

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE CURRENT STATUS OF THE SELF-CONTAINED
CLASSROOM TEACHING IN PRIMARY SCHOOLS IN
ADDIS ABABA ADMINISTRATIVE REGION**

ABEBE AHMED

JUNE, 2000

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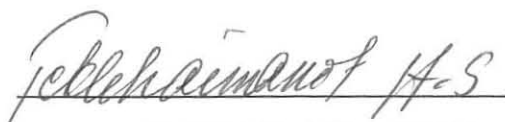
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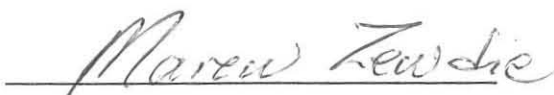
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A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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ABSTRACT

The purpose of this study was to find out the current status of the self-contained classroom teaching in the primary schools of Addis Ababa Region. To obtain a clear picture of the situation three data gathering instruments (observation, questionnaires and interviews) were employed, nine primary schools, One hundred and Sixty self-contained classroom teachers, fifteen Regional, Zonal & Woreda supervisors, nine primary school directors and thirty six self contained classroom fourth grade students were used as the subjects of the study. Percentage was employed to analyse all the data.

Findings made clear that the classroom environment is not suitable for the self-contained classroom teaching i.e. the classrooms are not wide enough for teachers and students to move from place to place for teaching learning activities, some windows and doors are broken and unable to be closed and opened easily as needed, there are no sufficient seats for students, drawers and cupboards for teachers and students are not available.

The absence of substitute teachers, subject specialists, skilled teachers for non-academic subjects makes it very difficult to make this system of teaching effective.

The lack of orientation given to the teachers who are currently teaching in primary schools first cycle grades 1 to 4 is another problem facing the system. The inflexibility of the schedule is also a major setback.

Finally, in order to improve the existing unsatisfactory conditions, the following recommendations are suggested. The standard which was present during the tryout stage to be followed in the implementation program, to give orientation to teachers, to use team teaching, to reduce the class size to at most 50, to provide library periods, to assign expert teachers to non-academic subjects and to allocate financial and material resources for the preparation of instructional materials.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

Education is said to be a corner-stone of socio-economic development and the main means of improving the well being of the people. It enables man to identify harmful traditions and transform them into useful ones which are valuable to himself and society. It gives people an awareness about their environment. Moreover, it enables people to participate actively in the political, economic and social matters of the country.

People do not want to study simply for the sake of studying. They study because they want to get real benefits and immediate results. This means they look for problem solving capacities. So the education given to people, the teaching materials developed and the methods used should help to develop these capacities. According to Coles (1977:7) " appropriate type of education helps people as a means to overcome the problems they encounter in their daily life " So, education is expected to be an instrument to solve the problems the society encounters in general and that of the individuals in particular.

A large number of educators and psychologists such as Fromm (1955 and 56), Taylor(1964), Barron (1963), Torrance (1965), Phenix (1969), Hullfish and Smith(1965), Hunt (1963), McClelland (1953), Atkinson (1966) and Hansen (1962) have believed that the central mission of education should also be focused on the development of a strong self in a person who feels adequate and who reaches out warmly and integratively to others. They believe that the function of the school lies in helping the child find and develop a healthy self-one with great capacity for personal and social development, the development of productive thinking capacity, the development of self-teaching and problem solving capacity, the developement of

aesthetic capacity i.e. to change his responses to beauty in his life and the development of motivation to achieve, to try to arouse the student's desire to improve himself.

Most people, particularly in developing countries, attend educational programs in order to improve their skills so that they may find a job and spare their time to get employment and live a better life. Therefore, in order to adapt to the environment and to find a job for their survival, people need to have appropriate type of education. So the curriculum packages for educating the people have to be based on the needs of the learners. According to Hanna and Potters(1955) the curriculum ceases to be functional in the lives of the learners if it does not give them the necessary competencies needed to survive.

Education is also perceived as a basic human right and a pre-requisite for personal and economic development. In recognition of education's pivotal role in modernization, economic growth and national development, statesmen and educational planners labored a lot to expand education in order to universalize primary education in the shortest possible time. Developing nations adopt the western models of education with the understanding that they can achieve economic growth, modernize and industrialize their countries and become self sufficient.

As far as modern education is concerned, Ethiopia adopted different education models from different developed nations such as Portugal, Great Britain, USA, France, Sweden, the then USSR and GDR at different times. Different classroom organizations such as the departmentalized system of teaching, and multiple classroom teaching were also practiced all over the country. But these systems could not help to produce the needed educated man power with problem solving capacity. So to obtain the above mentioned objective and to secure the essential skilled and semiskilled human resource to enhance its economic development the country has opted to change the previous systems of teaching and adapt the self-contained

class- room organization for the first cycle of primary education from grades 1 to 4.

The new curriculum designed based on the New Education and Training policy of Ethiopia, which is now being implemented in the education system of the country, specifies the general goals for the first cycle of primary education. The English translation of these goals as Azeb (1998:299) mentioned are stated below.

"... The education to be offered to students of this cycle should more than before take into account their physical development and fitness, intellectual maturity and readiness for learning. It must provide learners with firm basic education supported by production and service giving activities that acquaint them with practical experiences which prepare them for some form of problem-solving. It must enable students who for some reasons will not advance to the next cycle to learn according to their abilities from professionals in different fields. As this practice develops it will open opportunities to pursue it further from different angles. It is generally believed that for the education of children in the first cycle which must be geared to the attainment of the goals described, the appropriate classroom organizational setup is self contained."

The primary education of Ethiopia from grades 1 to 8 are sub divided into two sections of basic(1 to 4)and general (5 to 8) education. So the first cycle students are taught in a self-contained classroom system of teaching whereas the second cycle are taught in a departmentalized setup. The primary school, first cycle, is intended to provide children between the ages seven and ten with a primary basic education suited to the relevant stages of their mental and physical development.

As it is mentioned above, copying experiences and systems of teaching is not a problem, but a mere adoption of the system of education of other countries without considering the objective reality of our country i.e. without adequate facilities, sufficient trained teachers, availability of

teaching materials, a reasonable classsize etc. the effort will be futile and a waste of time and resources of the country unnecessarily.

The main focus of this study is, therefore, on the current situation of self-contained classroom teaching of first cycle in the primary schools, in The Addis Ababa Administrative Region. The study attempts to highlight the strong and weak points the system of teaching has, its practical application as well as the attitude and training of teachers. The attitude of students and education officers, the availability of books and other reference and teaching materials etc.

Teachers are the most important actors for the proper operation of any educational system. Those teachers who are to be assigned in self-contained classrooms need to have the necessary skills and experience in teaching. It is true that one of the driving forces of any educational system is the teacher. The way the teacher is trained matters a lot with regard to the effectiveness of the educational practice under question. In addition to the mastery of the subject he/s is teaching, the teacher should be well versed in the various principles of psychology such as child growth and development and the skills of teaching. So to equip teachers of self-contained classroom with the necessary training is a requirement for its successful implementation.

In addition, the Addis Ababa Regional Education Bureau has to persuade teachers to have positive attitude to the assignment in the self-contained classrooms. If their attitude towards the education system is found to be negative, the whole effort of the Region and the financial, material and time resources will be invain. Forcing the teachers to teach will not bring the desired result. So it is necessary to create a positive attitude among teachers of self-contained classroom system of teaching by providing orientation, seminars and workshops.

Another factor that has to be taken into consideration in the self-contained classroom system of teaching is the

availability of teaching materials and books. Textbooks are the most important teaching materials in school education and the government has to endeavor to ensure the proper quality of their contents, to reach to schools on time and in needed amount, not less not more. They have to be given to each students so that they use them to study at their homes. The availability of adequate and appropriate instructional materials to the children is one of the prerequisites. They can facilitate the teaching-learning process. They need to be easily accessible to teachers as well as to the learners. Shortage of these materials makes the lesson abstract and meaningless. The presence of continuous assessment and keeping the necessary records is also very vital.

Therefore, the study examines the self-contained classroom system of teaching in Addis Ababa Region.

1.2 Statement of the Problem

The plan for the self-contained classroom system as the basic structural unit for the primary first cycle school(grades 1-4)organization in the country, was launched in 1988 E.C. and was put into practice in all regions in the same year starting at the first grade and raised its level by adding one grade each successive year until the system covered the first cycle primary grades 1-4. At present all first cycle primary schools in Addis Ababa are run under the self-contained basis.

The self-contained classroom system of teaching is becoming a national debatable issue. People talk in support of and against the system of teaching. Some teachers and experts in the field of education support the implementation of the self-contained classroom system of teaching, others argue that it is not the proper time to practice it in the primary schools.

So the main purpose of the study is, therefore, to examine the present status of the self-contained classroom teaching in

primary schools in Addis Ababa Administrative Region. As such it attempts to answer the following basic questions:

Research Questions

1. Do teachers have the necessary training to teach in the self-contained classrooms?
2. What is the attitude of teachers to teach in such classrooms?
3. Do students like to be taught by a single teacher?
4. Are there enough instructional materials to teach the young students effectively?
5. Do students have enough textbooks and other reading materials?
6. Do teachers support the expansion of this system of teaching?
7. Are there substitute teachers incase of a long absence of self-contained classroom teachers?
8. Are there specialist teachers and other experts in Addis Ababa Education Bureau, Zones Education Departments, Woreda Education Offices, and Schools to give assistance or to be consulted by self-contained classroom teachers if the need arises?

1.3 Significance of the Study

The pre-1991 Educational practice of Ethiopia has been criticized by government authorities experts and many citizens for its greater emphasis to rote learning rather than problem solving and more concentration on theoretical knowledge with little connection to-day-to-day life. The education system also has been found to be poorly equipped, overcrowded, badly managed, having no clearly defined objectives, responding poorly to the societal and pedagogical demands, lacking coordination, cross-relation and irrelevant curriculum (Transitional Government of Ethiopia 1994:2-3)

The school curriculum which has been considered as insufficient to initiate creativity and unable to equip students with sufficient skills, ignoring the science and cultural components and failing to prepare the learner for useful participation in the community had to be changed and be totally replaced by new educational objectives. The Transitional Government of Ethiopia Formulated and declared the New Education and Training Policy in April 1994 and the general objectives, the structures, sources of equipment, evaluation mechanisms, and set the role of the community as well as all other organizations in the education of citizens (Transitional Government of Ethiopia April 1994:7-11).

On the basis of this policy the New Curriculum has been developed by the MOE and triedout was made from 1993/94 to 1997/98 in the subsequent years in 107 schools all over the country (ICDR,1998). The system of teaching for the first cycle is decided to be self-contained whereas the second cycle departmentalized system of teaching will be used.

Addis Ababa city Government, as one of the entities organized by the Federal Government, has been one of the regions where the new curriculum and the self-contained classroom teaching has been triedout for one year in each grade and began to get implemented in all primary schools. Six schools were used as model primary schools to tryout the curriculum materials and self-contained classroom system of teaching.

At present the tryout of the currciulum is completed and all schools are using the tried out curriculum and the system of teaching. Is the objective reality of the region convinient to the self-contained classroom teaching? This paper ponders over this issue. So the study is believed to be important for the following reasons:-

- 1.The research helps to examine the present status of the self-contained classroom teaching in the government primary schools and it also helps to create an awareness of the system in the minds of managers, educational planners and

officers. This awareness may help them to take appropriate remedial measures to eliminate the weaknesses of the system of teaching.

2. It suggests recommendations to solve at least some of the major difficulties which affect the proper operation of this program.
3. It will also give highlights for those interested researchers to work on this virgin area of research.

1.4 Delimitation of the study

The research would have been more meaningful if it had been conducted by using a nation wide sample, but time and financial resource constrained the researcher to focus on one Region. To make the study more manageable the investigator was compelled to be confined to randomly selected three zones in Addis Ababa Region. In the study only government primary schools (grade 1-4) were considered. The study was also limited to teachers of the self-contained classroom system of teaching for they have better information and experience in the setup.

1.5 Limitation of the study

The major problems the researcher confronted while conducting the research were the following:-

- There were no adequate research works done about this topic,
- Books on this issue were the main constraints of this study, the books that the researcher came across were very old.
- The late arrival of the research fund was also the problem for collecting the data on time as scheduled in the proposal.

1.6 Operational Definition of Terms

For the purpose of clarity and consistency in the study, the following terms carry the respective operational definitions given below:-

Self-contained class room - is a classroom in which one teacher instructs all or the majority of the school subjects to the same group of children for the whole day or year.

Primary school - is the first cycle school having grades one through four.

Government school - is a school operated by the government agency in this case a school operated by the MOE.

Supervisor - an education personnel who is trained and assigned to provide an expert service to classroom teachers and directors.

Director - an educational personnel who runs the educational and administrative affairs of a primary school.

Substitute Teachers - teachers who will replace the assigned self-contained classroom teacher in time of absentees.

Academic Subjects - Subjects such as English, Amharic, Mathematics, Social Studies and Science.

Non-academic subjects - Subjects such as arts, music, crafts, agriculture, physical education, Home-economics etc.

Self-contained classroom Teachers - Refers to all school personnel who teach in the primary schools first cycle grades 1-4.

Attitude - refers to the sum total of a man's inclination and feelings, prejudices or biases,

preconceived notions, ideas, fears, threats and convictions about any specific topic.

Classsize - refers to the pupils membership in a group organized for instructional purposes

Schedule - Formal timing of classes through a school

Specialist teachers - These are teachers who are specially trained in the non-academic subjects and who have deep knowledge in other disciplines and who give assistance to regular self-contained classroom teachers.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature in order to find out what has been written until now with regard to self-contained classroom system of teaching. In reviewing the literature the researcher has found it necessary to assess the following topics:

- School organization
- The rationale for countries to use the self-contained classroom system
- The teacher and the self-contained classroom setup
- self-contained classroom Environment
- Evaluation of self-contained students and Record keeping

2.1 School Organization

According to Otto and Sanders (1964) school organization is the frame work for facilitating the achievement of the school's educational aims and the administrative expression of educational theory. The school has several complex and interdependent purposes and objectives. These objectives demand an organization. The school teaches pupils to work harmoniously with others, to compete, to lead, and to follow. Making materials and equipment available for instruction in the right quantity and quality at the right time is a necessity. Instruction requires some structuring of environment and sensible use of facilities and personnel requires organization. In brief, if chaos is to be avoided school organization is necessary.

It is presumed that in each country schools will be organized so that the education of the children may be most fruitful and most economically managed. It is unlikely that there is just one best way and one best scheme for school organization, for it is possible to have good schools and good

schooling under different structures. What is best for one community with a certain political system may not be best for another. New organizational plans arise because of dissatisfaction with the existing structure. Elsbree and McNally(1954:78) said "... Any new organization system should be planned carefully; it should have a goal of meeting educational needs of individuals more completely than the previous organizational structure." Any instructional organization to be successful depends upon the extent to which the students, teachers, administrators and the community are involved in the planning, implementation and evaluation of the program.

Grades may be organized in a wide variety of patterns. As Hicks et al(1970), Otto and Sanders (1964), Kimbrough (1968), Jarvis and Wootton (1969) have noted there are a lot of grade patterns used in American education but the most widely used are the departmentalized and self-contained classroom organizations. To know about departmentalization will help us to compare this setup to that of self-contained classroom organization. In Ethiopian modern educational system these two organizations have been used widely. So to explain them will give us the clear picture of the setups, the merits and demerits they have so that we can use the best system. In the following pages each of them will be explained briefly.

Departmentalized classroom organization:-

According to Jarvis and Wootton(1969:28) "Departmentalization is a plan of organization in which the various courses of the primary curriculum are taught by teachers who are subject matter specialists and have had extensive training in their professional preparation in a given subject and are specialists in their area."

In departmentalization each teacher is permitted to specialize in only one or two subjects. As Stoops et.al, (1981:83) put it "This type of organization is subject-matter centered. Teachers teach the subjects in which they are most

qualified. Students go to the class for a class period in that subject. Many schools use this system in the upper grades."

In this system of teaching each of the teachers will be specialists in a given subject and it is assumed that they will make the subject richer and more meaningful for the pupils.

This system of teaching has the following advantages:

1. There is a tendency for a teacher to like some subjects and dislike others. A teacher develops superior ability to teach those subjects that he/she is interested.
2. Some educators argue that the specialized subject teacher will be able to develop superior teaching materials and that specialization is necessary for guiding learning in the basic disciplines.
3. The teachers are subject matter specialists. There is nothing which will improve a teacher's self-perception and self-confidence more than the feeling of security which comes with knowing one's subject matter thoroughly.
4. Outstanding sequential development of subject matter within a given content area can be effected through the departmentalized plan.
5. The departmental teacher who is a subject specialist has the opportunity to select and continually use teaching aids appropriate to his instructional area effectively.

Disadvantages of the system are the following:-

1. There is an over emphasis on subject matter. It is claimed that such an organization tends to encourage teachers to be teachers of subject matter rather than teachers of children.
2. The schedule is inflexible. A by-product of this inflexible schedule can be seen within the individual classroom. There, the "teachable moment" might have just been established with a group of children on a given topic only to be disturbed and perhaps lost forever by the clanging of the bell, indicating to the pupils that they

are to stop what they are doing, put their materials away, and move to their next regularly scheduled class, so the hot discussion should be stopped. To explain this point Elsbree and McNally (1954:90) said "A class may have reached a stage of excited interest in a certain subject, in a situation rich with learning possibilities at that moment, and be interrupted by the tyrannical bell commanding them to abandon their fruitful activity and proceed to their next teacher and subject."

3. There is a breakdown in the coordination of teacher objectives for they work in isolation.
4. Teachers learn less about the personal needs, interests and achievement levels of pupils. The teacher may work with as many as one hundred and fifty or more students in five or more sections of classes, and therefore can not be expected to become acquainted with the educational status of each child sufficiently to adjust his instruction to individual pupil's needs and interests adequately. Elsbree and McNally (1954:90) added " The teacher who must meet five classes of thirty pupils each day is prevented by their very number from knowing them well enough to suit his instruction to their individual needs except in the most superficial manner."
5. It is in conflict with the needs to integrate knowledge among the various subject fields. The greatest objection to this system of teaching is that correlation of learning experiences with other content areas is minimized through the subjects-in-isolation approach. Otto and Sanders (1964:77) said that" Integrated units of instruction can hardly be expected to emerge in a departmentalized setting." Elsbree and McNally (1954:90) also mentioned the following:

"... It will be pointed out, that its approach to learning is fragmentary and disintegrative, discouraging of unity and wholeness in the learning program. Even with sincere attempts at "integration" the separate subject will tend to be discrete and relatively unrelated in the minds of pupils."

2.2 The Rationale for different countries in the world to use self-contained setting

Why do some students find it difficult to learn whereas others find it easy? Why can't all students learn all skills equally well? Students' learning differs because student learning traits differ and because the thinking process differs depending on what the student is trying to learn. Children at each grade level vary in interests, physical and mental development, socio economic background and all aspects of their personalities. Teachers must provide experiences which seem suited to the maturational levels of most children. They have to provide for individual differences through a variety of materials and a variety of activities.

It is for the child's development that the curriculum is planned. Consequently, significant and fundamental principles of child growth and development must be a part of the foundation upon which curriculum is built. According to Jameson and Hicks(1960:40-41), "The curriculum must recognize that each child is unique; that he/she differs from every other child in level and rate of growth. Growth is an active process of maturation." So learning can take place based on the growth and development of a child. It is an individual process; no one else can do this thing for the learner. It is not an intermittent process, it is going on all the time, it is affected by the emotional and physical conditions of the learner. It is best served when the learner has the appropriate maturation and the learning material is related to the maturity of the learner. It is accomplished more quickly when it meets the needs of the learner. Learning readiness depends upon mental and physical growth, upon previous experiences and the interest of the learner. Jameson and Hicks (1960:40-41) added the following:

"... Since learning occurs through experience and since the result of this experience is manifested in modified behavior of the child, teachers can not "Pour in" facts, skills, attitudes and knowledge. Rather, the children learn because they have a purpose, and the optimum kind of learning situation provides meaningful goals for the child."

The effective curriculum recognizes that maturation factors and experiential background condition readiness to learn. Thus the teacher provides new activities attuned to the child's level of development.

Jean Jacques Rousseau said that education must adapt itself to the natural growth and development of the child. Pupils learn best when motivated by a "doing activity." Johann Henrich Pestalozzi also added that the child should be provided with proper conditions for growth in the school. Attention must be given to individual differences among children. Teachers must be informed about each child's interests, needs and capabilities. If teachers provide experiences suited to the maturational level of most children of that particular age, students will be interested and motivated to learn.

According to Hanna and Potter (1955:26-55) the following are the Psychological bases for unit selection and development of children in the primary grades under normal circumstances. This information will also help the teachers and school principals to choose the convenient type of instructional organization.

Six-year-old children and their needs- They have fairly good basic motor skills and are ready for more complicated coordination. Their eyes are not yet matured. They need frequent periods of rest and relaxation. Children at this age are eager to learn and are self-assertive. They enjoy competition and learn best through active participation and first hand experiences. Their whole bodies are involved in whatever they do. They try to produce in their drawings and

paintings what they see. They are interested in free dramatic play.

- Dramatic and rhythmic activities are essential
- Frequent change in activities is desirable because their attention span and the interest span are short. They need encouragement, ample praise, affection and great patience from the teachers. They need opportunity to experiment to satisfy their curiosities. They also need to work in small groups and to solve simple problems.

Seven-year-olds and their needs - They have better eye-hand coordination and have better use of the muscles. They are active and restless. They are competitive. They like to work in groups and cooperate with their friends. They begin to compare themselves with others, and to be proud if they are more skillful and to be concerned if they are less skillful than others. They enjoy songs, rhythms, fairy tales, animal and natural stories and stories of other children and of familiar experiences around home and neighborhood. They like comics, the radio and motion pictures.

- They need opportunities for active participation in learning situations with concrete objects and first hand experience.

Eight-year-olds and their needs - The arms and legs lengthening and hands grow larger. Their eyes are ready for near and far vision. They have developed sufficiently to do work requiring manual dexterity such as writing, sawing, weaving and wood work. They are sensitive to criticism. They enjoy spontaneous drama-tizations and identify themselves with the roles they play. They are fond of team games, comics, motion pictures, television, radio and a collection of all kinds.

- They need guidance and channeling of their interests and enthusiasms rather than domination. They continue to need praise, encouragement, affection from teachers.

They need opportunity to identify themselves with their age mates, to belong to small groups, to work and play with others and to feel that they are making contribution to the group.

Nine-year-olds and their needs - Eye-hand coordination is good, and children of this age enjoy working with their hands. They learn better by doing. they can read for information and pleasure. They not only want to know "What" and "why" but "how" things came to be. They are more interested in facts and realism.

They need physical activity and work in groups. They can grasp ideas and concepts. Their curiosity and desire for facts should be satisfied. They need reasonable explanations to their questions as well as an opportunity to gain a realistic concept of their world. They need training in skills but without pressure.

Ten-year-olds and their needs - The brain and spinal cord have reached adult size, the eyes are completely developed in function. They satisfy their imagination and desire for facts by reading books of travel, adventure, invention, biography and science. Comic books are their favorite reading materials. Time and space concepts are developing at this stage.

They need a variety of play activities and physical exercises. They need opportunities to work in groups and develop loyalty and responsibility for the interest and welfare of their groups.

Jean Piaget the Swis Psychologist in Hicks et.al (1970:31-33), has also written about the stages of Intellectual Development through which children pass. This has been utilized by several curriculum projects as a frame work. Piaget has identified Four broad subsequent stages of intellectual development in children, they are sensorimotor, the pre-

operational stage, the level of concrete operations and formal operations. But only the level of concrete operations is discussed hereunder because this is the stage that has relevance to the self-contained system of teaching.

the level of concrete operations - (from age 7-11 years)

At this stage, child still needs direct experiences with reality. Reversibility is now present enabling him to assimilate the concept of inverse operations, such as multiplication and division or manipulating a chemical balance. Conservation concepts are also established during this period. The child now grasps many ideas of science and mathematics intuitively if he is allowed prolonged experiences with concrete materials. The child is, however, severely limited in his ability to verbalize explanations or to formalize generalizations in mathematical terms. During this time, the teacher should attempt to help the child pass progressively from concrete thinking to conceptual thinking by presenting formal, logical explanations of events and relationships without continuous experience with reality. The abstract lecture method is not the convenient method of teaching at this level because children at this age lack the necessary verbal skills and experience base to allow them to comprehend isolated ideas. This period is almost the time the child attends the primary grade first cycle. At this stage teachers have to use different instructional materials and use different methods of teaching.

Otto and Sanders(1964) stated that, teachers have to know that in a classroom there are fast, average and slow learners. There can also be children with problems who need special help and who learn in different ways. These students need teachers' attention and enough time. So, the convenient classroom organization for the wholesome development of the child is the self-contained classroom setup. In the departmentalized classroom the teacher stays with the students in a certain

classroom only for a limited and short time. The time is not enough to study the interests and needs of each child as that of the self-contained classroom system of teaching. In the self-contained classroom setup the teacher stays with the students for the whole day, and the whole year. He/she has enough time to study each child properly and adjust the curriculum to the physical, intellectual and maturation level. According to Otto and Sanders(1964) since the 1950's onwards some countries like USA, Spain, Sweden etc. introduced this system of teaching into their schools specially in grades 1 to 3.

With the understanding of the main aims and objectives of the self-contained classroom system of teaching, Ethiopia also introduced it to its primary schools. According to the report on Elementary and Secondary Education Forum 1957-61 presented by Maaza in 1962, the plan for organizing elementary schools in Ethiopia under the self contained system was presented by Ato Million Negniq, the then director for Language Research and Curriculum Planning. The change appeared alongside two other changes - changes of elementary grades from 1-8 to grades 1-6; and the medium of instruction from English to Amharic excepting English to be offered as a language in elementary schools. Maaza(1961:1) reported the following:

"... The teachers shall hereafter be classroom teachers not a mere subject teachers. They give instruction in all academic subjects to a group of students not more than fifty. Non-academic subjects such as agriculture, handcrafts, home economics and physical education will be taught by teachers who are trained in these fields."

The self-contained system of teaching was forwarded to a curriculum committee which after a rigorous scrutiny referred it to the Board of Education for approval. The board accepted it in principle and suggested that it undergo a pilot test in a few schools before it was implemented nationally. According

to Maaza's report, five schools-three from Addis Ababa and two from the provinces-were chosen as experimental schools. According to MOE and Fine Arts (1963:23)" a conference on elementary school administration had been conducted from August 29-September 4,1965 to discuss the self-contained classroom." At the close of the conference it was resolved that:

- "- Trainees of all TTI'S should learn the techniques and ways of self-contained classroom teaching. In addition the trainees should understand that this system of teaching is a national obligation- and their obligation should be specified in their contract and their diploma.
- With the exception of handcraft,home economics, the teacher should teach in addition to the academic subjects, the non-academic subjects such as physical education and art.
- In a self-contained classroom there should not be, at most, more than forty students since this helps the teacher to understand more fully the problems of each student."

Prior to the conference mentioned above, The Regional Education Planning Group for Africa had commented on the self-contained system of teaching to Ethiopian elementary schools as magnificent. It reported (1962:2)"... The introduction of this organization, for the first time, in Ethiopian elementary schools represents a magnificent change in the national school practice. But warned, it will need orientation in the new classroom organization idea through the inservice program."

Martha Sorerson writes (1963:151) that" it is a more effective way of teaching because one subject can be related to another. " In addition, the MOE and Fine Arts, Division of Secondary Education (1965:26)indicates that " The self-contained classroom allows for more flexibility in program planning, but also requires greater responsibility in planning and preparation. "Siversten(1967:21) also holds the same view by writing " You can give more meaning and life to subject

matter because you can cross the artificial border line whenever it is helpful."

Taking all the above suggestions into consideration the self-contained classroom organization was put into practice in Ethiopian schools after 1963 in some elementary schools after a pilot testing and orientations to teachers were conducted. But it was not successful as expected. From 1976 to 1995, only the departmentalized system of teaching was in practice until the beginning of the experimentation of the New Education and Training Policy set by the Federal government in 1993-94. Based on the policy new curriculum was designed which brought back the implementation of the self-contained classroom setup as a major organization in all primary schools first cycle (grades 1-4) in the country starting from 1995-96 onwards.

According to the Transitional Government of Ethiopia (Sept.:1994) the school system of the country is structured on an 8-2-2 pattern replacing the earlier 6-2-4 system of structure, where the primary school is divided into two cycles; the first cycle consisting of grades 1-4 and the second cycle composed of grades 5-8 providing Basic and General Primary education respectively. The strategy of the education policy indicates that the system of teaching for first cycle was to be self-contained and for the second cycle the departmentalized system of teaching.

At present the tryout of the curriculum and the system of organization is completed and schools are in open use of the triedout curriculum and the system of teaching.

2.3 The Teacher and The Self-Contained Classroom Organization

In the following pages the second type of classroom setup which is the self-contained is discussed briefly

What is self-contained? According to Burr (1974:76)" The self-contained classroom, at the elementary level, is a plan of organization in which one teacher works throughout the day with a given group of children." Ornstein (1990:38) describes the self-contained classroom setup as follows:

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"... The most common way of organizing students for instruction by grouping 25-30 students according to age and grade level, and ability, and assign them to a specific teacher and classroom where most instruction occurs. A teacher is assigned to the class for the whole day or students may as a class go to another class for one or two periods a day to receive special instruction (in a remedial teaching-music or physical education) or the other teachers may visit the class to provide special instruction."

Stratemeyer et al(1954:364) also states that:-

"... Self-contained class groups under the guidance of one teacher who understands and knows the students well, and who has the help of specialists ready to advise interms of the particular contribution which their area of specialization makes to the problems of the students. Many elementary schools are now working under this type of organization."

According to Sorerson (1963:1) "The self-contained classroom is organized for one teacher to be responsible for teaching all subjects to one group of children all day."

This idea was supported by De Young et al(1968:165) saying that " It is a one type of organization in which a single teacher meets with a single class for the entire school day assuming complete responsibility for instruction."

According to the above quotation self-contained means all in one and the teacher becomes the key professional person and carries all the responsibility for the program of instruction for one group of children. Because self-contained means all in one, the typical self-contained classroom has its own work space, simple laboratory facilities, small collection of books, enough text books and instructional materials with its displaying corners. It has enough play ground and space for physical education and sport activities, for music, arts, agriculture and crafts. It has enough chairs for the students depending on their ages; place to put their exercise books and

textbooks, teachers records etc, so that instruction in all desirable phases of education can be provided effectively.

Franklin (1967:195) sated that:

"... The self-contained classroom can mean to elementary school" a workshop" in which the principles of child development come into play. It is a home away from home- a living room for learning. It is a base of operation out of which a group of children work all day, everyday, for a year or more with one teacher."

The self-contained classroom teacher helps each child to learn and proceed at his/her own rate toward physical, social, emotional and mental maturity he/s is not a subject teacher, rather he/s is a guidance counselor, a coordinator of the various activities which are intrinsically good and instrumentally desirable and meaningful. Soward and Scobey (1968:25) stated that "education in self-contained classroom, should be more life-centered than subject-centered, and the learning in the subject fields should be related."

According to Jarvis and Wootton(1969) and Hicks et al(1970) there are two self contained classroom plans of organization in the modern graded elementary schools. They are a) completely self-contained and b) semi self-contained classroom methods. According to these authors in the completely self-contained classroom one would find a classroom teacher who works with students who have been assigned to him/her for the entire school year. In this arrangement the teacher provides instruction in all of the subjects of the elementary school curriculum to the assigned pupils. Whereas in the semi-self-contained classroom organization, the teacher teaches the fundamental subjects but the creative activities subjects like music, art and physical education are being taught to the same children by departmental teachers who are specialists in their fields. children of the semi-self-contained classroom move from their classroom periodically to the departmental teachers' rooms for study in music, art and physical education. This system is more rigid than that of the

completely self-contained. Hence, by the very nature of its structure there are frequent interruptions in school day of the semi self-contained classroom organization scheme.

In semi-self-contained classroom setup the teacher has the opportunity of integrating the learnings of the fundamental subjects. Because there are special teachers for the creative activities, the classroom teacher has sufficient time to plan her/his work while her/his pupils are engaged in departmental work. The classroom teacher has enough time to prepare instructional materials, to make teacher-parent conference and to mix with other teachers for other social activities when the students are with the specialists. This will help him/her not to be isolated from other school members. The real weakness of the semi self-contained system is the frequent interruption of the daily schedule precipitated by the pupils' scheduled work with the departmental teachers.

The self-contained classroom system of organization has certain advantages that have paved the way for its acceptance as a structural unit for an elementary school organization. According to Jarvis (1968), Franklin(1968), Burr(1964), Regan and Shepherd(1971), Azeb(1998), Sorerson (1963), Jarvis and Wootton(1969), Wittrock(1986), Kimbrough (1968), MOE(1988), and Elsbree and McNally(1954) the common important advantages and some of its limitations are mentioned below.

Advantages of self-contained classroom organization

1. Promotion of closer teacher-learner relationships. The teacher, being responsible for the education of a small group of children and staying with them for a greater portion of each day, has the opportunity to learn a lot about his/her students, thereby knowing them well. This would help him/her to observe them in group and individually and level his/her instruction accordingly. These again would put the teacher in a better position to know the parents of the students, their homes and their out-of-school lives thereby enabling him/her to keep comprehensive records to which he/s can refer whenever

he/s encounters problems regarding the children's educational growth. Jarvis(1968:255) mentioned "Because of the length of time the teacher spends with the children in their classroom under his/her responsibility he/s has the opportunity to know individual children in the class and thus better understands their needs." Due to this relationship the teacher will have fatherly and motherly look at the children in her/his class and treat them as her/his children, he/s calls each child's name at least once before he/s goes home everyday. He/s shakes their hands and a firm bond of trust and affection will be established between the teacher and the students.

2. Integration of subjects- it gives the opportunity to integrate the educational experiences of children into a meaningful whole. Some Subjects shall reinforce one another and hence contribute to mutual enrichment. Its approach to learning is not fragmentary and disintegrative. Because it encourages unity and wholeness in the learning program, the separate subjects tend to be related in the minds of pupils.

Farrant(1984:43) mentioned that "... Integrated learning is an attempt to avoid the fragmentation of knowledge that results from teaching separate subjects in school. It attempts to look at knowledge as a whole in terms of its relevance to the pupils."

Franklin(1968:195) about integration of subjects in a self-contained classroom setup said that "... Such a classroom unit provides for the fullest possible integration of learning experiences in as much as the youngsters are under the continuous guidance and supervision of a given teacher throughout the entire school day and school term." In this system of teaching although the program is divided into various subjects, subject-matter has been written so that it can be integrated with other subject-matter and will be taught on a one-teacher-one class basis. Thus, the child will be

able to acquire a complete body of knowledge as he/s goes from grade to grade. Abebe(1969) stated that " the education of the child will be complete and meaningful when he/s is helped to see the relationship of one subject to another and one activity to another."

3. Flexibility of the plan for the day-the self-contained classroom provides greater flexibility in the daily program in that the teacher is not confined to teach one subject in a given number of minutes. Since the teacher is responsible for teaching the wholeday he/s can take as many minutes as it is necessary to help students understand the lesson. The continuity of the instruction is not disrupted at a sound of the bell. Regarding this point Jarvis(1968:256) states "No disruption of continuity when each activity is cut off arbitrarily at a sound of a bell."
4. Teacher-learner planning and Evaluation-planning and evaluation with students can not be undertaken in a short span of time in such an organization like the departmentalized setting. Hence, it is quite impossible for a teacher who stays with a group of children for a limited period of forty or forty five minutes a day to utilize part of the teacher's time to plan or to evaluate what the next activities should be or what the previous activities must have been. This is because the time he/s has to teach the subject is too dear and indispensable for him/her to cover the yearly portion which is prescribed in the syllabus. Teachers teaching in a departmentalized system do not have enough time for such activities, they run to cover the textbooks which are assigned for the grades, whereas teachers teaching in a self-contained classroom setup, have enough time for evaluating students continuously and to keep the necessary documents of students' marks. Burr(1964:78) mentioned that "Planning and evaluation with children require time. The teacher who has the whole day with the group of

students is in a better position to plan the use of time for these important activities."

5. Promotion of social livings-children learning together, playing together, working together and more over experiencing all educational activities in a small group guided and supervised by a single teacher for a long time tend to develop a good habit of social living.
6. Promotion and Protection of emotional security- a secure environment is promoted by those who know children well and who are known by children well. To know students well and to be known by them needs a longer period of time. Hence a teacher who lives and works with children for a long time as in a self-contained classroom has a good opportunity to know and to understand the students and thereby instil more emotional security in them. Burr(1964:78) says that "... One teacher who lives with children throughout the school day and knows them well is more likely to create a secure environment for children."
7. Adequate provision of Education for individual differences-working with children for a long time leads to a better knowledge and understanding of their abilities, interests, needs, dreams and aptitudes including their problems, potentialities and limitations. This enables the teacher of a self-contained classroom to possess an extensive knowledge about his/her students. He/S knows that everyone can not do equally in a class. Therefore, he/s caters for students' individual differences by giving them exercises appropriate to their abilities.
8. This system is less expensive-since one teacher is responsible for the teaching of one class for all the subjects, it is economical in using human resource.
9. It is found to be a practical way to extend education to rural areas.
10. It saves students' time that is wasted when different teachers move from class to class in between periods which is a major character of departmentalization.

Major disadvantages of Self-Contained Classroom System of Teaching are the following.

1. The chief weakness is the possibility of a group of children having a weak teacher for a whole year or more- Hence they might suffer from the inadequate ability of the weak teacher and the poor teaching situation. Kimbrough(1968:193) writes that " A group of students may suffer for an entire year because they are assigned to a weak teacher." Those students who get a good, knowledgeable, enthusiastic teacher with high caliber, their performance and results will be of high quality. They will have a good foundation for their further studies in higher grades. Aklilu (1967:15) said " Primary education will be conceived not only as a gate way for urban life but is a preparation for second level and further education. It must therefore be thoughtout and a knowledgeable teacher be assigned." If a weak teacher is employed, pupils will suffer the consequence of poor teaching because they will not have the opportunity to tutelage under any other teacher during the school year.
2. Teachers are sometimes prone to feel that the teaching load is too heavy and does not provide Sufficient time for rest. This is because of the fact that it aims at the continuity of the learning activity. Franklin(1968:199) says that "... opponents argue that the self-contained classroom requires teachers to be with children all day on a sustained basis without providing for the much needed breaks permitted in other lines of work."
3. It is not possible for a teacher to be equally competent in all the subjects given at the primary grade. He/s may give emphasis and more time to the subjects he/s has particular competency and give less emphasis to areas he/s has less competence. Therefore, there is a possiblility

that certain segments of the curriculum would be slighted. Kimbrough(1968:76) maintains that "the criticism most often heard is that it is impossible for a teacher to be equally competent in all fields. So teachers who are not well prepared in all areas may neglect the areas in which they look competence and this leads to imbalance in the school program."

4. Teachers may not be equally interested in teaching each and every subjects. Owing to this fact they may over emphasize their own interests and ignore curricular areas which they feel disinterested. This may also result in an unequal provision of learning activities.

Franklin(1968:70) says "Expecting all teachers to like to teach all subjects is unrealistic it ignores the factors of aptitude and interest and the scientific fact that people do better work when doing what they like and enjoy."

To over come limitation 3 and 4 mentioned above educators introduced "team teaching" organization system of teaching very recently. Team-teaching, as Wittrock(1986:756) said, is " a group of two or more persons assigned to the same students at the sametime for instructional purposes in a particular subject or combination of subjects."

Two or more teachers work together and share their collective skills and expertise in planning the instructional program and in evaluating instruction. Teams can be of different sizes and be responsible for up to 150 students depending on the number of teachers involved. Olsen(1968), Mitzel(1981), Armstrong(1977), Saphin and Olds(1964) have referred team teaching as instructional situations where two or more teachers, possessing complementary teaching skills cooperatively plan and implement the instruction for a single group of students, using flexible grouping to meet the particular needs of students. By teaming it is felt that the

knowledge, competence and skills of each teacher may be used at a maximum. Members of the teaching team have varying competencies, strengths and interests. An effort is made to fully utilize the strength, interests and competencies of each member of the team. It provides a natural training ground for young and inexperienced teachers. The absence of one teacher does not disrupt the class, every teacher learns from working together with others and weaknesses can be corrected.

5. There are also opponents who see this system as a rigid organization that keeps the teacher isolated behind the closed door of his/her domain. His/her qualities and weaknesses, they say, are largely unobserved and he/s does not observe outstanding teachers in action and follow their examples. Franklin added(1968:250) " The tendency towards isolation is one of the most undesirable characteristics of this system of teaching"
6. Shortage of time for the teachers to prepare teaching materials, to advance their own knowledge, to consult with outside experts, to visit local resources for the improvement of the presentation of the subjects is advanced as a short coming of the system of teaching.
7. The boredom that would accrue from spending all the day and the year with the same group of students and the same teacher for the majority of teaching activities.

2.4 The Effective Self-Contained Classroom Teacher:-

According to Ashton et.al (1975) Jarvis and Wootton (1969) Arrends(1997) the desirable traits that a primary self-contained classroom teacher should possess are:

- Open mindedness, patience, good sense of humour, scholarliness, knowledge of subject matter, good judgement, enthusiasm, multiple interest, creativeness, industriousness and carefulness.
- He/s should have an acceptable code of ethic i.e

1. deals justly and impartially with students regardless of their physical, mental, emotional, political, economical, social, racial, sexual and religious characteristics,
2. recognized the difference among students and seeks to meet their individual needs,
3. respects the right of every students, accepts no remuneration for all the services he/s renders to his/her students,
4. seeks to establish cooperative relationships with parents and keeps them informed about the progress of their children,
5. sees his/her students as if they are his/her children
6. deals with other teachers in the same manner as he/s himself/herself wishes to be treated, speaks constructively of other colleagues, school administrators and other workers,
7. He/s teaches in relaxed manner with no sign of nervous strain.
8. He/s explains things to pupils very clearly, and uses varied methods.
9. He/s knows who, what, how to teach.
10. He/s uses multi audio-visual instructional materials to stimulate ideas, to make learners active and motivated and learning becomes enjoyment to children. He/s understands indiscipline occurs when children are bored and that tasks presented need to be matched at the appropriate level of ability and interests if they are to motivate children.

2.5 Training of self contained classroom Teachers:-

According to Hall and Goodale(1988:78)"training is a planned effort by an organization to facilitate the learning of job-related knowledge and skills by its employees to improve employee's performance and further organizational goals" Anna(1996:330) indicates that " Training is one of the methods used to achieve optimal degree of fitness between the employee, job and organization."

As any other employees, the self-contained classroom teachers should have adequate knowledge and competence in the subjects they teach. Here we can focus on two types of trainings.

Preservice - is a training a teacher receives before actually begins to teach. According to Farrant (1984:226) " preservice training is usually provided in a Teacher Training Institute or College where the student teacher is introduced to the knowledge and skills needed to do a professional job in teaching ." It nearly introduces the student teacher to the practical work of actually teaching.

Inservice - According to Herderson (1978:13) " The future training of teacher's inservice work is like an injection that helps to protect the body from disease." Farrant(1984:227) added " Inservice training is a life long process in which the teacher is constantly learning and adapting to the new challenges of her/his job." It enables the teacher to come to grips with new developments such as new curricula, new methods, new structures and other innovations. It promotes efficiency, maintains enthusiasm, increases information, expands interests, and ingeneral keeps teachers professionally alive and up-to-date. If not so, teaching will be sick of out-dated methods of teaching and its outcomes will also be full of obsolete knowledge which does not serve to meet the needs of the changing and current society. To stress the importance of training for teachers Azeb(1998:305) states the following point:

"... It is wise and practical to make it possible for practitioners to value and attain excellence, for excellence, more than anything else, requires the availability and provision for appropriate and at least, basic minimum conditions that make possible the attainment of goals. It is absurd and impractical to demand the maximum by not providing even the minimum. Such unrealistic demands are bound to lead genuine persons to frustration and others to giving "lip-service" only."

Knezevich(1969:379) also stressed the importance of qualification by stating" Teaching is a specialized function best performed by those who are interested and qualified and who have the time to concentrate on it." A self-contained classroom contained teacher who is well trained will be eager and interested to go to the classroom to teach. Whereas the one who is not trained would like to create excuses and remain away from teaching. Regarding this Jinks(1979:3) says that" The cause of staying at home from work, particularly with new staff, comes from not having a clear knowledge of one's duties and how to perform them." A person who joins teaching in self-contained classrooms assumes a great deal of responsibility for successfully performing her/his task and adequate preparation is necessary. Eastmond(1959:278) said that" The training which makes men happiest in themselves also makes them most serviceable to others."

Regarding the need of preservice training Azeb (1998:303) suggested the following:

"... When talking about education and training for would-be-teachers who are supposed to be in charge of education of the students in the first cycle, it is of paramount importance that their program must judiciously integrate the right and appropriate requisite knowledge, skills and attitudes."

Teachers in this setup should be equipped with the necessary skills and knowledge that will help them carryout the effective teaching because this is the system where the future educational foundation for the child is to be started. If unqualified teachers teache students, the base will be spoiled then the future of the child will be dark. The infant years are vital because it is during this time that the essential skills of number work, reading and writing are introduced.

A child goes through educationally lacking if he/s does not get a proper grasp in her/his infant years of the basic skills on which all her/his later fromal education depends. He/s will be the sad product of an untrained teacher who did

not do her/his teaching job properly and of later teachers will not have the time to rectify her/his weaknesses. To some rural youngsters this level of education may be the end of their studies. Aklilu (1967:15) said that "primary education for years to come will be the only formal education thousands of children will be exposed to. It must therefore be well organized however short and whatever its offerings to live its life. " So the above quotation implies that in the self-contained classroom trained, interested, enthusiastic teachers have to be assigned so that the future of the child will be bright. How much training is needed to be a good self-contained classroom teacher? Regarding this point Azeb(1998:304) suggested that "-All teachers in the self-contained classroom should be well educated, the curriculum should include a well organized body of professional work including laboratory experience. As teachers are interpreters of the general culture of the people, hence their preparation must include general education, introduction to provide them with some subject matter or field preparation, they take professional work in education and psychology including methods of teaching." In addition they have to be trained how to use instructional media technology.

According to Barr(1968:126) the training of self-contained classroom teacher should include the following:

- "1. Knowledge of the field to be taught.
2. Knowledge of the teaching process i.e an understanding of children and practice of teaching,
3. Knowledg of how children grow and develop and that children differ in abilities. So that teachers can adjust their teaching according to the difference, growth and development of children."

Special help for self-contained classroom Teachers:

Should teachers in this setup have assistance? Yes, they should have the help of the director, the supervisor, consultant teachers in some of the specialized subject areas.

Specialist teachers Otto and Sanders(1964) suggested that in school, that are organized on a self-contained classroom setting, the question of special teachers is very crucial for two reasons:

1. In some curriculum areas general classroom teachers may not be prepared to deal with technical questions and issues that arise;
2. Special teachers are needed so that classroom teachers may have one period perday away from children. Traditionally, music, art and physical education have been designated as areas needing experts. So to help the classroom teacher, it is required that special teachers are needed. Otto and Sanders(1964:83) said that:

"... Each homeroom teacher may have one period away from the children when the specialists or expert teachers teach music, art and physical education. This is the time when home room teachers can have a breathing spell and attend to the many other essential duties of teaching such as planning, gathering and preparing instructional materials, and conferring with other colleagues and parents."

If this can be arranged, teachers of the self-contained classroom will not be isolated from other teachers. They will participate in clubs and other social activities as well.

The Director- is the instructional leader. He/s is the figure in school organization and should be qualified to give responsible leadership in school management and administration. He/s has the responsibility of understanding the principles of a self-contained classroom system of teaching and should be able to advise, demonstrate and provide the necessary assistance in subject areas where the self-contained classroom teacher needs help. He/s has to create conducive atmosphere and facilitate the teaching-learning process of the system. The director helps teachers of self-contained classrooms to get the necessary teaching materials, assign substitute teachers whenever needed, choose a wide, better lighted and neat

classroom for the self-contained classroom students so that they can learn comfortably. According to Jarvis and Wootton(1969)- the director of a school must be an expert in his/her profession and a master of human relations. He/s is the key to unlocking an environment conducive to learning. His/her attitude affects the creativeness of teachers and children and influences the emotional health of the total school and community. According to Blase (1994:67)"School directors must obtain current knowledge of curricular and instructional trends. " So effective directors' duty and responsibility is ensuring quality instruction and significantly shape the climate of the school. When he/s assigns teachers, he/s convinces them instead of imposing them to teach by force.

The Supervisor- According to Sorerson(1963) the primary school supervisor must possess skills and knowledge so that he/s can assist the self-contained classroom teacher in organizing a well planned daily instruction and to give guidance and demonstration in the subject areas the self-contained classroom teacher is especially weak and needs help. The role of the supervisor is to give service to the teacher whenever needed.

How will the special teacher work? These consultants carry out their responsibilities in several ways. According to Sorerson (1963:4) they work by:

- "- Working on a schedule to observe and help,
- Meeting teachers individually and in groups,
- Demonstrating for the teachers,
- Providing workshops where teachers "learn by doing",
- Providing materials and course guides,
- helping teachers understand the relationship of the subject to child growth and the whole curriculum."

The substitute teacher - Absenteeism is inevitable in schools. In self-contained classroom absenteeism poses a real problem. Directors of schools should make every effort to assign only those teachers who have the aptitude, interest, sense of responsibility and enthusiasm and who have a record of no or reasonable absenteeism with justifiable cause. It is

inevitable that some teachers will be absent a few times through out the year. In such cases a substitute teacher is necessary so that students will not be idle for many days, weeks and even months. If there are no substitute teachers and if there is no substitute rule in schools at present to overcome such problem the manual of MOE(1994:85) and Sorerson(1963:33) suggested the following substituting principles:

- " To assign trained teachers with the best attendance record to the self-contained classroom;
- In most schools there are teachers not teaching full load (30 periods per week) in a departmentalized plan (5-8). Directors should have the right to convince and assign these teachers to assist as substitutes;
- Where there are qualified assistant directors, they might be able to assist on occasion as substitutes.
- To train the more able, older students as apprentices to teach the class. This becomes a sort of a "Future teacher" incentive. "Keimi and Tolliver (1993:2) said "A peer tutor assists younger students with areas in the school curriculum reading, spelling, writing, mathematics, science and computers."

2.6 The Self-Contained Classroom Environment

According to Chahin(1988) the ideal school has to be in good repair and with plenty of space for conducting different activities. There should be enough classrooms, a hall, adequate number of toilets, and a library. It should also have a good play area and facilities outside of the rooms. The school compound has to be clean inside and outside. The grass should be well cut and the play grounds free from litter and rubbish. Flowerbeds should provide a colorful and attractive contributions to the appearance of the grounds but they need constant care.

The self-contained classroom students have to make their classroom more home-like. Flowers and pictures brighten a

classroom. Maps, globes, charts, books and other teaching materials well displayed, add to the learning environment. A neat, clean room, properly ventilated with sufficient light makes a typical self-contained classroom a healthy place for children.

The students in the self-contained classrooms are young and want to move here and there. They are restless and do not sit the whole periods in their desks as adults do, rather they move from corner to corner, do many kinds of activities. The teacher in this system does not stand in one place and lecture like higher grades but goes around the classroom and watches, monitors and checks students' activities, correct their exercise books going around their seats, facilitates and coordinates their works, to do so the classroom has to be wide enough to do all the necessary activities. The classroom should also have ample space for the tables needed for the number of children, teacher's table a work bench, small reading materials collection etc. Azeb (1998:306) describes the typical self-contained classroom as " ...The class room must be assigned to first cycle classes that are wide enough to allow free movement of teachers and students, group activities, establishments of interest centers, and for all the responsibilities and activities to be carried out related to the goals prescribed."

Regarding the classroom environment of a self-contained setup Craig(1990:32) said the following:

"...The classroom in a self-contained is an environment offering stimulation and challenge. It is a workshop which is part studio, part library, and part laboratory. It is ineffect a place of action. The class area must be functional and leads to the formation of good working habits. The appearance of a classroom needs to look attractive, interesting and stimulating."

The Child spends most of his/her time at school in one classroom, therefore, it is desirable that adequate space be

provided to him/her to work comfortably. The working space of the desk should be situated to where the child's arms can move comfortably across the top in a writing position. Children with visual difficulty should be seated in front so that they can see the board clearly and easily.

What kind of seating arrangement is needed to self-contained classroom students?

As Jameson and Hicks (1960) traditionally teachers dominated by the teacher's desk centered at the front. In most schools today, moveable furniture predominates either individual pupils desk or table-chair combinations. These may be arranged in rows often with good reason. But they may be also grouped in many interesting arrangements depending on the needs and purposes of the circular seating arrangements, others use triangular seating arrangements.

Self-contained students should take excellent care of school property so that it will give the utmost service and last as long as possible. The teacher needs to teach children how and why they should take good care of them. He/s should establish in his/her students a respect of public property.

Class-Size:- An other very important factor for a wholesome self-contained classroom environment is a reasonable number of pupils in each classroom. A lot of scholars have given different views regarding the number of students in a typical self-contained classroom. According to the manual of the MOE (October 1994:4) of the Teacher Education Panel "The ideal classsize of self-contained classroom would be between 30 to 40 pupils but effective work can be done in a class with 50 pupils. " Azeb (1998:306) also suggested the following:

"...As this cycle is the basis and foundation of all higher levels of primary and other educational levels, proper conditions must be provided such as appropriate classsize i.e not exceeding 35-40 students, our case (if self-contained setup is to be used without extensive teaming plan), and students (in our case, for the optimum is 25-30) basic minimum resources the setup needs/ requires, to be implemented."

Cummings (1980:109) also suggested that "... The typical Japanese primary school has between 40 to 45 students per teacher in every class at every grade level. In contrast American classsize tends to be much smaller, particularly at the first and second grade levels."

For effective teaching, many people advocate that educational objective may best be realized in small classes. It is an important contributor to the attainment of educational objectives too. According to Moore and Walters (1955:20): "Class of 11 students is too small for efficient instructions, and 32-33 is too large. The ideal class to be between 20-25 pupils." So given a competent staff, the smaller the class size, the greater the chance for invention and easily adaptation of newer and better practices.

Hughes and Ubben (1997:80) mentioned that " Smaller classes resulted in increased achievement, students of 13 to 17 in a class made higher scores on both the achievement and criterion-referenced tests."

According to Sorerson(1963:4) " the average class size from grades 1-4 classrooms should accomodate up to 50 pupils." Otto and Sanders(1964:14) suggested "Excessive over crowding of elementary class is most severe i.e. minimum 20 maximum 40, average 30 is preferable." Farrant (1984:142) also suggested that "Small group learning gives more children an opportunity to participate actively in the lessons, encourage cooperation, providing individual differences."

According to Davies and Ellison (1994:143), "larger classes meant, that there is less time to spend with an individual student." Jarvis and Wootton(1969:155) also said that "... Good elementary schools strive for small classes so that the teacher has more time to spend with each child, classrooms are not crowded and children have more freedom to move around the room. Children are under less emotional strain and have more opportunity to learn and to work in groups." As it is indicated above the minimum number of students in a selfcontained classroom is 13 whereas the maximum is 50. More

than 50 means less quality education whereas lesser than 50 indicates more qualitative education. So a typical self-contained classroom should have a classsize between 13 and 50.

The Schedule of the Self-contained Classroom:- According to Azeb (1998) flexibility of time according to the condition of schools (climate, distance from home to school, harvest time, well known holidays, festivals, different activities ect) are the keynote in daily schedule of self-contained classroom. Teachers in this setup should have the privilege of extending or reducing class that day depending upon the needs of the students, nevertheless not affecting the profile of the pupils. Weekly schedule provides more flexibility and distribution of time.

School directors prepare time schedule as a guide, teachers will also plan their own sequence of subjects using the suggested schedule. In scheduling, it is suggested that subjects making similar demands upon the pupils be alternated with those of a different type to avoid fatigue and monotony, those subjects closely related in content should be arranged for maximum integration. The following suggested daily lesson for full day session has been suggested by Sorerson (1963:5) below for Grade 1-4:

This is the Sample Schedule Suggested by Soreison (1963) which can be adapted depending on the needs of the learners.

	Subject	Time	Minutes
1	Assembly and flag raising	9:00-9:10 A.M	10
2	Planning period	9:10-9:20 A.M	10
3	Amharic	9:20-10:10 A.M	40
4	Arithmetic	10:00-10:30 A.M	30
	Recess	10:30-10:45 A.M	15
5	Science	10:45-11:30	45
6	Arts and Morals	11:30-12:00	30
	Lunch	12:00-2:00P.M	
7	Amharic	2:00-2:45	45
8	Physical Education	2:45-3:05	20
9	Conservation and Nature study	3:05-3:45	40
10	Music	3:45-4:00	15
	Total Time =	5 hours =	300 minutes

The teachers have the right to change the time mentioned above depending on the subjects given and the session whether for full day or half day. Farrant in Azeb (1998:302) " calls this cycle as infant class in which there is a good reason for blocking the time table into units of activity rather than as formal lesson period. " So he suggested the following:

" The first half of the morning to be devoted to number of activities involving individual and group work in measuring, buying and selling as well as different number games or to carryout formal instruction. Another part of the day might be devoted to language activities such as reading, writing, story telling etc. This kind of time table allows the teacher flexibility to organize activities with freedom."

An alternative schedule format is also prepared by Jarvis and Wootton (1969:304) which is a sample schedule for self-contained classrooms;

School _____ **Teacher** _____ **Grade 1-4**

	Time	Minutes	Curriculum area
1	8:30-10:00	90	Social studies and Science activities
2	10:00-10:30	30	Physical education
3	10:30-11:45	75	Language Arts • Written and Oral English, Literature, Reading, Spelling Writing
	11:45-12:15	30	Lunch
4	12:15-1:30	75	Appreciation-Literature, music, Health, Art, Drama.
5	1:30-1:45	15	Rest and Free play
6	1:45-3:00	75	Skill practice-Arithmetic, English, spelling, reading

This schedule serves as a means of organization and as a guide to over-all planning but is subject to change according to the needs apparent and opportunities available. By

observing this schedule, the teacher and the students are aware of the importance of all areas of the curriculum in providing abalance in their learning experiences. The schedule guides the students in arranging their daily agenda in keeping with the over all curriculum. The basic principle to the schedule of this arrangement of curriculum offerings provides for a logical sequence in the day of the primary school child.

Regarding flexibility of schedule Jarvis and Wootton (1969:303) mentioned the following points:

"... Inorder to provide for the ever changing activities and to meet the interests of individuals a schedule which allows for flexibility within large blocks of time must be arranged. A flexible schedule permits children to work without interruption long enough to complete an understanding, to share information, and experiences they have gained outside the classroom, to express feelings of concern and frustration in attempting to pursue an interest."

Hanna and Potter(1955) added that flexibility is needed in the daily time-schedule so that teachers and pupils can plan the day's program interms of the particular job to be done. Self-contained classrooms where the pupils are with the same teacher all day permit flexibility which is the main character of the schedule in this setting, where pupils and teacher plan together at the beginning of each day, it is possible to adjust the program to fit the demands of the learners and the day's activities, for example, an excursion may take all day or all afternoon, some activities may take two periods or more such as debating. So the daily schedule should be flexible and grow out of the needs of the children and goals which they hope to achieve. Each day's program should vary according to these needs and goals. A rigid program affects the activities of the self-contained classroom and aides the teacher to make a fair distribution of time and cause unnecessary interruption of the ongoing activities.

Classroom Collection:- Text books are used in self-contained classroom teaching because they have been designed to present subject matter in a sequential manner in a graded series generally accepted by educators. They are more or less a general outline for a course of study. This does not mean that the textbooks should be the only means of presenting content to the learners. Textbooks serve as guides and starting points for study and give something specific that both the teacher and students can use as place of departure. To get additional information and knowledge students use supplementing books which are used for extending and reinforcing learning, they are used to supplement learning experiences. In so doing in self-contained classrooms every teacher gathers a few books which form the nucleus of a classroom collection. Otto and Sanders (1964:176) suggested that "The very fact that teachers manifest this personal interest in their room collection is good evidence that they recognize the value of these supplementary resources."

The Self-contained classroom collection should be a changing collection rather than a permanent collection. It contains 50 to 100 books, as the children have finished reading the books and as the units shift from one topic to another the collection will be changed. The temporary classroom collection should serve as a readily available reservoir, which feeds breadth of content into the instructional program in the classroom, provides recreational reading for pupils during sparetime, and equips the self-contained classroom teacher with materials of different levels of difficulty to suit varied pupil's interests. If this is the purpose of self-contained classroom collection to students and teachers the classroom must have enough space for making this collection, which is a beneficial to self-contained classroom students.

The schools library in a self-contained setup is the room which has large number of books in many different topics. Students go to the library and read some books depending on their interests. If they start reading at primary grades and continue using library for recreational and supplementary readings, they will develop a habit of reading and this will help them in their future higher studies. They need to learn how to use the library to find most quickly the things they seek.

The librarians have the major responsibility for instructing self-contained classroom students in the use of books and libraries, develop in them strong motives for and permanent interests in reading, guiding children in the selection of reading materials to promote in children the habit of using reading as a wholesome way of engaging leisure time. The librarians are largely responsible for creating a friendly, happy and orderly atmosphere within the library so that children in self-contained classroom will be attracted to go to the library and cultivate the habit of reading. If the librarian is somber, bossy and speaks in loud or gruff voice, the children will be very far from the library. A pleasant, calm and low voiced librarian is most likely to have students attend the library very often. Consequently every class in a self-contained classroom has to be regularly scheduled to spend a given number of periods per week in the library in addition to the classroom collection.

School Pedagogical Center in a Self-contained Setup: is a place where varied teaching materials are available, classified, displayed in subject corners and stored for retrieval when required. It is also a production center for teaching materials and offers borrowing facilities to self-contained classroom teachers the already made ones and use them to make the teaching-learning process meaningful and lively.

As Farrant (1984:50) indicated "Resource centers often provide technical services that teachers in the production of their own teaching materials on papers, cards, disks or audiotapes, film or videotapes." One of the most widely accepted beliefs among educators today is that an abundance of qualitative instructional materials of many kinds, on many subjects, and at many reading levels is needed for quality education. Regarding this point Rasmussen (1966:69) suggested that " a variety of quality materials made available and used imaginatively can transform the self-contained classroom into the loveliest of learning environments."

2.7 Evaluation of Self-Contained Students and Record Keeping

Teachers in a self-contained classroom should have the knowledge and ability of assessment of students. Self-contained classroom teachers are regularly engaged in the process of assessing the successes and failures of their students. It is the product of this assessment that provides the pointers for future development of the students.

Evaluation takes place daily within the primary classroom. It must be an integral, continuous part of the instructional programs. Ornstein and Hunkins (1998:250) said that " through frequent evaluation the self-contained classroom teacher gathers evidence of accomplishment, growth and development among his students,"

Continuous assessment is being used increasingly as an alternative to terminal examinations because it provides more reliable information than examinations. This is because continuous assessment builds up a picture of a pupil's performance over a prolonged and representative periods where as examination shows only what a student did on one particular day. continuous evaluation gives special help to the teacher.

If self-contained classroom teacher is to monitor children's work and evaluate their progress, systematic record keeping procedures are very vital. Continuous records have several functions said Bull and Solify (1987:36-37) Some of which are:

- "- They provide the basis for initial assessment of pupils' skill levels, enabling the self-contained classroom teacher to decide what to teach,
- Records help the teacher to monitor progress overtime and to systematically observe students' improvements in response to the teaching given. This information can be used to evaluate and identify successful teaching methods and help the teacher to decide what to teach next,
- When pupils' progress is lower than we would hope, records will assist decisions about what steps can be taken to put students back on course for success.
- Finally, effective records assist teacher's communication with parents."

So records should show the clear picture of the progress and lack of progress of the self-contained classroom students i.e. the comprehensive picture of the learner. They should be easily accessible for use by all concerned with the student's development.

Farrant(1984:260) said that "records must be complete, truthful and used in taking appropriate action on the basis of the information they supply."

Craig(1990:148) said that "records must be simple, include all relevant information, be meaningful and be clear and easy to refer to."

As Jarvis and Wootton (1969) Farrant (1984), Kimbrough (1968) and Azeb (1998) the following are some of the records that have to be kept in self-contained classroom;

- Cumulative records, anecdotal records, attendance register, reading progress, health records, family history, test records, special skills records, marks earned in the various subjects, abilities and interests, parent-teacher conferences

(for reporting pupil's progress and the way he/s behaves), withdrawal and transfer records etc. These are the important records that a primary teacher in general and a self-contained classroom teacher in particular should keep.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The major purpose of this study was to examine the current status of self-contained classroom system of teaching in Addis Ababa Primary schools (grades 1-4) and to investigate into the salient problems that this system of teaching faces. Thus to attain this purpose, a case study method was designed and Likert Scale Model was also used. The subjects of study, instruments of data collection, sampling procedures and techniques and methods of data analysis were also forwarded as stated hereunder.

3.1 Subjects

As the study was aimed at the analysis of the current status of self-contained classroom teaching in the first cycle of primary schools (grades 1-4), the subjects were of four types, all of which were from Addis Ababa Administrative Region.

3.1.1 Students of grade Four- interview was done with grade four students because of their age maturity to respond to interview questions.

3.1.2 The Professionals were:

- i. Self-contained classroom teachers of the sample schools,
- ii. Directors of the sample schools,
- iii. Supervisors of Regional Education Bureau, Zonal Education Departments and Woreda Education Offices,

3.2 Sampling Techniques and sample size -in this study three types of sampling techniques were used.

3.2.1 Cluster Sampling according to 1998-1999 Annual Educational Booklet, in 1991 E.C. academic year in Addis Ababa Administrative Region, there were 65 government primary schools that provided education at least up to grade Four. These schools are under six zones. So, three zones were randomly selected. From these three zones nine

schools were selected randomly as sources of information. A total of 160 randomly selected self-contained classroom teachers and 36 students of the sample schools were taken. Consequently, the sample schools were:

Zones	Names of Primary Schools	number of teachers
one	Dej-Balcha Abanefso	32
	Yekatit 23	27
Five	Belay Zeleke	22
	Fitawrari Habt Giorgis	20
	Kolfe	21
six	Akaki Mengist Timhirtbet	12
	Abaineh	10
	Akaki Cherka Cherk	9
	Yeselam Fire	7
3 zones	9 schools	160

3.2.2 Purposeful or Deliberate Sampling-because of their governmental responsibilities two supervisors from each levels- Regional and Zonal Education head of the supervision departments and one supervisor who is responsible for primary level education specially for self-contained classroom system of teaching were chosen. Woreda Education Supervisors were also included

3.2.3 Available sampling- Directors of nine sample schools were included in the study. All directors of the sample schools were included in the study because of their manageable size. Hence, the total universe of the study was 220, that is:

i. students	- 9 schools x 4 students	=	36
ii. Teachers of self-contained classrooms		=	160
iii. Directors of Sample schools		=	9
iv. Supervisors of Regional Education Bureau		=	2
v. "	" Zonal Education Departments	=	6
vi. "	" Woreda Education Offices	=	7
	Total population of the study	=	<u>220</u>

3.3 Instruments - Three types of data collecting instruments were used in this study. These were questionnaires, interview and observation.

3.3.1 Questionnaires - A set of questionnaires were prepared for teachers who are at present teaching the self-contained classrooms. The questionnaires were prepared in Amharic to facilitate communication. They included the following points.

- respondent's background information,
- open and close ended questionnaires were also forwarded on general information about the self-contained classroom systems of teaching (the benefits and burdens, the advantages and disadvantages, the problems of the system of teaching encountered and the means and mechanisms to come out of such problems, training of self-contained classroom teachers, classroom environment and classsize, assessment of students and record keeping of self-contained classroom students etc.
- To know the attitude of teachers about this system of teaching, items were also prepared in the form of Likert-type attitude scale and the level of agreement were indicated on a five-point scale ranging from strongly disagree to strongly agree

3.3.2 Interview- this instrument was used to collect data from the students, directors and supervisors. To collect relevant and supplement information about the setup of teaching three sets of interview questions for nine school directors, 36 students of the sample schools, two Regional, six zonal and seven woreda supervisors were prepared and forwarded in Amhairc for clear communication sake. The interview with the students were to know their attitude about the system of teaching. To investigate whether they like to be taught all subjects by a single teacher or not and whether they like this system of teaching to continue or to discontinue and to know who

substitutes the teachers of self-contained classrooms in case of absenteeism etc.

The interview with the directors was to know the kind of support service provided to the self-contained classroom teachers if the need arises, the willingness of teachers to be assigned in this system of teaching, the availability of enough facilities and instructional materials, the criteria of classroom selection for this system of teaching, the classsize etc. generally to know the condition of implementation of this system of teaching at the grassroot level i.e. school.

The interview with the supervisors was to know the goals and objectives of the self-contained classroom system of teaching, and how it was started in the region the benefits of the system to the learners, the training of teachers etc.

3.3.3 Observation- To explore the learning environment of the sample schools, observation was another source of data. With the help of check lists the physical and the inside classrooms were observed.

3.4 Pilot study - Prior to the main research work, a pilot study was carried out in zone two. Five primary schools (grades 1-4) two directors, ten teachers and two supervisors were chosen for the purpose. A pilot study was conducted in order to ensure whether the instruments were free from vague and unclear items. A draft questionnaire which included 35 items was prepared in Amharic and field test was conducted. As a result, five items were to be added concerning teaching materials; and options of two items were rephrased in accordance with the relevant inputs obtained from the respondents.

The Woreda Education Office Supervisors were not at first included in the study but with the information from the field test, it was desirable to include them because the primary schools are under the direct control of the woredas, so pertinent data would be achieved from these people.

3.5 Data Collection Procedures- The data collection was carried out in Addis Ababa Region by the researcher and his five assistants who are grade 12 students at Kefitegna Arat Senior Secondary School. The assistants were well oriented for 5 days, on the objectives of the study and instruments employed. Letters were written to the sample schools from AAU, Education Faculty, Curriculum and Instruction Department and Addis Ababa Education Bureau, so that the concerned personnels, of the zones, woreda and schools, would cooperate in the process of the study.

3.6 Methods of Data Analysis - According to the 1998-1999 Annual Educational Booklet, there were 480 teachers teaching in the sample primary schools, 160 (33.3 percent) were taken as the sample respondents. 160 questionnaires were distributed to the above mentioned self-contained classroom teachers and 160 (100 percent) were collected, tally was done and categories were made based on the given alternatives, then the frequency of these categories were established. Finally the frequency counts were organized, processed and changed into percentage for analysis. The information obtained using interview and observation were also changed into percentage and analyzed separately. This information was used to strengthen relevant information that was gathered using the questionnaires.

CHAPTER FOUR

4. Presentation of the Data and Interpretation of the findings

This chapter will examine and discuss the findings obtained through observation, questionnaires and interviews. The first part of this chapter will deal with the observation prepared for assessing the learning environment of the self-contained classroom system of teaching; the second and the third parts will deal with the questionnaires and interviews respectively.

4.1 Data Obtained through Observation:

The researcher observed the physical condition of the schools selected for the study. Out of the selected nine schools eight of them have water pipes. Students during breaktime go out of their classes and drink water. One of the schools does not have pipe water, because it is newly built. The construction of the school is not completed, due to the shortage of classrooms and excess flow of students in the area, the zone Education Department was forced to use it before it is completed. So students carry drinking water from their homes.

As observed, all of the selected schools have toilet services even though the numbers are too few compared to the number of student. Whenever we talk about toilet services, the very important point that has to be taken into consideration is their cleanliness. As it is observed the toilets are dirty.

Regarding the availability and the function of school pedagogical centers, investigation reveals that all schools have rooms for this purpose. six of the schools under the study have school pedagogical centers which function properly but three of the schools have rooms for pedagogical center which are not functional. The above mentioned six schools have enough teaching materials prepared by teachers and students arranged in subject areas. There are Amharic, English, Science, Social

studied, maths, Physical Education and Music corners. For music there are local musical instruments such as Kirar, Begena, and Masinko. There are charts of alphabets of Amharic and English and number charts from one up to one hundred for first and second grades. The heads of school pedagogical centers mentioned that since there is no enough financial support from the school, due to lack of materials, teachers are not preparing new instructional materials. The function of the school pedagogical centers is to lend the already made ones to teachers who need. The researcher has observed lists of teachers who have borrowed and returned the instructional materials.

In an attempt to observe the existence of different outdoor playgrounds in the selected schools, the investigator has observed all the available playgrounds for different activities like football, volleyball, basketball, racing, jumping, gymnastics etc. Since the schools under study are primary schools, separate play grounds for the young children are not available. They have to share with the bigger children. The playgrounds that are available in most of the selected primary schools are football and volleyball fields.

The observation indicates that four of the selected schools have very good outdoor play grounds, three of them have good and two of them have poor play grounds. Keeping young children in the classroom for the whole day is not possible. They have to go out to play and do different activities. Playgrounds have to be free from all dangers, stones, logs of wood and some other materials which can hurt children.

The researcher tried to observe the size of the classrooms of the primary schools under the study. all the nine schools were thoroughly observed.

This researcher has observed that among the selected primary schools one of them has less number of students (68) whereas eight of them are rather overcrowded. It is observed that in the overcrowded (between 78-114) rooms, students and teachers could not move about. When teachers

wanted to move from one desk to the other to correct students' exercise books, they move with great difficulty. It is true that all the classrooms of the primary schools under the MOE have equal standards, but it is the large number of desks jammed in to the rooms in order to accommodate the excess number of students that made movement rather difficult.

With regards to ventilation and light in the classrooms, the researcher has observed that all of the classrooms have enough light. However there is a serious problem regarding ventilation. Some of the windows and doors are broken. They can not be opened and closed easily. They are either permanently opened or closed. In those classrooms whose windows and doors remain always open, the wind disturbs the teachers and the students. Only one of the school, which is actually new is free from this problem.

Regarding the moveability of the seats and their arrangements, the observation reveals that in all primary schools under the study the seats are neither fixed to the floors nor to each other. There are separate benches and desks. Chairs, tables and arm-chairs are not available. The benches and desks need a lot of space to move and change the seating arrangement as needed. So the teachers use only raw seating arrangement all the time.

In an attempt to observe the cleanliness of the classrooms, the researcher has observed all the nine primary schools and their classrooms as much as possible. From each school and each grade level two sections each were observed i.e. 1A, and 1C, 2B & C , 3A&C, 4A&B. In some schools the students clean the classrooms whereas in some primary schools there are janitors who clean the rooms. some schools do not have brooms to clean, they use leaves, in some cases students bring brooms from their houses during their turn of cleaning.

The observation shows that four classrooms are fairly clean, four are clean and one is very clean. In general the cleanliness of the classrooms is encouraging. Classrooms, in Selam Fire primary school are new and clean. It is also

observed that in all the classrooms there are no waste paper baskets.

As the researcher observed instructional materials in classrooms are not available adequately. In the rooms, there are teaching materials such as lists of alphabets for Amharic and English, number charts, maps of Addis Ababa, Ethiopia and some other pictures. They are not well fixed on the walls, they are almost falling down. They are old and the writings are not readable. In few classrooms, there are small and old notice boards. They are used to put notices and programs of the classroom. In most classrooms even these boards are not present. The programs and the notices are fixed on the walls.

In an attempt to investigate the presence of drawers for keeping the textbooks and exercise books for the students and cupboards for the teachers, in all the schools, these things are not present at all. The students carry their materials when they go out during break and for field activities. Teachers keep the books and instructional materials in the staff rooms. Classrooms are not safe to keep things for their doors and windows can not be locked.

Table 1
The different teaching methods the teachers used

Primary Schools	observation one				observation two				observation three			
	grades and sections				grades and sections				grades and sections			
	1A	2B	3C	4A	1A	2B	3C	4A	1A	2B	3C	4A
Belay Zeleke	calling out alphabets	Reading aloud	writing note	lecture	addition	subtraction	explanation	lecture	subtraction	note	lecture	note
Dej.Balcha	calling out numbers	question and answer	"	"	writing numbers	addition	"	"	reading	reading aloud	"	lecture
Fit.Habte Giorgis	calling Amharic Alphabets	lecture method	writing words	Debating	writing English letters	reading aloud	multiplication	"	hand writing	dictation	"	correcting exercise books
Yekatit 23	calling out English Alphabets	"	lecture	lecture	making short sentences	taking note	simple division	note	making words	hand writing	"	note
Akaki Mengist	calling out numbers 1-30	"	"	"	drawing	singing	reading English book	singing	"	note	"	lecture
Akaki Cherka Cherk	writing alphabets	"	"	"	singing	drawing	lecture	drawing	science note	drawing	"	"
Kolfe	calling out numbers	"	question & answer	"	correcting exercise books	lecture	"	lecture	addition	lecture	note	note
Abaineh	calling out amharic alphabets	"	reading aloud	"	reading amharic textbook	"	"	"	Art	"	"	making sentences
Selam Fire	calling out English alphabets	correcting exercise books	exercise	"	Reading words	"	"	"	playing	"	maths	lecture

To investigate the kind of teaching methods the teachers use, classroom observation was conducted in one section from each grade level(grade1-4). The researcher observed 1A,2B,3C, and 4A three times. In all the three observations how the teachers were teaching and what type of methods they used is clearly shown on the table above.

As the observation indicates, the methods the teachers used were traditional ways of teaching. first grade students were calling out the Amharic and English alphabets, and numbers using charts hanged on the walls.

37% of teachers teaching from grades 1 to 4 and 56.3% teachers teaching from grade 2 to 4 used lecture method of teaching. From this method young children in primary grades 1 to 4 benefit little. Playing games, Role plays, question and answer, dramatization and problem solving methods are the most suitable methods to be used at this level. Dramatic play puts great demands on children's language abilities, and at the sametime motivates them to become more precise in their use of language and thereby contribute to cognitive and language developement.

The observer investigated the same sections three times but the teachers were talking a lot and the students were passive listeners. The students were made to read the books aloud all the time. The teachers were doing the exercise on the blackboard and the children were copying the answers to the maths questions.

If students would have done on the board all the questions in turn, it could be very easy to give correction. Students learn from their mistakes. If they simply copy the steps and answers of the teacher from the black board, they do not learn maths. If they do by themselves, they learn better.

Table 2
The teaching materials the teachers used

Schools	observation one				observation two				observation three			
	grades & sections				grades & sections				grades sections			
	1A	2B	3C	4A	1A	2B	3C	4A	1A	2B	3C	4A
Belay Zeleke	Charts	text book	text book	MAPS	Charts (Amharic)	text book	giving notes	text book	real objects	pictures	text books	note
Dej.Balcha	text book	pictures	"	text book	number charts	note on the board	text book	"	pictures	text book	"	text book
Fit.Habte Giorgis	"	text book	"	"	English charts	"	"	"	Charts	"	"	"
Yekatit 23	"	"	"	"	"	"	"	"	"	"	"	"
Kolfe	"	"	real objects	"	text book	text book	"	"	"	"	"	"
Akaki Mengist	"	"	Drawing	"	"	"	"	"	text books	"	"	maps
Akaki Cherka Cherk	Charts	"	text book	"	"	"	"	"	"	water	text book	"
Abaineh	"	"	"	"	"	"	"	kinds of rocks	"	text book	"	"
Selam Fire	"	"	"	Leaves	"	"	"	text book	"	"	"	text book

The researcher observed 1A,2B,3C&4A three times to see what kind of instructional materials teachers used to teach. The observation revealed that 26.8% teachers used real objects such as different types of rocks, plants, leaves and water in classes. Others used maps, drawings, pictures. As the observation reveals 73.2% of the teachers used blackboard and textbooks as instructional materials. As the chinese proverb indicates;

"what children hear, they forget,

what they see, they remember,

what they do, they know best" This shows that children at this age learn more by seeing and doing than hearing. They can not remember all the facts they hear from the teachers, so using different audiovisual materials is necessary. The learning activity will be effective and meaningful when teachers use different instructional materials that appeal to the senses.

Table 3

The number of students who share one bench.

Schools	number of students on one bench			
	1A	2B	3C	4A
Belay Zeleke Primary school	1:4	1:3	1:2	1:2
Dej.Balcha " "	1:3	1:3	1:2	1:2
Fit.Habte Giorgis " "	1:4	1:4	1:3	1:3
Yekatit 23 " "	1:3	1:3	1:3	1:3
Kolfe " "	1:2	1:2	1:2	1:2
Akaki Cherka Cherk " "	1:3	1:3	1:2	1:2
Akaki mengist " "	1:2	1:2	1:2	1:2
Selam fire " "	1:4	1:4	1:4	1:4

As the table indicates only in two schools in first and second grades two students sit on one bench, whereas in the other seven schools one bench is for 3 and 4 students. In grade three and four in three schools one bench is for 3 and 4 students. In grades 3 and 4 children are bigger than students of 1st and 2nd

grades. When bigger children are made to share one desk for three or four it is very difficult for them to sit and write comfortably. Even in grades one and two to sit on one bench for 3 and 4 is not comfortable, writing also is difficult. The bench serves to sit only for two students so that they can sit and write without any difficulty.

The availability of the following records was also checked in all the selected schools:

- attendance register,
- weekly and yearly lesson plans,
- mark lists,

These are all available with the teachers, whereas cumulative records, withdrawal records, documents which students produce to enter the school are present in the files of each student in the record offices of the schools.

4.2 Data obtained through questionnaire

The following four tables show the bio data of the respondents

Table 4
Sex of respondents

Sex	number	percent
Male	25	15.6
Female	135	84.4
Total	160	100

As it is shown above 135(84.37 percent) of the teachers in the study have been to be females, while 25(15.63 percent) are males. It appears very important that self-contained classrooms to be home like, in homes most of the time mothers look after the small children. This situation becomes a substitute to their mothers. So the finding indicates healthy condition to the self contained students. It is also true that there are committed and enthusiastic male teachers who have fatherly

attitude to young children. They have to be encouraged to be responsible in this system of teaching too.

Table 5

Age of respondents

Age range	Respondents	percent
18-24 years old	12	7.5
25-30 " "	38	23.8
31-35 " "	81	50.6
36-40 " "	19	11.9
45 years old and above	10	6.2
Total	160	100

As regards the age of self-contained classroom teachers in the study, it has been found that the majority of the teachers i.e 119(74.4 percent) were in the range of 25 to 35 years. Very few teachers are in the youth age, i.e.18 to 24 years, they are only 12(7.5 percent). Similarly, a small portion of the teachers 10(6.2 percent) were found to be 45 years old and above. In general, as can be seen from the table above, the majority of the teacher respondents are 25 to 35 years old, and a great majority are in an active working age which is beneficial to the self-contained classroom children.

Table 6

Number of Respondents by Years of Service

Years of service	Respondents	
	Frequency	Percent
1-5 years	14	8.8
6-10 " "	23	14.4
11-15 " "	58	36.2
16-20 " "	49	30.6
21 years and above	16	10.0
Total	160	100

As regards to the professional experience of the teacher respondents, most teachers 107(66.8 percent) have served from 11 to 20 years in the teaching profession. On the other hand, only few teachers 14(8.8 percent) have been found to serve below 5 years. The rest lie between 6 to 10 years service (14.4 percent) and 21 years and above (10 percent) respectively.

Hence, significantly high proportion of the respondents are the group who served 11 to 20 years.

Table 7

Teacher Respondents' Educational Status

Educational Status	Respondents	
	Frequency	Percent
12th grade or below	4	2.5
TTI Graduates	148	92.5
College Diploma	1	0.6
TTI summer course	7	4.4
First Degree & above	-	-
Total	160	100

As the above table shows the majority of the respondents 148(92.5 percent) are Teacher Training Institutes graduates, 7(4.4 percent) are Teacher Training Institutes graduates + summer course. One teacher respondent (0.6 percent) has College Diploma. four teachers(2.5 percent) have no training in teaching which should be given due consideration. This is really encouraging. Almost, all teachers have the required qualificating for teaching primary grades.

Table 8

Teacher's participation in making decision on the try out stage-of the self contained setup.

Have you participated in making Decisions on the try out stage?	Respondents	
	number	percent
Yes, I had directly	3	1.9
No, I hadn't	140	87.5
I don't know	8	5.0
It is not necessary	2	1.3
Indirectly participated	7	4.3
Total	160	100

As table Eight indicates, 140(87.5 percent) of the respondent teachers had no active involvement or participation in making decisions on the arrangement of the self-contained classroom organization at the preliminary tryout of the newly planned and integrated curriculum except teaching the subjects.

According to Halton, Marrow and yates (1977), the teachers' support and participation in setting new arrangement in schools contribute much to success for they take the innovation as their own. The low participation of teachers in the tryout stage will have significant effect on its implementation either positively or negatively.

Table 9

The knowledge of teachers about the main objective of the self-contained classroom system of teaching.

Do you know the main objective of this system of teaching	Respondents	
	number	Percent
Yes, I know	25	15.6
No, I don't know	135	84.4
No response	-	-
Total	160	100

As the above table indicates 135 (84.4 percent) of the respondents mentioned that they don't know the main objectives of this system of teaching. They also mentioned that they had never been taught in this system of teaching when they were in elementary schools. When they were in the TTIs, they made their teaching practice in a departmentalized classroom setup. 25(15.6 percent) know the objectives of this system teaching, they might be recent TTI graduates

Table 10

To know the level of training given to teachers in teaching the self-contained classrooms.

Level of training of teachers	Respondents	
	number	Percent
adequate training	14	8.8
summer courses	-	-
Workshops, seminars & orientation	20	12.5
no training is given	126	78.7
Total	160	100

As the above table indicates 126(78.7 percent) of the teacher respondents said that they have not taken any kind of training which will make them fit to teach the self-contained classrooms. They are Teacher Training Institutes graduates to teach all the subjects in elementary schools. This Training makes the teachers fit to teach in self-contained classrooms. Twenty of them(12.5 percent) said that they have participated in workshops and orientation programs conducted only for two weeks. They said that the training given to them in the form of workshops was not sufficient to know about this system of teaching. They said that the training they received in two weeks time benefited them very little.

It is of interest to note here that one of the most important tasks in teacher education in general and in self-contained classroom organization in particular, is the training of teachers to arm them with the necessary knowledge and skill so as to be able to manage the varied tasks the self-contained classroom setup requires. In this regard, the finding appears to be interesting since the majority of the teachers have passed through TTIS trained to teach all the subjects given in the primary schools. If orientation is given they will not face serious problems to teach in self-contained classrooms. It is true that trained teachers are indispensable to a sound program. Especially, in order to equip self-contained classroom teachers with the necessary skills special training is required. Unless teachers are trained they could not understand the developmental sequences and expectancies of children. If they could not understand these sequences and expectancies, they would not be able to adapt the curriculum in order to meet the needs and interests of the children. Besides, if the teachers themselves do not have well-developed knowledge in the fields of studies, they would be unable to help children develop properly.

Many authorities supported the role that training plays and strongly argued that teachers have to be smart and very

well informed to guide young children. "Teachers who lack basic knowledge and skills about child development could not provide the child with the desirable physical, intellectual, social and emotional needs" Said Hymes,1974 cited in Seefeldt(1980:19); Foster and Headley (1959:43); Hildebrand (1971:3-5);Decker and Decker (1988:206-208).

One item was also included in order to secure information as to whether or not the teacher respondents have been exposed to supplementary training through inservice or refresher courses. Results show that 154 respondents (96.2 percent) have not obtained training or refresher courses; whereas 6 respondents (3.8 percent) have attended a refresher course or inservice training for four weeks.

From this finding it would be reasonable to assume that opportunities for inservice staff development are minimal and limited. This situation, therefore, would have a negative impact on the performance of the teachers in the self-contained classroom and this in turn affects children as a whole.

Table 11

The subjects the self-contained classroom teachers like to teach.

Subjects teachers like to teach	Respondents	
	number	Percent
Language	85	53.2
Environmental science	53	33.1
Mathes	12	7.5
Physical Education	5	3.1
Music	2	1.3
Art	3	1.9
Total	160	100

The above table clearly shows that 83(53.2 percent) and 53(33.1 percent) of the teacher respondents like to teach language and environmental science respectively. Subjects such as physical education, Art and Music are not favored by teachers to teach. This shows that teachers do not have equal interest in teaching all the subjects equally. Only 12(4.5 percent) of them like to teach maths.

An item was also included to know how flexible the schedule of the self-contained classroom is. Most of the teachers i.e. 158(98.8 percent) responded that they are governed by the school bell like the departmentalized grades and are forced to move to the next subject. The schedule is prepared by the school administrators and they are forced to follow the periods strictly and to decrease from 40 minutes or increase is not allowed. The schedule is not flexible rather it is rigid.

Table 12

Who gives assistance to the Self-contained classroom teachers?

personnel who helped the self-contained classroom teachers	Respondents	
	number	Percent
The directors	5	3.1
The Supervisors	2	1.3
Subject Specialists	3	1.9
Others	-	-
nobody	150	93.7
Total	160	100

This shows that no one had given help to self-contained classroom teachers as the responses of 150(93.7 percent) indicates. subject specialists, school directors and supervisors play a significant role in helping self-contained classroom teachers whenever they need.

An item was also included to know if there are substitute teachers to take up the teaching responsibility when the regular teacher is sick or absent. All the teacher respondents mentioned that there are no substitute teachers. When the incident happens, the students either study by themselves or they will be divided and distributed among other sections.

An item was also put to know the text books-rationed out for all the subjects. All the respondents (100 percent) responded that this year the problem of shortage of books is solved. All the books for academic subjects are 1:1- one

student has one text book, but the non-academic subjects do not have text books. Syllabi and teacher's guides are not available for all the subjects.

Regarding the availability of instructional materials to enrich the teaching-learning process, all respondents mentioned that in 1995-98 they used to prepare teaching materials needed by going to the School Pedagogical Centers. due to lack of materials for preparing teaching materials such as paper, markers, ink etc. they can only borrow the materials which were made previously.

An item was also included to know the criteria for selecting classrooms for the self-contained system of teaching. Great majority of the teachers 140 (87.5 percent) said that since all the rooms are of the same size they are not different from other classrooms.

To know the promotion policy of the self contained classroom students, an item was included. As the finding reveals, no student is made to repeat in grades 1 to 3. In grade 4 different tests, quizzes and examinations are given. But these tests and examinations do not make a student neither to pass nor to fail. Only one or two students are made to fail. So teachers say, that all their effort in evaluating students is useless. Whether a student knows what he/s ought to know at this level or not, he/s will be made to pass. As far as the researcher is concerned, teachers should not complain about the automatic promotion policy, instead they have to make the necessary efforts to teach students and prepare them to be able to pass to the next grade level. Failing students does not guarantee quality education

Table 13

The feeling of teachers towards this system of teaching.

Do you like teaching in self-contained classrooms	Respondents	
	number	Percent
Yes, I like	-	-
No, I don't like	158	98.8
I neither like nor dislike	-	-
no response	2	1.2
Total	160	100

The above table indicates that 158(98.8 percent) of the respondents do not like to teach in self-contained classrooms whereas 2(1.2 percent) have no response.

Teachers were also asked what they feel about teaching in self-contained classrooms. All one hundred and sixty responded that they are not happy

Table 14

Why teachers are not happy to teach in self-contained classrooms?

Reasons for not happy to teach in self contained	Respondents	
	number	Percent
They are forced to teach all the subjects out of their interest	50	31.3
The teaching load is too heavy	25	15.6
They prepare a lot of lesson plans	10	6.3
It is boring to stay in one class for the whole year	40	25
They did not get sufficient training	35	21.8
Total	160	100

The three top reasons that most teachers 50(31.3 percent), 40(25 percent) and 35(21.8 percent) gave for their dislike to teach in the self-contained classrooms are:

First - they are forced to teach all the subjects without their interest,

Second - it is boring to stay in one class for the entire year,
and

Third - they did not get sufficient training in this system of
teaching.

Regarding the third point mentioned above in table 7. it
is clearly indicated that (92.5 percent) of the teachers are
TTI graduates. TTIS give sufficient training to teachers
teaching in primary levels. The above point which says that
teachers lack sufficient training is a cover that teachers hate
this system of teaching may be because it is boring and needs
hard and continuous work with no enough rest.

Table 15

**The degree of advantages that students get from self-
contained classroom system of teaching**

The degree of advantages students get in learning in a self-contained classrooms	Respondents	
	number	Percent
Very high	6	3.8
high	8	5.0
medium	15	9.4
low	80	50.0
very low	51	31.8
Total	160	100

As the above table indicates according to the opinion of
teacher respondents teaching in this system, the majority of
them 134(81.8 percent) believed that the benefit students get
from this system of teaching is low, whereas 14(8.8 percent)
believed that they get high benefits. This attitude affects
the performance of self-contained classroom teachers
negatively.

Literature indicates that primary grade students benefit a
lot from this system of teaching because they learn according
to their pace, needs, and interests. Teachers in the self-
contained setup study the weaknesses and strengths of students
and adjust teaching accordingly. If that is so, it is really

puzzling for teachers to say that students do not get advantages from this system of teaching.

Table 16

What do teachers say about the self-contained classroom teaching?

What do teachers say about the self-contained classroom teaching?	Responses											
	SA		A		UD		D		SD		No Rresponse	
	No	%	No	%	No	%	No	%	No	%	No	%
It is a waste of children's time so let it be stopped	89	55.6	65	40.6	-	-	3	1.9	-	-	3	1.9
Departmentalized classroom teaching is more beneficial to students	105	65.6	55	34.4	-	-	-	-	-	-	-	-
Teachers teaching in self-contained classrooms need sufficient training	100	62.5	60	37.5	-	-	-	-	-	-	-	-
The number of students in a class should not exceed 50	60	37.5	60	37.5	30	18.8	-	-	-	-	10	6.2
If all the problems are solved, I support the self-contained classroom system of teaching	8	5	22	13.8	10	6.2	50	31.3	70	43.7	-	-
Teachers are very happy and volunteer when they are assigned in self-contained classrooms.	-	-	2	1.3	3	1.9	53	33.1	102	63.7	-	-
I encourage the expansion of the self-contained system of teaching in all primary schools. Let it continue	-	-	1	.6	2	1.3	60	37.5	97	60	-	-

Table 16 shows the agreement and disagreement of teachers about the self-contained classroom system of teaching. So, as it is indicated above 89(55.6 percent) and 65(40.6 percent) of teachers agreed that self-contained classroom system of teaching is a waste of children's time so it should be stopped. One hundred and five(65.6 percent) and 55(34.4) of the respondent teachers mentioned that departmentalized teaching is more beneficial to students than self-contained classroom system of teaching. one hundred(62.5 percent) and 60(37.5 percent)of the teacher respondents agreed that teachers teaching in self-contained classrooms need sufficient training

to teach effectively. Even if all the problems of self-contained classroom teaching are solved 70(43.7 percent) and 50(31.3 percent) of the respondents strongly disagree to support this system of teaching. One hundred and two (63.7 percent) and 55(33.1 percent) of the teachers said that they are neither happy as self contained classroom teachers,nor volunteer to be assigned in self-contained classrooms. Finally as this table indicates 60(37.5 percent) and 97(60.6 percent) of the respondents disagree on the expansion and continuity of this system of teaching in Ethiopian schools.

As the table reveals, teachers do not support this system of teaching even if all the problems are solved this means that these teachers do not want to teach all the subjects given in a single classroom. Preparing lesson plans to all the subjects, and suitable instructional materials may be considered as hard work. They hate teaching the same students for the whole year because they think it is boring. It seems as if they favor lightwork.

Table 17

The social and Psychological impact created by self-contained classroom teaching on teachers' working condition.

Impact created by self-contained classroom teaching on teachers' working condition are:	Responses							
	High		Average		Low		No response	
	No	%	No	%	No	%	No	%
Condition of an atmosphere to exploit each teacher's knowledge, experience and interest.	25	15.6	32	20	95	59.4	8	5
Possibilities of flexibility in the scheduling of the daily activities	20	12.5	40	25	99	61.9	1	6
Provision of opportunities to integrate different subjects	12	7.5	60	37.5	85	53.1	3	1.9
Contributes to improve teacher-student relationships	150	93.7	8	5	2	1.3	-	-
Opportunities to use school's teaching materials and resources suchas SPC,playgrounds,library etc.	27	16.9	58	36.2	70	43.8	5	3.1

As it is indicated above a great majority of the respondents 150 (93.7 percent) gave high response to option that says. " Self-contained classroom teaching contributes to improve teacher-student relationships." Ninety nine (61.9 percent) of the respondents gave low regard to the response that says "the self-contained classroom teaching creates possibilities of flexibility in the scheduling of the daily activities" which is considered to be the main character and advantage of self-contained classroom system of teaching. Ninety Six (59.4 percent) respondents gave low response to the option that says "impact created by self-contained classroom teaching on condition of an atmosphere to exploit each other's knowledge, experience and interest." Eighty five (53.1 percent) of the respondents gave low response to the alternative choice that says " Situation created by self-contained classroom teaching on the provision of opportunities to integrate different subjects." Integration of subjects is the main character of self-contained classroom teaching but it is not supported by the teachers who are currently teaching in this system.

Teachers gave high regard to the minor and low regard to the major characteristics of the self contained classroom system of teaching, this might be because they are biased by the hard work the system entails. Teachers gave **low** regard to the flexibility of teaching in the self-contained classroom, may be the program they follow is rigid and are governed by the school bell.

Table 18

The major advantages of Self-contained classroom Organization

Advantages of Self-contained classroom system of teaching. It	Responses							
	High		Average		Low		No response	
	No	%	No	%	No	%	No	%
Provides the opportunity to identify the learners strengths and weaknesses and to assist them in groups or individually	96	60	42	26.3	22	13.7	-	-
helps teachers to present their lessons on the basis of learners pace,needs, interests and experiences.	60	37.5	20	12.5	80	50	-	-
Provides opportunities to make follow up and control students discipline	100	62.5	45	28.1	15	9.4	-	-
helps the teachers to evaluate the students knowledge, attitudes and skills continuously better than other organizations	88	55	60	37.5	62	7.5	-	-
provides opportunity to guide and counsel students for better and productive results as well as personal relation	80	50	48	30	32	20	-	-
keeps permanency of teachers with the same group of students for at least four years and creates parent-teacher relations	86	53.8	56	35	18	11.2	-	-

Regarding the major advantages of self-contained classroom organization, as the above table clearly indicates, that among the alternatives given 100(62.5 percent) respondents gave high to the option that says " self-contained classroom organization provides opportunities to make follow up and control student's discipline." The second major advantage which got high point by 96(60 percent) of the teachers was that "self-contained classroom organization provides the opportunity to identify the learners strengths and weaknesses and to assist them in groups or individually." Eighty(50 percent) of the respondents gave low to the point that says "self-contained classroom organization helps teachers to present the lessons on the basis of learners' pace,needs,interests and experiences" which was the main concern of this system of teaching. Ninety Nine(55 percent) of the respondents gave high to the advantages that "self-contained classroom organization helps the teachers to

evaluate the students' knowledge, attitudes and skills continuously better than other systems of teaching."

Table 19

Teachers' suggestions on possible measures to be taken if the self-contained classroom organization to be sustained.

Possible measures to be taken if self-contained classroom organization to be sustained	Responses							
	High		Average		Low		No response	
	No	%	No	%	No	%	No	%
Improving teacher's educational and professional standards through long term inservice program	135	84.4	25	15.6	-	-	-	-
Improving teacher's principals' student's and other concerned government organizations and citizens in making dicissions on the education of the people on large scale	90	56.3	49	30.6	21	13.1	-	-
organize orientation programs, seminars and workshops and inservice programs to enable teachers handle the newly designed teaching system.	120	75	32	20	8	5	-	-
preservice training to the would be teachers should be given focused on the self-contained classroom setup.	110	68.7	38	23.8	12	7.5	-	-

As shown in the table above, the respondents have suggested the possible measures to be taken by the concerned authorities if this system of teaching is to continue effectively. The measures suggested according to their order of priority based on the highest responses are the following:-

1. Improving teachers educational and professional standards through long term inservice program 135 (84.4 percent) of the respondents gave high regard to this point,
2. Organize orientation programs, seminars and workshops to enable teachers handle the newly designed system of teaching. This has also connection with sufficient training and continuous up-dating of teachers, 120 (75 percent) of the respondents gave high response,
3. The third priority measure to be taken is the preservice training to the would be teachers under the TTI given

should also focus on this set up of teaching so that they will be psychologically ready to teach the self-contained classrooms. Training teachers for departmentalized system and forcing them to teach in self-contained classrooms may not bring satisfactory result. This priority point was supported by 110(68.7 percent) of the respondent teachers.

Table 20

The major limitations of the self-contained classroom organization

major limitations of the self-contained classroom organization	Responses							
	High		Average		Low		No response	
	No	%	No	%	No	%	No	%
undermines teachers' knowledge of subjects and area of interests in the assignment	110	68.8	39	24.3	8	5	3	1.9
creates boredom among teachers and students	106	66.2	44	27.5	10	6.3	-	-
Hampers the development of the different potentials of the vast majority of the students	90	56.2	50	31.2	18	11.3	2	1.3
makes students reflect their teacher's personality in the observation of school's regulations	98	61.3	32	20	25	15.6	5	3.1
increases teacher's daily work load withno sufficient break in the middle	108	67.5	37	23.1	15	9.4	-	-
given power of the practice to make teachers leave the profession	78	48.7	42	26.2	30	18.8	10	6.3
makes students idle when the teacher becomes absent for various reasons	105	65.6	30	18.8	25	15.6	-	-
makes teachers busy of preparations for many subjects withno freetime	107	66.9	40	25	13	8.1	-	-

The above table explains the major limitations of the self-contained classroom organization. This is shown according to the number of responses given by the sample teachers.

First - One hundred and ten(68.8 percent) respondents said that self-contained classroom teaching undermines teacher's knowledge of subjects and area of interest.

Second - One hundred and eight(67.5 percent) gave high response to the item which states that self-contained classroom system of teaching increases teacher's daily work load with no sufficient break in the middle.

This may be due to the fact that the self-contained classroom teacher is responsible to teach all the subjects in a single classroom without any helper and with no break. He/s is made to teach including the non academic subjects.

Third - One hundred and seven(66.9 percent) mentioned that self-contained classroom teaching makes teachers busy of preparations for many subjects. The self-contained classroom teacher prepares yearly and weekly lessen plans for all the subjects he/s teaches. .

Fourth - one hundred and six(66.2 percent) of the respondents said that this system of teaching creates boredom among teachers and students. A self-contained classroom teacher is responsible to teach all the subjects to one group of students at least for one year. The New Education and Training Policy of Ethiopia indicates that a teacher teaches a group of students for four years grades 1 to 4, so the respondents said that this situation creates boredom both to the teachers and students.

Fifth - one hundred and five(65.6 percent) of the respondents said that self-contained classroom system of teaching makes students idle when the teacher becomes absent for various reasons. In Addis Ababa primary schools there are no substitute teachers who replace the self-contained classroom teachers when he/s becomes absent. So it is true that the students will be without a teacher till he/s comes back to school. So this makes students idle for some days.

Teachers under this study were also given an open-ended question asking them to suggest what they feel about the current status of self-contained classroom system of teaching. The researcher has found it important to summarize the comment made by the respondents.

The following is the suggestion given:

1. One hundred and fifty eight(98.8 percent) teachers responded by suggesting that this system of teaching has to be stopped as soon as possible because it is wasting the precious time of young children. It is the system

that is introduced without a thorough study of the economic condition of the country as a whole i.e the training and readiness of teachers and the shortage of teaching materials and the inavailability of enough seats and the excess number of students in a classroom.

First, the problems that the respondents mentioned are also the problems of other systems of teaching.

Departmentalized system of teaching also needs teaching materials.

The excess number of students gets worse in the departmentalized system of teaching, for example if departmental teacher teaches 5 sections having 100 students each that means he/she teaches a total of 500 students, so for this particular teacher to study 500 students and understand their weaknesses and strengths and adjust his/her teaching accordingly is very difficult. But self-contained classroom teacher has a better position to study 100 students in one section for he/she is with them for the whole day and year.

Second, when the training of teachers is considered the finding indicated that 92.5% of the teachers are TTI Graduates. In TTI teachers are trained to teach all the subjects given at the primary grades. There is no specialization. This shows that they are trained for self contained system of teaching because a self contained teacher is responsible to teach all the subjects to one group of students. May be because teachers favor light work and to avoid boredom, they simply do not support this system of teaching giving different lame excuses.

4.3 Information obtained through the Interviews.

Interviews were also conducted to collect additional information on the current status of self-contained classroom system of teaching in Addis Ababa primary schools first cycle. This section of the study is, therefore, concerned with the outcomes of the interviews and is presented as follows. The Interviews conducted with the Addis Ababa Education Bureau,

Zones and Woreda supervisors and primary school Directors under the study will be presented hereunder.

4.3.1 Concerning how the self-contained classroom system of teaching first started in Addis Ababa Primary schools first cycle, all the interviewees had similar views. They said that the Strategic implementation of the New Education and Training Policy of the country stated that all the first cycle primary schools grades 1 to 4 in the country would be taught in a self-contained system. This system of teaching was tried out in six selected primary schools in Addis Ababa Region. The tried out program started in the first grade and gradually every consecutive year it covered all the primary grades 1 to 4. During the tryout period dedicated and enthusiastic teachers were selected from among the many primary school teachers. Short term orientations and seminars were given at Bureau and Zonal levels to the selected self-contained classroom teachers. Wide and suitable classrooms were selected. The interviewees added also that supervisions from Bureau and Zones were continuously made. There were plenty of teaching materials and students were learning by doing. The maximum number of students in each classrooms, were only 40. Generally, a more appropriate Self-contained classroom atmosphere was present and practiced during the Preliminary try out period. The system of teaching was liked by teachers, students and parents. After the tryout program was successfully completed, said Ato Tesfay G/mariam the head of Supervision Department of Addis Ababa Education Bureau, the tried out system of teaching was put into effect in the region in all primary schools hoping it would be successful and attractive. He said at present all primary schools in the region are teaching in a self-contained classroom system of teaching.

4.3.2 Concerning the training of teachers, the interviewees agreed that as mentioned above during the tryout period short seminars for selected few teachers were given but after the

program was put into practice in all primary schools, may be due to the big number of teachers involved in the system, no orientation or seminar was given. The interviewees felt that this lack of orientation might be one of the reasons that most teachers disagree to teach in self-contained classrooms. They added that the belief might be that since most of the primary teachers were TTI graduates trained to teach all the subjects, the high officials of the Bureau had thought that there would not be problems of teaching in self-contained classrooms. But its practical application proved that orientation was really very essential. This lack of orientation inhibited the teachers to perform their teaching task effectively. So the interviewees recommended that inservice training in a form of workshop, seminar and orientation should be given to teachers. This finding is in harmony with the data obtained through questionnaire from the self-contained classroom teacher respondents.

4.3.3 Regarding the Criteria for Selecting and assigning of teachers for self-contained classrooms, the interviewee directors mentioned that even if there is room to make enough selection because all TTI graduates are supposed to teach in self-contained and all 12+2 in second cycle, the criteria are

1. The teacher has to be TTI graduate as much as possible untrained teachers will not be selected,
2. Devotion to teach children of this age,
3. efficiency and reasonable absenteeism are the criteria.

As the finding indicates (92.5 percent) of the teachers are TTI graduates and due to shortage of teachers (2.5 percent of the untrained teachers are made to teach in the self-contained classrooms.

As the directors indicated there are no teachers who make themselves absent without solid reasons. When they are sick or become absent due to certain problems, they compensate the lost periods teaching on Saturdays.

4.3.4 The interviewees were asked if teachers are happy and volunteer to be assigned in the self-contained classrooms, 100 percent of the interviewees agreed that the teachers during the preliminary tryout period were volunteers and were very happy and even some were requesting to be assigned but now all teachers are not volunteering. Even if the office assigns, they complain very much and are not happy to teach. They are made to teach in self-contained classrooms by force. They teach because they have to teach and earn their living. It is for the sake of getting salaries and to survive that they teach without interest. Supervisors said that whenever they meet teachers in meetings or when they go to schools to supervise, teachers are always complaining about this system of teaching.

4.3.5 As to the number of students in a classroom, the interviewees mentioned that practical situation forced the school directors to accept excess number of students in a single classroom i.e between 68 and 114. This happened due to the large flow of students to the few existing schools. The directors mentioned that they are forced to accept more students beyond the capacity of classrooms because the number of youngsters who want to learn and the number of schools available do not match. They mentioned that the excess number of students is another reason for teachers to hate this system of teaching, because they can not correct students' exercise books, it is impossible to give individual help. Adjusting the curriculum according to the needs of the learners in such kind of situation where 114 students are present in one classroom, to know each students strength and weakness is very difficult.

4.3.6 Concerning the selection of classrooms, the supervisors mentioned that since the MOE builds equal standards of classrooms to all primary schools, there is no difference in size so special consideration and selection of classrooms for self-contained classrooms is not done. Regarding this point the directors gave response that all possible attempt has been

always made to select the convenient wider and clean classrooms for self-contained classroom students.

4.3.7 Regarding the availability of skilled teachers to teach non-academic subjects, all the interviewees replied that there are no different skilled teachers to teach these subjects. One teacher is responsible to teach the non-academic and academic subjects. The subjects that are given in all primary schools in the region are Amharic, English, Maths, Environmental science, Art, music and Physical Education, all these subjects are taught by a single teacher.

4.3.8 Concerning the preparation of the schedule for the self-contained classrooms, the interviewees said that the schedules are prepared by the school administrators or programming committee or department heads. The teachers are not made to participate in the preparation of the schedule. Teachers teaching in the self-contained classrooms have partial right to make minor changes, for example one day teachers can teach Amharic for two periods in place of English, the next day they can teach English for two periods in place of Amharic, but they do not have to reduce or increase the forty minutes given to each subjects. The school bell governs the self-contained classrooms. As soon as the bell rings at the end of forty minutes, teachers have to move to the next subject. This is strictly controlled by the deputy directors. This is a very rigid program like that of the departmentalized system of teaching. They ought not to be governed by the school bell. The time should be left to the teachers and students.

4.3.9 Regarding the presence of substitute teachers, all the interviewees have pointed out that there are no substitute teachers at all in all primary schools in Addis Ababa. If a teacher is absent for few days, the students will study by themselves, knowledgeable students prepare questions and ask students, the monitors will be responsible for the discipline.

If a teacher is absent for many days, the students of that section will be divided and distributed among other sections whose teachers are present. There were attempts made to substitute absentees from the departmentalized system, but most of the time almost all teachers are not volunteers. It is practically seen that this year starting from Hidar 1992 E.C up to the time the data collected, there were few teachers who have been absent for the election of the house of peoples' representative. Their students have been distributed among other sections.

4.3.10 Inconnection with the availability of enough textbooks, the interviewees replied that this year there is no shortage of books for academic subjects for all students. The ratio is one book for one student. The interviewees mentioned that for non-academic subjects there are no books at all, and it is a handicap for teaching them. The major problem mentioned by the interviewees is the inavailability of syllabi, and teachers' guides for all subjects.

4.3.11 In respect to the function of School Pedagogical Centers, the interviewees mentioned that they are borrowing teaching materials for teachers. At present, said the interviewees, due to lack of enough budget, teachers do not participate in the preparation of new teaching materials. During the preliminary tryout period the self-contained classrooms teachers and students used to participate in the preparation of different teaching materials because at that time there was adequate material supplies and enough money was allotted. At this time there are neither materials nor money, so the School Pedagogical Centers are not fully functioning.

4.3.12 On the subject to the presence of library periods for the self-contained classroom students, all the interviewees explained that the total period allotments to all subjects is given by the Addis Ababa Education Bureau, curriculum

department. Schools do not have the mandate to add or to decrease the period allotments of the Bureau. The period allotments that come from the Bureau do not include library periods, so students of self-contained classrooms do not go to the library to read books during their shifts.

As the responses of the directors, students of Fit. Habtegiorgis and Dej.Balcha enter the library every Friday in the opposite shifts. Other schools give priority to upper grades i.e 7th and 8th. Schools in Akaki zone do not have library services at all. This shows that the privilege of going in to library to self-contained classroom students is very limited.

4.3.13 Regarding the Promotion Policy of the self-contained classroom students from one grade level to the other, all the supervisors responded that it is based on continuous evaluation that the students pass. They said that different tests, quizzes, class activities, mid semester and semester examinations are given. The total results of all these evaluations will be calculated out of 100 for all the subjects taught in primary grades first cycle and this determines the promotion of students. Supervisors mentioned that there is no free promotion.

The directors on the other hand replied that there is no such thing called continuous evaluation. Even if teachers give tests, quizzes and examinations, since no student is allowed to repeat in the same grade the evaluation is of no use. The respondents added that this free or automatic promotion is opposed by teachers and parents. Teachers are always voicing that students who are unable to compete with other students and who are not able to pass the different tests, quizzes and examinations should repeat. Parents also ask that they don't want their children to pass to the next grade level knowing nothing.

4.3.14 Regarding the feeling of parents about this system of teaching, the interviewees mentioned that at the beginning during the preliminary tryout period, parents were happy and supported this system of teaching, but at this time, many of them are complaining against the system favoring the departmentalized system of teaching instead.

The favoring of departmentalized system of teaching by parents may be due to the lack of information about self-contained class-room teaching. They might have been agitated by some teachers who hate the system of teaching.

4.3.15 An interview question was also included to know the opinions of the interviewees about the continuity or discontinuity of the system of teaching. All interviewees mentioned that in principle they support this system of teaching very much. If everything goes as it was done during the preliminary tryout periods, they highly recommend this system of teaching i.e. if workshops, seminars and orientations are given to teachers, the number of students in a class is less than or equal to 50, sufficient teaching materials are supplied and students learn by doing, substitute teachers and trained school directors, supervisors, subject specialists are present, skilled teachers for non-academic subjects are assigned besides classroom teachers, continuous supervision is conducted, etc. this system of teaching is supported and they would like it to continue. As long as the above mentioned facilities, teachers and personnel are not present, even if it is economical in using teachers, since its results are not effective said the interviewees, let it be stopped as soon as possible.

The interviewees added that putting students under the control of one teacher in one classroom to teach all the subjects without fulfilling the required conditions for a typical self-contained classroom, there is no way to guarantee effective teaching. It will simply be an irrational waste of students' time. So, they recommended that this system of

teaching to be stopped immediately. This idea has similarity to the information obtained through the questionnaire from the self-contained classroom teacher respondents of the selected schools.

The interview conducted with grade Four students of the primary schools under the study is presented as follows.

4.3.16 Regarding the number of students in their classrooms, the student interviewees responded the following. They mentioned the average number of students in their schools and grades as follows:

- in Belay Zeleke primary school there are 85 students in grade 4
- Fit.Habtegiorgis primary school 78 " " "
- Yekatiti 23 " " 92 " " "
- Dej.Balcha Abanefso " " 96 " " "
- Kolfe " " 89 " " "
- Akaki Mengist Timhirtbet " 91 " " "
- Abaineh " " 85 " " "
- Selam Fire " " 114 " " "
- Akaki Cherka Cherk " " 68 " " "

They mentioned that the classrooms are not large enough to hold this number of students. They recommended that the number has to be reduced by half or more.

This situation is also observed by the researcher and mentioned that among the observed schools one is not overcrowded while eight of them are crowded. So the interview which was conducted with the students witnessed that schools are overcrowded.

The directors also confirmed the same about the number of students in the schools.

4.3.17 Concerning the availability of enough seats, interviewee students mentioned that there are no enough seats. Three or four students sit on a single bench and this creates

uncomfortable situation to write properly. In some schools students also sit on pieces of stones.

4.3.18 Students were asked whether they prefer to be taught by a single teacher or by different teachers, the interviewees responded that since one teacher feels tired to teach all subjects, they prefer to be taught by many different teachers.

4.3.19 Students were also interviewed about the existence of substitute teachers, all interviewees responded that they were studying by themselves when the teacher is absent.

4.3.20 What subjects do their teachers like to teach most of the time was another question asked to the students. All mentioned that teachers like to teach academic subjects but they are unhappy to teach Art, Music and Physical Education.

4.3.21 In connection with the availability of teaching materials in the classrooms, the interviewees said that sometimes teachers bring in some pictures and sometimes order the students to bring real objects. Most of the time teachers come in the classroom having only textbooks and dusters. The instructional materials displayed on the walls of the classrooms are very old and few in number.

4.3.22 Regarding library periods, the interviewees of Dej.Balcha and Fir.Habtegiorgis mentioned that they go to the library every Friday in their opposite shifts. Students of other primary schools replied that they have never entered the library so far.

4.3.23 Regarding the Degree of relaxation of students in the classrooms, all the students responded that they are not allowed to go out of their seats and move around the classrooms in the presence of teachers, neither are they allowed to talk to their friends. In the classrooms keeping strict silence is a must.

4.3.24 Lastly, they were asked to give their opinion whether this system of teaching should be stopped or continued, all the interviewees mentioned that it has to be stopped as soon as possible.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. SUMMARY

Literature in the area of self-contained classroom organization appears to indicate the importance of the organization and the considerable roles that it plays. Good self-contained classroom organizations which have well trained teachers and equipped adequately with the necessary materials and sufficient facilities contribute for children's development. Taking this into account, several developed countries in the world have responded to a widespread demand for self-contained classroom provision and have established expensive teacher training institutes based on initial teacher training courses to professionalize the teachers and upgrade the standards of self-contained classroom organization.

Ethiopia also started this system of teaching around 1963 in primary schools. Later this system was replaced by departmentalized system of teaching. Starting from 1994 this system was revived in all primary schools first cycle grades 1 to 4. So the main objective of this study was, therefore, to find out the current status of the self-contained classroom organization in Addis Ababa primary Schools. To this end, three zones and nine primary schools were selected as sample schools for the study. Besides, one hundred and sixty teachers teaching in the sampled primary schools grades 1 to 4, fifteen Regional Zonal and Woreda supervisors, nine primary school directors and thirty six students learning in grade four in the sample schools have been used as subjects of the study.

A multiple system of data collection was employed. These were observation, questionnaires and interviews. In the light of the nature of the instruments the analysis of the data was made separately. Accordingly, percentage has been used to analyze the data obtained through all the instruments.

In brief, the following findings have been documented:

5.1.1 The physical condition of the schools

- Eight (88.9 percent) of primary schools under the study have water pipes.
- All schools selected for study have toilet services even if the number of toilet rooms are small in relation to the number of students.
- Six (66.7 percent) of the schools have School Pedagogical Centers which function properly whereas 3 (33.3 percent) of them do not function well. Due to shortage of budget all Pedagogical Centers do not function to the maximum.
- As the observation reveals most primary schools do not have the necessary play grounds. Four (49.5 percent) have very good 3 (33.3 percent) have good and 2 (22.2 percent) have poor different out door play-grounds.

5.1.2 Classroom Environment of the schools

- Based on the results of observation, (88.8 percent) are very over crowded, 1 (1.2 percent) of the schools is not so over crowded.

Nine (100 percent) of the classrooms have enough light.

There is a problem regarding ventilation due to the broken doors and windows. Some rooms remain closed and some open. The wind disturbs the student who are in the rooms with permanently open doors and windows.

Regarding seats, there are benches and desks in all schools which are very difficult to move around and change their arrangements as needed.

Regarding the cleanliness of the classrooms, 4 (49.4 percent) are fairly clean, 4 (44.4 percent) are clean and 1 (11.2 percent) is very clean. In general the cleanliness of the classrooms is encouraging.

In an attempt to investigate the presence of drawers for keeping the students' textbooks and exercise books and cupboards for teachers, it is observed that nothing is available. The students carry their materials when they go out

of the rooms and teachers keep their materials in the staffrooms.

Regarding the methods used in teaching, based on three observations, (56.3 percent) of the teachers were found teaching using lecture method. They do not worry to change the methods as much as possible. The convenient methods such as Role play, Dramatic play are not used. The teachers do more of the activities than the students.

In using the instructional materials, 26.8 percent of the teachers used real objects such as different kinds of rocks, plants, leaves maps, pictures and drawings. 73.2 percent of the teachers used textbooks, and blackboard.

Regarding the number of students who sit on one bench, it is observed that 3 or 4 students are sitting on one bench. This makes writing very difficult.

In connection with the respondents background information: 135(84.4 percent) of the teachers are Females, 25(15.6 percent) are males.

- Regarding age of teachers, thirty eight (23.8 percent) are 25 to 30 years old, 81(50.6 percent) are 31 to 35 years.
- years of service , twenty three(14.4 percent) have served 6 to 11 years, 58(36.2 percent) have 11 to 15 years service whereas 49(30.6 percent) have served for 16 to 20 years.
- Level of training of teachers, one hundred twenty six(78.7 percent) have no training about the self-contained classroom teaching.
- Teachers prefer to teach academic subjects than non-academic subjects, eighty five(53.2 percent) like to teach Language 53(33.1 percent) environmental science and 12(7.5 percent) would like to teach maths.
- Regarding the assistance given to self-contained classroom teachers, according to the teacher respondents one hundred and fifty(93.7 percent) mentioned that no body helps them.

- In respect to the availability of the substitute teachers incase a self contained classroom teachers become absent due to some problems, all sample teachers responded the inavailability of substitute teachers.
- Regarding the textbook ratio, all academic subject textbook are 1:1 whereas there are no books for non academic subjects.
- Regarding the number of students in a classroom, the respondents mentioned that it is between 68-114. Observation also confirms the same. This number is very large to manage properly.
- Regarding the preparation of schedule, the respondents mentioned that the time tables are prepared either by the academic office or by the department heads. The self-contained classroom teacher has no right to make changes and the classrooms are governed by the school bell.
- Regarding the promotion policy of students, respondents explain that it is free promotion policy that is going on in all primary schools.
- Regarding the continuity and discontinuity of this system of teaching, all the teacher respondents, supervisors, directors and students mentioned that it has to be stopped immediately if the unsatisfactory situation is not improved.

5.2 Conclusion

There is an increasing recognition by high officials in the MOE and policy makers that self-contained classroom organization experience is an important part of a child's life. This is clearly seen by their continued support of the policy and their insistence to the practice of the self-contained classroom organization inspite of the complaints from the schools.

But the situation of the self-contained organization in Addis Ababa Region has been found to be unsatisfactory. So depending on the findings the following conclusions are made.

- Most self-contained classroom teachers teaching in Addis Ababa primary schools first cycle grades 1 to 4 are Teacher Training Institute graduates and have long years of experience having a service of 11 years and above. This can guarantee that they are potentially capable and with rich experience.
- Most of the self-contained classroom teachers have not been given orientation for this particular field. Some of them are given short term workshop, which is not enough to teach effectively. So the majority of the teachers do not like to teach in self-contained classrooms.
- Teachers like to teach the subjects they interested in. There are more teachers who want to teach language and science whereas non-academic subject teachers are very small in number. So one can conclude that they give more emphasis to the subjects they like to teach and give less emphasis to non-academic subjects.

In addition the learning environment in self-contained classrooms have been found to be unsuitable to teach effectively; due to

- lack of sufficient financial resources to prepare instructional materials,
- the inavailability of textbooks and skilled teachers for non-academic subjects,
- lack of substitute teachers to replace absentees,
- lack of subject specialists and trained school directors to render help to the self-contained classroom teachers when needed,

- the rigidity of the schedule which forces teachers to be governed by the school bell and which does not give freedom to teachers to take as many minutes as it is necessary to help students understand the lesson, and
- the number of students per class ranges between 68 and 114. This shows that is very difficult for teachers to correct students' exercise books regularly and to give individual help.

There must be a means of improving this unsuitable situations if this system of teaching is to continue.

5.3 RECOMMENDATIONS

The findings of the study, in general, indicate that the conditions under which self-contained classroom organization in Addis Ababa primary schools first cycly grades 1 to 4 is functioning at present is unsatisfactory. The excess number of students in a classroom becomes unmanageable, Classrooms do not contain the necessary facilities that a typical self-contained classroom should possess, the schedule is as rigid as that of departmentalized system of teaching. In case of absenteeism, there are no substitute teachers. These facts imply that effort has to be made by the Addis Ababa Regional Education Bureau to improve the situation.

Therefore, on the basis of the findings obtained and the conclusion drawn, the following recommendations are forwarded, in the hope that they would help to improve the situation of self-contained classroom system of teaching in the future.

1. There is a mismatch between the "tryout" and the actual implementation programs. The way the program triedout is not practically implemented. This resulted for the program of teaching to be disliked by students, teachers and even parents. So if the system of teaching is to be continued and become sucessful, it is recommended that the standard

which was present during the "tryout" stage to be followed strictly in the implementation program.

2. It is seen that most of the teachers in self-contained classrooms in Addis Ababa primary schools first cycle grades 1 to 4 are TTI graduates and have long years of service. They are trained to teach all the subjects in the primary schools. This training makes them to be fit for teaching the self-contained classrooms, but they lack the principle of integration. So giving them orientation, seminar and workshop is recommended. There are also few untrained teachers who are made to teach in the primary schools, for them inservice and for would be teachers preservice trainings are also recommended.
3. It is impossible for teachers to be equally competent and interested in all subject fields. So they may neglect the areas in which they lack competence and interest and this leads to imbalance in the school program. Expecting all teachers to be competent and to like to teach all subjects is unrealistic. To overcome such problem, the proper use of team teaching is recommended.
4. Students in overcrowded classrooms can not be provided with the appropriate learning experiences. This is because of the fact that the number of students in a classroom can affect the working capacity of the teacher. He/s may not be able to cater for individual differences, and to present a variety of activities for his/her classroom. Assigning activities and correcting them could be a big load to the teacher. On the other hand, a group which is very large would be unable to get full attention from the teacher. It is, understandably economically not feasible to a developing nation such as ours to meet the appropriate classroom provisions due to personnel and equipment cost factors. But if the child is regarded as the focal point of our educational system and if the major effort of our primary education is to

5. develop the problem solving capacity of the child, it is important that the self-contained classroom size be cut from 114 to at most fifty students per class.
6. Teachers in self-contained classrooms should have the privilege of extending or reducing class depending upon the needs of the students. They have to plan their own sequence of subjects using the time schedule prepared by the office as a guide. They should not be governed by the school bell. So it is recommended that the program as much as possible to be flexible.
7. If students start to go to the library at primary grades and read different books depending on their interests, for recreational and supplementary readings, they will develop a habit of reading and this will help them in their future higher studies. So the provision of library period to self-contained classroom students is recommended.
8. Textbooks for non-academic subjects in all self-contained classrooms in Addis Ababa are not available. so there is a problem to teach Art, Music and Physical Education. So it is recommended that the Regional Education Bureau should prepare textbooks and teacher's guides for these subjects.
9. Teachers in a self-contained classrooms are not volunteering to teach the non-academic subjects. So special teachers are needed for Music, Art, and Physical Education. When the specialists or expert teachers teach these subjects the home room teacher will have three periods away from the children. This is a time he/s will attend to many other essential duties of teaching such as planning, gathering and preparing instructional materials and conferring with other workmates and students' parents. So it is recommended that skilled and expert teachers be assigned to teach Art, Music and Physical Education and other non-academic subjects.

10. Varied teaching materials should be available, classified and stored for retrieval when requested in school pedagogical centers. School pedagogical centers should serve as production centers for teaching materials and offer borrowing facilities to teachers. This will help to make the teaching-learning process meaningful and lively. Therefore it is recommended that enough financial and material resources to be given to schools for the production of teaching materials as needed so that students will be able to learn by doing.

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Appendix A

Lists of interviewees

Interviewee	Position
1. Ato Tesfaye G/Mariam	Regional Education Bureau Head of Supervision Department
2 Ato Girma Agonafir	Regional Education Bureau Supervisor
3 Ato Aboye Oba	Zone one Education Department Head of Supervision
4 Ato Kitaw Ayele	Zone One Supervisor
5 W/o Abeba Hagos	Zone Five Head of Supervision
6 Ato Fikre Desalegn	Zone Five Supervisor
7 Ato Assefa W/Mariam	Zone Six Head of Supervision
8 Ato Birhanu Gudeta	Zone Six Supervisor
9 Ato Alemu Biyere	Zone Six Woreda Supervisor
10 Ato Meressa Tafere	Zone Six Woreda Supervisor
11 Ato Alemu Wubneh	Zone six Woreda Supervisor
12 Alemu Ayisa	Zone One Woreda Supervisor
13 Ato Mohammed Liben	" " " "
14 Ato Takele Shekifew	Zone Five " "
15 Ato Berihun Sisay	" " " "
16 W/o Ruz Muluken	Director of Belay Zeleke School
17 Ato Shirmeka Dendir	" " Fit.Habte Giorgis
18 Ato Alemu Demissie	Vice Director of Yekatit 23
19 Ato Alemseged Guncho	Vice " " Akaki Mengist
20 Ato Lemu Ture	Director of Akaki Charka Cherk
21 Ato Melaku Wolde	" " Selam Fire
22 Ato Zewudu Aman	" " Abaineh
23 Ato Behailu Shiferaw	" " Kolfe
24 Ato Wubshet Mindare	" " Dej. Balcha
25 In addition 36 grade 4 students were interviewed	

Appendix B

Observation Check- List to see the self-contained Classroom Organization

The aim of this check list is to provide the necessary empirical evidence regarding the organization, thereby, enabling concerned authorities or organizations to be aware of the condition and take necessary steps to improve the status of self-contained class room system of teaching in Addis Ababa primary schools.

Name of the School _____

Grade observed _____

Date of observation _____

I Physical condition of the school.

1. Are the following present in the school?

1.1 Pipe water supply

A. functional B. not functional

1.2 Toilet service to the number of students

A) Adequate B) in adequate

1.3 SPC

A. functional B. not functional

1.4 Different out door play grounds

A) poor B) good C) V.good

D) Excellent

II Classroom Environment

2.1 Is the classroom wide enough for students and teachers to move for doing different activities ?

A) very wide B) wide C) fairly wide D) not wide

2.2 Is there enough ventilation and light in the classroom?

A) sufficient B) In sufficient

2.3 Are the seats moveable for different activities?

A) moveable B) not moveable

2.4 Do teachers use didfferent seating arrangements

A) row B) Circular

- 2.5 Is the classroom clean ?
 A) very clean B) clean C) fairly clean
 D) Dirty
- 2.6 Are there instructional materials available
 A) adequately available B) Available
 C) Fairly Available D) Not Available
- 2.7 Is there a notice board for fixing teaching materials and notices?
 A) Available B) not Available
- 2.8 Are there drawers for keeping the text books, and exercise books for students ?
 A) Available B) not Available
- 2.9 Are there a cupboards or drawers for teachers to keep different records, books and other materials?
 A) Available B) not Available

III Classroom Instruction

- 3.1 Do teachers use different methods methods of teaching? It will be observed in different grade levels in selected classrooms repeatedly.
- 3.2 Do teachers go to the classrooms having different teaching materials is for different subjects? It will be observed in different grade levels in selected classrooms repeatedly.
- 3.3 How many students share one bench during observation?
 A) two students B) Three students
 C) Four students D) Five students

IV What are the different documents present in the Self-Contained Classroom Schools?

- 4.1 attendance register
- 4.2 Cumulative records
- 4.3 Mark lists for tests and quizzes
- 4.4 Parent-teachers conference records
- 4.5 Lesson Plans
- 4.6 Rosters
- 4.7 Other records _____.

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Curriculum and Instruction

Questionnaire for self-contained classroom Teachers.

The purpose of this questionnaire is to collect information about the current status of self-contained classroom teaching in Addis Ababa primary schools. Based on the findings, possible ways for the implementation of self-contained classroom teaching will be suggested. It is, therefore, hoped that your responses would be very rigorous and sincere. Be sure that your responses will be used only for academic purposes. Consequently, you will not be responsible for the research outcomes, and all the responses will be kept confidential. Thus you are kindly requested to complete the questionnaire carefully and honestly for your responses are the only way to achieve reliable research results.

Please read the instructions as well as the questions carefully and give objective and complete answers.

I am very much grateful to you for taking your time and filling out this questionnaire.

Abebe Ahmed Woraki
Graduate Student

Note:- Writing your name is not needed.

PART ONE:- Back ground Information

Instruction:-Please indicate your answer by putting a check mark " √ " or by writing where it is necessary in the space provided.

1. a) Name of your school _____
b) Location of your school :Zone _____ Woreda _____
2. Sex a) Male b) Female
3. Your age in years:
a) 18-24 b) 25-30
c) 31-35 d) 36-40
e) 45 and above
4. total years of service :
a) 1-5 b) 6-10
c) 11-15 d) 16-20
e) 21 years and above
5. Your Qualification:
a) 12th grade or below
b) TTI Graduate
c) College Diploma
d) First Degree
e) If any other please indicate _____

PART TWO :- Questions about the self contained classroom system of teaching are written below. please read each of them carefully and indicate your response.

6. Had teachers participated in formulating the policy of self-contained class room system of teaching ?
a) Yes, they had directly
b) No, they had not directly

- c) I don't know
- d) It's not necessary let them participate
- e) they had indirectly participated
7. What do you think are the main objectives of the self-contained classroom teaching?
- a) To improve the quality of the standard of Education
- b) To integrate the subjects taught in primary schools
- c) To teach students according to their pace needs and Interests
- d) The objective is not clear for me
8. Which of the following is true for you? You are:
- a) a complete self-contained class room teacher
- b) a partial self contained class room teacher
9. When you were an elementary student, had you been taught in self contained class room
- a) Yes b) No
10. When you were in a TTI, had you been taught about teaching in the self-contained class room?
- a) Yes b) No
11. When you were in a TTI, where did you make your teaching practice?
- a) in a departmentalized classroom
- b) in a multiple classroom
- c) in a self contained classroom
- d) in both departmentalized and self contained class room
12. When you are assigned in a self contained classroom, which of the following training are given to you?
- a) adequate training
- b) summer course training
- c) workshop, Seminar and Orientation
- d) nothing is given
- e) If any other please indicate _____

13. For howlong was the training given?
- a) for two years c) for one month
b) for two months d) for two weeks
14. was the training given to you sufficient enough to know about self contained classroom teaching ?
- a) Yes b) No
15. How far did it benefit you ?
- a) very much c) little
b) , much d) very little/none
16. What are the subjects you like to teach ?
- a) all academic subjects
b) all non academic and academic subjects
c) Languages d) mathematics
e) science f) Music g) Art
h) physical education
17. Do you have a teacher to help you in your teaching?
- a) Yes, I have b) No, I haven't
18. If there is a helper, what help does he/she give?
-
19. Does the school bell govern the self-contained classroom teaching or you have you own time table?
- a) We are governed by the school bell like other grades
b) no we have our own time and schedule
20. Who gives assistance to the self contained class room teachers?
- a) the directors c) Subject teachers
b) the supervisors d) no body
21. Are there substitute teachers if self-contained classroom teachers get absent for a long time ?
- a) Yes b) no c) I don't know
22. What is the text book-pupil ratio for the subjects mentioned below ?
- a) Amharic _____ d) Environmental Science _____

- b) English _____ e) Music _____
 c) Mathematics _____ f) Art _____
 g) Physical Education _____

23. Please Write "available" or "not available" in the box below for the curricular materials:

Subject	Syllabus	Text books	Teacher's
Amharic			
English			
Mathematics			
Environmental Science			
Music			
Art			

24. Please make a Check mark " √ " in the boxes below for the availability of teaching-learning materials and write some of the types of materials available in the 3rd column below

Subject	available	not available	available types of teaching materials
Amharic			
English			
Mathematics			
Environmental Science			
Music			
Art			
Physical Education			

25. Which of the following are true about the teaching learning materials in your school?
- a) teaching learning materials are readily available in the SPC and teachers borrow to use them in teaching
 - b) Teachers themselves prepare different teaching materials & enrich their teaching
 - c) teachers bring real objects and audio-visual materials to the class room whenever needed
 - d) The classrooms conditions do not allow to use the teaching materials i.e. no enough space to display place for the materials, no notice boards, the doors and windows are not locked properly.
 - e) Teachers mainly depend on text books.
26. What is the criteria for selecting class rooms for the self-contained system of teaching?
- a) For they are wide enough for teachers and students so move freely and relax
 - b) Based on enough ventilation and light
 - c) For they have enough space for book collection and displaying of teaching materials
 - d) The rooms are not different from other classrooms
27. Which is true about the evaluation mechanism of self-contained class room students?
- a) They are given mid semester and semester examinations
 - b) They are given different Quizzes, tests, daily activities assignments, class works and attendance is also considered
 - c) There is no evaluation at all, they are simply made to pass to the next grade
 - d) attendance is the only criteria to pass to the next grade
28. How often Do you have teacher parent conference?
- a) every week
 - d) as the need arises

- b) every month e) no conference is made
c) every year

29. What are the different students records you keep in your school please indicate all the records:

- a) attendance book
b) mark lists for tests, quizzes, and daily activities
c) Lesson plans, weekly and yearly
d) parent-teacher conference records
e) cumulative records
f) if any other please indicate _____

Part Three :- To know the attitude of teachers about the self contained classroom set up the following questions are set, please read each of them and indicate your responses.

30. Do you like teaching in a self-contained class room?

- a) Yes, I like c) I neither like nor dislike
b) No, I don't like

31. What do you feel in teaching in Self-Contained Classrooms?

- a) Extremely happy b) happy
c) not happy

32. If your answer to Question no 31 is "not happy" what is your reason? You can Indicate more than one.

- a) Because you are forced to teach all the subjects without your interest
b) Because the teaching load is too heavy
c) Because you prepare a lot of lesson plans
d) Because it is boring to stay in one class for the entire year
e) Because you did not get sufficient training

33. In your opinion, what is the degree of advantage students get in learning in a self-contained class room?

- a) very high b) high c) medium
 d) low e) very low

In order to agree or disagree about self-contained class room teaching indicate by putting a check mark " √ " in each column using the following rating scales. 5. strongly agree (SA), & Agree (A), 3. Undecided (UD), 2 is agree (D) and 1 strongly Disagree (SD).

34. What do you say about the self-contained classroom teaching?

	Teachers Say the following about Self- Containte Classroom teaching	5	4	3	2	1
		SA	A	UD	D	SD
A	It is awaiste of children's time so let it be stopped.					
B	Departmentalized class room teaching is more benetial to students than self contained.					
C	Teachers in order to teach in a self contained class room need sufficient training					
D	The number of students in a class should not exceed 50 to be managed					
E	In principle, if all the problems are solved, enough training is given, students number per class is between 30 and 50, I support the self-contained system of teaching.					
F	Teachers when they are assigned in self-contained classrooms, they are very happy and volunteer.					
G	I encourage the expansion of the self-contained classroom system in all primary school so let it continue					

35. Do teachers' support the self-contained class room organization?

- a) Yes, they support the self contained classroom set up strongly
- b) No, they oppose the system of teaching strongly
- c) I have no opinion
- d) no response

36. The social and psychological impact created by self-contained class room teaching on teachers working condition are given below, please give your response by marking a check mark. " √ " High, average, low, no response rating scales.

	Impact created by Self-Contained Classroom teaching	High	average	low	no response
a	Condition of an atmosphere to exploit each teacher's knowledge, experience and interest				
b	Possibilities of flexibility in the scheduling of the daily activities				
c	Provision of opportunities to integrate different subjects				
d	contributes to improve teacher-student relationships				
e	opportunities to use schools teaching materials and resources such as SPC, fields, library etc.				
f	Demands on teachers mastery of all subjects they teach for the same group of students				

37. The major advantages of self-contained class-room organization as it is rated by the teachers using the rating scale High, average, low, no response

	Self-Contained Classroom Organization	High	average	low	no response
a	Provides the opportunity to identify the learners strengths and weaknesses and to assist them in groups or individually				
b	Helps teachers to present their lessons on the basis of learners pace, needs, interests and experiences				
c	provides opportunities to make follow up and control students' discipline				
d	Helps the teachers to evaluate the students knowledge, attitudes, and skills continuously better than other forms of Instructional Organizations				
e	Provides opportunity to guide and counsel students for better and productive results as well as personal relation				
f	keeps permanency of teachers with the same group of students with the same group of students for at least four years and creates parent child relationship				

38. Teachers' Suggestions on possible measures to be taken if the self-contained class room organization to be sustained. Use High, Average, Low and No response rating scales.

	Possible Measures to be taken are	High	average	low	no response
a	Improving teachers educational and professional standards through long term in service program				
b	Involving teachers, school principals, students and all other concerned government organizations as well as citizens in making decisions on the education of the people on a large scale				
c	It is not advantageous to divide primary grades into two i.e. 1-4 & 5-8 and to make some of them self contained and the others departmentalized. If it is a general principle, all primary grades 1-6 in all schools be it government, private and international schools to follow the same organization of Instruction				
d	Organize orientation programs, seminars and workshops and inservice programs to enable teachers handle the newly designed system of teaching				
e	The preservice training to the would be teachers given should also focus on the self-contained class room set up				

39 Identify the major limitations of the self-contained class room organization by using the rating scale- "High, Average, Low, No response"

	Self-Contained Classroom Teaching	High	average	low	no response
a	undermines teachers 'knowledge of subjects and area of interest in the assignment				
b	Creates boredom among teachers and students				
c	Hampers the development 'of the different potentials of the vast majority of the students				
d	makes students reflect their teacher's personality in the observation of school's regulations				
e	increases teacher's daily work load with no sufficient break in the middle				
f	gives power of the practice to make teachers leave the profession				
g	makes students idle when the teacher becomes absent for various reasons				
h	makes teachers busy of preparations for many subjects with no free time				

Appendix E

Guides to the Interview Conducted With the Students learning in a self-contained classroom.

1. Name _____
2. Your grade _____
3. How many students are there in your classroom?
4. Do you have enough books for all the subjects?
5. Do you have enough seats? How many students sit in a single bench?
6. Do you prefer to be taught all the subjects by a single teacher or by different teachers? why?
7. Has your teacher been absent for some reasons? Who substituted her/him? What did you do when he/she has been absent?
8. Which subjects does your teacher like to teach most of the time?
9. Does your teacher come to the class with different teaching materials such as maps, charts, pictures, real objects etc or does he/s come having a text book, a duster and a piece of chalk only?
10. Do you go to the school library to read books? At what time do you go in?
11. Do students sometimes go out of their seats and move around the classrooms, can they talk to their friends, ask questions etc?
12. In your opinion, should the Self-Contained Classroom system of teaching continue or discontinue?

DECLARATION

I hereby declare that this thesis is my original work done under the guidance of Ato Nardos Abebe, and that all relevant sources used for the thesis have been duly acknowledged.

Name Abebe Ahmed
Signature [Signature]
Date May 19/2000

CONFIRMED BY Nardos Abebe
ADVISOR

[Signature]
SIGNATURE

DATE June 15/2000