
1	Prepared a lesson plan for his/her subject						
2	Begins instruction promptly						
3	Revises the previous lesson before he/she begins teaching						
4	Orients students the daily lesson (objectives/						
5	Handles materials(contents)in an orderly manner						
6	He/she presents his/her material using different examples, defining concepts and materials						
7	Keeps students' rate of progress /pacing/						
8	Asks questions of various types (factual, academic, analysis, synthesis,...)						

		1	2	3	4	5
9.	Recognizes responses/amplifies/ and gives corrective feedback about their effort to learn/					
10.	Gives specific academic praise					
11.	Provides for time practice, return of students' work, etc.,					
12.	Gives directions (assigns/checks homework, classwork/					
13.	Goes around and assists students while they are working					
14.	Discusses cause-effect relationships, uses laws, principles, etc in his/her teaching					
15.	States and applies academic rules in teaching					
16.	The teacher keeps course content and teaching methods essentially the same for all groups					
17.	The teachers use/of body behavior that shows support, interest, approval, acceptance, etc...					
18.	Body behavior that shows rejection boring, disapproval, frowns, lack of interest, etc.					
19.	Student-teacher communication (relationship)					
20.	Students' participation in the high groups?					
21.	Students' participation in the low groups					
22.	Management of students (stop misconduct, conducts punishment, maintenance of instructional momentum, etc.					
23.	On the whole, the teachers					

	1	2	3	4	5
9. Recognizes responses/amplifies/ and gives corrective feedback about their effort to learn/					
10. Gives specific academic praise					
11. Provides for time practice, return of students' work, etc.,					
12. Gives directions (assigns/checks homework, classwork/					
13. Goes around and assists students while they are working					
14. Discusses cause-effect relationships, uses laws, principles, etc in his/her teaching					
15. States and applies academic rules in teaching					
16. The teacher keeps course content and teaching methods essentially the same for all groups					
17. The teachers use/of body behavior that shows support, interest, approval, acceptance, etc...					
18. Body behavior that shows rejection boring, disapproval, frowns, lack of interest, etc.					
19. Student-teacher communication (relationship)					
20. Students' participation in the high groups?					
21. Students' participation in the low groups					
22. Management of students (stop misconduct, conducts punishment, maintenance of instructional momentum, etc.					
23. On the whole, the teachers					

	1	2	3	4	5
a) ability to motivate and individualize instruction is according to the expectation of the practice					
b) Personal relationship with the different groups					
c) differentiated approach to the two groups and fulfils the desired types of instruction					
d) ability to give and take feed back					
e) attempts to build positive relationship and avoid and of mass criticism, goes along with the principal of grouping					
f) capacity to use a variety of method and techniques to gain student interest and participation is high					
g. ability to release the lessons to life, capacity of students, use time etc.. fits the objectives of the practice					

APPENDIX E

person's product Movement Correlation.

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$\sum xy = 444$$

$$\sum x = 100.6$$

$$\sum x^2 = 441.74$$

$$n = 23$$

$$(\sum x)^2 = 10120.36 \quad (\sum y)^2 = 10221.21$$

$$r = \frac{23(444) - 100.6 \times 101.1}{\sqrt{[23(441.74) - 10120.36][23(446.81) - 10221.21]}}$$

$$\frac{41.34}{\sqrt{39.66 \times 55.42}} = \frac{41.34}{46.88} = 0.88$$

$$r = \underline{\underline{0.88}}$$

APPENDIX-F

Item difficulty for English and Matematics Examination during the Pilot study -

I.D. $\frac{Ru+R}{UT + LT}$

English				Mathematics	
No	level of Item Difficulty	No	Level of Item difficulty	No	Level of Item difficulty
1	0.411	26	0.470	1	0.705
2	0.352	(27)	0.235	2	0.588
3	0.705	28	0.647	3	0.529
4	0.647	29	0.705	(4)	0.823
5	0.411	(30)	0.294	5	0.470
6	0.352	31	0.764	6	0.411
(7)	0.235	32	0.647	7	0.352
8	0.470	33	0.764	(8)	0.882
9	0.764	34	0.705	9	0.411
10	0.411	35	0.588	10	0.352
(11)	0.882	36	0.470	11	0.588
12	0.470	37	0.532	12	0.529
13	0.529	38	0.411	13	0.764
14	0.588	39	0.352	(14)	0.294
15	0.764	40	0.352	15	0.411
16	0.411	41	0.529	(16)	0.235
17	0.647	42	0.588	17	0.411
18	0.470	43	0.647	18	0.352
(19)	0.294	44	0.705	19	0.470
20	0.470	45	0.647	20	0.411
21	0.472	46	0.342	(21)	0.235
22	0.765	47	0.411	22	0.470
23	0.705	(48)	0.882	23	0.588
24	0.470	49	0.705	24	0.647
(25)	0.823	50	0.352	25	0.764

* The encircled number indicates item discarded from the list

APPENDIX E

Engilsh Examination for grade 10

I Read the following passage carefully and answer the questions that follow _____ Diarrhoea is caused by germs. These germs can be found in food which has become rotten in rubbish heaps and in dirty water. Diarrhoea is also carried by houseflies. Houseflies like to settle on rubbish heaps. They pick up germs from the rubbish. They may then fly on to our food and drop the germs. We can swallow these germs when we eat this food. The germs then cause diarrhoea. We ale also likely to suffer from diarrhoea if we do not wash our hands before eating or after going to the toilet.

Diarrheea can be dangerous because it causes dehydration. When you have diarrhoea, your body loses a large amount of fluids and salts, Diarrhoea is a very serious illeness for children. If the illness is not treated the child may become very weak. As aresult the child may catch other diseases.

_____ We can prevent diarrhoea in a number of ways. First, we should keep ourdelves clean at all times. We can do this by washing our bodies every day and we should always wash our hands before eating and before preparing food. Secondly, we whould keep our surroundings clean. For example, we should always ~~ys~~ bury rubbish so that flies can not settle on it and carry germs on to our food. Another thing to remember is never to drink dirty water as this contains germs. Fourthly, we should always make sure that the food we eat is prepared in clean surroundings and take care that the food is always covered to protect it from flies.

1. why is diarrhoea dangerous ? Because
 - a) it dehydrates our body.
 - b) our body loses a large amount of water.
 - c) our body gains a large amount of salt.
 - d) b and c
 - e) ~~and a and b~~
2. Diarrhoea is the result of _____.
 - a) house flies
 - b) rubbish
 - c) germs
 - d) rotten food
3. ~~Diarrhoea can be prevented by making our selves~~
 - a) clean
 - b) untidy
 - c) dirty
 - d) all
4. Which ~~one~~ of the following is used to create germs ?
 - a) fresh food
 - b) rotten food
 - c) clean surrounding
 - d) clean water
5. why ~~is diarrhoea very serious for children? Because it~~
 - a) exposes the child to another diseases.
 - b) makes the child weak
 - c) makes the child healthy.
 - d) makes the child strong,
 - e) a and b
6. One of the following is the third way of preventing diarrhoea.
 - a) keep ourselves clean.
 - b) keep our food clean
 - c) never to drink dirty water.
 - d) keep our surrounding clean.
7. Which one of the following sentences is correct?
 - a) never wash your hands before eating or after toilet.
 - b) never eat food before you wash your hands or after toilet.
 - c) Don't wash your hands before eating, or after toilet.
 - d) rarely wash your hands before eating, or after toilet
8. Which one you think is the appropriate title for the passage?
 - a) The causes of germs
 - b) The causes of diarrhoea
 - c) Diarrhoea is dangerous
 - d) Diarrhoea causes dehydration.

9. Rotten means _____.

- a) decayed
- b) Fresh
- c) clean
- d) all

10. Dehydration means _____.

- a) to dry out
- b) remove the water content from
- c) add the water content to
- d) a and b

I. Grammar and usage

11. _____ she is ugly, she is intelligent.

- a) although
- b) Though
- c) even though
- d) But

12. Which of the following sentences is correct?

- a) She is intelligent although she is ugly.
- b) She is ugly although she is intelligent.
- c) She is intelligent, although she is ugly.
- d) She is intelligent although she is ugly.

13. The number of poachers is increasing in Ethiopia today. The meaning of poachers is _____. a) legal hunters b) illegal hunters c) People who take care of wild animals. d) none

14. Our classmates used to play foot ball in the class -room. The underlined word indicates the adverb of a) time b) frequency c) manner d) place

15. please take down the notes from the blackboard. The underlined phrase means to _____. a) clean b) write c) manner d) place

16. My father passed away in the year 1991. passed away means _____. a) born b) retired c) died d) hired

17. I must Obtain my money right now. The meaning of the underlined word is _____. a) send b) give c) offer d) get

18. Which one of the following sentences is punctuated correctly?

- a) go there immediately b) listen to me, harm me not, c) a) he has just arrived from cyprous. d) italy has a shape of a boot.

19. You must be in a hurry _____ you will be late. a) unless b) but c) or d) because

20. The moon is _____ bright _____ the sun. a) as, as b) as, not as c) so, as d) not so.

21. This book is _____ than that one, a) interesting b) more interesting c) interestinger d) the most interesting

22. How old _____ your father? a) is b) are c) were d) am

23. Good is to better, as bad is to _____. a) best b) worst c) worse d) bader.

24. My brother is ____ old ____ my friend, a) so, that b) as, as c) so- d) more, than
25. I will finish this book to morrow . I have run out of time. run out is used to mean ____ a) to run out of the house, b) to run out of the time c) short of time d) none.
26. Abebe got ____ and looked ____ the window. a) out, up b) back, out c) up, out d) up,
27. The bed was not ____ comfortable ____ I got up early ^{out} in the morning.
a) such as that b) consequently, so c) so, that d) such, that
28. It was ____ heavy sack of teff ____ I couldn't carry it. a) such, that b) such, that c) so, that d) so, ____
29. Which of the following order is correct in writing a composition? a) write, think, plan, check b) plan, think, write, check c) think, write, check, plan d) think, plan, write, check.
30. The plane was held up at the airport because of the bad weather. the meaning of the word held up is ____ a) stopped b) delayed c) knocked d) a and b

II. Say true or false.

31. Never drink dirty water because it contains no germs. _____
32. Diarrhoea helps your body to gain a large amount of fluids and salt. _____
33. People who prepare food should keep themselves clean. _____
34. Houseflies like to settle on dirty materials. _____
35. Diarrhoea is not a serious illness for adults. _____

V. Fill in the blanks spaces.

36. To put off is to ____.
37. To get by is to ____.
38. To carry on is to ____.
39. _____, can you tell me how to get to Hilton hotel?
40. _____, Can you I don't know.

V. a) Match the following words with their meanings.

- | <u>A</u> | <u>B</u> |
|---------------|---------------------|
| 41. preced | a) caused by |
| 42. original | b) in short, supply |
| 43. dueto | c) Exactly |
| 44. precisely | d) come before |
| 45. Scarce | e) first |

b) Write down the answers for the following questions in a correct grammatical English.

46. My eyes are sore, what shall I do? you _____.
47. Will you come to class tomorrow ? /you are not sure)
I _____.
48. What are the three main types of letter in English ?
a) _____
b) _____
c) _____

49. 'Yours truly', what part of pæsonal letter is ti?

It is the _____

50. Arrange the following words in a meaning ful way supplying a suitable punctuation.

Were

you

morning

where

yesterday

49. 'Yours truly', what part of personal letter is it?

It is the _____

50. Arrange the following words in a meaningful way supplying a suitable punctuation.

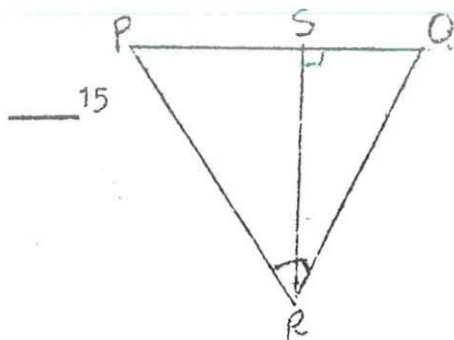
Were

you

morning

where

yesterday

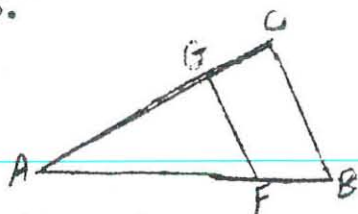


= 2 =

Which of the following triangles are similar from the figure?

- A. $\triangle PSR \sim \triangle PRQ$ B. $\triangle PRQ \sim \triangle RSQ$
 C. $\triangle PSR \sim \triangle RSQ$ D. all of the above
 E. none of the above.

16.



Which of the following sets of lengths ~~will~~ make $\overline{FG} \parallel \overline{BC}$

- A. $AB=14, AF=6, AC=7, AG=3$
 B. $AB=12, FB=3, AC=8, AG=4$
 C. $AF=6, FB=5, AG=9, GC=8$
 D. $AC=21, GC=9, AB=14, FB=5$
 E. None of the above.

17. The sides of the triangle ABC measure 5, 7 and 9. The shortest side of a similar triangle $A'B'C'$ measures 10. Find the perimeter of $A'B'C'$
 A. 21 B. 42 C. 63 D. 31 E. none of the above.

18. The length of the diagonal of a rectangle whose sides are $\sqrt{5}$ cm and 2 cm is
 A. 2 cm B. 4 cm C. 5 cm D. 3 cm E. none of the above.

19. If $\triangle ABC$ is a $30^\circ - 60^\circ - 90^\circ$ such that $m(\angle A) = 30^\circ$, $m(\angle B) = 60^\circ$, $m(\angle C) = 90^\circ$ and $BC=8$ cm, then AB is equal to
 A. $8\sqrt{3}$ cm B. 24 cm C. 8 cm D. 16 cm E. none of the above.

20. In an isosceles right triangle, the length of one leg is 10 cm. Which of the following is the length of the hypotenuse?
 A. 10 cm B. $5\sqrt{2}$ cm C. $10\sqrt{2}$ cm D. 5 cm E. none

21. The diagonals of a polygon drawn from one vertex form 13 triangles. How many diagonals are drawn from that vertex?
 A. 12 B. 13 C. 15 D. 14 E. none

22. Find the length of the diagonal of a square whose area is 64 sq cm.
 A. 8 B. $16\sqrt{2}$ C. $8\sqrt{2}$ D. $32\sqrt{2}$ E. none

Direction IV Fill in the blank space with appropriate answer.

23. If the sum of two angles is 180° , then the angles are called _____

24. The measure of each acute angle of a right isosceles triangle is _____ degree.

25. The set of points in a plane equidistant from the center is _____

DECLARATION

I the undersigned, declare that the thesis is my original work, has not been presented for a degree in other university and all sources of material used for thesis have been duly acknowledged.

Name: Lakew Alemayehu

Place: Department of Curriculum and Instruction
Addis Ababa University

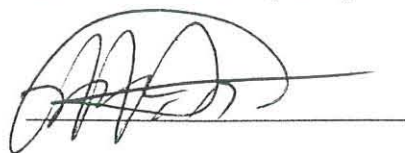
Signature: 

Date of Submission

This thesis has been submitted for examination with my approval as university advisor.

Name: Tirussew Teferra(Ph.D)

Signature:

A handwritten signature in black ink, appearing to be 'Tirussew Teferra', written over a horizontal line.

Date of Submission May 22, 1998