

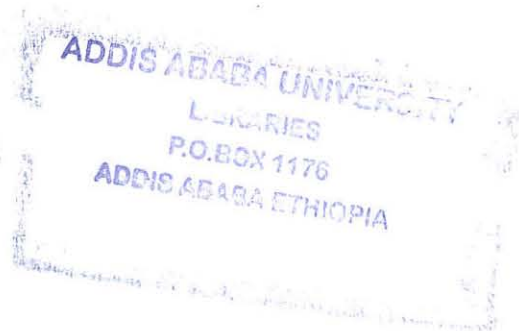
**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

***A STUDY ON TEACHERS' UTILIZATION OF
INSTRUCTIONAL GAMES AS ACTIVE LEARNING
STRATEGY IN SOME SECOND CYCLE PRIMARY
SCHOOLS IN ADDIS ABABA***



BY

HANNA TADESSE GEBRE



JULY 2007

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Abstract

The aim of the study was to investigate how teachers were using instructional games as active learning strategy in three selected second cycle elementary schools in Addis Ababa. To put this into effect descriptive survey research method was employed. Accordingly a total of 219 respondents participated as source of data. 172 students, 42 teachers and 5 principals were selected from the three schools. The data were drawn from questionnaire, classroom observation, and interview. The data gathered through questionnaire were analyzed using percentages. Descriptive narratives were used for the qualitative data which was gathered through open ended questions, interview and classroom observation.

The study has found out a number of factors that can reveal the state of utilization of instructional games in the schools under study. One among these was the frequency games were applied as active learning strategy was found to be low. In addition to the infrequent use of game teachers' application was found to be of low quality. Further more, less experienced teachers were found in a better position regarding application of instructional games. This was mainly attributed to insufficient training of teachers, large class size and the time consuming nature of instructional games. The result of the study has also showed that teachers use games as motivators with high emphasis given to competitive types of games. In addition, teachers' perception of games as teaching tools beyond motivation was found to be unsatisfactory. However, the study revealed that teachers and students have positive attitude towards instructional games.

Based on the findings and the conclusions drawn, related recommendations regarding improvement of application of games as active learning strategy were forwarded. The major one is related to teacher training. As teachers teach the way they are taught, the teacher training program should be geared towards this need.

CHAPTER ONE

1. Introduction

1.1 Background

Since the introduction of formal education, teaching has undergone various changes. New teaching methods and strategies have been introduced and we have reached the age which calls for students' active participation in order to get meaning out of what they learn.

The traditional school curricula and instruction which focused on rote memorization, passive learning, and lower order-thinking was found to be ineffective. As a matter of fact, the emerging new society is a dynamic that requires all rounded education to be self directed, confident, and capable by learning on the basis of higher-order-thinking (Farrant, 1980). Thus, these day's schools are established to serve the function of learning for the students and also for the other people.

Hence, the ways knowledge, skills and values are delivered to the learner have meaning both for the teacher and the taught. Methodology of teaching has evolved over the years. Previously, the teacher centered strategy/ Direct instruction model which puts the teacher at the center of every activity as the major provider of information (Borich, 1988) was dominant. However, in recent years, the need for high student participation and engaging students in higher order thinking resulted in teaching methods which narrow the communication gap between the teacher and the learners like learner - centered strategy.

This learner - centered strategy, which puts the learner at the center of every activity and which diminishes the teacher's role has become a priority issue in the present time. Learner - centered method or active learning clearly addresses the different learning styles of students. Though students have different learning styles, they are naturally active. As a result, as put it, students enjoy things and activities in which they can actively participate (Clark and Starn, 1986).

In this regard, lack of relevance and quality were the main weaknesses of the former educational policy of our country (MOE, 2002). In addition, the students' role in the past had been passive and the expectation of those people who were concerned with the student was that the student will accept what is taught and store it away until it can be related to his/her needs. Consequently, the need for change arise and resulted in the introduction of 1994's education and training policy which puts the student at the center of any activity in the teaching learning process. In relation to this a publication on the implementation of the current education and training policy reads as:

Unlike the old educational system, which was teacher - centered and solely conducted by the chalk and talk mode of delivery, the present system is student - centered with emphasis on various exercises, student- teacher interaction and encouragement of student inquisitiveness.(MOE,2002 : 29)

Hence, we can clearly understand that there is a transition from passive form of teaching learning where the student is considered as empty vessel to be filled and the teacher as a source of knowledge to an active one where students learn by doing and experimenting. Thus, student-centered method is adopted because it has great relevance to the society in producing students with higher-order- thinking and problem solving ability.

Researches conducted in Ethiopia on active learning strategies revealed that students like to learn through participatory activities provided in a form of active learning strategy (Wassihun, 2006). With this regard, the adoption of teaching methods which involve practical work such as educational games, using visual aids and classroom demonstrations is of paramount importance in order to increase quality and minimize the high school dropout and repetition rates. Moreover, students will have a better understanding if the lessons are practical and involve students' participation in the construction of knowledge rather than transmission of it (Yalokwu: 2002).

At the center of teaching methods we find educational games which have high educational value in creating active environment in classroom. When used in conjunction with other materials, educational games provide useful point of departure for discussion and make real and vivid material that often seems abstract in a text book.

They present concrete problems in a simplified but dramatic form that minimizes abstraction and confusion. The students, deeply involved in the concrete activity of educational gaming become aware of formal relationships by direct experimental manipulation (Carlson,1971).

Instructional games require active learning rather than the passive reception of information (Chauhan,1979). Consequently, games change the learners' role from that of a listener to what the teacher dictates to a dominant figure that learns by doing.

Scholars of the area state that learning through games has a number of intrinsic virtues. One of these is its attention - focusing quality. Instructional games tend to focus attention more effectively than most other teaching devices, partly because they [games] involve the learner actively (Coleman, 1971). Hence, instructional games, focus students' attention towards learning in an active manner and could be an effective method of active learning.

Presently teachers employ different active learning strategies in their lessons. Therefore, the major aim of this study was to assess how second cycle primary school teachers in the selected schools in Addis Ababa utilize instructional games to supplement their lessons and to engage students actively in learning.

1.2 Statement of the Problem

Traditionally, games were taken as 'fill-in activities' when there is nothing to do (Davidson and Gordon, 1978). They were regarded as a means of bringing 'variety' as a break from serious occupations (Klarin and Aransky,1987). But the reality proves the opposite. Educational games play an important role as developers of intellectual skills, teachers of social process and imparters of social norms when they are used integratedly with other instructional methods (Chauhan, 1979).

Basically, the major objective of any educational system is to cultivate the individual's capacity for problem solving. As a result, the present education and training policy of Ethiopia focused on changing the previous teacher-centered mode of delivery to a student- centered one (MOE, 2002). And as Klarin and Aransky(1987) put it one of the methods which can quite radically alter the role of the teacher within the classroom is the use of educational games. This is because educational games call for change in

teachers' role as a consultant, motivator and resource person (Chauhan, 1979) rather than know - all source of knowledge.

However, even though games have the above stated benefits, no detailed studies were conducted on their application so that assessing this unexplored area may help in providing more light to the problem. Moreover, how teachers are utilizing instructional games as teaching tool is not well assessed by researchers. Therefore, the researcher believes that it is wise to find out the situation of instructional games in the present school teaching learning process and it is relevant to assess whether teachers take games as educational tools or as fill in activities when there is nothing to do.

1.3 Objective of the Study

The purpose of this study is to assess how teachers utilize educational games in their lesson. In addition, the study tried to find out factors that influence/affect teachers' utilization of instructional games in their lessons.

To achieve the above objective, the study tries to provide answer to the following research questions.

1. What is teachers' attitude towards the utilization of instructional games as teaching strategy?
2. How do teachers use instructional games?
 - i. What type of games do they use?
 - ii. When do they use them?
 - iii. For what purpose do they use them?
3. What is students' attitude towards instructional games?
4. What are the major factors that affect teachers' use of instructional games as teaching strategy?

1.4 Significance of the Study

Active learning is a burning issue in the Ethiopian education system. Methods that promote students problem solving capacity are at the center of the policy. Games, as part and parcel of active learning strategy, also play important role in developing problem solving capacity of learners. Therefore, this study may bring more light to the application of instructional games as teaching strategy in the selected second cycle

primary schools in particular and at all school levels in general and initiates researchers to conduct further studies in the area.

1.5 Delimitation of the Study

It would be best if the study covers all teachers in the region. However, it is limited to some randomly selected elementary schools in Addis Ababa. Moreover, time, money and other constraints have also confined the scope of this study.

1.6 Limitation of the study

It is obvious that research work could not be totally free from limitations. Peculiar constraints of the study was lack of cooperation. The researcher faced lack of cooperation of some school teachers to fill in and return the questionnaire as a result it was difficult to collect all the questionnaires on time. Some teachers were not willing to give any information at all.

1.7 Definition of terms

Games:- are a structured system of play that incorporates the material to be learnt. They are a kind of play which give learners chance to learn through playing and manipulating with the material to be learned

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

Second cycle primary schools- refers to grade levels five to eight

Attitude -the view of teachers/students towards instructional games (active learning)

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 What are instructional games?

Learning should be a pleasant experience. In addition to the content that should be mastered, it should afford joy, fun and humor wherever possible. Teachers employ different methods of teaching in order to make their lessons lively. With this regard, instructional games are one of the instructional tools that help instructions to be this way.

Games may vary from the fantastic or unreal to those which "model" reality. Those games which are entirely based on pure chance, for example, dice, or those of fantasy like skiing and games that develop skill like chess are categorized under the term "games". However, this study mainly focuses on those games which focus on developing students' problem-solving and critical thinking ability. These kinds of games are widely referred to as "instructional/educational games".

Different scholars define educational games in different ways. Clegg defines educational/instructional games as:

A game is a situation in which an individual or a team of people play or compete against one another with an agreed upon set of rules, a limited time, and a means of scoring, winning or losing actions. It also implies that the students will have enjoyment and fun and that they will be highly motivated to play for relatively long periods of time (1991:523).

This definition implies that there is a pre-set or clearly defined rule which governs the acts of the players who participate and compete in the game. The rules define what to do, how to do and when to start and finish the game and how to score results.

Moreover, it is a kind of play which calls for students' /players/ cooperation as they have to play for a common goal. Cruishank and Telfer (1980) strengthen this definition as "games are contests in which both players and opponents operate under rules to gain a specified objective" (p.75).

For Chauhan (1979) they are "acts among two or more independent decision-makers seeking to achieve their objective in some limiting context". What's common in these definitions is that the players are governed by a set of rules and are expected to work in groups or pairs in order to carry out the task.

Ments (1994) defines them as structured system of competitive play that incorporates the material to be learnt. In addition for Dorn, a game is 'a kind of play among players operating under constraints or rules for an objective or goal' (1989:4). For those scholars, games incorporate the material to be learnt and are used for more practice and mastery of the material. Furthermore, there is a pre-set goal or objective that should be achieved through playing the game which leads to mastery of the material or development of skill or attitude.

Games are a kind of play which allows students to learn with enjoyment and fun which in turn results in high motivation and keeps students engaged in the activity without being bored for a long period of time (Clegg, 1991). Moreover, they present learning materials in a more relaxed manner than traditional ways of teaching. They (games) change classroom structures, as Dorn (1989:5) puts it, by creating a more "relaxed", "friendly", and "warm" climate. This warm climate helps teachers and students to perceive each other in more positive way and this develops trust among them.

Educational /instructional games usually 'simulate' or at least 'approximate' real life situations (Chauhan,1979). They are helpful techniques for helping students more fully to understand human behavior. Those games which focus on human interaction, for example, help students understand social values and hidden human behavior and interaction patterns.

Many writers use the words instructional /educational games, simulations and role-plays interchangeably. Dorn (1989) has tried to identify role plays from instructional games and simulations as follows.

In role plays participants are assigned a specific role and are told to act whatever way they think the person whose role they are playing may act. In simulation games, however, explicit rules are set by the designers or users of the game. The players, therefore, are governed by the pre-set rules and their decision depends on them (rules).

For example, actions which would be impossible in the real world are not acceptable by a simulation game. The roles assigned to players usually refer to persons in the real world. The roles may vary from being the president of America to a poor beggar. However, students' /players/ are expected to act accordingly in a real world manner.

However, in role-play, students act according to his/her own interpretation of how a person might behave in the given circumstances. It is beneficial as it gives the student a chance to experience the situation but react in whatever way the player believes is right rather than according to the pre-set rules designed (Farrant, 1980).

Moreover, role plays bring about the dramatic quality of a situation, for example, as in the re-creation of historical setting. In the case of simulations, the players act out well-defined roles by interacting with others in a decision-making setting with rules for choosing among designated options or playing out certain constraints (Clegg, 1991).

It's obvious that role-plays are different from games and simulations. In the way that they are not governed by rules instead gives the player freedom to think, plan and act in his/her own way. Where as in games and simulations, students are expected to act in predetermined way to pass decision or to resolve a situation and to achieve the expected learning outcomes or objectives.

On the other hand, Bright et al. (1985:4) set the following criteria in order to define and differentiate instructional games from simulations and role plays.

1. a game is freely engaged in
2. a game is a challenge against a task or an opponent
3. a game is governed by a definite set of rules. The rules describe all of the procedures for playing the game.
4. Psychologically, a game is an arbitrary situation clearly delimited in time & space from real life activity.
5. a game has a finite state-space. The exact states reached during play of the game are not known prior to beginning of play.
6. a game ends after a finite number of moves within the state space.

2.2 Historical Development of Instructional Games

All the scholars in the area agree that instructional games are recent additions in the instructional process (Chauhan, 1979). However, when we trace their origin, we even go back to the 16th century when people used chess as a war game.

Chess is the oldest form of war game, and the other tactical games that involve maps have evolved from it over a long period (Tansey and Unwin, 1969). Perhaps the first war game which was developed dates back to 1644. The very aim of this game was giving trainees an opportunity to study war and maneuver. Later, in 1824, games were transferred to maps and adapted war gaming to the simulation of actual military operations. By 1860, military games had all the elements of modern exercises we have today such as the notion of time, detailed simulation of activities & awareness of pertinent environmental forces. Soon afterwards, there developed another movement to make games more realistic (Carlson, 1969).

Before the end of the 19th century, war games in one way or the other spread to England, France, Austria-Hungary, Russia, Italy, Turkey, Japan and the USA. In the 20th century, for example, the Germans used military games as a means for rehearsing their invasion to France and Ukraine in 1840 and 41 respectively (Carlson, 1969).

Although they (games) have been used as teaching tools, it is only since the late 1950s they became important teaching tools. By early 1970s games were used in many schools from elementary to university level. They were used in schools of business management in university classes as well as in elementary schools for teaching business decision-making, political activities, environmental issues and the like (Clegg, 1991).

Generally, games have evolved with civilization. Presently, it seems that games survive and are played because people enjoy playing them as they are fun. As Bright et al. put it, in this century games have been important part of instruction in most classes (1985).

As a result, understanding their contribution to the teaching process, presently games are being used in the teaching of geography, history, chemistry, mathematics, social

studies, religious studies, language, politics and indeed in almost any subjects (Ments,1994).

2.3 Active learning

The main purpose of education is enabling students develop knowledge, skill and attitude. This can be achieved through different methods. Methods are means of conveying ideas and skills to impart and acquire a certain subject matter in more concrete and comprehensive way. Methods are used to achieve desired educational objective. They are tools for educating learners. At different times different methods of learning has appeared and has been dominant at certain period of time.

Previously the teacher-centered method, which mainly puts the teacher at the center of every activity in the instructional process, was dominant. Teacher-centered approach is a kind of approach which revolves around the teacher as the center of any activity in the teaching process with the notion that, as Farrant (1980:120) put it, "the teacher knows best".

Similarly Borich (1988) states the teacher's role is to pass "facts", 'rules', or "action sequences" onto the students in the most direct way possible. The main focus of attention in this approach is what is taught rather than the child who is taught. High emphasis is given to content coverage and educating a child is seen as more of working through the syllabus than, as Farrant(1980) put it, trying each child develop his potential. Generally speaking it is a kind of approach which focuses on teaching than learning. But a teacher, according to Rogers (1965) cited in Temechegn 2002, cannot 'teach' instead 'provides environment' in which a student can learn.

The following are the main characteristics of teacher-centered approach (Farrant, 1980:129).

- ◆ teacher acts as essential link between the child and what he is learning
- ◆ teachers select what the children learn, the methods by which they learn and the pace at which they learn
- ◆ teachers see their role as communicating knowledge to their pupils as efficiently as possible

- ♦ teachers spend most of their time actually teaching
- ♦ pupils get the impression they can learn only when their teacher is present and teaching
- ♦ pupils tend to be regarded as more or less uniform group of learners rather than as individuals with different gifts and needs.

The shortcomings of teacher-centered method has led to bring about changes for the new learner-centered or active learning method. The new methods pave the way for the learners' active participation under the guidance of the teacher or in a personal initiative forms. This approach adheres to the strong assumptions of the learner to be active rather than to be passive. In fact, learning in this approach is associated with doing. The learner is actively involved, so that there can be more connections with the past learning and between new concepts (Bennet et al 1995 cited in Yonas, 2006).

Further more, a research result revealed by Brophy & Good (1986) as cited in Levine and Havighurst (1992) indicates that students achieve more when there is active learning through which the teacher presents information and develops concepts through lecture and demonstration, elaborates this information in the feedback given following responses, prepares the students for follow up seat work activities by giving instructions and giving through practice examples, monitors progress on assignment after releasing the students to work independently and follows up with appropriate feedback and re teaching when necessary.

Moreover, Becker (1997) cited in Salemi (2002) reports that students learn better and are more committed to learning when instructors use active learning. Students can think and act the way they should think and act if they understand the concept well enough to use it in problem solving and analysis. Therefore, active learning is a kind of teaching method (approach) which we find at the other side of the teacher-centered approach.

Active learning is a kind of learning strategy which provides students with opportunities to work with concepts at higher cognitive levels. Students master at the application level when they can use a concept in a new concrete situation (Salemi, 2002). This is because students are not vessels to be filled, to listen or to take notes, and to give the right answers to questions teachers pose. Rather they are there to raise questions as

well as to formulate answers to questions regarding the connections between what has been experienced and what can be learned from that experience, to use their experience to replace old cognitive maps with new ones (Costigan, 1984 cited in Dorn 1989).

Moreover, the teacher is a facilitator and has a Person-to-person relationship with each student. Furthermore, instruction is tailored to the needs of the student (Reed and Bergeman, 1995). Hence, the teacher has a different role in gaming activities.

2.4 Teacher's role during instructional games

Games require 'active learning' rather than the passive reception of information (Chauhan, 1979). This basic requirement calls for change in teacher's role as the major actors in the process are students. According to Twelker (1977) cited in Dorn (1989) the brightest side of games is its potential for changing, not that of the student, but the teacher. Moreover, Aransky and Klarin (1987) agree that the use of educational games within the classroom can radically change the role of the teacher. As Coleman (1971) says games diminish the teacher's role as judge and jury. Tansey and Unwin, (1969) concludes this changing role of the teacher as "the teacher has a different role in academic gaming, but it is nevertheless an equally important, although less dominating one than that of the traditional teacher." (p.76)

Obviously gaming is associated with doing and experimenting. The learner is active and is directly involved in learning while the teacher's role from being an authoritarian figure who is a judge, juror and law enforcer dramatically changed to that of 'a research director' than a 'lecturer' or a 'disciplinarian' (Abt, 1997). However, the effectiveness of game to a large extent depends on the quality of the teacher (Tansey & Unwin, 1969). That's why Carlson wrote as games are vulnerable to abuse in the hands of inexperienced or lazy teachers (Carlson, 1971).

Though their effectiveness highly depends on the teacher's ability to conduct and manage classes, generally the teacher plays different roles at different stages of instruction i.e. the introduction, while gaming and post-game stages.

2.4.1. Teacher's role at the Introduction stage

Generally, in gaming activities the teacher's role is like a consultant referee or both. Specifically, the teacher has a directive role at the introduction stage (Chauhan, 1979).

At this stage of the game, the teacher plays significant role. In the preceding part of this paper it is stated that games are activities governed by rules and these rules clearly define what and how to do and when to start and finish the game. Hence, at this stage of gaming activity, the teacher introduces the activity. On how introductions should be done, Dorn writes

Games should be introduced to students briefly, simply and decisively. Students need to know how the game is played; how it fits into the course and that it is an instructional device. Students should be informed about the purpose of the game, how it operates, the rules and possibly the roles represented by players. (1989:11)

As it is stated above, the students should know how to play the game and its rules, and the teacher's main role is to explain issues related to the rules in order to let students play the game with interest. More importantly, students should be informed on the purpose of the game and it [the game] is part of the instruction and uses as an instructional device. This is very important because students may consider the game only just as a fun and the whole effort exerted to integrate the game in the instruction becomes useless.

However, though giving introduction is pivotal, it should be of appropriate length as Dorn (1989) suggests that long winded introductions may result in confusion.

2.4.2. Teacher's role during While-gaming stage

After the students are provided with sufficient information regarding how to carry out the task, they directly go to the actual performance of game. At this stage the teacher's role becomes more of provider of help if needed. He /she moves around among students, and makes himself /herself available if the students need assistance. The teacher provides himself/herself as a consultant to those students who have problems in interpreting the rules of the games or in making moves in the game (Chauhan, 1979).

Moreover, at this stage, the teacher acts as a central figure and observes carefully and takes notes. Intervening in the actual operation of the game is highly discouraged unless

students start to drop out or they start talking about other matters that do not have relevance with the game. Generally, Dorn (1989) advises teachers to intervene only if students have difficulty.

While the game is in progress, even if providing the necessary support is the teacher's main responsibility, he/she answers questions that pertain only to the rules of the game. The student should figure out the issues on his or her own. Furthermore, the teacher may remind the students the purpose of the game in order to redirect their attention and way of solving problem, or restate the rule if necessary (Dorn,1989). To sum up, during the game the teacher's primary responsibility is to check on whether the students are using the game to carry out the designed tasks or not and intervening if and only if there are difficulties regarding the rules of the games.

Trying to correct mistakes students make while gaming is highly criticized as it may imperil the whole activity. As Chauhan(1979) writes: the teacher should exercise appropriate restraint in order not to inhibit the participants.

2.4.3. Teacher's role at Post gaming stage

When the game ends making post-game discussions or debriefing is essential. Salemi (2002) suggests that this stage of the gaming activity provides time for discussion which helps the teacher in providing as well as receiving constant feedback about what students understand and do not understand. It helps the teacher to identify on what students learnt and adjust teaching to meet students' needs as well as keep pace with students' understanding.

Out of the total time allotted for the game, one third or more should be devoted to post game discussions because 80 percent of the value of gaming lies in them (Dorn, 1989). Hence, at this decisive phase of gaming activity the teacher's main role is leading post-game discussions (Chauhan, 1979). The teacher directs learning in a way that all students listen critically, question to what they do not understand and interact freely.

During these discussions the teacher's role becomes directive as it has been during the introduction phase (Chauhan, 1979). The teacher should encourage students to reflect what they have learnt from the game, and to hear how others react to different ideas. He/she should not try to impose his/her own values and judgments or tell students what

they ought to have learned from the game is highly criticized as it interferes with problem solving and critical thinking (Dorn 1989). The teacher should encourage students to learn from their friends' ideas and points of view instead of telling them the responses himself/herself.

2.5 Advantages and Disadvantages of Instructional Games

2.5.1 Advantages of Instructional games

Like any other teaching strategy games have their own drawbacks and advantages .The following are the major advantages of instructional games stated by different scholars of the area.

- Games are enjoyable. Academic subjects many students dislike are fun when engaged in games(Cruishank and Telfer,1980; Heinich et al.1996; Langran and Purcell,1994)
- Games are psychologically engaging. Participants must make decisions and live with the consequences(Coleman,1971;Cruishank and Telfer,1980)
- They provide potentially greater transfer from the training situation (Cruishank and Telfer,1980; Langran and Purcell,1994)
- They are safe. Students will not be afraid of making mistakes (Cruishank and Telfer,1980;Ginnis,2002)
- Games provide variety, raise motivation, and maintain interest (Ginnis,2002; Langran and Purcell,1994)
- Games provide responsive environment. There is always immediate knowledge of how the participants are doing (Cruishank and Telfer,1980)
- Games provide learners with opportunity in order to practice what is learnt in a more relaxed way (Langran and Purcell,1994)
- Games break the ice between students and the teacher (Dorn,1989;Ginnis,2002).
- Games create a more flexible working relationships between students (Dorn,1989;Ginnis,2002).

- Games make learning a matter of direct experience and demand 100 percent participation (Dorn,1989)
- Games can keep learners interested in repetitious tasks, such as memorizing multiplication tables. What would otherwise be tedious drills become fun (Heinich et al.,1996)
- They change the teacher's role from that of authoritarian figure who is judge and juror to that of co-equal and supportive partner (Chauhan, 1979; Dorn, 1989).

2.5.2 Disadvantages of Instructional games

When we talk about instructional games, it is not to say that they deliver problem free instruction. Though the advantages overweight, there are obvious disadvantages which are listed below.

- Teachers may be hesitant to use games as they are unfamiliar with them [games] (Cruishank and Telfer ,1980).
- Games are time consuming-more time than would be devoted to a comparable more traditional learning experience (Cruishank and Telfer, 1980;Tansey and Unwin,1969; Dorn,1989).
- As games engage participants actively, the level of noise and the amount of movement upset some people –teachers and principals (Cruishank and Telfer, 1980).
- Games are less available than traditional teaching and learning materials (Cruishank and Telfer ,1980; Tansey and Unwin,1969).
- All participants may not like games and become passive (Dorn,1989; Tansey and Unwin,1969).
- Some learners may not like working with other people who makes mistakes (Langran and Purcell, 1994).
- Competitive activities can be counterproductive for students who are less adept at competing or who are weak in the content or skill being practiced (Heinich et al., 1996).

- Without careful management and debriefing, students can get caught up in excitement of play and fail to focus on the real objectives (Heinich et al., 1996).

2.6 Types of games

2.6.1 Cooperative games

These are kinds of instructional games that challenge the body as well as the imagination. However, success depends on cooperation of each member of the group (Heinich, 1996). The unique feature of cooperative games is that they require a group of learners (students) to work cooperatively and synchronously to reach at success. The major objective why cooperative games are designed is that there is high possibility to foster creativity and collaborative decision making by avoiding unnecessary competition between players.

Cooperative games, as the name indicates, needs students' cooperation and collaboration. This cooperation results in learning and more relaxed and friendly atmosphere. With regard to this, Dorn (1989) states

enhanced cooperation, interaction and communication between students are further articulated benefits of games. They provide students with opportunities to learn about group processes and leadership, to see how the games for teaching and learning essentially involve version of exchange theory. It has been claimed that games can teach much about how individuals relate to others within a group (p.5).

Hence, as it is clearly stated by Dorn, of the major outshining benefits of instructional games is cooperation. When students work together, they interact, help each other, work for a common goal and develop a sense of belongingness. Furthermore, they learn decision making and as Coleman (1971) puts it, they will learn to live with the consequences of their decisions which in turn helps in the development of patience and tolerance. To this end cooperative games play central role as they provide students with opportunity to work in groups with a concerted effort in order to achieve the desired objectives.

In addition, cooperative task structures require students to work cooperatively in order to meet task requirements. Assignments that call for students to assist one another in

learning or to work together to produce a group product involve cooperative task structures. When working cooperatively to reach individual goals, group members assist one another by discussing how to respond to questions or assignments, checking work or providing feedback or tutorial assistance (Good and Brophy 2003).

As stated above and as it can be deduced from their name, cooperative games calls for students' cooperation in order to complete tasks successfully. During these kinds of activities the teachers' main role become organizing groups based on students interest, with some purpose or randomly. In cooperative learning a teacher needs to divide students in to groups paying careful attention to the purpose of the activities. Moreover, teachers are expected to set the group learning tasks with special emphasis on giving each individuals accountability for individual and group success (Arends, 2001)

Groups which are based on friendship or a group which consists of members of the same interest may result in good performance as members share many things in common for example age, sex, ability, interest and so on. The existence of commonality may help students to work out the tasks better. With this regard Borich (1988) states that ability or interest groups highly motivate students when they work together in learning task. However, Cruishank and Telfer (1980) strongly advise not to base groups on the basis of friendship or interest as it may result in too great a homogeneity in one team. Hence, the homogeneity may be a hindrance to the activity as it creates problem regarding sharing sex roles if all of the members are of the same sex or solving the problems if all of the students are from the same ability level especially from low ability groups.

On the other hand, study conducted on the effectiveness of homogenous grouping resulted in mixed results. Groups which consist of average students have worked well where as those groups which were comprised of all high achievers or low achievers proved the opposite as the students were incapable of doing well in the academic content as well as in social interaction. In a group of high achievers no one needed help from members of the group where as the low achievers group often become frustrated because they were unable to explain material effectively one another (Good and Brophy, 2003)

However, though Cullingford (1995) argues that it is not the way groups organized which determines success of group activities rather it is the challenge and level of the activity; Arends (2001) maintains that the way teachers groups students influences student outcomes so that, for him, purposeful grouping in which teachers match a grouping pattern to their instructional purpose should be the first step in cooperative activities such as cooperative games.

2.6.2 Competitive Games

As the name indicates these are games which comprises of some kind of competition. The essential ingredient of a game is challenge. However, Wright et al.(1933) do not agree with the idea that challenge is synonymous with competition.

Competitive task structures, such as contests, debates, and various games, require students to compete (either as an individual or as teams) in order to fulfill task requirements (Arends, 2001).

Researchers in the area argue that competitive activities are counter-productive especially for those students who are less adept at competing or who are weak in the content or skill being practiced (Heinich et al, 1996). This is because those students who are not capable enough in solving the problem or interacting with other students will surely fail to complete the task.

Moreover, the attention given to winning makes competitive games questionable. Regarding this Carlson (1971) warns the heavy emphasis often placed on winning may mislead the player as to the real objectives of learning. Hence, the students diverted focus only on winning the game may endanger learning as their intention is getting good scores in whatever way possible. In addition, the major objective of the game i.e. developing a skill, attitude or mastering content will be replaced by the joy of winning the game.

2.6.3 Fun Games

These are kinds of games which are played for mere enjoyment without any educational objective in them.

2.7 Criteria for selecting games

One cannot conclude that students will learn effectively if the subject matter under consideration is offered in the form of a game. This is because the game may not be successful in teaching what is intended to teach. Only good games may result in learning. According to Sutton - Smith and Avedon (1971), good games are those games which help the learner to learn. The problem lies here. How can a teacher differentiate good games from bad ones? What are the selection criteria?

i. A game should be able to achieve desired objectives

Games should be selected in order to accomplish particular goals (Dorn; 1989). Hence, the game should be evaluated in terms of its ability to accomplish the desired objective. For example, as Rixon (1981) puts it, a language game should be weighted on the language side so that it needs to be effective in teaching the language skill or content the teacher desires to teach his/her students.

Games should not be inserted into a course as random events (Dorn, 1989). Teachers who plan to use instructional games should be careful about their objectives and the purpose, value and objective of the games. This is to say that, the learning outcome achieved through the game should coincide with what the teacher wants his/her students achieve.

ii. A game should be playable within the available resources

In addition, teachers should consider whether the games are playable within the given time, space, ability of students and available resources or not (Dorn, 1989). The games to be employed as instructional strategy should be compatible with the students' ability as Good and Brophy (1987) state activities which are so familiar or easy to students constitute nothing to learning as those difficult and unfamiliar activities do so. Appropriate level of challenge or difficulty will make students concentrate on learning without much worry and fear about failure. Hence, considering students' ability is central. Furthermore, a game should be playable within the available time, space and resource. A game which needs too much time, place and resource couldn't be made practical as it costs a lot.

iii. a game should create positive environment in the classroom

One characteristic of games is their ability to create an atmosphere in the classroom in which students at various levels of ability can work together (Sutton- smith and Avedon, 1971). Hence a good game should have the ability to create this kind of environment.

iv. a game should be challenging

The essential ingredient of a game is challenge (Wright et al, 1983). Hence a game should consist of an appropriate level of challenge in order to engage students actively in learning as well as think critically.

To sum up, Quist (2000) lists down the basic characteristics of well - chosen games as they

- create more flexible working relationship between students
- break the ice between students and teacher
- raise or lower energy levels
- refocus attention
- Practice a range of thinking skills painlessly

2.8 Factors that affect the effectiveness of active learning strategy (Instructional Games)

Various factors can facilitate or hinder the effectiveness of any method. Factors related to teachers' and students' attitude and motivation, class size, curricular materials can be mentioned as some of the major ones. In the following pages an attempt has been made to mention ideas related to these factors as written by many scholars in the field.

2.8.1 Class size and the physical lay out of the classroom

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956 cited in Yonas, 2006). Class size concerns educators for various reasons because learning can only occur positively when lessons

are under appropriate conditions both for the teacher and the students. The class room size has its own impact in facilitating or influencing activities of teaching and learning.

In order to facilitate group works and other forms of active learning, the number of students in a class is a major factor. If the teacher has to administer small group activities in a large class the number of groups will be unmanageable and makes it very difficult to control and to give necessary support. It is unthinkable and not practical for an individual teacher to divide and lead groups for more participation (Terefe, 2004).

In Ethiopian schools, the average class size that is targeted by the Ministry of education is 50 for the primary schools. However, most elementary schools accommodate more than 50 students in one classroom.

2.8.2 Curricular Materials

The way curricular materials (students' text books and teacher's guide) are organized has problem associated with the effectiveness of active learning. Elliot (1998) cited in Dawit (1998) states the stances of knowledge marked down in curricula either invites teachers to express and extend their present knowledge to students or they imprison teachers as transmission devices which present knowledge as inner information. The way text books and teacher's guide are prepared could end in allowing teachers to promote student centered teaching and serve as a bridge between context and students and develop students' ability to inquire and solve problems as intended in the education policy and vice versa.

In addition Bekals and Welford (2000) as cited in Temecheegn (2002) states there is a need to design appropriate curriculum and instructional strategies which allow pupils to experience a range of problems that generate the conceptual and procedural knowledge demanded in and out of the classrooms.

The curricular materials (Syllabus, teacher's guide and student textbooks) need to be designed for use in the context of a class organized along active learning lines. They need to consist of carefully sequenced sets of guiding activities designed for the learners and should be intended to be used actively by students. For example, in Ethiopian case, according to Diribssa (2005) the activities in the materials are not presented in a way of learning. As he stated about 85% of the teachers complain that

the teaching materials are full of large amount of information to be memorized by students and thus, many teachers feel responsible to cover the course. If active learning is employed the majority the teachers (85%) regretfully admitted that their students never get the chance to look at some topics in depth for there are always too much to be covered.

Hence, the way the curricular materials are organized have a significant influence on the implementation as well as effectiveness of active learning strategy.

2.8.3 Attitude

It is obvious that unless those people who are responsible have positive attitude towards it, a program can not come in to reality effectively. Hence, the attitude teachers, school principals and students have regarding active - learning has its own impact on its effectiveness.

2.8.3.1 Teacher's Attitude

According to Dirribsa (2005) the most important factor that affects the implementation of active learning approach is the "Ethiopian tradition of teaching". The attitude and expectation of society in general and of the family of the learner in particular affect how learning is viewed and how learning is organized. .

Moreover, there is a strong relation between teachers' attitude towards active learning and their effort in implementing it. According to Cohen et al.(1993) cited in Fisseha (2001), a research conducted to prove this confirmed that teachers who had positive attitude towards active learning showed a better effort in using it and vice versa. Hence, the teacher's attitude has a greater influence on the effective implementation of student centered instructional approach.

According to Temechegn (2002) various factors contribute to low perception and negative attitude of teachers on active learning. Few of them are the following.

- In adequate teacher training
- Teacher's fear of losing their authority/ control
- Teachers' resistance to change

2.8.3.2 Students' Attitude

On the other hand students' knowledge of how active learning is implemented and what is expected of them highly influence the application of active learning. Darry and Terry (1993) cited in Yonas (2006) stress the importance of students' experience, which is a transformative rather than passive accumulation of knowledge. They notice that unless learners consider the implication of the ideas for them in their own lives and decide to act, know and believe in new ways, they are likely to adopt a passive acquaintance to the teachers' knowledge structure. Ultimately, this passive students learning has not made a difference because it has not been transformative and at best resulted in some assertion of knowledge. Thus, it is possible to suggest that active learning approach seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century. Another factor is the learner's concept of student centered approach and prior knowledge. Some students want to learn by lecture method, because the lecture method of teaching is more favorable to the current curriculum and students' background.

2.8.3.3 Principals' Attitude

School principals can be considered as a prominent figure in the school as far as he/she is the one who is assigned to lead all activities that go in the school environment. It is a common experience that the school principal is responsible for both the academic and administrative affairs in the school. In line with this issue, Moffet (1979) stated, at the primary school level, much is dependent up on the effectiveness of the principal. To this effect, according to him, a primary school principal is expected to have dedication, commitment and a positive attitude towards his/her profession.

Ornestein and Hunkins (1998) say that the school principal is a key guarantor of successful implementation of school program. Similarly, Squazzin and Graan (1998) argued that so as to implement active learning the management of the school, the principal, head department and others need to understand that, active learning is the building block of long life learning. The school as a whole should do every thing possible to facilitate active learning. This may involve allocating funds for additional equipment, ordering books in sets to allow use by a small group. Moreover, Mudumo (1998) as cited

in Squazzin and Gran (1998) concluded that for any reform to succeed, we need effective school managers. School managers are supposed to provide necessary indication and continuous professional support to teachers. Teachers can only whole heartedly support reforms if they understand the need for it and know that they will be supported.

2.8.4 Teachers' Training

The success of educational process highly depends on the ability of teachers. It is obvious that improved learning cannot be achieved through instructional methods without the professional quality of the teacher Mutassa and Willig (1995) in Yonas (2006) explain that instructional methods by themselves cannot do much to improve learning and thus, their value lies on the professional skill of the teacher in using or handling them.

At the center of this argument lies how the teacher is trained. Regarding this Tefefe (2004) states that one of the major reasons for teachers to rely on lecture method (teacher - centered method) is their experience as students. Using their own past experience as students dictate their teaching methods for they had no or little awareness about student centered method of teaching so that training on pedagogy have a positive impact on their future performance. Hence, in order to have competent and skillful teachers who can handle and practice active learning approach effectively, they should be trained (taught) in the same way.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

The major objective of this study was to find out how teachers utilize games in their lessons in three selected schools in Addis Ababa. The study focuses on describing teachers' utilization of instructional games in their lessons as active learning strategy and deeply scrutinizes the application. The research has taken a descriptive survey method in that it is appropriate to gather several data related to the problem under study. Best and Kahn (1989) explained descriptive survey method describes what was, analyzes and interprets conditions that exist. It was therefore, felt that the appropriate research type to carry out this investigation is descriptive survey. As the major intent of this study is describing and interpreting the existing conditions regarding teachers' utilization of instructional games, descriptive survey seems the appropriate method to investigate the situation.

3.2 Sources of data and sampling procedure

3.2.1 The Schools

The sample schools were Abyssinia and Hibret Beligenet Elementary Schools from Addis Ketema Sub city and Medhanealem Elementary School from Gulele Sub city. With regard to their type, Medhanealem and Abyssinia elementary schools are government schools where as Hibret Beligenet School is Public school. The sample schools were selected purposefully on the basis of their accessibility.

3.2.2 The Teachers

Table 1: Sex Composition of Sample teachers

Name of school	Male	Female	Total
Abyssinia Elementary school	14	7	21
Medhanealem elementary school	9	6	15
Hibret Beligenet public school	8	6	14
Total	31	19	50

As it can be clearly seen in the above table, 50 randomly selected (31 male and 19 female) second cycle elementary school teachers were used as source of data. Out of 94 second cycle teachers teaching English, Amharic, Mathematics, Civics, Physics, Chemistry, Biology, Science and Social Studies, 50 teachers were selected using simple random sampling method. Before the data collection process the teachers were well informed about the objective of the research and were asked to take questionnaire and fill in at home. Forty two (85%) questionnaires were filled and returned.

3.2.3 Principals

The principals of the three elementary schools were used as source of data. Head and vice principals of the two sample schools and one head principal of the third sample school were participants of this study. The vice principal of the third sample school was not available at the time of data collection so that couldn't become participant of this study.

3.2.4 Students

Table 2: Sex Composition of Sample students

Name of school	Male	Female	Total
Abyssinia Elementary school	44	34	78
Medhanealem elementary school	37	31	68
Hibret Beligenet public school	14	12	26
Total	95	77	172

In order to select participant students, simple random sampling method was used. Two students were from each section from each grade level (grades 5-8) from each school were randomly selected and a total of 172 students were used as source of data. By explaining the objective of the study a different set of questionnaire prepared for students were distributed to students and all of the questionnaires were filled and returned.

3.3 Instruments of data collection

According to Glass and Hopkins (1984) cited in Knupfer and Mclellan (1996), there is no clear cut boundary for descriptive research as it can be regarded as either quantitative

and qualitative. Hence, it involves collecting both qualitative and quantitative information. Therefore, in order to gather the desired data the following instruments of data collection were employed.

3.3.1 Classroom observation

Classroom observation was employed as a key instrument of data collection to examine how teachers were actually using instructional games. It is obvious that student–teacher interactions and their intervention and efforts occur in the classrooms. It is a kind of activity in which teachers' and students' experience, the classroom condition, curriculum materials and the necessary facilities meet and interact to create the citizens supposed to be modeled. Hence, classroom observations were used to describe the classroom interactions as they provide the reasons and why things were going the way they were happening. Therefore, 20 classroom observations each lasted for forty minutes were made while English, Amharic, Mathematics, Civics, Social Studies and Biology teachers were teaching and results were carefully marked on the observation checklist. Two assistant researchers were well informed about the research and assisted the classroom observations.

3.3.2 Questionnaire

Three types of questionnaires were prepared to be filled by teachers, school principals and students.

The questionnaire for teachers had two parts. The first part of the questionnaire was intended to gather background information about teachers and general information about qualification and experience. The second part of the questionnaire consisted of items that were intended to examine teachers' attitude towards and utilization of educational games, their training and suitability of school situation, student motivation, barriers for effective use of games and other issues related to games.

The questionnaire for school principals was composed of items that were intended to examine background, training, attitude, orientation regarding instructional games and other related issues.

Lastly, the students' questionnaire was intended to examine students' perception of instructional games. Students were asked to give responses regarding their interest, participation, teacher support and activities, classroom situation and class size. The questionnaire for the students was originally developed in English and translated in to Amharic by the researcher and two other postgraduate students in order to minimize communication barrier. After that it was revised by an Amharic teacher. Retaining similar translations and rewriting those with differences, another draft was prepared and this was subjected to pre-test.

In so far the instrument was prepared by the researcher for the first time, the need for pilot testing was essential to check the appropriateness and quality of the instruments in general and the clarity of items in particular. The pilot test was also used to learn how far the respondents cooperate responding. The questionnaire was pre-tested with 17 randomly selected students and 4 teachers in Abyssinia elementary school and these participants were excluded from the final study.

The pilot test helped the researcher to cast out some questions which were not clear and which had repetitive ideas. Based on the feedback from the pilot test appropriate modifications were made on the instruments.

3.3.3 Interview

The central way in which a researcher achieves to perceive the understanding, feelings, and knowledge of people in a certain program is through in depth, intensive interviewing (Best and Khan, 1989). In this research interview was held to get information regarding the use of instructional games in the teaching learning process in the selected second cycle primary schools. With this regard, interview was held with 9 teachers and 2 school principals each lasted for 10-15 minutes in order to get the exact picture in terms of game usage. The interviews which were held with the two principals and six teachers were recorded with cassette recorder. Three teachers were not willing to be recorded. The interviews with those three teachers were taken in the form of field notes as accurately as possible by the researcher.

3.4 Methods of data analysis

The data gathered through the above-mentioned instruments, i.e. classroom observation, questionnaire, and interview, were presented in two ways. The first form of presentation was placing of responses, mostly in percentage in table forms. The other form of presentation was a discussion of the findings from either instrument or common analysis sometimes supported by theoretical arguments. Percentages were used in places where there were specific alternatives. In alternative type response a space was given for additional comment. These were used as bases for further problem questions, additional comments were shown in discussion. Frequency of responses in the tables represents how many times a particular response appeared in different questions. They also sometimes could correspond to the number of people who responded to the particular question under discussion. There were occasions that a teacher gave more than one responses to open ended questions and multiple answer questions. In such cases the frequency shows the range and diversity of opinions voiced by respondents. The qualitative data obtained from the interviews, classroom observations and open ended questions was interpreted in terms of descriptive sentences. This way, the data was analyzed and interpreted and will be discussed in the next section of this paper.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

4.1 Issues Related to the Schools and the Respondents

4.1.1 Classrooms and Class Size

In the observed three schools the class-size ranges from 70 – 120. Therefore, it can be said, large class size was the defining characteristic of the three schools under study. Teachers' and principals' responses and classroom observations confirmed this.

One of the three schools where large class size observed is the Abyssinia Elementary School. In this school, most of the classes have accommodated 80 to 120 students. The reason for this large class size, as the teachers and principals asserted and as I witnessed, is the delay in construction of the new building. The school planned to avoid the shift system with the intention that the new classes will be ready by November. Unfortunately, only 75% of the construction was completed by March and the school was forced to accommodate two shift students in a single shift and this has made the classrooms over crowded. In the other two schools the class size ranges from 70 – 85.

Regarding the classrooms, most of the classes, especially in Medhanealem Elementary School are old, dimly lighted and unventilated. With regard to seating arrangement, it was in a traditional way that It was in rows where all of the students face the blackboard and each student could see the back of the student sitting in front of him/her. For example during my observation in Medhanealem elementary school, I have observed that the teacher couldn't freely move between rows as the class was so crowded.

4.1.2 Profile of respondents

Table 3 Background of the respondents

No	Item		Teachers N = 42		Principals N = 5		Students N = 172	
			NR	%	NR	%	NR	%
1	Sex	Male	29	69	3	60	95	55.3
		Female	13	31	2	40	77	44.7
		Total	42	100	5	100	172	100
2	Age	10-15 years	-	-	-	-	102	59.4
		16-20 years	2	4.8	-	-	70	40.6
		21-25 years	16	38.1	-	-	-	-
		26-30 years	15	35.7	-	-	-	-
		31-35 years	4	9.5	-	-	-	-
		36 -40 years	3	7.1	3	60	-	-
		41-45 years	2	4.8	2	40	-	-
	Total	42	100	5	100			
3	Education level	BA/BSC	-	-	-	-	-	-
		Diploma	42	100	5	100	-	-
		TTI	-	-	-	-	-	-
		Others	-	-	-	-	172	100
		Total	42	100	5	100	172	100
4	Years of experience in the current job	0-5 years	19	45.2	-	-	-	-
		6-10 years	16	38.1	-	-	-	-
		11-15 years	5	11.9	4	80	-	-
		16-20 years	-	-	1	20	-	-
		above 20 years	2	4.8	-	-	-	-
		Total	42	100	5	100		

According to the above table, 42 teachers, 5 principals and 172 students were included in the study. With regard to their sex, 69% of the teachers, 60% of the principals and 55.2% of the students were males and 31% of the teachers, 40% of the principals and 44.7% of the students were females. This indicates that majority of the respondents are males.

As to their age structure, about 59.4% of the students were between 10-15 years and about 40.6% of the students and 4.8% of the teachers were between 16-20 years old. Similarly, about 38% of the teachers were between 21-25 years old where as 35.7% of the teachers are between 26-30 years old. Most of the principals, about 60% are between 36-40 years old. Only 7.1% of the teachers were between this age range. Lastly, about 40% of the principals and 4.8% of the teachers were between 41-45 years.

Regarding the educational background of teachers and principals, 100% of the teachers hold Diploma in teaching academic subjects and all of the principals have a Diploma qualification. This goes in line with the MOE's expectation that all teachers in the second cycle Primary schools should have a diploma qualification.

As to the working experience of the respondents in their respective current job, 45% of the teachers have served for 0-5 years. Again 38% of the teachers were with 6-10 years of experience as a teacher. About 80% of the principals and 11.9% of the teachers were with teaching experience between 11-15 years. Only 1 principal and 2 teachers have served for more than 20 years. Therefore, it can be concluded that majority of the teachers were less experienced teachers.

4.2 Issues Related to Attitude

4.2.1 Teachers attitude

Table 4 Teachers attitude towards instructional games

No	Item	Response	NR	%
1	Do you think that games are useful in the instructional process?	Yes	34	80.9
		No	8	19.1
		Total	42	100
2	To what extent do games engage students in active learning?	High	29	69.1
		Moderate	5	11.9
		Low	8	19
		Total	42	100

Scholars in the area say that teachers' attitude towards instructional methods have positive or negative impact on their effectiveness. Hence, what teachers think/believe about certain teaching strategy is very important as success or failure depends on it. With this regard, as can be seen from table 4, almost 81% of the teachers believed that instructional games have role in the educational process. In addition, 69% of the teachers believe that instructional games ability to engage students in active learning is high.

Moreover, the qualitative data from interview indicated that, teachers believe games are encouraging and make students very active. They also believe they (games) allow students express their view without being afraid or ashamed of making mistakes. In addition, they (games) help to link theory into practice, as students have to experiment on what they have learnt. An English teacher from Medhanealem Elementary School says” it would be much better if it is possible to present the text itself in the form of games.”

Subjects, which many students dislike, are fun when engaged as in games (Cruishank & Telfer, 1980). In line with this, teachers strongly believe that games arose students interest and help to develop positive attitude towards learning.

Table 5: Major beneficiaries from instructional games

Item	NR	%
Fast learners	-	-
Average learners	3	8.6
Slow learners	7	20
All students	12	34.3
The teacher	-	-
All students and the teacher	6	17.1
Fast & average learners and the teacher	4	11.4
Average & slow learners	3	8.6
Total	35	100

As can be seen in table 5, 34.3% of the teachers believe that all of the students benefit from gaming activities. Again a considerable number of teachers (20%) believe that slow learners are the chief beneficiaries.

Moreover, many teachers mentioned a combination of beneficiaries. Seventeen percent of the teachers believe that all of the students without consideration of ability and the teacher himself/herself benefit from gaming activities while 11.4% teachers believed that the fast and average learners together with the teacher are the chief beneficiaries. For 8.5% of the teachers, average and slow learners benefit more from games.

As Cruishank and Telfer (1980) put it, games are interest arousing devices so that students with low academic ability improve their performance because of increased interest. In addition, Carlson (1969) states slow learners as the chief beneficiaries of instructional games. However, though the literature says this, 34.3% of the teachers believe that all students benefit from a game.

Furthermore, teachers benefit from feedback in active learning activities such as games as they get constant feedback about what students do and do not understand. It helps them (teachers) to focus on what their students are learning and adjust their teaching to meet student's needs (Cross & Angelo, 1990 in Salemi, 2002). Hence, as games allow teachers to see their students' difficulty while they are gaming (as the teachers' main role is monitoring) and during post game discussions, the feedback they receive help to pinpoint students' difficulty and success which in turn help the teacher to modify his/her strategy. In line with this, teachers agreed that they can benefit from gaming activity. One of them says

Students benefit by experimenting and playing. I benefit by getting feedback. As a teacher, while students deal with the game, I can see where students' problem lies. Which part is not clear for them. Who has done well and who hasn't. (a grade five mathematics teacher from Hibret Beligenet Elementary School)

4.2.2 Students attitude

Table 6: Students' attitude towards instructional games

No	Item		NR	%
1	Do you like to learn by instructional games?	Yes	160	93
		No	12	7
		Total	172	100
2	If your response to item 1 is yes, the reason is,			
	Games are fun		3	1.9
	Games allow me to talk about other matters		2	1.2
	Games are educative and enjoyable		5	3.1
	Games make lessons attractive		8	5
	Games make lessons unforgettable		7	4.4
	c, d, e		129	80.6
	Don't know		6	3.8
Total		160	100	
3	Which aspect of instructional games attract you?			
	The competition		127	79.4
	The cooperation		24	15
	The fun		5	3.1
	others		4	2.5
	Total		160	100
4	If your response to item 1 is no, the reason is,			
	I don't like working with others		5	41.7
	Games are waste of time		3	25
	Games are boring		1	8.3
	Don't know		3	25
	Total		12	100

Table 6 revealed that about 93% of the students like to be taught using instructional games. Only few (7%) students responded that they don't like lessons presented using instructional games.

The students who showed favorable attitude towards learning through instructional games mentioned various reasons for their preference. The majority (80.6%) of the students mentioned a combination of reasons as games are enjoyable and educative, games make lessons attractive and make lessons unforgettable.

On the other hand, those few students who responded that they don't like to learn by games stated they don't like to work with others (41.7%), games waste time (25%),

games are boring (8.3%) as the major reasons for their unfavorable attitude towards instructional games.

With regard to the aspect of game which interests students very much, the majority (79.4%) indicated that the competition attracts them very much during instructional games. The cooperation that gaming activities create was favored by only 15% of the students.

In addition, qualitative data through informal interviews and open ended questions confirmed students positive attitude towards games. Students pointed out that games are enjoyable, motivating and educative. For them, games motivate and arouse their interest towards the subject matter and as most of them agreed on topics supplemented by games are unforgettable as they learn and practice in a form of play. Regarding students' attitude, a Science teacher from Medhanealem elementary school says, "I can't tell you how happy the students become when I provide them with some kind of game. Unfortunately, I don't use them often."

During observations students were seen with high spirit when their teachers use games. More surprisingly, in one grade 5 class in Abyssinia School whose English teacher has recently been assigned to higher grade, I read on the walls «ለቴቸር -----ሰልፍ እንወጣ» (Let's demonstrate for teacher-----', ቴቸር-----ይመለሱ (Give us teacher----- back), አስተማሪያችንን ለኛ (Our teacher for us) and so on. Lately, when I asked who this teacher is, the students told me that he is their English teacher who usually uses games in his lessons. When I found out who this teacher was, I was not surprised by their complaints because I had observed the teacher and witnessed his effective presentations with the help of different language games. From this teacher's presentation an instance can be cited as evidence. During the time of observation the teacher's plan in grade seven was to teach vocabulary and it was announced as "vocabulary week". At the beginning of the lesson the teacher explained the rule of the game and as the students were accustomed to it the introduction didn't take much time. The students were told to take out a piece of paper and pen. Then, the teacher wrote some words on the blackboard and told the class to study the words carefully. When the given time was over, the teacher cleaned the words from the blackboard and told the class to write down the words they

remember with correct spelling. While students were trying to list down the words the teacher monitored students carefully and again when the time was over he told the students to put the paper on which they wrote the words in their exercise book. Then the teacher drew four big spiders which belongs to each row and allowed each row to nominate a competitor. The nominees were expected to write those words with correct spelling on each leg of the spider. When the nominees couldn't do it, another member from the group comes out and tries the game. There was hot competition as the winner was the row which completed the spider with the words and with their correct spelling. Everybody seemed absorbed in the game trying to remember the spelling of those words and actively responded when the competitors made mistakes. The group which completed the spider's legs with the words became the winner and the game came to an end. Then, after the game was over the teacher taught the meaning and pronunciation of those words and gave the students a home work for the following day to use the words in their own sentences. After class, when I asked the teacher about the game he used, he told me that the game is not present in the text book and it was from his previous experience as a student during pre-service training.

In addition, an important observation during this lesson was that the students were very much absorbed in winning. I observed some students trying to see the words they wrote on their piece of paper because they had strong desire to become winners.

4.3 Issues Related to Utilization of Instructional Games

Table 7: Game usage by teachers and its frequency

No	Item	Respondents		NR	%	
1	Are games used as teaching strategy?	Teachers	Yes	35	83.3	
			No	7	16.7	
			Total	42	100	
		Students	Yes	156	90.7	
			No	16	9.3	
			Total	172	100	
2	How often do you/ your teachers use games as teaching strategy?	Response	Teachers		Students	
			NR	%	NR	%
		Frequently	4	9.5	8	4.7
		Sometimes	23	54.8	28	16.2
		Rarely	8	19	120	69.8
		Not at all	7	16.7	16	9.3
		Total	42	100	172	100

Regarding the utilization of instructional games more than 80% of both group of respondents asserted that instructional games were in use by most (83.3%) of the teachers in the schools under study.

On the other hand, 7 (16.7%) of the teachers and 16 (9.3%) of the students pointed out that instructional games were not in use in their lessons.

For the purpose of clarity, the words frequently, sometimes and rarely were defined for the teachers and the students as follows:

Frequently – more than once a week

Sometimes- once in two weeks

Rarely - once in a month

Based on this, though 83% of the teachers use instructional games in their lessons, the frequency differs. As table 7 reveals, 4 (9.5%) of the teachers frequently use games in their lessons which is supported by the responses of 8 (4.7%) of the students. Similarly, 23 (54.8%) of the teachers and 28 (16.2%) of the students responded instructional games are sometimes employed as teaching strategy by teachers.

Contrary to this, only 8 (19%) of the teachers admitted their rare use of games, where as 120 (69.8%) of the students revealed their teachers rare usage of instructional games in their lessons. Regarding this wide difference between teachers' and students' responses the possible reason could be subject matter, and the following table discusses the discrepancy subject wise.

Table 8: Game usage in terms of subject matter

Subject	Frequently				Some times				Rarely				Not at all				Total			
	Teachers		Students		Teachers		Students		Teachers		Students		Teachers		Students		Teachers		Students	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Amharic	-	-	-	-	5	11.9	5	2.9	-	-	-	-	-	-	-	-	5	11.9	5	2.9
English	4	9.5	8	4.6	7	16.7	9	5.2	-	-	-	-	-	-	-	-	11	26.2	17	9.9
Maths	-	-	-	-	5	11.9	5	2.9	1	2.4	-	-	-	-	-	-	6	14.3	5	2.9
Civics	-	-	-	-	6	14.3	6	3.4	-	-	-	-	-	-	-	-	6	14.3	6	3.5
Physics	-	-	-	-	-	-	1	0.6	2	4.7	30	17.4	1	2.4	5	2.9	3	7.1	36	20.9
Chemistry	-	-	-	-	-	-	1	0.6	1	2.4	28	16.3	3	7.1	4	2.3	4	9.5	33	19.2
Biology	-	-	-	-	-	-	-	-	1	2.4	21	12.2	1	2.4	3	1.7	2	4.8	24	14
Social studies	-	-	-	-	-	-	1	0.6	2	4.8	22	12.8	1	2.4	3	1.7	3	7.1	26	15.1
Science	-	-	-	-	-	-	-	-	1	2.4	19	11	1	2.4	1	0.6	2	4.8	20	11.6
Total	4	9.5	8	4.6	23	54.8	28	16.2	8	19	120	69.7	7	16.7	16	9.3	42	100	172	100

A number of factors influence teacher's choice of teaching strategy. One of these factors is the content (Eggen and kauchak, 2001). Hence, when we see teachers' use of games subject wise, as it can be clearly depicted from the above table, there exists a vivid difference: Amharic, English, Mathematics and Civics teachers were in better position than Physics, Chemistry, Biology, Social studies and Science teachers in using games.

Frequent use of games was claimed by English teachers (9.5%) and asserted by 4.6% student response. About 54% of the teachers pointed out that they sometimes use instructional games in their lessons and out of these (54.8%) respondents 11.9% were Amharic, 16.7% English, 11.9% Mathematics, and 14.3% Civics teachers.

Contrary to suggestions that games can be used by all teachers in any subject at all levels of instruction (Ments,1994;Sutton-Smith& Avedon,1971), Physics, Chemistry, Biology and Social Studies and Science teachers rarely employed them as teaching strategy. Of the 19% teachers who responded they rarely use games 4.7% were physics teachers that was supported by 17.4% of the student respondents. Again, 16.3% of the student respondents pointed out games were not practically in use in Chemistry lessons. The same is true for Biology, Social studies and Science subjects. Lastly, one Physics, three Chemistry, one Biology, one Social Studies and one Science teachers admitted that they do not use games at all.

Observation results, too, revealed that those teachers who teach Physics, Chemistry, Biology, Social Studies and Science subjects tend to rely on lecture method than any other method that actively engage students in learning. An instance can be cited from classroom observation. It is in Medhanealem elementary school in grade six Social Studies lesson. There were 82 students in the class. The topic was “Anti colonial movement in far East ”(የፀረ ቅኝ ግዛት ንቅናቄ በሩቅ ምስራቅ)”. The teacher came in with world map and hang it at the top right hand side of the blackboard and wrote the day’s topic “anti colonial movement in Far East ”(የፀረ ቅኝ ግዛት ንቅናቄ በሩቅ ምስራቅ)” in bold and started the lecture without even trying to refresh students prior knowledge about the subject matter. He didn’t give students chance to participate or he didn’t try to create interactive environment in the class. When he finished, he told the students to copy the note he was going to write. I didn’t see the teacher using the map he brought with him and he didn’t bother to tell the students where this part of the world “Far East” is! This observation is a good indicator that teachers strong rely on lecture method than other modes of teaching.

Regarding the strong rely on lecturing, during interviews teachers, admitted that they rarely use games in their lessons stressing on the bulkiness of the textbooks so that they couldn’t get ample time to teach using games as they [games] are time consuming. On the other hand, the fact that portion coverage taken as one of the evaluation criterion, teachers tend to rush on covering portion rather than employing active learning strategies like instructional games. This is how a grade eight Physics teacher explained it.

I know active learning is useful for students. I have taken courses and workshops about it. I also believe that games are fun and can make students active. But the reality is different here. There are too many students you have observed how crowded the classes are. So, it takes time. As you know these students [grade eight students] are going to sit for the national examination in a few months. I have to cover all the topics. I have no time so that I always use lecture method in order to finish the bulky text.

On the other hand teachers were observed following the traditional way of teaching even in a condition they can use games. For example, an observed English teacher in Medhanealem elementary school who was teaching “conditional II sentences” presented

the lesson in the very direct way possible without even trying to create a situation in which he can minimize abstraction and students can understand the concept easily. The teacher wrote the title, discussed and told the students to do the exercise from their textbook. He waited until they finished and called some students to answer the questions. Very few students who had done well tried to participate while the rest of the class kept quiet. The teacher discussed the exercise and left the rest of the exercises for their homework. In this situation, there was a possibility to use different active learning methods including games, however, the teacher didn't bother to use any of them. This is a good example that some teachers were not creative enough to use games and other active learning techniques though the topic allowed them.

Most importantly, the amount and quality of learning depends on what students already know (Eggen & Kauchak, 2001). There is evidence that a student's background knowledge may have an important bearing on game achievement (Cruishank & Telfer, 1980). In line with this, knowledge of language of instruction is the crux of the matter regarding games. As the teachers stressed during interviews, students' poor background knowledge of English has become the major discouraging factor from using games in lessons in upper elementary classes. As one Biology teacher puts it, "let alone playing games in English, we [teachers] have to translate the explanation into Amharic in order to make them understand what we say".

Table 9 Game usage in terms of service years

Service years	Frequently		Sometimes		Rarely		Not at all		Total	
	NR	%	NR	%	NR	%	NR	%	NR	%
1-5	4	9.5	10	23.8	-	-	-	-	14	33.3
6-10	-	-	12	28.6	6	14.2	1	2.4	19	45.3
11-15	-	-	1	2.4	1	2.4	1	2.4	3	7.1
16-20	-	-	-	-	-	-	2	4.8	2	4.8
21-25	-	-	-	-	1	2.4	3	7.1	4	9.5
Total	4	9.5	23	54.8	8	19	7	7.7	42	100

As indicated by the respondents, 78.6% of the teachers (the sum total of the respondents with teaching experience of 1-5 years and 6-10 years) have teaching experience between one and ten years and it is by these less experienced teachers that games were in frequent use. Those teachers who have rich experience in teaching (teachers

with more than 10 years of teaching experience) were not seen using games frequently. The result is in line with Borich (1988). He stresses that teacher’s years of experience alone are not guarantee for teaching effectiveness. According to him, their teaching effectiveness by and large would also depend on the kind and quality of training they have gone through, the support service given to them, the availability of instructional material and the working conditions they have.

In addition, young teachers can strive to extend their repertoire of teaching strategies, read professional journals and magazines and participate in other professional development activities. (Hendrick,1988 in Gezahegn, 2005). In line with this, during interviews, specially those teachers who have teaching experience of 1-5 years pointed out that they have got some pre-service training regarding the usage of instructional games during their stay at the teacher training colleges. A fresh graduate from Kotebe College of Teacher Education says,

I was introduced with many language games when I was at the teacher training college. Active learning is emphasized a lot and games are part of such activities. That’s what I am applying now and am very happy that students like them [games].

Moreover, during classroom observations, young teachers were seen with strong motivation and energy using games in those unventilated, dimly lighted, overcrowded and poorly furnished classrooms.

Table 10 Purpose games used by teachers

Item	Teachers		Students	
	NR	%	NR	%
When there is nothing to do (as fun)	-	-	3	1.9
For motivational purpose	20	57.1	62	39.7
To present the lesson in a lively way	4	11.4	24	15.4
To engage students actively in learning	8	22.9	35	22.4
b,c,d	3	8.6	32	20.5
Total	35	100	156	100

Teachers may use games for different purposes. More than half (57.1%) of the teachers use games for motivational purpose, which is asserted by almost 40% of the student respondents. Teacher’s utilization of games in the instruction when he/she wants to motivate is not wrong as games, according to Cruishank and Telfer(1980), are effective

interest arousing devices. Hence, the idea of using instructional games to motivate students is acceptable as it (motivation) paves way for learning.

But scholars like Abt argue that the central role of games in the teaching learning process is beyond motivating students. Though motivation is necessary, it is not sufficient for learning (1997). Rather, they (games) could be used as one way of transmitting instruction by comprising the subject matter in it. However, as it is shown in table 10, the majority of the teachers (57.1%) use instructional games for motivational purpose.

The other 11.4% teachers use games to present lessons in lively way which is supported by 15.3% of the students. Again 22.8% teachers add games in their instruction to engage students actively in learning which is asserted by 22.4% the student respondents.

Dorn(1989) suggests that games should be integrated into a course work . In addition to motivating students, games should further be used to transmit content as a teaching device. Moreover, as Abt (1997) states, the educational benefit of instructional games other than motivational are dimly understood. Because of this, as can be seen from the table, teachers' use of instructional games has focused on the motivational aspect. However, though motivation is necessary, it is not sufficient for learning.

Above all, games should not be regarded as marginal activity, filling in the odd moments when the teacher and class have nothing to do (Davidson & Gordon, 1978). Hence, the finding of this study coincides with this fact as none of the teachers used games when they have nothing to do.

Table 11 Kinds of instructional games teachers usually use

Kind of game	NR	%
Fun games	7	16.7
Competitive games	13	30.9
Cooperative games	6	14.3
A&B	9	21.4
I don't use	7	16.7
Total	42	100

Regarding teachers' choice of games, as there are times when using cooperative games becomes essential it is obvious that there are times for competitive or fun games. However, inclusion of the topic of study is of a paramount importance regarding the type of game to be used in lessons.

As the above table shows, 61.9% of the teachers (the sum total of the teachers who use fun games 16.7%, competitive games 30.9% and cooperative games 14.3%) use only one kind of game. The rest 21.4% use more than one kind and 16.7% do not use any kind of game at all.

The table also shows that (30.9%) of the teachers use competitive games. Scholars in the area say that the competitive aspect of games absorbs students (Carlson, 1971). However, during competitive games students may focus on only getting high scores and this diverted focus in winning may hamper learning. And as Carlson (1971) puts it, the heavy emphasis put on winning in the case of competitive games is worrisome because it may mislead the player as to the real objectives of learning. This is to say that students' very high concern in winning may divert their attention and make them negligent to the real objectives of the game.

On the other hand, cooperative games, which are used by only 14.3% of the teachers, are useful in paving way for cooperation and friendship among students, which in turn has positive impact on learning. Though the rationale why a game is used in a lesson is not creating friendship and cooperation among students, in order to achieve the desired objectives, cooperation is pivotal. According to Sutton-smith and Avedon(1971), while students work together at various ability levels, they can acquire communication skills, develop desirable attitudes and instill correct practices. Unfortunately, most of the teachers were seen missing this advantage as most of them focused on competitive games. In addition those teachers who use two kinds of games in their lessons (21.4%) have pointed out that they use fun and competitive games.

Table 12 Game Selection Criteria

Item	NR	%
Based on its relation to the topic	5	14.2
Based on its difficulty level	-	-
Based on its ability to make students active participants	-	-
Based on its playability	-	-
Based on its ability of enjoying students	-	-
Randomly	-	-
a,c	15	42.9
a,e	1	2.9
a,c,e	2	5.7
a,c,d	7	20
a,b,d,e	3	8.6
a,b,c,d,e	2	5.7
Total	35	100

There should be a reason why a specific game is in use in instruction. To this end, teachers may set a variety of criteria for game selection. Dorn (1989) states games should be selected on the basis of their playability with the existing time, space and ability of students, the purpose the teacher wants to achieve and the characteristic of the game, and their [games] ability to teach and make students participate. More importantly, the teacher must consider whether the educational objectives of the games coincide with the topic under study. For example, the kind of game a language teacher select in language teaching should be weighted on the language side (Rixon,1981).

As indicated in table 12, 5 (14.2%) teachers select games based on their relation to the topic. However, only relation with the topic can't make the game successful unless it fits the ability of the students. This is to say that while selecting games teachers should make sure that the game is within the ability range of the players [students]. Moreover, the existing reality i.e. the class room situation, the availability of time, materials (resources) needed and so on should be put in to consideration.

The rest 85% (the sum total of the percentage of those teachers who choose games based on various criteria) of the teachers select games based on a number of criteria which is far better than basing selection on a single criterion. All of the respondents, who select games using various criteria, take the relationship of the game with topic under study as one selection requirement together with other criterion such as the ability of the game to make students active participants and the playability of the game in the given time, space, resource and ability of students. With this regard, 42%of the teachers base their selection on topic relation and the ability of the game in making students active participants. Where as 20% of the teachers put topic relation, ability to engage students actively, and the game's playability into consideration while selecting game for instruction.

Table 13 Teacher's role during different stages of instructional games

No	Items	Teachers						Students					
		Yes		No		Total		Yes		No		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
1	During pre - gaming stage does the teacher give instruction?	30	85.7	5	14.3	35	100	146	93.6	10	6.4	156	100
	<i>If your response for item 1 is yes, do you/ does the teacher</i>												
	Tell when to start and finish the game	30	100	-	-	30	100	109	74.7	37	25.3	146	100
	Explain how to play the game?	26	86.7	4	13.3	30	100	140	95.9	6	4.1	146	100
	Explain how the game is related to the topic	26	86.7	4	13.3	30	100	142	97.2	4	2.8	146	100
	Explain how scores will be given	28	93.3	2	6.5	30	100	138	94.5	8	5.5	146	100
2	During while -gaming stage does the teacher interfere?	20	57.1	15	42.9	35	100	106	67.9	50	32.1	156	100
	<i>If your response for item 2 is yes, when do you/ does the teacher interfere?</i>												
		Teachers						Students					
		NR			%			NR			%		
	When students make any mistake	5			25			25			23.5		
	When students lose interest	3			15			11			10.3		
	When students misinterpret rules	2			20			20			18.8		
	when students have difficulty	1			5			9			8.4		
	a, b, c, d	3			15			15			14.1		
	a, c, d	2			10			20			18.8		
	Not at all	2			10			6			5.6		
	Total	20			100			106			100		
3	During post - gaming stage, do you/ does the teacher give post - game discussion?	Teachers						Students					
		Yes		No		Total		Yes		No		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
		25	71.4	10	28.5	35	100	137	87.8	19	12.1	156	100
	<i>If your response for item 3 is yes, do you/ does the teacher</i>												
	allow students to express their views	24	96	1	4	25	100	132	84.6	24	15.4	156	100
	Use students' response to tell the correct answer	22	88	3	12	25	100	137	87.8	19	12.2	156	100
	encourage students to learn from others ideas and point of view	24	96	1	4	25	100	146	93.5	10	6.5	156	100
	tell the answer by himself	18	72	7	28	25	100	105	67.3	51	32.7	156	100

One stated advantage of instructional games is its ability to change the teacher's role. At different stages of gaming activity i.e. pre-gaming, while-gaming and post-gaming stages, the role of the teacher changes.

At the pre-gaming stage the teacher's main role is giving instruction. A game is governed by a definite set of rules (Bright et al, 1985). Players need to learn the rules and routines for each game to solve a problem and to work out strategies for winning (Quist, 2000). Giving instruction to the students on the how, when and what to do is expected of a teacher while facilitating learning using instructional games. Regarding this 85.7% of the teachers pointed out that they give clear instructions to their students while they use games. This was asserted by 93.5% of the responses of the student respondents.

Students need to know how the game is played, how it fits to the course (subject matter), and that it is an instructional tool. Moreover, the purpose of the game, how it operates, the rules, the time limits (when to start and to finish) and ways of computing scores should be announced to the students (Dorn, 1987). If students are unclear about what they have to do, chaos and disillusionment may result (Wright et al., 1983). Hence, in order to put the activity in the right track providing students with clear instructions on the how of the game is essential.

As can be seen from table 13, the time limit was set by all (100%) teachers and confirmed by 74.6% of the students. In addition, 86.6% of the teachers said that they orient the students how to play the game and how scores are given and agreed by 95.8% of the students. Most importantly, 86.6% of the teacher respondents explain how the game is related to the topic and 97.2% of the students asserted this fact. This is an important step which reminds students to consider the inclusion of the game for instructional purpose not just for enjoyment. Lastly, 93.3% of the teachers explain their students the way scores will be given and this was asserted by 94.5% of student responses.

After introductions are carried out and while the game is in progress, the teacher's main responsibility is intervening if students have difficulty or if they get bored and started talking about other matters that do not pertain to the game. Moreover, the teacher

reminds students the purpose of the game, restate the rules or assign players who are having difficulties to a different role, location or group (Dorn 1989).

In line with this, as table 13 item 2 revealed, 57.14% of teachers interfere in the process of gaming and this was asserted by 69.7% student response. Teachers interfere for a variety of reasons. Twenty percent of the teachers interfere when students misinterpret rules that govern the game. The other (15%) teachers interfere when students lose interest, when they (students) misinterpret rules, when the players have difficulty and when students make any mistake.

Again 25% of the teachers and 23.5% of the student respondents confirmed that teachers interfere when students make any mistake. However, teachers should not interfere with the actual operation of the game. Making careful observation and interfering if there is difficulty should be the teacher's main responsibility. As students learn from their mistakes, teachers should ignore the mistakes done by students unless they (the mistakes) imperiled the whole lesson. Generally, as Dorn (1989) puts it, the teachers' primary responsibility is to see that "it [the game] works", it is the game that does the teaching.

When the game is over, post – game discussion sessions are central (Dorn, 1989) as feedback can be a valuable basis for further learning and as pupil reflection on the strategies or results of the game may lead directly to the lesson's objectives, the teacher has an important role to play in guiding the discussion at the conclusion of the game (Cruishank and Telfer, 1980).

When the game ends, debriefing is crucial (Dorn, 1989). This post game discussions help as a feedback for the teacher in order to assess students' progress. As Good and Brophy (1987) state, after students are exposed to a task, they should be given questions or asked to restate the information in their own words, or to summarize, integrate or evaluate what they have learned. With this regard, the value of post-game discussions as a process of providing feedback should be emphasized.

Debriefing should be given in a structured and guided method in order to let students get meaning out of the experience and thereby learn from it (Dorn, 1989). In line with this, as can be seen from item 3 of table 13, teachers responded that they allow students to

express their views (96%), use students' response to tell the correct answer (88%), and encourage students to learn from others ideas and point of view (96%) which is asserted by more than 84% of the student respondents.

During debriefing (post – game discussions) students should be encouraged to reflect on their experience, they should hear how others react to the experience, feedback should be given to all students (Dorn, 1989). Hence, the finding of this study coincides with what Dorn states above.

However, 72% of the teacher respondents and 67.3% of the student respondents agreed that the teacher himself/herself explains the answers without eliciting responses from students which totally contradict with Dorn's idea about how post-game discussions should be done. As he states, instructors (teachers) should not dictate their own values and judgments or tell students what they ought to have learned from the game, as these actions would interfere with problem solving and critical thinking .What is expected of the teacher is encouraging students to reveal their understanding through discussion and participation instead of telling the answer.

An excellent example from classroom observation in grade 5 civics lesson in Abyssinia school can be cited on the utilization of games. The topic under discussion was ' saving' (). At the pre - gaming stage the teacher told students to arrange groups. When the groups were ready, he explained the purpose of the game which was to teach students the concept of saving. The winner of the game will be the group which planned the 1200 birr monthly income of a family consists of parents and 2 children as wisely as possible within the allotted time which was 10 minutes. When the students were working on how the family should spend the money, the teacher monitored the groups carefully without any interference except when the students called for help. When students finished, the teacher diverted students' attention to presentations and allowed the groups to present how they planned to spend the money. Lastly, together with the whole class reached at consensus on the winner of the game. At the post - game stage hot discussions were made on the way each group allotted the money and feedback was given to the students. This teacher was effective enough to deal with stages of presentation of of instructional games. He has gone through the stages of of presentation in such a

manner that students could learn by themselves and has made himself available when the need for assistance arouse. Moreover, the discussion during the post-gaming stage might help students to see the issue of saving from different angle as each group tried to substantiate its argument with justifiable reasons.

Table 14: Teachers' utilization of group work

No	Item	Response	Teachers		Students	
			NR	%	NR	%
1	During using games, do you/ does the teacher arrange groups	Yes	35	100	149	95.5
		No	-	-	17	4.5
		Total	35	100	156	100
2	If your answer to item 1 is yes, how do you/ does the teacher arrange groups?					
	Based on students' interest		24	68.6	109	69.9
	Randomly		7	20	22	14.1
	Purposely		4	11.4	20	12.8
	Don't know		-	-	5	3.2
	Total		35	100	156	100

The major benefits of games are enhanced cooperation, interaction and communication among students. Games provide students with further opportunities to learn about group processes and leadership (Dorn, 1989). Thus, as the teachers' major role during gaming activities is facilitating learning, teachers should encourage students to work in groups if the kind of game in hand permits.

Group work should be encouraged because students work well when they work together and; when they work on interesting tasks, they learn from each other (Cullingford, 1995). In line with this, all (100%) of the teachers responded that they encourage students to work in groups or cooperatively if the game calls for it. This is also confirmed by 95.5% of the student responses.

However, organizing groups only can't guarantee change. Students need to learn how to use the opportunity that group gives them. Moreover, there should be enough substance in the set task (Cullingford, 1995). In addition, careful attention should be given on how the group is organized.

With regard to how teachers arrange groups, it can be depicted from table 14 that more than 68% of the teachers and students responded that teachers assign groups based on interest while the rest 20% teachers assign groups randomly. Only very few (11.4%) teachers assign groups purposely which is asserted by 12.8% of the student respondents.

Regarding how group work should be organized Cruishank and Telfer strongly advise not to base teams (groups) on the basis of friendship as it may result in too great a homogeneity in one team (1980). However, the finding of this study reveals nearly 70% of the teachers allow students to form groups on the basis of interest. The homogeneity may hamper learning in a way that a group comprised of all slow learners may find it difficult to solve the problem if all of the students are at the same ability level or if all of the students are the same sex, the group may face problem in sharing roles.

Regarding this, teachers were repeatedly observed encouraging group works. The way they organize groups seems unintentional and lacks purpose, sometimes activities which have to be done individually were seen transformed in to group work. Whatever the case is, most groups were based on students interest, as the only instruction given from the teacher is “do it in groups” without particular attention given to students’ ability, sex and the purpose of the game.

Table 15 Factors for effectiveness of instructional games

Item	NR	%
Students interest	14	33.3
Competency of teacher	6	14.2
Availability of time	2	4.7
Class size	6	14.2
Seating arrangement	2	4.7
School regulations	2	4.7
Nature of subject	5	11.9
Inclusion of games in the curricular materials	1	2.3
a,c,d,f,h	4	9.5
Total	42	100

The effectiveness of instructional method is dependent on various factors. As can be seen from table 15, 33% of the teachers believed that the effectiveness of instructional games is highly dependent on students' interest. However, scholars in the area argue that games are interest arousing devices. With this regard, though it is difficult to say that they can be effective in all of the cases, games create interest in students and motivate them to learn. Moreover, students work well on interesting and challenging tasks (Cullingford, 1995). In addition, according to Good & Brophy (1987), teachers can maximize students' motivation by selecting activities based on academic objectives and their level of difficulty. They (teachers) should teach some knowledge or skill that is worth learning. Activities that are assigned merely to fill time rather than to fulfill worthwhile instructional objectives are demotivating the purpose teachers attach with games may make students demotivated, as they (students) cannot see any educational benefit in the games. Hence, students' interest is modifiable by designing tasks which interest and challenge them.

The other 14.2% teachers mentioned teachers' competency as the decisive factor in game success. The ability of the teacher in handling and designing suitable tasks according to the ability and interest of his/her students is of a paramount importance in all teaching methods in general and in instructional games in particular. Regarding this, Carlson (1971) states that instructional games are vulnerable to abuse especially in the hands of inexperienced or lazy teachers. Hence, the quality of the teacher is central in the success or failure of games.

For the other 14.2% teachers class size affects the effectiveness of instructional games. As it is stated in the first part of this chapter the schools were characterized with very large class size, and from their experience the teachers have pointed out that class size has its own impact on game effectiveness. For 11.9% of the teachers the nature of the subject matter plays important role in the success or failure of a game. On the other hand, few (9.5%) teachers mentioned a combination of factors for the effectiveness of a game. These are students' interest, availability of time, class size and inclusion of games in the curricular materials.

Teachers gave minimum importance to seating arrangement, school regulations and availability of time in affecting the effectiveness of instructional games.

Table 16 Factors affecting teachers' use of instructional games

Item	NR	%
The physical layout of the classroom	-	-
The class size	-	-
Students' motivation	1	2.4
Unavailability of instructional game	-	-
Games are time consuming	-	-
They create noise	1	2.4
Lack of training	1	2.4
Absence of games in the curricular materials	1	2.4
I don't think games are appropriate ways of teaching	1	2.4
Principals' Negative attitude	-	-
The subject matter	-	-
Others	1	2.4
a, b, f, h	17	40.4
b, c, e, f, g	12	28.5
e, k	7	16.7
Total	42	100

As can be seen from table 16, majority of the teachers (40%) mentioned the physical layout of the class room like the way chairs are arranged, the class size, the amount of time needed to plan and teach using games, the disciplinary problem and noise created while gaming, and absence of games in the curricular materials i.e. the student text and the teacher's guide, as the major hindrances.

About 28% of the teachers agreed on class size, students' motivation, the time needed to use games and the noise they create and lack of training as the major hindrances from applying games as teaching strategy. For 16.6% of the teachers time and subject matter were the major hindrances.

However, instruction that promotes active learning is more demanding than instruction that allows students to remain passive (Eggen & Kauchak, 2001). With the fact that what is expected of the teacher is very high in active learning strategies like gaming activities, teachers should be creative and able to work productively in the existing situation.

Observation results revealed that few teachers were able to engage students actively in learning using instructional games in class rooms crowded with 120 students. More surprisingly, as the students were accustomed to it, the amount of noise and disturbance created when students were gaming was minimal.

Furthermore, one of the factors that were mentioned for absence of game usage was the noise (disciplinary problem) created during game activities. With this regard Cruishank and Telfer (1980) state that games engage students actively and as a result create noise and movement. This (noise and movement) may upset some teachers and principals and is seen as the major disadvantage of games. But, as a matter of fact when students interact with the material to be learnt or with their peers noise is obviously there. Therefore, as the respondents mentioned, being afraid of the chaos students create, they don't use games considering the fact that principals give low ratings to teachers who can't control their classes (Good and Brophy, 1987).

4.4. Issues Related to Training

Table 17: Training on the application of instructional games

No	Items	Teachers						Principals					
		Yes		No		Total		Yes		No		Total	
		NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
1	Have you taken training on the application of active learning?	42	100	-	-	42	100	5	100	-	-	5	100
2	if your response for item 1 is yes, were games included?	18	42.8	24	57.2	42	100	2	40	3	60	5	100
3	If your response for item 2 is yes, when did you take the training?	Teachers						Principals					
		NR			%			NR			%		
	a) During pre -service	7			16.6			-			-		
	b) During in - services training	10			23.8			2			40		
	c) On short - on - the job trainings	8			19.40			3			60		
	d) a and c	17			40.4			-			-		
	Total	42			100			5			100		

As can be clearly seen from table 17, all (100%) of both group of respondents have taken training regarding active learning.

As to the time of training, as the table reveals, forty percent of the teachers got the chance to be introduced with the application of active learning on various short on the job trainings. Again a considerable number of teachers (23.8%) and 2 principals got the training during in-service trainings when only 16.6% of the teachers revealed their introduction with active learning during their pre-service training.

As it is shown in item 3 of table 17, more than 57% of both group of respondents have agreed on the fact that instructional games were not included in those trainings they attended regarding the utilization of active learning. Be it as it may, it is encouraging to introduce teachers with instructional games any time to ensure benefit from them. With this regard, Dereje (2002) stresses on the necessity of frequent professional support service for principals and classroom teachers in order to enhance learning and overall school performance.

Little or total absence of training and professional support affects the quality of curriculum implementation (Dereje, 2002). With this regard, instructional games, as one teaching strategy, should be introduced to the teachers through different mechanisms starting from pre -service training to short on the - job trainings and seminars. However, only 42% of the teacher and 40% of the principals got the chance to be trained.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The policy direction in Ethiopian education system advocates active learning approaches. Active learning contributes much to increase the learning efficiency and attention of teachers. Among these activities which increase student motivation and efficiency, one is instructional game. The purpose of this study was to investigate how instructional games were utilized as teaching strategy by second cycle primary school teachers in three second cycle elementary schools in Addis Ababa .In order to achieve this objective achieve this purpose the following research questions were raised.

1. What is the attitude of teachers towards the utilization of games as teaching strategy?
2. How do teachers utilize instructional games?
 - ◆ What type of game do they use?
 - ◆ When do they use games?
 - ◆ For what purpose do they use games?
3. What is the reaction of students towards instructional games?
4. What are the major hindrances for teachers to use instructional games in their lessons?

The study was conducted in three second cycle elementary schools namely, Medhanealem, Abyssinia and Hibret Beligenet primary schools found in Addis Ababa city. The sources of data in the study were teachers, students and school principals of the three sample schools. The obtained data from different sources of information was analyzed using percentages and the result of the study reveals the following findings.

1. Many educators agreed that the effectiveness of an instructional strategy highly depends on the adequacy of well-trained teaching staff (teachers and principals). With this regard (100%) teachers and principals reported that they had taken training on the application of active learning at different times (i.e. pre-service, in-

- service and short on-the-job trainings), and 42% teachers and 40% principals were introduced with instructional games during trainings;
2. The result of the study revealed that majority of the teachers and school principals had positive attitude towards educational games;
 3. It was found that students like lessons supplemented by games than lessons presented in direct way such as lectures because games make lessons unforgettable and interesting. In addition, majority of the teachers felt that students have positive attitude towards instructional games;
 4. English, Amharic, Mathematics and Civics teachers were found in a far better position than Physics, Chemistry, Biology, Social Studies and Science teachers in the application of instructional games in their lessons. Physics, Chemistry, Biology, Social Studies and Science teachers were found dominantly using lecture method;
 5. Most of the teachers were found using competitive games;
 6. The majority of the teachers admitted that they sometimes use instructional games in their lesson;
 7. The result of this study revealed that most teachers were not well aware of their changed role during the application of instructional games especially during the while-gaming and at the post-gaming stages;
 8. The major hindrances for the implementation of instructional games.
 - ◆ the physical layout of the classroom
 - ◆ the large class size
 - ◆ inappropriate curricular materials
 - ◆ time needed to plan and teach using game
 - ◆ disciplinary problem created during games and
 - ◆ students interest
 9. With regard to when and for what purpose instructional games were used by teachers, the study revealed that a marginal majority of the teachers use games for motivational purpose.

10. The classroom observation has shown a clear difference between the experienced and non experienced teachers on the application of instructional games. Less experienced teachers were observed using games more frequently than their experienced counterparts;

11. Teachers associated game effectiveness with student interest, competency of teacher, class size and the nature of the subject;

5.2 Conclusions

Based on the above findings the following conclusions were drawn.

1. The result of this research indicated that majority of the teachers, principals and students in the three selected second cycle elementary schools had favorable attitude towards instructional games as teaching strategy. Hence, it is possible to conclude that teachers, principals and students have positive attitude towards instructional games and their attitudes were not the major barriers in the application of instructional games as teaching strategy.
2. The conduciveness of the classrooms to employ instructional games was found to be low. The large class size had become the major barrier for effective utilization of instructional games in order to engage students in active learning.
3. As teachers strongly rely on competitive games, it can be concluded that teachers are missing the advantages that they can achieve through cooperative activities.
4. The finding of this study revealed that majority of the use games for motivational purpose. Thus, it can be concluded that games are regarded as motivators by the majority and this indicates teachers' limited understanding about instructional games as instructional tools.
5. Even though teachers' application of games as motivators rather than fill in activities could be rated as good, the fact that they couldn't see educational games as one way of transferring content and engaging students actively in learning could be taken as an indicator for their low awareness about instructional games. Therefore, it can be concluded that teachers dimly understood instructional values of games in transmitting content and mastery of skill beyond motivation

6. Though rich background of teaching experience is usually related to effectiveness in instruction the finding of this study revealed less experienced teachers applied games far better than more experienced ones. Hence, it seems logical to conclude that more experienced teachers had failed to integrate games in their lessons.
7. It was found out that the majority of the teachers were not well aware of their changed role during instructional games. Thus, it can be concluded that they were not good enough in leading gaming activities.

5.3 RECOMMENDATIONS

At the center of active learning activities we find instructional/ educational games. The study has assessed teachers' application of instructional games as active learning strategy and in light of the major findings and conclusions, it seems reasonable to suggest the recommendations mentioned here with the hope that they could be helpful to improve the situation of instructional games in the selected second cycle primary schools in particular and any other education level in general. Thus, the following recommendations are forwarded based on the findings of the study.

1. Teachers and principals generally have positive attitude towards instructional games. However, practical trainings on the application of games should be provided to maximize teachers' handling of games this can be done by providing teachers with trainings which introduce them with how to implement the strategy.
2. The result of this study showed that the condition of the classroom to implement active learning strategies like instructional games was found to be poor. Hence it is advisable for the Regional Education Bureau and the community to work hand in hand in order to devise ways to minimize the class size.
3. Finally, the researcher would like to recommend further research be carried out on the application of instructional games on a larger perspective

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APPENDIX - A

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Classroom Observation Checklist

The main purpose of this observation checklist is to assess teachers' utilization of instructional games in their lessons as active learning strategy. The activities will be recorded under the yes/No categories based on their occurrence in the class. Each teacher will be observed four times

Part. I General Information

1.1 Name of school _____

1.2 Length of period _____

1.3 Subject _____

1.4 Grade _____

1.5 Number of students _____

Part II. Please, mark a tick (✓) in the column that correspond the statement

No	Lists of Observed activities	Ye s	No	Un decided
1	A. Classroom condition			
1.1	Is the number of students/class size/ appropriate?			
1.2	Is there enough seating space for all students in the classroom?			
1.3	Are the desks and chairs easily movable?			
1.4	Is there adequate space for moving between desks?			
2	B. Teacher activities			
2.1	I. The introduction phase			
2.1.1	Has the teacher introduced the activity?			
2.1.2	Teacher arranges groups			
2.1.21	Randomly			
2.1.2.2	Purposely			
2.1.2.3	Based on students interest			
2.13	Give clear instructions on how to play/solve problem			
2.1.4	Explain the purpose of the game (how it is related to the topic)			
2.2	II. While playing			
2.2.1	Encourage students to participate actively			
2.2.2	Interferes to give correction			
2.2.3	Interferes to explain rules (when students misinterpret)			
2.2.4	Goes round the students and motivates them			
2.3	III. Post game discussions			
2.31	Directs post game discussions			
2.3.2	Supply feedback by himself			
2.3.3	Encourage students to express their views			
2.3.4	Uses students response to tell the correct answer			
2.3.5	No post game discussion at all			
3	C. Students activity			
3.1	Actively participate in games			
3.2	Use the provided time for gaming activity			
3.3	Freely interact with their group members			
3.4	Refrain from participating			
3.5	Express their views freely during post game discussions			
4	D. General overview			
4.1	The teacher has planned to use games			
4.1.1	The games are used for motivating students			
4.1.2	The games are used as part of the instruction			
4.2	The game is used for mere enjoyment/fun			
4.3	No game is used at all			
5	Other observations			
5.1	There was possibility of using games but the teacher didn't do so			
5.2	The topic is not suitable for using games			

APPENDIX - B

*Addis Ababa University
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Professional Development Studies*

Questionnaire to be filled by Teachers

The aim of this study is to identify how teachers utilize instructional games in their lessons. The information gathered will be confidential and will be used only for the research purpose. Hence, you are kindly requested to give genuine response to the questions which is very helpful to the quality of the research.

Thank you in advance for your cooperation

Part I. General Information

- Sex _____
- Age _____
- Qualification _____
- Years of service _____
- Subject you teach _____
- Work load per week _____ periods
- Average number of students in your school in one classroom

> 70 50-59
60-69 Below 50

Part II. Research Related Information

Direction: Please give your appropriate answer for the following questions using an (x) mark in the given boxes corresponding to each question. In some of the items, it is possible to give more than one answer.

- Do you use instructional games in your lessons?
 Yes
- 1.1 If your response for question number 1 is yes,
 - 1.1.2 How often do you use instructional games in your lessons?
Always Sometimes Rarely
 - 1.1.3 When do you use games?
When I have nothing to do.
When I want to motivate students
When I want to present the lesson in a lively way
When I want the students actively engaged in learning
 - 1.1.4 What kind of games do you usually use?
Fun games
Cooperative games (which students do (play) cooperatively)
Competitive games (which have competition)
Others (Please specify) _____
- 2. What are the major factors that affect teachers' use of instructional games?
 - The physical layout of the classroom (how chairs are arranged)
 - The class size
 - Motivation of students
 - Games are time consuming
 - Principals' negative attitude
 - They create noise (disciplinary problem)
 - I don't have training on how to use them
 - I don't think that games are appropriate ways of teaching
 - Absence of games in the curricular materials
 - Principals' negative attitude towards games
 - Others (please specify) _____
- 2. Have you taken any **course** regarding the usage of active learning?
Yes No
- 2.1 If your response for question number 2 is **yes**, when did you take the training?
 - During pre-service training
 - During in-service training
 - During short on-the-job trainings

2.2. Were games included? Yes No

3. From your point of view, to what extent do games engage students in active learning?

Very high Moderate
 High Low

4. Do you believe games motivate students?

Yes No

5. From your point of view, who **benefits more** from games?

Fast learners

Average learners

Slow learners

All students

The teacher

Don't know

6. **How** do you **select** games? (more than one answer is possible)

Based on their relation to the topic

Based on their level of difficulty

Based on their ability to teach what is intended

Based on their ability to make students participate

Based on their playability (within the given time, space and ability of students)

Based on their ability of enjoying students

Randomly without any consideration

I don't use them at all

7. Do you encourage students to work in group?

Yes No

If your response is ,

8. How do you **assign-roles** for students?

Randomly Based on students interest

Purposely Don't know

9. While you teach using games, do you give **instructions** ?

Yes No

9. Do you encourage students to work in group?

Yes No

If your response is ,

9.1 If your response for question number 9 is **yes**,

9.1.1 Do you tell the students how scores will be given?

Yes No

9.1.2 Do you explain **when to start and finish** the game?

Yes No

9.1.3 Do you explain how the **game** is **related** to the **topic** of discussion?

Yes No

9.1.4 Do you clearly **explain how to play** the game?

Yes No

10. While students are engaged in gaming do you **interfere**?

Yes No

10.1 If your response for question number 10 is **yes**, **when** do you **interfere**?

When students make any mistake

When students lose interest

When students misinterpret the rules

When students have difficulty

Other (Please specify) _____

11. Do you give **debriefing** (post-game discussions) after the game is over?
 Yes No

12.1 If your response for question number 12 is **yes**,

12.1.1 While debriefing, do you explain it your self?
 Yes No

12.1.2 Do you allow students to express their views?
 Yes No

12.1.3 Do you use students' responses to tell the correct answer?
 Yes No

12.1.5 Do you encourage students to learn from others ideas and point of view?
Yes No

14. From your point of view, the **effectiveness** of instructional games highly depends on

- | | |
|--|---|
| <input type="checkbox"/> Students' interest | <input type="checkbox"/> nature of subject |
| <input type="checkbox"/> Quality (ability) of the teacher | <input type="checkbox"/> Availability of time |
| <input type="checkbox"/> class size | <input type="checkbox"/> seating arrangement |
| <input type="checkbox"/> school regulations | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Inclusion of games in the curriculum material | |

15. Generally, do you think that games are **useful** in the instructional process?
 Yes No

16.1. If your response for question number 15 is **yes**, in what way do they help? Please specify.

16.2 If your response for question number 15 is **No**, why? Please specify.

17. What do you suggest to benefit more from instructional games? _____

APPENDIX C

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ መርሃ ግብር በተማሪዎች የሚሞላ መጠይቅ

መምህራን የተለያዩ ትምህርታዊ ጨዋታዎችን ለማስተማሪያ መሳሪያነት ይገለገላሉ ተብሎ ይታመናል። የዚህ መጠይቅ ዋና ዓላማ በመምህራን ትምህርታዊ ጨዋታዎች አጠቃቀም ላይ መረጃ መሰብሰብ ነው። መረጃው ለሁለተኛ ዲግሪ ማሟያ፡ «የመምህራን ትምህርታዊ ጨዋታዎች አጠቃቀም» በሚል ርዕስ ለሚሰራው የጥናታዊ ፅሁፍ እንደግብዓት ያገለግላል። የሚሰበስበው መረጃ ሚስጥራዊና ለዚሁ ጥናት አገልግሎት ብቻ የሚውል ነው። በመሆኑም የምትሰጠው/ጭው እውነተኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅዖ እንደሚኖረው ለመግለፅ እወዳለሁ።

ለትብብርህ/ሽ ክልብ አመሰግናለሁ

አጠቃላይ መመሪያ

ይህ መጠይቅ ሁለት ዋና ዋና አብይ ክፍሎች አሉት። የመጀመሪያው ክፍል ግላዊ መረጃን ይመለከታል። ሁለተኛው ክፍል የመምህራንን ትምህርታዊ ጨዋታዎችን አጠቃቀም ለመለካት ታስቦ የተዘጋጁ ጥያቄዎችን የያዘ ነው። ስለዚህ በመመሪያው መሰረት ትክክለኛ መልስ በመስጠት ትብብርህ/ሽን እንድታደርግ/ጊ በትህትና እጠይቃለሁ።

ክፍል አንድ

ከታች በተሰጡት ክፍት ቦታዎች ላይ ወይም በሳፕኖቹ ውስጥ (✓) ምልክት በማድረግ ግላዊ መግለጫህ/ሽን መረጃ ሙሉ/ይ።

(ስም መፃፍ አያስፈልግም)

- 1. ግላዊ መረጃ
 - 1.1. የትምህርት ቤቱ ስም _____
 - 1.2. የክፍል ደረጃ _____
 - 1.3. የታ
 - ወንድ
 - ሴት

ክፍል ሁለት

በተሰጡት ሳጥኖች ውስጥ (✓) ምልክት በማድረግ ወይም ጥያቄው በመፃፍ የሚሞላ ከሆነ በተሰጠው ባይ ቦታ ላይ በመፃፍ መልስ/ሽ

1. መምህራን የተለያዩ ትምህርታዊ ጨዋታዎችን ለማስተማሪያነት ይገለገላሉ?

ይገለገላሉ አይገለገሉም

1.1. ለጥያቄ ቁጥር አንድ መልስ/ሽ ይገለገላሉ ከሆነ፤

1.1.1. የየትኛው የትምህርት አይነት መምህራን ትምህርታዊ ጨዋታዎችን ለማስተማሪያነት ይገለገላሉ? -----

1.1.2. እነዚህ መምህራን ትምህርታዊ ጨዋታዎችን ምን ያህል ጊዜ ይጠቀማሉ?

ብዙ ጊዜ አንዳንድ ጊዜ በጣም ውስን ጊዜ

1.1.3. ምን አይነት ጨዋታዎችን ይጠቀማሉ? (ከአንድ በላይ መልስ መስጠት ይቻላል)

በትብብር የሚሰሩ ትምህርታዊ ጨዋታዎችን

ውድድር አዘል ትምህርታዊ ጨዋታዎችን

ትምህርታዊ ያልሆኑ አዝናኝ ጨዋታዎችን

አላውቅም

1.1.4. መምህራን ትምህርታዊ ጨዋታዎችን የሚጠቀሙት መቼ ነው?

ምንም የሚሰሩ ነገር ሳይኖር ሲቀር

ተማሪዎችን እየተዘናኑ እንዲማሩ ሲፈልግ/ስትፈልግ

የትምህርቱን አቀራረብ ማራከ. ለማድረግ

ተማሪዎችን ለማነቃቃት

አላውቅም

1.1.5. መምህራን ትምህርታዊ ጨዋታዎችን የሚጠቀሙት እንዴት ነው?

እንደመዝናኛ እንደ ማነቃቂያ

እንደ ማስተማሪያ አላውቅም

1.2 ለጥያቄ ቁጥር 1 መልስ/ሽ አይገለገሉም ከሆነ ምክንያቱ ምን ይመስልሃል/ሻል? _____

2. እየተጫወቱ መማር ደስ ይልሃል/ሻል?

ደስ ይሰኛል

ደስ አይሰኝም

5. መምህር/ሯ ትምህርታዊ ጨዋታዎችን በትምህርቱ ውስጥ ሲጠቀሙ እንዴት እንደምትሰሩ ያብራራል /ታብራራለች?

ያብራራል/ታብራራለች አያብራራም/አታብራራም

5.1. ለጥያቄ ቁጥር 9 መልስህ/ሽ አዎ ከሆነ ፤

5.1.1. ውጤት ወይም ነጥብ እንዴት እንደሚሰጥ ያስረዳል/ታስረዳለች?

ያስረዳል/ ታስረዳለች አያስረዳም/ አታስረዳም

5.1.2. ጨዋታው ከምትማሩት ርዕስ ጋር ያለውን ግንኙነት ያስረዳል/ታስረዳለች?

ያስረዳል/ ታስረዳለች አያስረዳም/ አታስረዳም

5.1.3. ጨዋታውን እንዴት እንደም ትጫወቱ ያብራራል/ታብራራለች?

ያብራራል/ታብራራለች አያብራራም/ አታብራራም

5.1.4. ጨዋታውን መቼ እንደምትጀምሩና መቼ እንደምትጨርሱ ትናገራለች/ይናገራል?

ትናገራለች/ይናገራል አትናገርም/አይናገርም

6. በምትጫወቱበት ጊዜ መምህር/ሯ በመሀል ጣልቃ ይገባል/ትገባለች?

ይገባል/ትገባለች አይገባም/አትገባም

6.1 ለጥያቄ ቁጥር 10 መልስህ/መልስሽ አዎ ከሆነ፣ መምህር/ሯ ጣልቃ የሚገባው /የምትገባው መቼ ነው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ተማሪዎች ስህተት ሲሰሩ
- ተማሪዎች የመማር ፍላጎት ሲያጡ
- ተማሪዎች የጨዋታውን ህግ ሲያዛቡ
- ተማሪዎች የመረዳት ችግር ሲያጋጥማቸው
- ሌላ

7. ተማሪዎች ከጨረሱ በኋላ መምህር/ሯ ውይይት ያደርጋል/ ታደርጋለች?

ያደርጋል/ ታደርጋለች አያደርግም/አታደርግም

7.1. ለጥያቄ ቁጥር 7 መልስህ ያደርጋል/ ታደርጋለች ከሆነ ፤

7.1.1. በውይይቱ ወቅት መምህር/ሯ መልሱን በራሱ ይናገራል/ ትናገራለች?

ይናገራል /ትናገራለች አይናገርም /አትናገርም

7.1.2. በውይይቱ ወቅት መምህር/ሯ ከሌሎች ሀሳቦችና አመለካከቶች እንድትማሩ ያበረታታል/ ታበረታታለች? አዎ አይ

7.1.3. በውይይቱ ወቅት ተማሪዎች ሃሳባቸውን እንዲገልጹ ይፈቅዳል/ትፈቅዳለች አዎ አይ

2.1. ለጥያቄ ቁጥር 5 መልስህ/ሽል ደስ ይለኛል ከሆነ ምክንያቱ፣ (ከአንድ በላይ መልስ መስጠት ይቻላል)

ጨዋታዎች አዝናኝ ስለሆኑ

ከጓደኞቼ ጋር ለማውራት በቂ ጊዜ ስለማገኝ

እያዝናኑ ስለሚያስተምሩ

ትምህርቱን ማራኪ ስለሚያደርግ

ትምህርቱን እንዳልረሳው ስለሚያደርግ

አላውቅም

2.2. ለጥያቄ ቁጥር 2 መልስህ/ሽ ደስ አይለኝም ከሆነ ምክንያቱ (ከአንድ በላይ መልስ መስጠት ይቻላል)

ከሌሎች ጋር መስራት አልወድም

ጨዋታዎች ምንም አያስተምሩም

ጨዋታዎች አሰልፎ ናቸው

አላውቅም

3. በትምህርታዊ ጨዋታዎች ጊዜ በተለይ የሚያስደስትህ/ሽ ነገር ምንድን ነው?

የውድድር መንፈሱ

በትብብር/በጋራ የመስራት መንፈሱ

ጨዋታው

ሌላ ምን _____

4. መምህሩ/ሯ ትምህርታዊ ጨዋታዎችን በሚጠቀምበት/በምትጠቀምበት ጊዜ በቡድን እንድትሰሩ ያበረታታል / ታበረታታላች?

ያበረታታል/ታበረታታላች የየትኛው ትምህርት መምህር/ት _____

አያበረታታም/አታበረታታም የየትኛው ትምህርት መምህር/ት _____

4.1. ለጥያቄ ቁጥር 8 መልስህ/ሽ አዎ ከሆነ፣ መምህሩ/ሯ የቡድን ስራ የሚሰጠው/የምትሰጠው እንዴት ነው?

በተማሪዎች ፍላጎት መሰረት

በዘፈቀደ

አላውቅም

በአመኝክዩ

7.1.4. በውይይቱ ወቅት የተማሪዎች ሃሳቦችን መልሱን ለመናገር ይጠቀማል/ትጠቀማለች

አዎ

አይ

8. በአጠቃላይ ለአንተ/ለአንቺ ትምህርታዊ ጨዋታዎች ለመማር ምቹ/ ጠቃሚ ናቸው?

ናቸው

አይደሉም

8.1. ለጥያቄ ቁጥር 13 መልስህ/ሽ ናቸው ከሆነ፣ በምን መንገድ ይጠቅማሉ? _____

8.2. ለጥያቄ ቁጥር 13 መልስህ/ሽ አይደሉም ከሆነ ለምን? _____

APPENDIX - D

*Addis Ababa University
School of Graduate Studies
College of Education
Department of Teacher Professional Development Studies
A questionnaire to be filled by school principal*

The main purpose of this questionnaire is to assess the condition of school principals in providing necessary support to teachers so as to use instructional games as active learning strategy.

You are kindly requested to respond to every item in the questionnaire. Your correct and complete response to this questionnaire will have a great effect on the success or failure of the study.

Thank you in advance for your cooperation

Instruction: Please put a tick mark (✓) for your response in the space provided and write if the question requires a written response in the space provided. There may be cases where *more than one answer* is possible.

- Sex Male Female
- Your year of service in teaching
 Administration Total year of service
- Qualification Certificate (12+1)
 Diploma (12+2)
 BA/BSc
 Other _____
- Average number of students in a classroom at your school _____

II. Research Related Questions

1. Have you taken any training about instructional games?
 Yes No
2. How do you see educational/instructional games?
 As fun As waste of time
As instructional tool (integrated with other teaching methods)
Other (Please Specify) _____
3. Do you encourage teachers to use variety of active learning methods such as instructional games?
 Yes No
- 3.1 If your response for question number 3 is **Yes**, it is because
 I believe that they (games) are educative
 I know that games are motivating
 I know that games help students to experiment with what they learnt.
Other (Please Specify) _____
- 3.2 If your response for question number 3 is **No**, it is because,
 Games are time wasting Games create a lot of noise
 I don't have the knowledge
 Students best learn when the teacher gives direct instruction
 Games are fun: no serious activity takes place
 The teacher has to finish the topic in the given time
 Other (please specify) _____
4. Do you provide teachers with the necessary support in order to implement active learning strategy?
 Yes No
5. When students actively participate in learning using games, noise is obvious. How do you feel about it?
 It is a sign of learning
 Classes should be as quiet as possible for learning to take place.
 The teacher is negligent to keep discipline
 Others (Please specify) _____
6. Do you encourage teachers to include different active learning strategy like instructional games in their lesson plans?
 Yes No

7. To what extent do you think games supplement the teaching learning?

Very high

High

Moderate

Low

Very low

8. How appropriate is the school condition to engage students actively in the teaching learning process?

APPENDIX - E

Addis Ababa University

College of Education

Department of Curriculum and Teacher Professional Development Studies

Interview Questions

1. What is active learning? How is it implemented?
2. Do instructional games, as active learning strategy, help students to be motivated and active?
3. Do you use instructional games in your lesson? Why?
4. At each phase of the instruction using games what role do you have?
5. How do you use instructional games in your lessons?
6. How do students react to instructional games?
7. What factors hinder you from using instructional games?
8. Generally, how do you explain the use of games as instructional tool?

DECLARATION

I, the undersigned, declare that this thesis is my original work and that all sources used for the thesis have been duly acknowledged.

Name: Hanna Tadesse

Signature 

Date 14 Aug 07