ADDIS ABABA UNIVERSITY
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ISSUES SURROUNDING SELF-CONTAINED CLASSROOM IN PRIMARY SCHOOLS IN ETHIOPIA

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ABSTRACT

As the current schools practice show, lower primary level (grade 1-4) is organized in the form of self-contained classroom. This classroom setting has now become an issue of debate and discussion among those teachers of primary schools. Thus, the main purpose of this study is to investigate the issues surrounding self-contained classroom in primary schools in Ethiopia. In order to achieve the purpose of the study, basic questions were raised regarding the attitude of primary school principals, teachers and students towards self-contained classroom, and the problems encountered during the implementation of this setup.

The study was carried out in 24 primary schools in Ethiopia. The sources of information were 8 woreda education office experts, 40 primary schools principals and assistant principals, and 334 teachers who were engaged in teaching self-contained classrooms and 190 students of grade 4. The instruments used to gather information for the study were questionnaires, interviews, and observation. The data obtained were analyzed through percentages, t-test and rank order. Based on the analysis made the following major findings were obtained.

The inadequate training and lack of experience to maintain and manage the classroom on the part of teachers, lack of competence and interest to teach all subjects, the absence of substitute and skilled teachers for non-academic subjects, large class-size and the inadequately equipped classrooms with materials and facilities were found to be the major problems for the self-contained classroom not to become effective.

Based on the findings obtained, the following recommendations are made. Provide adequate training to teachers, assign substitute and skilled teachers, reasonable class sizes so that teachers can manage students properly, provide educative and attractive classrooms and facilities and adequate teaching materials are prerequisites that should be rigorously met. If these pre-conditions are not fulfilled, it is hardly possible to attain the desired objective in self-contained classroom.

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ABBREVIATIONS AND ACRONYMS

The following abbreviations and acronyms are used in the study.

AAU	Addis Ababa University
EMPDA	Educational Material Production and Distribution Agency
ETPE	Education and Training Policy of Ethiopia
ICDR	Institute of Curriculum Development and Research
ILO	International Labor Organization
MOE	Ministry of Education
REB	Regional Education Bureau
SNNPR	Southern Nations, Nationalities People Region
TGE	Transitional Government of Ethiopia
TTI	Teachers' Training Institute
UNESCO	United Nations, Educational, Scientific and Cultural Organization
US	United States.
WEO	Woreda Education Office
ZED	Zone Education Department

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the background, statement of the problem, significance, scope, limitations, research design and methodology, definition of terms and organization of the study.

1.1 Background of the Study

Self-contained classroom organization is a method of organizing students for instruction, in which one teacher is responsible for teaching all or most of the subjects to a single group of students, for a major part of school day during the entire school year (Dejnozka, 1984:148).

In many educational literatures, not much is said about the time when the self-contained classroom teaching appeared as a basis for instructional organization. All information obtained from available sources mainly focus on its later stage of development in the twentieth century. Tanner (1980:452) states that, during the first half of the twentieth century, the dominant pattern of instructional organization in the elementary school was the self-contained classroom.

As to some of the specific areas in which the self-contained classroom approach becomes the dominant pattern of instructional organization, the US system of education in the early twentieth century can be cited. Kimbrough (1968) states that, the self-contained classroom system became predominant as a structural unit of elementary school organization in the United States of America about half a century ago. Kimbrough (1968) further explains, in growing recognition of the enormous demands being placed on self-contained classroom teaching by the end of the

1950s, many countries were forced to use this approach as a basis for organizing instruction at lower level of primary education.

With regards to the rationale for the use of the self contained scheme, Swards and Scobe (in Azeb 1998: 299) stressed that the setup is based, on the one hand, on evidence concerning the growth and development of children, and on the other, on preferred pedagogical schemes for using time and arranging learning experiences in the classroom. They added, in the minds of the early advocates of the self-contained setup, it was to find a classroom staffing arrangement that would more in agreement with gained insights into human growth. "The departmentalized setup had tended to emphasize subject matter."(Azeb,1998:299)

Continuing, Azeb (1998) disclosed that the search was for an arrangement that would emphasize on children. Consequently, it was important to teach children first and subject matter second. Therefore, the self-contained classroom setup was found to be fitting.

In Ethiopia, the first attempt to adopt the self-contained classroom teaching in the system of education began in the early 1960s. It was found to be a point of discussion during the educational administration conference of the officials of the Ministry of Education and the members of the faculty of education, including the provincial education officers and supervisors of all provinces that took place from July 15th to 22nd, 1963 (Elefachew, 1972). In the conference, it was agreed that every province should organize schools in the provincial capital, entirely based on the principle of self-contained classroom. The schools were to be staffed by teachers who have had an interest in and enthusiasm for providing a wholesome education

(including Morals, Music, Arts and Crafts, Physical education, Agriculture and Home-economics). These schools were supposed to be the cornerstone for the self-contained classroom system where teachers can be versed in the principles and practices of self-contained classroom.

For each instructional organization to be introduced, arrangements had been made in every first grade on the basis of this approach. By October 1963, it was found out that many of the elementary schools in Addis Ababa and the capitals of the former provinces used to organize their instruction on the basis of self-contained classroom approach. Such a practice was even extended to some of the schools outside the capitals of the former provinces in the late 1960s and the early 1970s. However, it did not remain as the dominant way of teaching throughout the country and was gradually replaced by the former departmentalized type of classroom organization (Elefachew, 1972).

Though the self-contained classroom approach of organizing the schools at primary level could end up in failure, there was another attempt in the late 1970s to adopt this principle as a basic structural unit of elementary education. This time, it was first started in 25 selected experimental schools in Addis Ababa and other areas within the radius of 50 kilometers from the center. The kind of program appeared to be used in experimental classes was named "General Polytechnic Education." The subjects contained in this program were made integrated. In each of the experimental schools teachers were assigned on the basis of one classroom-one teacher and there were substitute teachers recruited to help those who were assigned to teach each classroom. The second attempt again did not go beyond its experimental stage. This also ended in failure in the early 1980s (Sherif, 1999) However, the meager documents available do not indicate why the two attempts were unsuccessful.

The Education and Training policy of Ethiopia (ETPE, 1994) specifies general goals for the first cycle of primary education. These goals are that 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 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. In justifying the need for self-contained classroom approach for the attainment of the above mentioned goals, Azeb (1998:299) explains that for the education of first cycle children, the appropriate classroom organizational setup is self-contained classroom approach.

Lower primary level lays a firm foundation for further formal education and training, the world of work and life long learning. Thus, this level deserves the best method of classroom organization for effective teaching-learning process. Most primary schools in Ethiopia were organized on the basis of self-contained classroom. This classroom organization made teachers of this level to be reluctant and dissatisfied in their work. Therefore, this study was carried out mainly to ensure the attitude of teachers and students toward self-contained classroom organization and to investigate the problems encountered during the implementation of self-contained classroom approach.

1.2 Statement of the Problem

The self-contained classroom system of elementary school teaching is introduced for its value in providing for greater teacher acquaintance with each child, more flexibility in time allotment, better correlation and integration of subject matters,

economic use of teachers, avoiding of the child having to adjust to more than one teachers, fostering a better social and emotional security of the child etc. (Azeb, 1998:299).

In spite of these advantages, Franklin (1967) and Chaube and Chaube (1995) explain the deficiencies inherent in self-contained classroom organization as, heavy load for the teachers to be prepared for all subjects everyday, lack of experiences and training to maintain and manage the classroom on the part of teachers, lack of interest and competence in all areas of the subjects they taught, a possibility for children to come under teachers who are below average and incapable etc. are some of the short comings. The writers further explain that failure to correct these shortcomings would prevent the desired improvement in both quality and quantity of learning.

According to the information obtained from the Ministry of Education, currently, primary schools of the regions in Ethiopia such as Amhara, Oromiya, Addis Ababa, Afar, Benishangul Gumuz, Diredawa, and Soimale are implementing the self-contained classroom approach. However, three regions, Tigray, SNNRP, and recently Harari have returned to the former departmentalized type of classroom organization.

As the current school practice show, this classroom setting has become an issue of debate and discussion among those teachers of the primary schools. It is being observed that some of the teachers are found to be reluctant and dissatisfied when they are assigned as a self-contained classroom teacher. Hence, the purpose of this study is mainly to investigate issues surrounding self-contained classroom in primary schools in Ethiopia and to identify problems encountered during the implementation of this class.

1.2.1 Objectives

The issues considered to be treated will enable:-

- To show how self-contained classroom principals teachers and students of primary schools are view the approach
- To indicate some necessary preconditions for the implementation of self-contained classroom.
- To show the advantages and limitation claimed for self-contained classroom.
- To describe the problems encountered during the implementation of self-contained classroom.
- To suggest possible solutions for the problems encountered during its implementation.

Accordingly, the study attempts to answer the following basic questions.

1.2.2 Basic Questions

A) What is the attitude of primary school principals' teachers and students towards self-contained classroom in which they are engaged at present?

B) What are the major problems encountered in the implementation of self-contained classroom?

C) What are the possible measures to be taken to solve these problems?

1.3 Significance of the Study

The contributions that this study intends to realize are:

a) It provides feedback on the strengths and weaknesses of the practice of schools. Thus, educationa l administrators and inspectors working at

different levels for improving the shortcomings of the self-contained classroom approach can use the findings and recommendations of this study.

b) The study may initiate other researchers to investigate the issue of self-contained classroom on a wider scale.

c) Since there have been few studies of this kind, the study may also contribute to the existing domestic literature.

1.4 Delimitation of the Study

In spite of the fact that the first cycle primary schools (grade 1-4) in seven administrative regions of Ethiopia are currently implementing self-contained classroom approach, the study was delimited only to three regions namely, Oromiya, Amhara and Addis Ababa administrative regions. These regions were selected on the basis of purposive sampling technique. This was because, these regional states comprise nearly 85 percent of primary schools in the country implementing self-contained classroom.

On the other hand as it is difficult and practically impossible (due to time factor) to exhaust all issues surrounding self-contained classroom, an attempt has been made to trace only some issues related to:

- Principals, teachers and students attitudes toward self-contained classroom organization.
- The problems encountered during the introduction of self-contained classroom.
- The necessary preconditions for the implementation of self-contained classroom, such as, teachers training, classroom environment, curriculum integration, resource and facilities and teaching materials.

- Teachers assignment and workload in self-contained classroom.
- Moreover, the concern of this study entirely based on the first cycle of primary education.

1.5 Limitations of the Study

In this study, 24 primary schools were selected from urban areas of four regions to represent the whole primary schools implementing self-contained classroom in Ethiopia. This was because of the inconvinience of transportation facilities to collect data from rural areas of sampled regions.

Besides, the scarcity of reading materials in the area forced the researcher to rely on limited and external sources. Moreover, lack of research works in Ethiopian context made the researcher lack of background information that would have provided as a bridge for the development of the study. Despite this, the researcher has made every effort to make the study as complete as possible.

1.6 The Research Design and Methodology

The method used for the research was a descriptive survey. It was intended to investigate the issues surrounding self-contained classroom in primary schools of Ethiopia and to search problems encountered in this system of classroom organization during its implementation. To this end, the following procedures were employed.

1.6.1 Population and Sampling Techniques

To identify samples of the study, from which information was to be gathered, the first step was to decide the regions from which sample zones were to be selected. From seven regions of Ethiopia, implementing self-contained classroom approach,

Amhara, Oromiya and Addis Ababa administrative regions were selected using purposive sampling technique. From each region, the same technique was used to select one zones. Again, from each zone eight primary schools were chosen as samples based on purposive sampling technique. Accordingly, twenty-four primary schools from the sample regions were considered as samples of the study.

Out of the schools selected as samples, informants of the study were identified in the following manner. Forty school principals and assistant principals (eight schools have only one principal) and 334 teachers teaching in self-contained classroom were taken as sources of information based on availability sampling technique. The reason why all the subjects were included in the study was because few numbers teachers were available in each school. Moreover, 190 fourth grade students were taken as samples of study based on purposive sampling technique. The reason why grade four students were taken as samples is that, they are the ones who could to some extent, understand the message of the instrument of the study and fill correctly from first cycle primary school self-contained classroom students. In addition to this, 8 Woreda education office experts were included in the study to seek necessary information about the prevailing situations of self-contained classroom organization.

1.6.2 Data Collection Instruments

Three types of instruments were used to gather information from the respondents, questionnaires, interview and observation. The questionnaires were addressed to school principals, teachers and students of the sampled schools. The questionnaires comprise of mostly structured (closed ended) and some unstructured (open ended) items where views and suggestions were required from the respondents. Observation was also held in all sampled schools to check how classroom environments are adequate and conducive for the implementation of self-contained classroom teaching.

In addition to this, structured interview was addressed to Worda education office experts to collect information on the issues under discussion.

The researcher assumed that these instruments were relevant and appropriate for gathering information from sample population.

1.6.3 Pilot Test of the Instruments

The draft questionnaire was developed and administered to 4 primary schools principals, teachers and students in Oromiya and Addis Ababa administrative region. During the administration of the questionnaires, the respondents were instructed to identify ambiguities, double-barreled questions that may pose problem in responding to the items. Moreover, some open-ended questions were also included in the draft to get views regarding some items that were constructed in light of the related literature.

Accordingly, the feedback to the items regarding the prevailing situations of self-contained classroom organization was found very much important for the construction of the questionnaire for the main study.

1.6.4 Procedures of Data Collection

The questionnaires for the principals and teachers were distributed and collected by the researcher himself, while that of students collection was done by other teachers or unit coordinators of the schools who were not engaged in teaching that class. This was to make students feel free in filling the questionnaire about their teacher.

The researcher also held interview with principals and WEO experts after explaining the general purpose of the study.

1.6.5 Methods of Data Analysis

Based on the basic research questions raised and the data collected to answer these questions the following statistical tools were applied to analyze the data.

As most of the data required for answering the basic questions were collected through questionnaires, interview and observation and as the research is descriptive survey, basic statistical techniques were used to analyze the data.

1. Percentage and frequency counts were employed to analyze various characteristics of the sample population and the problems observed in self-containted classroom.
2. Correlation coefficient determination (r^2) was used to check the similarity of their perception on advantages of self-contained classroom teaching.
3. A t-test was also used to observe whether or not there was significant mean difference between principals and teachers responses. The existing difference were tested for statistical significance at $\alpha = 0.05$

1.7 Definition of Terms

- **Self-contained Classroom Organization:** Method of organizing students for instruction, in which one teacher is responsible for teaching all or most of the subjects to a single group of students, for a major part of the school day, during the entire school years.(Dejnozka,1984:148)

- **Attitude:-** is the predisposition of tendency to react specifically toward an object, situations or values, usually accompanied by feeling and emotions (Good,1973 :49)

- **Team Teaching:-** A type of instructional organization involving teaching personnel and the students assigned to them ,in which two or more

teachers are given joint responsibility for all or a significant part of the instruction of the same group of students.(Good,1973:591)

- **Departmentalized classroom organization:-** an arrangement where by each instructor teaches only one or two subjects in which he is a specialist ;either the teacher moves from room to room to teach the various classes or the pupils shift from room to room during the successive periods of the school day.(Good,1973:173)

- **In-service Education: -** is used to mean any planned program of learning opportunities afford to staff members of schools, colleges, or other educational agencies for the purpose of improving the performance of the individual in already assigned positions. (Harris, 1989:18).

- **Substitute Teachers:-** One who occupies temporarily the position of an absent teacher, whether employed for a few days only or for an extended period of time.(Good,1973:569)

- **Primary School**: - ranges form grade 1 through 8 with two cycles; first cycle (grades 1-4) and second cycle (grades 5-8) (TGE, 1994).

1.7 Organization of the Study

This thesis comprises four chapters. The first chapter deals with the problem and its approach which includes the background of the study, statement of the problem, significance, and delimitation and limitation of the study, the research design and methodology and definition of key terms. The second chapter presents review of related literature. The third deals with the presentation and analysis of the data. Summary, conclusions and recommendations are presented as the fourth chapter. In addition to these, bibliography, sample questionnaires, interviews and observation check list are attached to the last part of the thesis.

CHAPTER TWO

REVIEW OF THE RELATED LITRATURE

This review of related literature begins with the concept and strategies of self-contained classroom organization. This is followed by the advantages and limitations of self-contained classroom, the attitude of teachers towards their Job, students' attitude and motivation in learning and elements inherent in the application of self-contained classroom. The last part of the review deals with teacher assignment and workload.

2.1 The Concept and Practice of the self-contained Classroom Organization

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

Similarly, De Young et al (1968:165) explain the self contained classroom as a type of horizontal organization in which a teacher meets with a single class for the entire school day assuming complete responsibility for its instruction.

Ornstein (in Azeb, 1998: 299) describes the self-contained classroom as the most common way of organizing students for instruction by grouping 25 to 30 students according to age and grade level, and sometimes ability, and assign them to a specific teacher and classroom where most instruction occurs. Ornstein further

elaborates by saying that, 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 (for instance in remedial reading, music or physical education) or, other teachers may visit the class to provide special instruction

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

The above descriptions and definitions show that in the self-contained classroom organization there are two approaches. One is where a teacher is responsible to teach all integrated subjects and the other is where one teacher instructs all subjects with possible exception of subjects such as, Arts, Music and Physical education. Therefore, there is a possibility more than one teacher to take the responsibility for the program of instruction for one group of children. However, one teacher retains a major share of instruction.

Tracing its evolution, De Young et al (in Azeb, 1998:299) pointed out that it is a scheme that has replaced departmentalization, which was popular between 1900 to 1925, but later lost its popularity in the elementary schools of the USA. However, the number of the Setup was reduced in the elementary school by more than half during the decade 1958 to 1968, indicating a clear trend toward departmentalization in the elementary level. But only in partial form, i.e., still one teacher retained a major share of instruction with a partial class.

With regard to the rationale for the use of the self-contained classroom approach, Kimbrough (1968) describes factors that have paved the way for its acceptance as a

structural unit for elementary school organization. Continuing, Kimbrough (1968) explains any of these factors seem to fall under either the pedagogical or the economic importance of this particular way of organizing instruction at the primary level. In pedagogical terms, Franklin (1967:195) for instance describes

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

In addition to this, Franklin (1967) explains that teachers are used economically and there would be no extra teachers in the staff to teach different subjects. Lovegrove (in Sherif, 1999:15) describes also the economic importance of self-contained classroom as, this approach would enable to open up additional schools which could be supplied with the existing pool of teachers spread over a greater number of schools leading any country being able to educate a greater number of elementary school children at the same cost.

2.2. The Advantages and Limitations of the Self-contained Classroom

2.2.1. The Advantages Claimed by Proponents of self-contained Classroom.

According to Burr et al (1967:75) the self-contained classroom has many potential advantages, but the organization alone guarantees nothing in the way of results. Edith Synder (cited in Burr et al,1967) states the following on this point.

> *The self contained classroom is a place where children, Parents and teachers can plan together for happy living, for meaningful learning and for optimum growth. Just to call a room self-contained does not make it so. To place a group of children and a teacher in a room for whole day sessions, for a year or longer cannot rightfully be called a self contained classroom. Rather, it is what happens to children therein and thereafter that justifies the name.*

Franklin (1967), Chaube and Chaube (1995), Jarolimek and Foster (1997) and Burr etal, (1967) describe the advantage of self-contained classroom as follows.

A)Promotion of closer teacher-learner relationship. When a teacher's responsibilities are for twenty-five children more or less, rather than for many more, the teacher has an opportunity to learn about these children and to know them well. The teacher is trained in human growth and development and knows how to study children. Being with the children the greater part of each school day, the teacher can observe them as a group and individually and level his instruction accordingly. Having a limited number of children, he/she has a better chance to know their parents, their homes and something of their out of school lives. Moreover, the teacher can keep adequate cumulative records, which are so essential in a school program.

B) Correlation and Integration of Subjects. According to the writers, self contained classroom gives the opportunity to coordinate the total program and so integrate the educational experiences of children into a meaningful whole. Subjects 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. It upholds the fact that the child as an individual is an organism, which can not be divided in to many persons . Strengthening this view Franklin (1967) writes that:

> *Such a classroom unit provides for the fullest possible integration of learning experiences in as much as the children's are under the continuous guidance and supervision of a given teacher throughout the entire school day and school term.*

C) A Flexible Daily Program can be achieved. In light of this the writers say when a number of teachers are equally responsible for teaching a group of children, then pre-arrangements must be made in terms of time schedules. Alterations in such schedules are not easy to make. No matter how vital the learning experience it must be ended when the buzzer sounds. But, 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 he/she is responsible for teaching the whole day he can take as many minutes as he thinks necessary to help students understand the lesson. The continuity of his/her instruction is not disrupted at a sound of a bell.

D) Planning and Evaluation with Children is Encouraged. The writers disclose that planning and evaluation with children can not be undertaken in a short span of time. 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 his 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/she has to teach the subject is too deal and indispensable for him to cover the yearly portion, which is prescribed in the syllabus. Therefore, the teacher who has the whole day with a group of children is in a better position to plan the use of time for these important activities.

E) There can be Provisions for Social Living. With regard to social living the writers express that children learning together, Playing together and working together and moreover experiencing all educational activities in a small group guided and supervised by a single adult for a long time tend to develop a good habit of social living. This is so if a teacher who is concerned about children

their social, physical and emotional growth and development attends them.

Zaura Zirbes as cited in Burr et al. (1967:77) has stated about social living as follows:

> *Building a climate for optimum learning in a classroom is Work. It is a day in and day out way of doing. It comes about more frequently when teachers work with the same children over long periods of time. It comes about when the teacher is concerned enough about children. It takes living with children, the same children for a long while and understanding them.*

F) *It is designed to Promote and Protect Emotional Security.* Those who know children well and who are known by children well promote a secure environment. To know and to be known needs a reasonably longer period of time. The position of supporters of the self-contained classroom is simply 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 than a number of teachers who share this responsibility.

G) *Adequate Provision for Individual Differences.* Working with children for a long time leads to a better knowledge and understanding of their abilities, interests, needs, dreams and attitudes, including their problems, their potentialities and limitations. This enables the teacher of self-contained classroom to possess an extensive knowledge about his/her students. He/she knows that everyone cannot do equally in a class. Therefore, he/she caters for their individual differences by giving them exercises appropriate to their abilities.

H) *The need of children to identify with a group and develop intimate relationships with other children is implemented.*

I) *Communication with parents is facilitated.* Burr et al (1967) explain that the teacher needs to communicate with parents through individual conferences, group

conferences, written communications, evaluative checklists, and telephone conversations. The self-contained classroom teacher faces a task of gigantic proportions to communicate adequately with the parents of twenty-five children. Moreover, the parent tends to think that there should be one person on the school staff who is responsible for the education of his child and who can communicate about his total growth and development.

J) *Organizational Problems are held to a minimum.* The administration of the self-contained classroom form of organization is relatively uncomplicated. A plan of organization, which provides that children are continually being shifted from room to room or from teacher to teacher or both, may prove so difficult to administer.

2.2.2 Limitations of Self- Contained Classroom

Burr et al (1967), Franklin(1967) and Kimbrough (1961) describe the limitations of self-contained classroom on the following grounds.

A) There is a possibility that some classrooms get a weak teacher who may not be able to provide for the wholesome growth of children in the class. This may result in rather poor teaching-learning situation. Hence, the students might suffer from the inadequate ability of their teacher.

B) Teachers may not be equally interested in teaching each and every subject. Owing to this fact, they may emphasize their own interests and ignore curricular areas in which they feel inadequate or disinterested. This may result in an imbalance provision of learning activities. Franklin (1967) 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.*

C) There are also opponents who look at the self-contained classroom as a rigid organization that keeps the teachers isolated behind the closed doors of his/her domain. Teacher's qualities and weaknesses, they say, are largely unobserved and he/she does not observe outstanding teachers in action and follow their examples. The tendency of isolation is one of the undesirable characteristics of self-contained classroom approach and is completely at odds with the self-interest of the competent teachers.

D) Shortage of time for the teachers to prepare teaching aids, to advance his knowledge, to consult with outside experts, to visit local resources for the improvement of his presentation is a shortcoming of the self-contained classroom.

According to Burr et al (1967) these limitations inherent in self-contained classroom teaching calls for the use of other approaches to staffing arrangements.

2.2.3. Alternative Staffing Approaches

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

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

These approaches seek to avoid departmentalization in its classical model and retain some of the recognized strengths of the self-contained scheme (Azeb, 1998:300).

According to Azeb(1998:306) one of the most common alternative staffing practice to self-contained and departmentalization plans is team teaching.

The term team teaching, according to Jarolimek and Foster (1997:218), refers to an organizational pattern in which two or more teachers share instruction for a group that is two or three times larger than the conventional classroom of 25or 30 learners.

The common characteristics of team teaching according to Burr et al (1967:85) are:

-groups of children, varying from 50 to 200 in number, are taught by a team of teachers.

-the teachers on the team plan together the curriculum of all of the children.

-the instruction is carried on in various size groups of children.

-the physical facilities and teaching aids are used cooperatively by all of the teachers and children.

-the special expertness of the teachers in certain curriculum areas is utilized.

Moreover, Ubben and Hugbes (1997:202) and Burr et al (1967:85) state the advantage claimed for team teaching as:

- the opportunity for the members of the team to plan and

evaluate together. Cooperative planning as the writer say, results not only in a better educational program for the children involved, but that the teachers grow professionally in the process;

- the importance of children being tought by people who have special competencies in the various curriculum areas;
- the appropriate use of non-professional personnel to free teachers for professional work;
- the functional use of space;
- the values of instruction of children in various size groups;
- the economy in the cooperative use of teaching materials and aids and
- the opportunity to reward teachers according to merit in the hierarchical scheme.

2.3. Teachers Attitudes towards Their Job

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

On the other hand, Davis (1989) defines job satisfaction as a set of favorable or unfavorable feelings with which employees view their work. Ivancevich(1990) defines also job satisfaction as an attitude workers have about their jobs. That is, job satisfaction can be viewed as an overall attitude, or it can apply to the parts of an individual's job, or it can be defined as a set of attitudes toward work.

According to Bonsa (1996), the most important factors that influence people's attitudes towards their job are job inputs. These inputs include all of the skills, abilities and training to the job as well as the behavior he exhibits on the job. The greater he perceives his inputs to be the higher will be his perception of what his outcomes should be. Because of this relationship, people with high job inputs receive more rewards than people with low job inputs.

One of the underlying generalization offered by Morse (as cited in Bonsa, 1996) is that, level of satisfaction is combination of both level of aspiration or need tension level and the amount of return from the environment. Satisfaction exists when these two are in line, and job dissatisfaction exists when the return from the environment is much less than the need level of the individual.

In a 1975/76 study of job satisfaction of classroom school teachers in Alberta, Canada, Holdaway (as cited in Friesen, 1983) asked the respondents to identify the aspects of their jobs that contributed most to their overall satisfaction and dissatisfaction.

The main findings were that working with students; that is work itself was overwhelmingly the major source of satisfaction; that relationships with other teachers was common source of both satisfaction and dissatisfaction.

The study results of Nias (in Bonsa, 1996) indicated that most primary school teachers were satisfied by being with children. That is, many teachers mentioned professional satisfaction arising from their contact with children. Some teachers were also quite open about the way in which teaching met a felt need to love and be loved. Others also specifically mentioned "Seeing the children make progress" as their biggest satisfaction. Some enjoyed the fact that everyday there were "difficulties to overcome", "problems to solve," they found teaching "stimulating," "creative" and enabled them always learning something new. Others felt that the job gave them responsibility, and some enjoyed their autonomy and freedom to set their own standards.

In the study of Ball et al (1990) the very important factors for teachers' job satisfaction in Canada were freedom to decide how to do work, job security, responsiveness of students, adequacy supplies and equipment and reasonable class size.

According to Wisniewski (in Bonsa, 1996) factors that affect teachers' job satisfaction in Poland includes the following.

The more frequently teachers declare their freedom in deciding how to do their work, the more often they are highly satisfied with their job. In teachers' work the help offered by one's immediate superior favours high job satisfaction. The teachers' conviction that the principal creates a good atmosphere for cooperation distinctly favors their job satisfaction. Frequent reading of professional literature seems to be closely bound up with teachers job satisfaction.

In Ninomiya's et al(as cited in Bonsa, 1996) finding, factors which are considered very important for Japanese teachers' job satisfaction include also the following: Pleasant Physical Surroundings at work, freedom to decide their work, reasonable class size, the support and cooperation of colleagues and developing warm personal relationship with students.

With regards to new instructional practices, Doyle and Ponder (in Bonsa, 1996) suggested three criteria that influence teachers' attitude towards the implementation of new instructional practices. The first they labeled *instrumentality*, which refers to how clearly and specifically the practices are presented. The second they suggested was *congruence*, which describes how well the new practices, are aligned with the

teacher's present teaching Philosophy and practices. The third they explained was the *cost*, which they defined as a teacher's estimate of extra time and effort the new practices require compared to the benefits such practices are likely to yield

2.4. Student's Attitudes and Motivation towards Learning

According to Aggarwal (1998:297), one of the chief objectives of education is the development of desirable attitudes in the students. Attitudes may have the power to promote or inhibit student's behavior in the classroom. Further more, attitudes influence the choice to attend, respond, participate and more commitment to educational activities.

Attitudes are among the most important outcomes learned in schools and also used to the individuals react to the situation in his life. Crow and Alic(cited in Bonsa 1996).

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

Sorenson (in Azeb, 1997) also explains, by the time students' come to school, they start to develop attitude (favorable or unfavorable) toward teacher, subjects or school situation. Favorable attitudes make students to learn more; and particularly crucial to facilitate learning in school. The writer further describes favorable attitude motivate students to learn more about specific subject and gain satisfaction by accomplishing the various requirements of the subjects.

School facilities and equipment's, good teachers behavior and effective methods of teaching play a vital role in developing the students positive attitudes and in facilitating the instructional processes. The teaching aids, equipped laboratories, the reasonable number of students in the class are not only helpful for developing the positive attitude and interest, but it helps students participating in the instructional process (Crow and Alic, 1956:139)

Motivation is the very heart of the learning process. Adequate motivation not only sets in motion the activity, which results in learning, but also sustains and directs it. Motivation is an indispensable technique for learning. It energizes and accelerates the behavior of learner. Desirable changes in learner's behavior are only possible when a Learner is properly motivated (Aggarwal, 1998:201).

Continuing, the writer describes that, some learners learn the same subject matter or task more efficiently than others; and some enjoys it more than other. At any given time learners vary in the extent to which they are willing to direct their energies to the attainment of goals, due to difference in motivation.

According to Aggrawal (1998:206), since individual children differ in regard to their specific needs, according to their personality patterns and socio economic background, the teachers will have to vary their motivational techniques and employ them judiciously. Therefore, some of the techniques that the teacher employ to arouse and maintain motivation as described by Aggarwal (1998) are;

A) Attractive Physical and Environmental Conditions. First of all the teacher should attend to the physical condition of the classroom. There should be no distracting factor in and around the classroom. Noise, strong light and some undesirable scenes often distract the attention and do away with the interest. The rooms should be ventilated and tastefully decorated. There must be flowery plants in the school compound. Cleanliness should be stressed adequately.

B) Sublimation of Innate Impulses. Most of the behavior of small children is directed by their innate impulses. Curiosity, construction, self-assertion, submission, pugnacity and hoarding are some of their most powerful drives which form the basis of all kinds of their activities.

C) Stimulus Variation by the Teacher. It has been generally observed that children are not able to attend to one thing for a very long period. The effectiveness of the teaching-learning process in such a situation depends to a great extent on the stimulus variations used by the teacher behavior. Some of the common teachers' behaviors in the classroom that fall under variation are: teachers movement, teacher gestures, changes in speech pattern, changes in sensory focus and changed in postures.

D) Knowledge of Progress. Pupil's knowledge of their progress, of how well they are moving towards their goal is a very effective form of motivation. Individual progress charts not only inform a child as to how he is doing but also keeps the child involved in learning activity.

E) Individual Differences of the Children. Children have different interests and capabilities. All the children cannot be motivated alike for the entire lesson at all time. It is the duty of the teacher to discover individual interests and capabilities of the children in his charge to motivate them accordingly.

F) Teaching Skills. Teaching skills of the teacher greatly influence motivation. It is not easy to give an exact number of teaching skills involved in motivating students in the class. Some commonly identified skills in the teaching-learning process are skill in introducing the topic, skill in putting questions, skill in dealing with pupils answers, skill in the use of blackboard or chalkboard, skill in handling teaching aids and other equipment's, skill in encouraging group discussion, skill in explanation and skill in using appropriate methods of teaching.

G)Teacher's own Motivation and Interest in Teaching. With regards to this the writer describes that the teacher must be interested in what he is teaching and in the children whom he is teaching. If he is not interested in the work himself, he can never-motivate the class. Moreover, with experience the teacher will discover new approaches and methods of teaching even the same subject matters.

2.5. Elements Inherent in the Application of Self-Contained Classroom Organization

2.5.1. Teacher Education and Training

For improving the standard and quality at all levels of education, the role and importance of teachers should be understood in proper perspective. It becomes necessary to provide teacher at all levels in adequate numbers and also to raise the quality so that they will not subscribe to accepted educational goals but also possess the skills to make them a reality. Whether they succeed in translating these

objectives into day-to-day classroom teaching will depend very largely on the nature and quality of their training (MOE, 1996:44).

The UNESCO/ILO document (1967) also states that, the advance in education depends largely on the qualification and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teacher in particular.

According to Azeb (1998:305), many teaching responsibilities require wide, deeper and intimate understanding and experience in the knowledge and practice of the teaching learning process. Without any concern and case for what teachers are training, it is very difficult to expect much from them to perform and attain excellence. It is neither just nor even right to expect miracles by asking for what is not given. Continuing, the writer describes that, the teaching learning process are not and can not be limited or confined to giving and receiving organized information or knowledge and getting back the same. There are levels of education more than knowledge of subject matter and some fragmented techniques of teaching special areas. Well-trained experienced persons in education and educational physchology, who can demonstrate and model effective teaching, must hold such teaching positions.

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

2.5.1.1 Pre-Service Teachers Education and Training

Pre-service training is the initial stage of a continuous process of teacher education. It is essential that teachers should build on this base as part of a life-long

process to improve their competence, skills and increase their knowledge (MOE, 1996:45).

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

Accordingly, the Ministry of Education (1996:46) describes the general objectives of pre service teacher training as:

- to train teachers through the provision of general knowledge, specialized knowledge, pedagogical or professional training as well as professional ethics.
- to educate teachers who are capable of assisting learners to meet the educational needs.
- to prepare sufficient teachers of suitable quality who are able to meet the objectives of the education and training policy.
- to update the content and quality of teacher education and training along new global approaches to teacher training and make it a life-long process.

MOE(1996) further indicates that, in order to achieve the above stated objectives,

pre-service teacher training programs should take the following into account

- The training programs should lay stress on developing the teacher's personality, right attitudes and responsibility.
- Teacher education should assist the teacher to develop planning and instructional skills through the use of a variety of techniques and teaching methods.
- The training should develop the teacher's organizational and management abilities, awareness and understanding of the pupils' needs to be able to establish responsive relationship with them.
- On completion of training, the teacher should have been adequately prepared to evaluate the effectiveness of teaching and the progress of each student through available methods and techniques.
- In short, teacher education should prepare the trainee teacher for the task of guiding children in the pursuit of knowledge and skills to become useful and self-reliant citizens.

2.5.1.2. In-service Teacher Training

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

Due to the tremendous development of various innovative practices in the field of education, there is need to refresh the knowledge of the trained teachers periodically. It is aimed at acquainting them with the latest methods of teaching. It enables

teachers to keep-up-to-date with new materials and methods, in other words, to continue to fulfill their present role more efficiently (Dove, 1986).

Aggrawal (1998:425) pointed out the significance of in-service teacher training by saying, "I prefer that any student should drink from a running stream rather than a stagnant pool". Constant outpouring needs constant in taking; practice must be reinforced by theory and old must be constantly tested by new.

The writer further explains that, the explosion of knowledge demands that the teacher must be better informed and educated today than he was yesterday and will tomorrow be better educated than he is today. Thus, a wide range of in service courses should be provided to enable serving teachers to continue to fulfill their present role more efficiently, and to supplement on-the-job training for untrained teachers.

According to Aggrawal (1996:426) in-service training has the following objectives.

-To maintains the knowledge and skills of teachers.

-To gives teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.

-To remedies the teacher's deficiencies arising out of defects in his/her initial training preparation.

-To make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social and cultural challenges.

-To enables teachers to gain additional qualifications and to develop their special talents and dispositions.

-To raises the cultural and professional standard of the teaching forces as a whole and strengthens its innovative vigor and creativity.

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

Accordingly, the would be teachers are expected to be:

-eble to impart basic education in an integrated approach;

-equipped with the necessary professional capacities, that is, the ability to select and apply appropriate teaching-learning methodology, teaching aids and classroom organization;

-equipped with profound understanding of professional ethics;

-able to teach in mother tongue at the assigned place,

-able to analyze and make use of specific conditions of potential students, the school and environment; and

-Capable of diagnosing students learning needs, assessing their educational progress and assisting them to develop the necessary skills at their age level (MOE, 1999:48).

2.5.2. Personal Characteristics of the Teacher

Several studies indicated that the influences coming from teachers' behavior in the classroom have far reaching possibilities for good or evil. Teachers; behavior affects children's sense of security, freedom from tension, etc. (Lambert, in Shewakena 1997:19).

The writer further argues that everything the teacher does in the classroom has meaning to children. For instance, through the manner of reacting to the mistakes of children, the teacher can either give children the feeling that they can proceed to build and grow or the feeling that errors are bad events, sign of failure and lack of proper learning. It is however, recommended that mistake has to be viewed as an element of learning rather than as a major tragedy.

According to Gore and Koury (in Shewakena 1997:20), the good primary school teachers possess personal qualities and competencies which enable them perform well with children. The effective teacher:

- likes and respects young children
- enjoys working with children and their parents.
- is calm, sensitive, thoughtful of others, and has a genuine sense of homour.
- understands how young children grow, think, behave and learn.
- is sensitive to the growth and learning needs of the individual child and helps him move forward according to his own rate and level of development.
- values the process of learning through which children develop independence, resourcefulness, creativity, responsibility and the ability to solve problems.

- is skilled in observing children; ---guiding play so that it challenges their capacities---plans and modifies the program according to the needs of an individual child and the group. Similarly, Witty as paraphrased by Sheakena (1997:20), has pointed out that, having cooperative and democratic attitude, kindliness and consideration for individuals; patience, good personal appearance and pleasant manner, fairness and impartiality, sense of humor, interest in child problems, flexibility, use of recognition and praise, and proficiency in subject matter are the most important qualities of the theater.

2.5.3. Classroom Environment and Organization

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

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

A) The Physical component

According to the writers, the physical environment is provided by the surroundings in which children and teacher are working. For the most part, these are the surroundings of the classroom itself. Each classroom has its assortment of furniture, materials and equipment. Some pieces are to be shared by the children, others are

for individual use, and still others are restricted to use only by the teacher. Research studies by Glynn, (in Bull and Shirley, 1993:16) have shown that the physical surroundings can influence children's behavior, both directly and through the effects the surroundings have on the behavior of other people working within them.

B) The Social component

As the writers say, the children and teachers who gather within these surroundings provide this aspect of the environment. Any combination of children and teachers provides a social component, which is in some respects different from any other. Teacher will work with different groups (large and small, mixed ability or 'sets') and with individuals within the larger group. At times teachers may work as a team, sharing responsibility for the learning of perhaps an entire school year group. Whatever its size or the activity in which it is engaged, a teaching group is a collection of individuals who bring different experiences to the situation. The dynamics of these group situations will therefore always differ from one another. Nevertheless, there are general principles that can be applied to the group context so that, when managed effectively the whole group functions cohesively. Teaching objectives are best served when teacher and pupils are cooperating towards a common purpose-(Bull and Shirely, 1993:17).

C) The Educational Component

According to the writers, this derives from the component of the school's curricula and from decisions which teachers take as to what skills and information children need to be taught at particular ages and stages in their learning. The tasks on which children are engaged, the organization and

presentation of these, and the patterning of activities across the school day are all key features of the educational component.

Bull and Shirely (1993:17) summarize some environmental factors, which set the scene for classroom behaviors.

Physical factors	Social factors	Educational factors
Amount of space for working and movement . Seating arrangements . Distribution of materials . Noise levels	. Group size and composition . How children are to work together, alone etc. . Classroom rules . Teachers behavior towards individuals and groups. . Children's behavior towards each other and teacher.	. The type of educational task ,its relevance, difficulty and length . Teacher's presentation and instructions . The pattern of activities across the lesson and the day.

An elementary school education program, so as to be successful, requires detailed and efficient organization at every phase of the learning environment; that is, the physical plant the play equipment and materials and the staff-efficiency (Lamber, in Shewakena, 1997:19)

According to Farrant (1990:169) a classroom that provides a truly educational environment is a place where children will learn unconsciously as well as consciously. In it they will find interesting things pictures about current affairs, working models of things they are learning about, display shelves with exhibits of interest for nature study and toys and books which they can use whenever they have finished their rest work satisfactorily before the rest of the class.

Burr et al (1967) also describes that, each classroom in a school is regarded as a learning unit. It is distinguished by unity of program and purpose as a part of an overall educational plan. Because self-contained means all in one, many people tend to think of as a classroom which possesses its own entrance door and its own lavatory. It is true that it has its own workspace, simple laboratory facilities, enough instructional materials, enough play ground and space for music, agriculture an arts and crafts activities so that instruction in all desirable phases of education can be provided.

A teacher and a group of children living working and playing together all day in self-contained classroom create a oneness attitude and the classroom environment takes on this expression. This then becomes their room and their school home. There is pride in ownership and the teacher and the children feel this pride in ownership and the teacher and the children feel this pride in having a classroom tell the story of their work. (Befekadu, 1994).

2.5.4. Class Size

The number of students attending a class under the presentation of a lesson by a teacher plays a crucial role in determining the quality of education. This is because of the fact that for better communication between teachers and students when a class is conducted will be effective only when students in the class are small in number.

According to Tirusew (1998:19), Since teaching-learning process is depend almost entirely on communication between teachers and students, the number of students in

a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will result.

As to how many children to have in self-contained classroom, there is a general consensus among educators in the field that the number of students is to be, relatively, smaller. To cite some, Azeb (1998) 25 to 30 children, Burr et al (1967) 20 to 30 children, Franklin (1967) 25 to 30 children. The justifications for smaller class size as the writers describe are the pedagogical, psychological, methodological rationales for the education of children.

2.5.5. Instructional Facilities and Materials

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

The crux of educational quality among others, heavily relies upon the environmental (both internal and external) conditions and materials of the classrooms. Whenever theoretical issues are presented in classrooms for students, it is practically proved

that students get the most out of them when they are supported by teaching materials (Hallak, 1990).

The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The writer argued that a classroom should encompass teaching materials like textbooks, guides, maps, charts, pin boards, audio-visual, cupboard etc. Therefore, teaching materials and other classroom situations are of paramount importance in the process of teaching and learning process where lack of which result in hampering effective transmission of knowledge.

2.5.6. Auxiliary services and substitutes Teachers

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

The other necessary condition for the self -contained class according to Klugmain (in Sherif, 1999) is the substitute teacher who often gives support to the teacher in charge of the given class and replace him/her in time of absence. It is quite natural that a given teacher can be pre occupied by some sort of social, personal and health problems which can be inhibit smooth operation of classroom teaching. Therefore, there has to be substitute teacher who can provide specific help to the regular teacher in case of his/her absence.

2.5.7. Curriculum Integration

2.5.7.1. Concept of Curriculum Integration

Tyler (in Abraham, 1997) defined curriculum integration as the horizontal relationship of various curricular contents in different subject areas. For instance, the concepts and skills in mathematics should be developed in consideration of their application in science and other fields at the same grade level. That is, the structure of knowledge and its application area are dissociated. It is a question of what types of concepts and skills can be learned by using this in other subjects. Subject boundaries are not to be eliminated. Thus, according to such people, integration is a principle of correlation across the curriculum.

According to Peters (cited in Abraham 1997) integration in its essence (as a type of curriculum organization), does not mean the repetition of similar contents in different subjects. Nor is it to mean artificial relationship. It is rather identifying the areas of natural linkage across the curriculum.

2.5.7.2. Approaches of Curriculum Integration

According to Ingram (as cited in Abraham 1997) there are three basic approaches of integration: the epistemological, Psychological and social types.

A) Epistemological Approach

Ingram (as cited in Abraham, 1997) describes that if integration is taken merely as creating a unified whole, it can refer to the arrangement of contents in a subject. The knowledge in subject areas can be organized, as is the case in linear curriculum, interms of pre-request learning or increasing of level of difficulty. The consequence of learning in language, first letters and then words and sentence formation does not involve collection of different letters, but conceptual integration. Hence, the integrating element is the structure of knowledge within the subject area. Integration according to the writers can also be at disciplines level. Sex-education, for instance, can be used to integrate Biology, Psychology and Sociology. The boundaries of these subjects are not removed but focus is given to that of the development of specific concepts, skills and values in all cases.

B) Psychological Approach

The psychological type is integration based upon the student needs and interests. It is designed in the assumption that effective learning takes place when the learning condition is related to the aspects of living. With regards to this, MOE(1999) describes that, a particular first cycle primary school program requires a local curriculum in which the interests and capabilities of the learners social and cultural situation of the community and physical and environmental condition are included.

Ingram (in Abraham 1997) tried to identify four types of psychological integration. These are integration through:

a) the present needs and interests of the child.
b) enquiry, for such method initiates the learner to use his potential in learning.
c) experience of students to avoid the displacement of learning experiences from their original places; and
d) the students' activities which is to mean "learning by doing".

C) Social Approach

Social based curricula are aimed at increasing the social significance of education. According to the advocates of such curriculum, education is viewed as an instrument of social progress.

Social problems are the real social questions that need solution at the time; that is, real problems are presented in the class and students are to propose solution. These can be such as, poverty, disease, pollution, etc.(Ingram, in Abraham, 1997)

Continuing the writer explains that, a school with social functions or social problem curriculum is a "miniature society". It is a "laboratory study of social living."

2.5.7.3. The Rationales for curriculum Integration in Self-contained Classroom Organization

Curriculum integration for lower primary schools has become an area of vast innovation and bases itself on pedagogical, psychological, sociological, methodological, and administrative rationales, UNESCO (in MOE, 1999:277)

Accordingly, integration of curriculum:

- enables children to learn facts, skills and attitudes that facilitate learning holistically;
- enables teachers make a variety of connections and relationships among the concepts of the school subjects, the different behavior of children and the essential pedagogical and psychological regularities to facilitate meaningful learning;
- reduces the number of fragmented lesson plans, subjects etc.

As an advocate of curriculum integration, Ragan (1966:166) stipulates, curriculum integration is psychologically sounder since it integrates the individual learner within himself and with his environment. Elsebee (1958:135) also supported such practice saying curriculum integration in self-contained classroom enables the teacher to see the relationships between the different topics or problems in the learning program at lower primary school level.

According to the Education and Training Policy of Ethiopia (1994:20) the following integrated subjects are selected for the first cycle:

1) Environmental education;
2) Languages (Local languages and English);
3) Mathematics; and
4) Aesthetics and Physical education

The teaching style in the integrated curriculum involves the use of learner-centered methods in self-contained classroom situation. Therefore, curriculum integration and self-contained classroom organization are inseparable (MOE, 1999:297).

2.6. Teacher Assignment

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

Accordingly, Webb and Norton (1999) describe essential considerations that teacher assignment requires; these are:

- the specific nature of the position, including role expectations necessary knowledge and skills, and conditions under which the role is performed;
- the professional preparation, competencies, and interests of the teacher;
- the relationship of the position and teacher's characteristics and competencies;
- the extent to which the assignment provides for the personal motivation needed by the teacher and the extent to which success can be realized in the position; and
- Consideration of the forces of organizational culture and informal group structure.

Continuing, effective assignments link closely with effective recruitment and selection. Teacher assignment necessitates the careful examination of both the general qualifications of the individual and the specific competencies most rewarding to that person. When a match is found between the competencies required by the job and those most satisfying to the individual, both the school system and the employee are likely to benefit. As Cavanaugh (cited in Webb and Norton, 1999:350) pointed out:

> *When a person's abilities (intelligence, creativity, energy, maturity) are reasonably consonant with the requirements of the job, this will act as a motivating force. When the employee's abilities are significantly higher or lower than those demanded by the job, this typically constitute a contra-motivational factor----*

The goals, beliefs, traditions and values of a particular school are also important factors in the assignment of teachers to that school. If an individual teacher's personal characteristics and beliefs are significantly incongruent with the culture of the school, personnel problems most likely will develop. (Douglas, 1986).

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

2.7. Teacher Workload

A comprehensive examination of the teacher's workload serves to assess what teachers actually do in meeting the responsibilities of their assignment. Human

resource administrators need this information to make intelligent and defensible decisions concerning the ways in which the talents of each staff member are used. In addition, teacher load information is useful concerning the assignment of extra-duties, reveals imbalances between the teaching load and extra duty load of a teacher, and services as evidence for the need of additional staff (Webb and Norton, 1999:351).

According to Williams (1964:132), the problem of teacher load has a greater significance for the teacher than for any other member of the professional staff. If the teacher's classes are too large, if he has too many problem students, and if his essential instructional materials are too few, the morale of the teacher will be adversely affected. The writer further explains if the teacher has been assigned to teach six periods a day, his maximum class size should approximate 25 students. If he teaches a five-period day his student load conceivably could be slightly increased to 30 students a class.

Douglass (in Williams, 1964) describes the actual workload of teachers as the following.

- The number of sections taught daily (or weekly);
- The number of pupils taught;
- The number of subject matter preparations;
- The length of class period
- The nature of the subject taught and the consequent amount of time required for preparation;
- The personnel of the pupils taught;

- The extra-curricular or additional assignments and
- The age and maturity of the pupils taught and the consequent character of the subject matter.

Accordingly, Douglas (in Williams, 1964) explains that protecting teachers from excessive load is essential for the welfare of teachers and for the good of the education system. Everything possible must be done to reduce the burden of non-classroom duties, to distribute school assignments equitably, to supply essential teaching aids and materials, to provide special help for teachers, and to element teacher load problems that weigh heavily on the staff. Also, the teacher's schedule should allow for a daily conference and planning period adequate for lesson preparation and for his other responsibilities that supplement the teaching program.

Therefore, if teacher assignment is to be considered in a more scientific and professional manner, objective measures must be used to assess these factors and must become a part of rational and justifiable decisions concerning workload assignments (Webb and Norton, 1999: 352).

CHAPTER THREE

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with the discussion of the data collected through questionnaires, interview and observation. At the beginning some essential characteristics of the samples are discussed, followed by the assessment of issues surrounding self-contained classroom in primary schools in Ethiopia, the problems encountered during the implementation of this approach and possible suggestions provided as a solution for the problems.

3.1Characteristics of the Respondents

Data of this study, which were collected through questionnaires interviews and observation were tallied, tabulated and finally analyzed through both qualitative or descriptive and quantitative methods of research analysis. The samples of the study include 40 primary school principals, 8 Woreda education office experts, 334 self-contained classroom teachers and 190 grade 4 students. The detailed characteristics of the sample populations are given on Table I.

Table I. Respondents Characteristics

Respondents by Sex, Age, Level of Education and Years of Service.

NO.	ITEMS		RESPONDENTS							
			EXPERTS		PRINCIPALS		TEACHERS		TOTAL	
			No.	%	No.	%	No.	%	No.	%
1	Sex	M	8	100	32	80	84	25	124	32.5
		F	-	-	8	20	250	75	258	67.5
		Total	8	100	40	100	334	100	382	100
2	Age in Years	20-30	-	-	-	-	40	12	40	10.5
		31-40	-	-	14	35	104	31	118	30.9
		41-50	7	87.5	26	65	164	49	197	51.6
		>50	1	12.4	-	-	26	8	27	7
		Total	8	100	40	100	334	100	382	100
3	Level of Edu.	12+ST	-	-	-	-	10	3	10	26
		12 & less	-	-	2	5	28	8.4	30	7.8
		TTI	1	12.5	20	50	290	86.8	311	81.4
		Diploma	6	75	14	35	6	1.8	26	6.8
		12+3	1	12.5	4	10	-	-	5	4
		Total	8	100	40	100	334	100	362	100
4	Service Year	1-5	-	-	-	-	2	0.6	2	0.5
		6-10	-	-	-	-	32	9.6	32	8.4
		11-15	-	-	-	-	26	7.8	26	6.8
		16-20	1	12.5	14	35	66	19.8	81	21.2
		21-25	5	62.5	14	35	86	25.7	105	27.5
		>25	2	25	12	30	122	36.5	136	35.6
		Total	8	100	40	100	334	100	382	100

As indicated in item 1 of Table I, 250 (75 percent) of the teachers were females, while the remaining 84 (25 percent) of them were males. As described by school principals, the reasons why the majority of self-contained classroom teachers were

females was that, most male TTI graduate teachers were made to teach in the second cycle of primary school and a large proportion of female teachers were assigned to lower grades in teaching self-contained classes because they are more suitable to understand and treat children's problems than male teachers. This Table also showed that 32 (89 percent) of primary school principals and all Woreda education office experts (100 percent) were males. Only 8 (25 percent) of school principals were females. This also indicated the insignificant involvement of females in administrative activities.

With regard to respondents' age, a larger proportion of the respondents that is, 315 (82.5 percent) was within the age range of 31-50 years. The remaining 40 (10.5 percent) of teachers were between the age range of 20-30 years. On the other hand 27 (7 percent) of the teachers and experts were more than 50 years old. This suggested that the majority of respondents can have better knowledge and experience about child development and consequently, it was assumed that they provide adequate information for this study related to self-contained classroom teaching.

Regarding the respondents level of education shown in the same Table, the majority of teachers 290 (86.8 percent), and principals 20 (50 percent) were Teacher's Training Institute graduates. On the other hand, 38 (11.4 percent) of teachers were assigned to teach self-contained classroom without TTI certificate required for this level. As expressed by principals, the assignment of these unqualified teachers was due to the shortage of trained teachers. This implied that these untrained teachers were not equipped with pedagogical skills that help them to teach all subjects effectively. Consequently, it is believed that students under such teachers became weak in their education.

As can be seen from item 3 regarding the level of education of principals and experts, It was shown that 18 (45 percent) of principals and 7 (87.5 percent) of the experts were college diploma and 12+3 holders. While the remaining 22 (55 percent) of the principals and 1 (12.5 percent) of the experts were TTI graduates.

Concerning the work experience of respondents it was shown in the Table that a large proportion of respondents 136 (35.6 percent) have served for 25 years and above and also a significant number of respondents 186 (48.7 percent) had work experience within the range of 16-25 years. A small percentage 60 (15.7 percent) of the respondents had served 15 years and below. This indicated that most respondents especially teachers had served for a long time as "subject specialists" and now they are required to teach all subjects in self-contained classroom.

With regard to student respondents 97(51.05 percent) of them were males and 93(48.95 percent) of them were females. This indicated that regarding their sex, student respondents were proportionally included as the sample of the study.

Concerning the age of student respondents, the majority of them 133(70.0 percent) was within the age range of 11-15 years. The remaining 52(27.4 percent) and 5(2.6 percent) of them were within the age range of (5-10) and (16-20) years respectively. Regarding their level of education, all, that is,190 (100 percent) of student respondents were from grade 4. This is because, it was assumed by the researcher that the students of this grade level were relatively matured than other grade levels in self- contained classrooms to understand and fill the questionnaire correctly.

3.2 Analysis of the Data

Table II. Responses of Subjects on Teachers Prior Orientation and Training

No.	Items	Principals $n_1 = 40$		Teachers $n_2=334$		t-value	P
		Mean	SD	Mean	SD		
1	Teachers and principals have a prior orientation on self-contained classroom organization	2.85	1.53	2.34	1.23	2.95	0.003
2	The knowledge teachers have acquired during pre-service training enables them to implement self-contained classroom.	3.85	1.07	3.23	1.42	2.68	0.008
3	The degree of congruence between teachers' pre-service training and self-contained classroom teaching is high.	3.10	1.15	2.18	1.21	4.53	0.000
4	Teachers attend in-service training on self-contained classroom teaching.	3.00	1.01	3.00	1.00	-0.04	0.972
5	The in-service training teachers have acquired was sufficient to implement self-contained classroom teaching	2.20	0.60	2.31	0.73	-0.68	0.378

N.B. x is used in the discussion for the mean values indicated in the tables.

α= 0.05 level of significance.

SD = Standard deviation

As shown in item I of Table II, the mean values of principals (x = 2.55) and teachers (x = 2.24) showed that principals and teachers have prior orientation about the concept and strategies of self-contained classroom teaching. On the other hand, these mean results indicated that the majority of teachers and almost half of the principals replied that they do not have adequate prior orientation about self-contained classroom teaching. As cited in the literature of the thesis, prior orientation

is important when teachers are not familiar to the newly introduced approach. The absence or lack of prior orientation results in frustration and anxiety on the part of implementers.

A t-test was employed to check if the difference in the proportion of the data of the study groups implies a statistically significant difference at α = 0.05 level of significance. This implied that there was a difference between the responses of principals and teachers. That is, the mean result of principals indicated that they have prior orientation about self-contained classroom than the teachers.

Concerning item 2 of Table II, the mean values of principal (x = 3.85) and teachers (x = 3.29) indicated that the knowledge teachers acquired during pre-service training enable them to implement the self-contained classroom teaching. These mean results showed that the majority of respondents rated the item above average. This implied that the majority of respondents perceived that teachers have acquired adequate knowledge during their initial training which enables them for teaching the whole subjects in self- contained classroom.

To see if there was a statistically significant difference between respondents, a t-test was used. Thus, the test result shows a significant difference between principals and teachers at the level less than 0.05 for this item. This implied that principals have more perception concerning the adequacy of pre-service training of teachers to implement self-contained classroom teaching.

As can be seen from item 3 of the same table, the mean values of both principals (x = 3.10) and teachers (x = 2.18) indicated that the degree of congruence between teachers pre-service training and self-contained classroom teaching is satisfactory.

These mean values of respondents showed that most of the teachers rated the item below average. However, the majority of principals rated the item above average. In the case of teachers, it was shown that the pre-service training was not based on integrated approach, which by turn enable them to teach an integrated curriculum.

A t-test was used to see of the observed relationship was statistically significant. Hence, the table value was obtained at α = 0.05 level of significance. Therefore, one can say with confidence that there is a high and strong difference between principals and teachers with respect to their perception of the relevance of pre-service training program with the actual practicing of self-contained classroom teaching. In light of teachers response, it was showed that the methodology of training teachers in Teachers' Training Institute (TTI) was not effective and adequate to help teachers in teaching self-contained classroom; while principals reported that the relationship between pre-service training and self-contained classroom teaching was satisfactory.

As revealed in item 4 of Table II, the mean values of principals (x = 3.00) and teachers (x = 3.00) indicated that principals and teachers were provided in-service training on self-contained classroom teaching. These mean results showed that almost the majority of principals and teachers rated the item above average. That is, the respondents replied that they have provided in-service training on self- contained classroom teaching.

A t-test was used to analyze the result as to whether there was a statistically significant difference between the responses of principals and teachers.

Accordingly, a computed t-test was obtained. The table value was p = 0.972 at α = 0.05 level of significance. Therefore, the observed result indicated that there was no difference between principals and teachers' responses with respect to the in-service training provided for them.

Regarding item 5 on the same table, the mean values of principals and teachers, x = 2.20 and x = 2.31 respectively showed that the respondents who have provided the in-service training had got adequate training that enable them to teach self-contained classroom. These mean results indicated that the majority of respondents rated the item below average. This implied that the in-service training provided for some principals and teachers were not adequate and sufficient to teach the self-contained classroom. In addition, the finding showed that the in-service training provided on self-contained classroom teaching was not addressed to all primary school principals and teachers.

The computed t-test result showed that there was no a statistically significant difference between the responses of principals and teachers.

In general, the finding in Table II indicated that, on items 1,2,and 3 there were significant differences between the responses of principals and teachers. However, on items 4 and 5 there was no statistically significant difference between respondents. It was assumed that the difference observed between the study group on some items was emanated from the exposure of principals to different educational workshops, conferences, etc. The exposures enable principals to perceive the items more positively than the teachers.

Table III. Responses of Subjects on Teachers Assignment and their Attitude towards Self-contained Classroom

No.	Items	Principals $n_1 = 40$		Teachers $n_2=334$		t-value	P
		Mean	SD	Mean	SD		
1	Teachers were assigned to self-contained classroom with their choice and interest	2.6	1.33	2.10	1.30	2.28	0.023
2	Teachers were assigned to self-contained classroom with their competence and experience.	3.00	1.19	2.37	1.36	2.78	0.006
3	The response of most teachers is positive when assigned to self-contained classroom.	2.35	1.07	1.86	1.08	2.69	0.007
4	Teachers have equal competence and interest to teach all integrated subjects.	1.85	0.96	1.94	1.03	-0.53	0.594
5	Some self-contained classroom may come under incapable teachers	3.15	1,21	3.23	1.36	-0.34	0.732

As shown in item 1 of Table III, the mean values of principles (x = 2.6) and teachers (x = 2.10) indicated that teachers were assigned to self-contained classroom with their choice and interest. These mean results showed that most the respondents rated the item below average. This implied, the majority of respondents reported that teachers' assignment to self-contained classroom was against their choice and interest. Nevertheless, as described by the literature of this thesis, the contribution of teachers can be best utilized if their assignment is related to their personal strength and interest.

Whether the difference in principals and teachers responses was statistically significant, the item was tested using the t-test value. The calculated t-value indicated that there was a significant difference in their responses towards the item. That is, principals were more agreed to the item than the teachers. Eventhough the difference was observed by the two groups, both rated the item below average which indicate that the assignment of teachers to self-contained classroom was not based on their choice and interest.

With regard to item 2 of Table II, the mean values of principals ($x = 3.01$) and teachers ($x = 2.37$) showed that teachers were assigned to self-contained classroom with their competence and experience. This also revealed that the majority of teachers reported against the item. That is, teachers' assignment to self-contained classroom was not carried out based on their competence and experience. However, most principals reported that the assignment of teachers to self-contained classroom considers the competence experience of an individual teacher.

Whether the observed difference in the respective data collected from the study groups implied statistical difference was also tested at $\alpha = 0.05$. The calculated t-value vis-à-vis the table value confirmed that there was significant difference between the respondents of the study group. The difference observed between principals and teachers on this item indicated that the majority of principals responded to the item according to the rules and regulations of schools regarding the assignment of teachers, which says, competence and experience of the teacher must be considered during the assignment of a teacher.

Concerning item 3 of the same table, which describes about the responses of teachers when assigned to self-contained classroom teaching, was illustrated as follows. The mean values of principle (x =2.35) and teachers (x = 1.86) indicated that teachers have a positive response when assigned to self-contained classroom. These mean results rated below average in both principals and teachers. This implied that the majority of respondents reported that teachers do not have positive attitude towards self-contained classroom teaching.

As expressed by respondents, the factors that affect teachers attitude towards self-contained classroom were class-size, experience of the teacher in teaching all subjects, number of preparations per day, general climate in the school, non-classroom responsibilities and the training of the teachers.

A t-value was used if there was a statistically valid difference between the responses of principals and teachers. Thus, the t-test was computed and the table value confirmed that there was a significant difference between the respondents towards the item under discussion. That is, the responses of principals were relatively positive towards this item than the teachers. But this difference does not indicate that principals and teachers responses were controvercial rather both group confirm that teachers have negative attitude towards teaching the setup.

As indicated in item 4 of Table III, the mean values of principals and teachers that is, x = 1.85 and x = 1.96 respectively showed that teachers have equal competence and interest to teach all integrated subjects in self-contained classroom. These

mean results showed that most respondents rated the item below average. This implied that only a small number of principals and teachers responded positively to the item. The majority of respondents reported that teachers do not have equal competence and interest to teach all subjects. As literature confirms, lack of equal competence and interest to teach all integrated subjects is one of the major limitations of self-contained classroom teaching. This leads to the overemphasis of some subjects than others on the part of a teacher.

A t-test was also used to see if the difference in the proportion of the data of the study groups implies a statistically significant difference of perception. The t-value calculated confirmed that there was no a statistically significant difference between the perceptions of respondents with respect to the item.

As can be seen from item 5 of the same table, the mean values of principals (x = 3.15) and teachers (x =3.23) indicated that some self-contained classrooms may come under incapable teachers whose efficiency in performance is weak. These mean results showed that the majority of respondents agreed that not all classes of self-contained classrooms did occupied by capable teachers. This is also another underlined limitation of self-contained classroom, which was described in the literature of this study.

A t-test was used if there was a statistically valid difference between the responses of principals and teachers. The calculated t-value was indicated that there was no significant difference between respondents towards the item. The above finding was also consistent with the information the researcher obtained through interview from the woreda education office experts.

Table IV. Responses of Subjects on Teachers Workload

No.	Items	Principals $n_1 = 40$		Teachers $n_2=334$		t-value	P
		Mean	SD	Mean	SD		
1	Self-contained classroom teachers have a substitute teacher for help.	2.80	0.99	2.35	0.78	3.31	0.001
2	Teachers have enough time for planning lessons, preparing and giving homework's, assignments and providing students with necessary feedback.	2.65	1.44	2.21	1.31	1.93	0.050
3	Teacher's participation in different service giving community affairs other than the regular teaching program is high.	2.70	1.06	3.35	1.35	2.94	0.004

As can be seen from item 1 of Table IV, the mean values of principals (x = 2.80) and teachers (x = 2.35) indicated that substitute teachers were assigned to help self-contained classroom teachers in case where the teacher is absent from school or for teaching non-academic subjects such as Arts, Music and physical education. Despite of these proportions, a great majority of principals and teachers reported that the main teacher was the only person assigned to teach children with all responsibilities of one class throughout the year. As different literature confirm, it is hardly possible to think successful implementation of self-contained classroom teaching without auxiliary services and substitute teachers. Regarding this item the researcher was tried to interview the school principals and the woreda education office experts for the cause of the absence or lack of substitute teachers. Both reported that the cause was the shortage of trained manpower.

A t-test was employed to check if the difference in the proportion of the data of the study groups implies a statistically significant difference. The t-value calculated

confirmed that there was a significant difference between respondents. That is, the principals relatively reported more in proportion than the teachers on that substitute teachers were assigned for the main teacher in self-contained classroom. However, the difference observed does not indicate that the majority of principals responded to the item positively. Still the mean value of the responce of principals indicated that there was shortage of substitute teachers in helping the main teacher.

With regard to item 2 of Table IV, the mean values of principals ($x = 2.65$) and teachers ($x = 2.21$) showed that teachers have enough time for planning lessons, preparing and giving homework's, assignments, checking and providing students with necessary feedback. The mean values showed that the majority of respondents rated the item below average. Therefore, a large proportion of teachers and principals responded that self-contained classroom teachers are under time pressure in preparing teaching aids, planning daily and weekly lessons, giving classworks, homework's and keeping students record properly. This is because, a teacher is responsible for teaching all or most of the integrated subjects which demand many preparations.

To see if there was statistically significant difference between respondents, a t-test was used. The t-value calculated confirmed that there was no significant difference between the responses of principals and teachers.

As illustrated in item 3 of Table IV, the mean values of principals ($x = 2.70$) and teachers ($x = 3.35$) indicated that teachers participation in different service giving

community /social/affairs other than their regular teaching program was excessive. A small proportion of them reported that they were unable to participate in community affairs due to the overloaded programs at their schools. As seen from the mean values described above, more teachers reported towards the item than the principals.

Whether the observed difference in the respective mean values implied a statistically significant difference, a t-test was used. The t-value confirmed that there was a significant difference between the responses of respondents. This difference might be generated from lack of information on the part of principals about teachers participation in different social affairs in the community.

Table V. Responses of Subjects on the Content of the curriculum

No.	Items	Principals $n_1 = 40$		Teachers $n_2=334$		t-value	P
		Mean	SD	Mean	SD		
1	The content of the curriculum is difficult in relation to students learning maturity or readiness	3.75	1.15	4.03	1.19	-1.40	0.162

Concerning the content of the curriculum which was described in Table V, the mean values of principals (x =3.75) and teachers (x = 4.03) showed that the majority of respondents confirmed positively to the item. That is, the content of the curriculum is difficult in relation to students learning maturity and readiness. As observed from the mean results, only small number of principals and teachers reported that the curriculum is designed considering the maturity and readiness of children at all

grade levels (Grades 1-4). However, for further information the researcher was tried to interview the teachers of self-contained classroom on issues related to the difficulty of subjects they were teaching. Most of them responded that there is a miss-match between the contents of the curriculum and the maturity level of children in understanding the subjects. Specially, subjects like Mathematics and environmental science are more difficult to children. Moreover, they reported that some of the exercises in Mathematics of grade 3 and 4 are challenging for themselves.

A t-test was applied to analyze the result. Examination of the results indicated that there was no significant difference between the responses of principals and teachers regarding the item.

Table VI. Responses of Subjects on School Facilities and Classroom Environment

No.	Items	Principals $n_1 = 40$		Teachers $n_2=334$		t-value	P
		Mean	SD	Mean	SD		
1	The school supplied necessary facilities and equipment's	2.10	1.15	1.70	0.93	2.49	0.013
2	Students were provided with adequate teaching materials	2.60	1.29	2.08	1.24	2.47	0.014
3	Classroom environment is conducive for the implementation of self-contained classroom	2.00	1.11	1.61	0.941	2.39	0.018
4	Class-size is appropriate for the smooth running of teaching learning process	2.60	1.29	2.21	1.31	1.78	0.076

As can be seen from item 1 of Table VI, the mean values of principals (x =2.10) and teachers (x =1.70) indicated that the school supplied them necessary facilities and

equipment's for the teaching learning process. However, as observed from the mean results, both principals and teachers rated the item below average. This implied that the majority of respondents reported that school does not supply the necessary facilities and equipment's. As confirmed from school principals, the reason for the inadequate facilities and lack of equipments was the shortage of budget provided for their respective schools.

The same t-test was applied to see if there was a statistically significant difference between respondents. Since the table value is less than α at 0.05 level of significance, the results showed that there was a significant difference between the responses of subjects. Regarding this item, principals relatively perceived more positively than the teachers. But the difference observed between the study group does not indicate principals rated the item positively. It was still showed in the mean value that both respondents rated the item below average.

Regarding item 2 of Table VI, the observed mean values of principals ($x = 2.60$) and teachers ($x = 2.08$) indicated that students were provided with adequate teaching materials. From the results of the mean, one can easily observe that the majority of the respondents reported that, students were not provided with adequate teaching materials (textbooks). During the time of data collection, the researcher was observed that some students encountered problems in the shortage of teaching materials. These problems were more severing in rural areas. As literatures describe, the shortages of teaching materials have direct impact on the process of teaching-learning activities.

To observe if there was statistically significant difference between principals and teachers, a t-test was used. The t-value confirmed that there was a significant difference between respondents. This showed, a relatively large number of principals were reported that students were provided adequate teaching materials. However, this would not enable the researcher to say somthing about the difference observed between the study group. Because, both respondents rated the item below average.

As described in item 3 of Table VI, the calculated mean values of principals (x =2.00) and teachers (x = 1.61) showed that the classroom environment of primary schools are conducive for the implementation of self-contained classroom. While the great majority of respondents reported that the classrooms are poorly organized and are not conducive for the implementation of self-contained classroom teaching.

As observed by the researcher, most classrooms have the following common features. Lack adequate seats for all students, lack windows and doors, large class-size, inadequate blackboard, lack of space to display teaching aids, and lack of reading rooms, poor classroom sanitation.

A t-test was employed to check if the difference in the proportion of the data of the study groups implies a statistically significant difference. The t-value showed that there was a significant difference between the responses of principals and teachers. Although both respondents rated the item below average, principals' response to the item seems positive than the teachers.

With regard to item 4 of the same table, the mean values of principals (x =2.60) and teachers (x = 2.21) indicated that the class-size of self-contained classroom is appropriate for the smooth running of teaching-learning process. Despite of these proportions, the majority of respondents showed that the class-size is abnormal for the smooth operation of teaching-learning process in general and for the effective implementation of self-contained classroom in particular. The researcher observed the average number of students in a class and it was 70. This number was against the class-size suggested by different educators to self-contained classroom organization. As literature of this thesis confirmed the larger the size of students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will result.

Therefore, with such large class-size in self-contained classroom, it is hardly possible for the teacher to identify individual differences of students to follow up their strong and weak sides and provide special help for the needy children. As reported by the teachers, this class size is one of the major problems that made them to be reluctant from taking the responsibility of self-contained classes.

A t-test was used to analyze the results as to whether there was a statistically significant difference between the proportion of principals and teachers. Accordingly, a computed t-test value obtained indicated that there was no significant difference between the respondents regarding the item.

Table VII. Assistance Provided to Self-contained Classroom Teachers and Teachers Relation to Parents and Students

Item No	Items	Principals		Teachers	
		No	%	No	%
1	Do you think that the rate of principals' cooperation with self-contained classroom teacher is satisfactory?				
	A. yes	37	92.5	96	28.7
	B. No	3	7.5	238	71.3
	Total	40	100	334	100
2	Do you think that the Woreda, Zonal and regional education bureau supervisors provide you the necessary assistance that helps you to teach self-contained classroom?				
	A. Yes	4	10	18	5.4
	B. No	36	90	316	94.6
	Total	40	100	334	100
3	Is there a strong relation between teachers and students in self-contained classroom?				
	A. Yes	31	77.5	250	74.9
	B. No	9	22.5	84	25.1
	Total	40	100	334	100
4	Is there a strong relationship among students in self-contained classroom?				
	A. Yes	21	52.5	190	56.9
	B. No	19	47.5	144	43.1
	Total	40	100	334	100
5	Do you think that the parents of children and self-contained classroom teachers have good communication on issues related to students education				
	A. Yes	11	27.5	164	49.1
	B. No	29	72.5	170	50.9
	Total	40	100	334	100

As shown in item 1 of Table VII, a great majority of principals which is 37 (92.5 percent) and a small number of teachers 96(28.7 percent) responded that the rate of principals cooperation with self-contained classroom teachers in solving their problems was satisfactory. On the other hand, the majority of teachers 288 (71.3 percent) and a small percentage (7.3 percent) of principals reported that the rate of principals cooperation with self-contained classroom teachers was much less than expected. This implied that the teachers and principals perceived the item

differently. Especially principals responded to the item above average. Since this item stands for self-report of principals, it was expected that the majority of principals reported positively. But, as observed from teachers' responses, the principals' report seems exaggerated.

As literature describes, teachers in self-contained classroom instruction need special help from head teachers and supervisors in the areas of professional, technical and administrative devices.

With regard to item 2 of the same Table, 36 (90 percent) of principals and 316 (94.6 percent) of teachers reported that the rate of woreda, zonal and regional education supervisors in assisting self-contained classroom teacher was not satisfactory. The remaining 4(10.5 percent) of principals and 18(5.4 percent) of teachers indicated that experts at all levels were found in assisting self-contained classroom teachers by providing workshops, seminars and conferences and by arranging experience sharing program among different primary schools so that teachers of self-contented classroom were made to visit these schools.

As the researcher during the interview held with Woreda Education office Experts confirmed it, due to shortage of budget they were not able to provide necessary assistance for all teachers of self-contained classroom.

With regard to item 3 of Table VII respondents were asked to rate the degree of relationship between teachers and students in self-contained classroom as compared to the former departmentalized approach. The majority of the

respondents, 31 (77.5 percent) of the principals and 250 (74.9 percent) of the teachers positively replied confirming that there was a strong relationship between teachers and students. The remaining 9 (22.5 percent) of principals and 84 (25.1 percent) of the teachers negatively responded to the item under discussion. The above funding denotes that the organization of self-contained classroom promotes teacher students' relationship and this implied that one of the advantages of self-contained classroom organization described in the literature of this thesis.

Item 4 of Table VII was constructed to know the level of relationship among students in self-contained classroom. Accordingly, the majority 21 (52.5 percent) of the principals and 190 (56.9 percent) of the teachers were reported that there is a strong relationship among students in self-contained classroom. On the other hand, a fair proportion, 19(47.5 percent) of the principals and 144(43.1 percent) of the teachers confirmed that there was no special relationship among students in self-contained classroom. It was as in the former departmentalized approach. As cited in the literature of this thesis, one of the advantages of self-contained classroom organization is the need of children to identify with a group and develop intimate relationships with other children in solving and exercising different activities in the classroom together.

On item 5 of the same table, respondents asked whether there is a good communication between the parents of children and self-contained classroom teachers. To this end, 11(27.5 percent) of the principals and 164(49.1 percent) of the teachers responded that the communication of self-contained classroom teachers with children parents was facilitated on issues related to students

education in self-contained classroom. But, most of the respondents that is 29 (72.5 percent) of the principals and 150 (50.9 percent) of the teachers were asserted that the communication with parents was much less than expected. This was because, parents were not a volunteer to come to school and discuss on issues related to their child's problem.

ADVANTAGES OF SELF-CONTAINED CLASSROOM

Table VIII Respondents' view concerning the advantages of self-contained classroom. (N =7)

No.	Assumed Advantages	Principals		Teachers	
		Average Ranking	Rank Orders	Average Ranking	Rank Orders
1	Provides an opportunity to identify individual differences	1.75	1	2.35	2
2	Provides an opportunity to help pupils understand the interrelations of subject matters	1.87	2	2.68	4
3	Permits a flexible daily program	1.87	2	1.32	1
4	Promotes closer teacher-learner relationship	3.16	3	2.41	3
5	Provides an opportunity to understand the child growth and development	4.17	4	3.56	5
6	Permits a relatively uncomplicated classroom organization	4.37	5	4.18	7
7	Provides a good habit of social living among students	4.37	5	3.84	6

NB. In this study, higher numbers in the average rankings represent lower mean values.

The average ranking for principals and teachers was computed, using the spearman rank correlation. The result appears in the following table.

Table IX Coefficients of Correlation between principals and teachers' Rankings of the Advantages of self-contained Classroom.

Group	Principals	Teachers
Principals	1.00	0.96*
Teachers	0.96*	1.00

* P< 0.05

How close the principals and teachers in their perception of the advantages of self-contained classroom were determined by the attained coefficient of correlation. The coefficient of correlation of the rank order of principals and teachers was found to be 0.96 (Refer Table IX). The (r) statistic confirmed the existence of high, strong positive relationship in the perception of the two study groups.

Several factors may explain for the strong relationship observed between principal and teachers in ranking the advantages of self-contained classroom. One explanation could be the long experiences both groups of respondents have in the teaching profession. Some of the respondents of the study group were participated in the teaching of self-contained classroom in Ethiopia in the early 1960s and 1970s and again at present they are engaged in teaching self-contained classroom. This type of participation might have contributed to the narrowing of perception difference in identifying the advantages of self-contained classroom organization. The other explanation for strong positive relationship in the perception of the two study groups could be the provision of workshops, seminar and conferences to teachers and principals. This also has some contribution in identifying the advantages of self-con tained classroom approach.

In general, this finding denotes that the majority of primary school personnel (principals and teachers) perceived the advantages of self-contained classroom organization. However, these advantages can be attained if the deficiencies inherent in self-contained classroom organization are prevented. Accordingly, the foregoing discussion describes the problems observed in self-contained classroom teaching.

Table X Problems encountered in Self-contained Classroom Teaching

No.	Items	Respondents	
		Experts, Principals and Teachers	
		Frequency	Rank
1	Inadequate classrooms and teaching materials	326	1
2	Lack of special teachers for non-academic subjects such as, Arts,. Music and Physical Education.	324	2
3	Large class-size	320	3
4	Shortage of substitute teachers	318	4
5	Lack of in-service training	312	5
6	Teachers are not equally capable and interested in teaching all subjects	398	6
7	Too much daily preparation	303	7
8	The difficulty of the content of the curriculum in relation to the maturity and readiness of children	300	8
9	Teachers lack of motivation to teach self-contained classroom	286	9

As indicated in Table X, the most frequently mentioned problems were inadequate classrooms and teaching materials to teach self-contained classroom. The classrooms are those used in the previous times and are functioning at the present without improvements are made. But, as cited in the literature of this thesis, the self-contained classrooms must be wide enough to allow free movement of students, teachers and group activities. Moreover, classroom atmosphere might be tedious and boring unless a variety of objects and instructional techniques are used. On the

other hand, the majority of respondents reported that there was a severe problem regarding the absence of teaching materials in the schools.

Lack of special teachers for Arts, Music and Physical Education was the second frequently mentioned problem. As shown in the Table X, a significant number of respondents replied that teachers were made to teach all subjects including the subjects mentioned above in self-contained classroom. But, these subjects require special interest and competence of an individual teacher.

The third frequently mention problem was large class-size. In most schools, the number of students per class was above 70. This was found to be large that stands against the class-size suggested by many of the proponents of self-contained classroom organization.

Shortage of substitute teachers was the fourth frequently mentioned problem. It is natural that a given teacher can be pre-occupied by some sort of social, personal and health problems that can inhibit the smooth operation of classroom teaching. In this case, there should be substitute teachers who can help the regular teacher in case he/she is absent.

Lack of in-service training was the fifth frequently mentioned problem. As shown in Table II of item 3, the degree of congruence between teachers' pre-service training and the activities that they are expected to accomplish in self-contained classes rated below average. Moreover, the respondents confirmed that they were not provided adequate in-service training that enables them to implement self-contained classroom teaching.

The sixth frequently mentioned problem was lack of competence and interest of an individual teacher to teach all integrated subjects. As cited in the literature, expecting all teachers to like to teach all subjects is unrealistic. Such expectation ignores the facts of aptitude and interest. Therefore, lack of competence and interest implies teachers teach by emphasizing those subjects that they know well and more interested in and giving less attention to others. Consequently, there is a possibility for children to learn some subjects well and others less.

Too much daily preparation was the other frequently mentioned problem observed by respondents. Because the teacher is responsible to teach all subjects, he/she is expected to prepare lesson plan for all subjects every day, he/she has to prepare and use appropriate teaching aids. These all preparation require commitment on the part of teachers for the effective teaching - learning process to take place.

The eighth frequently mentioned problems were the difficulty of the contents of the curriculum in relation to the maturity and readiness of children. As expressed by respondents In Table V, the content of the curriculum was beyond the understanding of children. The respondents further described that the difficulty of the curriculum was confirmed from the achievements of the children's examination result.

The last mentioned problem was teacher's lack of motivation to teach self-contained classroom. As explained by most respondents the absence of motivation to teach this class was emanated from the excessive workload of teachers that the setup demands. Moreover, respondents described that in order to raise teachers motivation and interest in teaching self-contained classroom they have to get an incentive that encourages them to take this responsibility.

In addition to all the problems mentioned above, respondents were reported that automatic promotion of children form grade 1-4 was the other major problem observed in self-contained classroom teaching.

Concerning this automatic promotion the respondents describe that under a situation where continuous assessment of children's daily and weekly performance is difficult because of large class-size, there is a high possibility for children to pass to the next level/cycle without acquiring the necessary knowledge and skills that enable them for that level.

The other described problem in self-contained classroom was that there is a possibility for children to miss the experiences and good qualities of different teachers and develops only the behavior of an individual teacher.

Corresponding to the problems mentioned above, the respondents suggested possible solutions for the successful implementation of self-contained classroom. These are: adequately organized and attractive classrooms and sufficient teaching materials, assignment of special teachers for non-academic subjects. smaller class-size, assignment of substitute teachers for help, Provision of continuous in-service training for teachers, assignment of teachers with competence and interest, provision of incentives for teachers. revision of the contents of the curriculum. avoiding automatic promotion of children from grade to grade.

Table XI. Suggestions provided on the continuity or disruption of self-contained classroom

No	Item	Respondents					
		experts		Principals		Teachers	
		No	%	No	%	No	%
1	Do you suggest that self-contained classroom should continue to function						
	A. Yes	2	25	18	45	28	8.4
	B. No	6	75	22	55	306	91.6
		8	100	40	100	334	100

The last question posed to the experts, principals and teachers in Table XI was to suggest their opinion on the continuity or disruption of self-contained classroom. Accordingly, 18 (45 percent) of the principals, 2 (25 percent) of experts and 28 (8.4 percent) of the teachers were replied that the self-contained classroom organization should continue to function in our country. The reasons they reported for this is that, it has many advantages, pedagogical and economic advantages. Regarding the pedagogical advantages they said, students are treated in the classroom according to their individual pace. That is, working with children for a long period of time leads a teacher to a better knowledge and understanding of their abilities, interests and attitudes including their problems and limitations so as to help them according to their individual differences. Moreover, teachers were used economically in self-contained classroom. It is the responsibility of a single teacher to teach the whole subjects and there would be no extra-teacher in the staff teaching other subjects in the same class.

On the other hand, the majority of respondents, 22 (55 percent) of the principals 6 (75 percent) of experts and 306 (91.6 percent) of the teachers indicated that this classroom organization should not continue to function. The respondents described the reasons why thisclassroom organization should not continue. These are: teachers are not equally capable and interested in teaching all integrated subjects, large class-size and poor classroom environment, lack of facilities and teaching materials, lack of substitute teachers to help the main teacher and lack of in-service training of teachers.

Continuing, they disclosed that the prevailing situations of primary schools do not enable us to use the self-contained classroom organization approach. The respondents further explained that under such circumstances it is hardly possible to attain the desired objectives of education set for this level. Therefore, we have to return to the former departmentalized type of classroom organization. This finding denotes that the majority of respondents were disappointed with the introduction of self-contained classroom and they were not in favor of it.

Table XII *Students Response towards self-contained classroom organization*

Item No	Items	Student Respondents	
		No	%
1.	Do you think that your teacher has equal competence and interest to teach all subjects?		
	A. Yes _____	134	70.5
	B. No _____	56	29.5
2.	How much do you like your teacher?		
	A. I like him/her very much _____	138	72.6
	B. I like him/her averagely _____	40	21.1
	C. I don't like him/her _____	12	6.3
3.	Does your teacher encourage you to do home works, Class works and provides you with necessary feedback?		
	A. Yes _____	184	96.8
	B. No _____	6	3.2
4.	Does your teacher use appropriate teaching aids for all subjects?		
	A. Yes _____	166	87.4
	B. No _____	24	12.6
5.	Are you interested in learning all subjects by one teachers?		
	A. Yes _____	98	51.6
	B. No _____	92	48.4
6.	Are you provided with adequate teaching materials for all subjects?		
	A. Yes _____	52	27.4
	B. No _____	138	72.6
7.	Are classroom facilities adequate for the teaching learning process?		
	Yes _____	50	26.3
	No _____	140	73.7

As shown in item 1 of Table XII, 134 (70.5 percent) of self-contained classroom children responded that their teacher has equal competence and interest to teach all the subjects offered for them. On the other hand, the remaining 56 (29.5 percent) of them replied that their teachers do not have equal competence and interest to teach all subjects in self-contained classroom. From the results indicated above, the majority of student respondents reported that their teacher has equal competence and interest to teach all subjects. But, this children's response was contradictory to that of experts, principals and teachers responses which indicated that no one has equal competence and interest to teach all subjects in self-contained classroom. Ofcourse, this response was confirmed in the literature of the study. It was assumed by the researcher that the wide gap observed between student respondents and other school personnels (principals, teachers and experts) was emanated from maturity level of children's in evaluating the differences of lesson presentation of a teacher for all subjects.

Concerning item 2 of the same table, 138 (72.6 percent) of the students in self-contained classroom reported that they like their teacher very much. A small percentage 12 (6.3 percent) of them indicated that they do not like their teacher. This results implied that the majority of students have positive attitude towards their teacher. This was confirmed by the responses of principals and teachers which explained that the relationship between teacher and students in self-contained classroom was strong and positive (See Table VII item 3).

In general, this finding denotes that there was a smooth communication between teacher and students in self-contained classroom. When such atmosphere exists, there is a better chance of learning to take place and consequently, there is a possibility of developing desirable behavioral changes on the part of children.

As revealed in item 3 of Table XII, the majority of children 184 (96.8 percent) responded that their teacher provides them classworks, homeworks and assignments and gives them back with necessary feedback. Only a small proportion 6(3.2 percent) of them described that their teacher does not provide them consistently such activities in the classroom or at their home. According to students response from this finding, one can easily conclude that the majority of self-contained classroom teachers were committed in providing students with different activities that enable them to learn more independently. But, contrary to this response in Table IV item 2, the majority of principals and teachers reported that teachers of self-contained classroom were under time pressure to provide children with necessary activities and due to large class-size, the activities held in the classroom was much less than what the setup requires. It was expected that the difference observed between students response and principals and teachers responses was emanated from children's level of understanding the concept of the item properly or from the assumption that their teacher is evaluated so that to protect him/her from the consequences come later, they prefer to respond positively to the item.

With regard to item 4 of the same table, a great proportion 166 (87.4 percent) of children were responded that appropriate teaching aids are used by a teacher for all subjects while the remaining 24 (12.6 percent) of them reported that a teacher is not used appropriate teaching aids. This showed that the majority of respondents replied positively to the item. The result of this response concides with the concepts described in the literature of this thesis which says all the children cannot be learned alike for all the lesson at all the time. It is the duty of the teacher to discover appropriate teaching aids and use to motivate students in the teaching learning process.

As can be seen from item 5 in Table XII, a large number 98 (51.6%) of students replied that they are interested in learning all subjects by one

teacher. On the other hand, 92 (48.4%) of them reported that they are not interested in learning all subject by a single teacher. The percentages indicated that the majority of respondents rated the item above average. This showed that most children in self-contained classroom have positive attitude towards their teacher. The problems of being a single teacher in self-contained classroom was unobservable from students response.

Regarding item 6 of the same table, 138 (72.6%) of the children reported that they are not provided adequate teaching materials. The remaining 52 (27.4%) of them replied that they have sufficient teaching materials for all subjects. As indicated in the above percentages, the majority of students were not provided adequate teaching materials for all subjects. This was confirmed by the responses of principals and teachers in Table VI item 2 (Refer table VI). But, it is obvious that the absence of teaching materials have direct negative impact on the operation of teaching learning process.

The last item posed to the children was whether classroom facilities are adequate or not for the teaching-learning process. As shown in the table, the majority of students 140 (73.7%) replied that classroom facilities are not adequate for the teaching-learning process. On the other hand, the remaining small number 50 (26.3%) of them reported positively to the item. From the responses provided, one can see that the majority of children were rated the item below average. But, as the literature of this thesis describe, self-contained classroom is a classroom that provides a truly educational environment where children will learn unconsciously as well as consciously. In the classroom as well as in the area, there should be interesting things, pictures about current affairs, working model of things children are learning about, simple laboratory facilities, enough instructional materials, enough play ground and space for Music, Agriculture and Craft activities so that instruction in all desirable phases of education can be provided.

CHAPTER FOUR

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary of the Findings

The purpose of this study was to investigate issues surrounding self-contained classroom in primary schools in Ethiopia. To this end, basic questions addressed to the attitude of principals, teachers and students towards self-contained classroom approach, the problems encountered during the implementation of this system and the suggested solution to solve the problems were raised.

The study employed survey analysis and it was conducted in 24 government primary schools. These sample schools were selected from Amhara, Oromiya and Addis Ababa administrative regions on the basis of purposive sampling technique. The subjects of the study were 8 woreda education office experts, 40 primary school principals, 334 self-contained classroom teachers, and 190 students (Grade 4). Accordingly, the experts, principals and teachers were selected through availability sampling technique. While the students were selected using purposive sampling technique.

Information was obtained from these sample respondents through questionnaires, interviews and observation. The data obtained were analyzed using percentages, correlation coefficient and the t-test. Based on the results of the data analysis, the following major findings were obtained.

1. Female teachers comprised 75 percent of the total teachers. Only 25 percent of the respondents constitute male. Age-wise, a large majority of respondents were 41 and above years. A great majority of the teachers were with TTI certificate. Most of the principals were college diploma holders. The majority of teachers, principals and experts had service year above 16. All experts, but one, were 12+3 or diploma holders.
2. The majority of student respondents were within the age bracket of 11-15 years.
3. Principals and teachers' orientation and in-service training was also found inadequate that could enable them for the successful implementation of self-contained classroom.
4. The assignment of teachers to self-contained classroom was not based on their choice and interest and their response was negative when assigned to this class.
5. The responses of most teachers and principals showed that teachers do not have equal competence and interest to teach all subjects. They emphasize their own interests and ignore curriculum areas in which they feel inadequate or disinterested. However, most students responded to this item contrary to principals and teachers response.
6. A large proportion of teachers, principals and experts agreed that some self-contained classrooms were handled by incapable teachers. Due to the shortage of trained manpower they were assigned to teach self- contained classroom.
7. The majority of the teachers and principals responded that self-contained classroom put teachers under time pressure for planning lessons, preparing and giving homework's, assignments and providing students with necessary feedback. However, the majority of students replied that they have provided the necessary homework, class works and group activity.

8. The majority of the respondents confirmed that, the curriculum is difficult in relation to students learning maturity and readiness.
9. A large proportion of respondents showed that, school facilities and classroom environments are not adequate and conducive for the implementation of self-contained classroom. Moreover, it was indicated that the majority of students and teachers were not provided with adequate teaching materials.
10. A high percentage of respondents confirmed that teachers do not have a substitute teacher for help.
11. It was also reported that the majority of teachers taught above 70 children in a class. This indicated that, the class-size was not appropriate for the smooth operation of teaching-learning process.
12. The majority of teachers and principals indicated that the degree of congruence between teachers' pre-service training and the activities to be accomplished in self-contained classes was weak.
13. It was also found out that almost half of primary school teachers and principals were not provided with in-service training at the regional, Zonal, woreda or school levels. Moreover, those who were provided with the in-service training reported that it was not sufficient for effective implementation of self-contained classroom.
14. It was also reported by experts that no comprehensive evaluation was made by MoE, or REB to identify problems encountered in self-contained classroom organization.
15. The majority of students reported that they preffered learning all subjects by one teacher. Moreover, most of them described that they have a positive attitude towards their teacher.

4.2 Conclusions

Organizing instruction on the basis of self-contained classroom must begin with some attention to resources and facilities that it demands for its successful implementation. The demand for trained and retrained teachers, educative and attractive classrooms, adequate teaching materials and classroom facilities, smaller class sizes and the need of available substitute teachers were some of the elements that the setup requires for its successful implementation. However, the findings of the study confirmed that the inadequate training on the part of teachers, lack of competence and interest to each all subjects, absence of substitute and skilled teachers, large class-size, inadequately equipped classrooms with materials and facilities were found to be the major problems for the self-contained classroom organization not to become effective. In general, there was a wide gap between the capacity of the schools and the requirements of the self contained classroom organization. Under such prevailing situations, the goal intended to be achieved in the first cycle of primary education was not adequately met. Moreover, it is the absence or lack of the demands in self-contained classroom organization that made teachers not to accept the responsibilities of teaching this class.

Therefore,the researcher would like to conclude that unless improvements are made on issues related to teachers training, classroom facilities, number of students per class, readily available substitute teachers, provision of teaching materials for teachers and students etc. the implementation of self-contained classroom becomes theoretical rather than practical. Hence, to attain the objectives intended in self-cntained classroom organization, the problems described in the

findings of the study must be allivated so as to be benefited from the advantages of self-contained classroom approach. Without bridging the gap obseved betweent the capacity of schools and the requirements of the self-contained classroom organization, the provision of quality education for this level is not possible.

4.3 Recommendations

Based on the findings and conclusions drawn, the following measures were suggested to be taken by MoE, REB and its sub-units and schools.

As described in the literature review of the study, organizing instruction on the bases of self-contained classroom requires human and material resources for its effective implementation. However, the finding of this study showed that the current situation of self-contained classroom organization lacks the necessary requirements that the setup demands. Therefore, the researcher forwards recommendations specified in two options. One is where the necessary improvements are required for successful implementation of self-contained classroom and the other, where the REBs are required to revise their decision on the use of self-contained classroom.

1. At School Level

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

1.2 Education of the first cycle is the basis and foundation of all higher levels. Hence, principals of schools must provide priority for self-contained classroom organization. That is:

1.2.1 There must be appropriate class-size that does not exceed 30-50 students in a class.

1.2.2 Seats must be made available for all students and for different arrangements and activities that enable the teacher for classroom management.

1.2.3 Classrooms must be wide enough to allow free movement of the teacher, students and group activities and for all responsibilities to be carried out in the classroom.

1.2.4 Every thing possible must be done for teachers to reduce the burden of non-classroom duties and responsibilities. Moreover, principals have to co-operate and support the teachers to solve problems they come across in self-contained classroom

2. At Regional Bureaus or National Level.

2.1 The majority of respondents described that their prior knowledge about the concept and strategies of self-contained classroom was found inadequate. However, before the introduction of this system, adequate orientation must be provided for teachers, principals and other concerned education officials. Therefore, the REBs and their sub-units

should provide adequate orientation and in-service training for primary school principals and teachers for the effective implementation of self contained classroom approach.

2.2 The role of pre-service training of teachers is crucial to promote the implementation of self-contained classroom. Hence, the MoE in collaboration with REBs has to arrange the TTIs programme to include practical training in ways of how to teach self-contained classroom during the initial training of teachers.

2.3 As reported by respondents, the curriculum provided for the first cycle children was difficult in relation to their maturity level. Therefore, the MoE and REBs have to revise the contents of the curriculum so as to take possible corrective measures.

2.4 As much as possible, minimum resources and facilities must be provided and fulfilled for self-contained classroom setup, such as teaching materials, references etc.

2.5 The self-contained classroom organization was made many responsibilities that fall on the shoulder of one teacher. The finding of the study showed that these responsibilities made teacher to be reluctant and dissatisfied in their work. Therefore, in order to maximize and win their good will, the REBs have to provide incentives for teachers of this level

2.6 A comprehensive evaluation must be made by MoE, and REBs to identify the problems encountered in self-contained classroom teaching.

Therefore, If the problems described in the findings are solved or minimized based on the recommendations given under alternative one, the self-contained classroom approach deserves the best method for the first cycle primary education. However, if the capacities of the regions do not allow them to full fill the necessary requirements implementing self-contained classroom, the researcher would like to recommend that REBs have to reconsider the decisions on the use of self-contained classroom teaching so as to go back to the former departmentalized approach. If the departmentalized approach requires many teachers for every subject in the school, the researcher would also suggest another alternative, which is the team teaching approach. In this case, two or more teachers take joint responsibility for the total instruction of a group of students that is two or three times larger than the conventional self-contained classroom of 25 or 30 learners.

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በኢትዮጵያ ትምህርት ሚኒስቴር /1987/ የሰልፍ ኮንቴንድ አደረጃጀትና አመራር የተዘጋጀ የመምህርነት ሙያ ማዳበሪያ ጽሑፍ ያልታተመ አዲስ አበባ ት/ሚኒስቴር

ሸዋዬ ሽፈራው /1992/ በሰልፍ ኮንቴንድ ክፍል (self - contained class) ትምህርት አሠጣጥ፣ ተግባራዊነትና ችግሮች፣ መጽሔተ-ትምህርት በትምህርት ሚኒስቴር የሕዝብ ግንኙነት አገልግሎት የሚዘጋጅ Vol 4. No.9 አዲስ አበባ

በኢትዮጵያ ትምህርት ሚኒስቴር (1992) አህዳዊ የማስተማር ዘዴ፣ ከትምርት ዓለም በትምህርት ሚኒስቴር የሕዝብ ግንኙነት አገልግሎት የሚዘጋጅ Vol 4. No.1፣ አዲስ አበባ::

APPENDICES

APPENDIX - A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

A question to be filled by Self-contained Classroom Teachers

The main purpose of this questionnaire is to investigate issues related to self-contained classroom organization in primary schools of Ethiopia. The information obtained will help to recommend and suggest possible solutions to the problems encountered during the implementation of the setup.

Since the success of this study depends upon your genuine and frank responses, please read the instruction given to each part and provide your responses accordingly. Certainly, your responses will be kept confidential.

You are not required to write your name.

Thank you in advance for your cooperation in this study.

PART I General Information and Personal Data

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

1. School name _____
2. Sex Male ☐ Female ☐
3. Age 20-30 years ☐
   31-40 years ☐
   41-50 years ☐
   51 years and above ☐
4. Level of Education 12+1 (TTI) ☐
   12+2 (diploma) ☐
   12 + short training ☐
   10 +2 teachers training ☐
   If any other, specify _____
5. Experiences: 1-5 years ☐
   6 -10 years ☐
   11-15 years ☐
   16-20 years ☐
   21-25 years ☐
   26 and above ☐

Direction - II Below are some statements about self-contained classroom teaching. Read each item carefully and give your response by using a tick mark (✓) in the column which indicate the extent to which you agree or disagree.

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I have a prior orientation on self-contained classroom organization					
2	The knowledge I have acquired during pre-service training enables me to implement self contained classroom teaching					
3	The degree of congruence between my pre-service training and self-contained classroom teaching is high.					
4	I was assigned to self-contained classroom with my choice and interest					
5	I was assigned to self-contained classroom with my competence and experience					
6	The response of most teachers is positive when assigned to self-contained classroom.					
7	I have equal competence and interest to teach all integrated subjects.					
8	Some self-contained classes may come under incapable teachers					
9	classroom environment is conducive for the implementation of self-contained classroom.					
10	I have enough time for planning preparing and givign home works, assignments and providing students with necessary feedback.					

11	The curriculum is difficult in relation to students learning capacity/maturity					
12	I participate in different service giving social affairs other than my regular teaching program.					
13	I feel happy of becoming self-contained classroom teacher.					
14	Class size is appropriate for the smooth running of teaching-learning process					
15	The school supplied necessary facilities and equipments.					
16	Students were provided with adequate teaching materials.					

Direction - III Indicate your response to the following questions by putting a tick mark (✓) in the box provided under "Yes" or "No."

17. Did you attend in service training (work shops, conferences, seminars etc.) on self-contained classroom teaching?

Yes ☐ No ☐

18. Do you think that the in-service training you have taken in sufficient to implement effectively what the self-contained classroom requires?

Yes ☐ No ☐

19. Did you have a substitute teacher for help?

Yes ☐ No ☐

20. Do you think that the rate of principals co-operation with self-contained classroom teacher is satisfactory?

Yes ☐ No ☐

21. Do you think that the rate of Woreda, Zonal and Regional Education experts in assisting self-contained classroom teacher is satisfactory?

Yes ☐ No ☐

22. Is there a strong relationship between you and your students?

Yes ☐ No ☐

23. Is there a strong relationship among students in self-contained classroom?

Yes ☐ No ☐

24. Do you think that the degree of communication between the parents of children and self-contained classroom teacher is high.

Yes ☐ No ☐

25. Do you suggest that such a classroom organization should continue to function?

Yes ☐ No ☐

Direction - III Below are list of possible factors that describe the advantage of Self-contained Classroom Organization.

Indicate your agreement using rank order by giving **"1"** to most advantage **"2"** to the second most advantage **"3"** to third most advantage and so on, on the space provided.

26 Provide an opportunity to identify individual differences ____

27 Provide an opportunity to help pupils understand the interrelations of subject matters _____

28 permits a flexible daily program _____

29 Promotes closer teacher-learner relationship _____

30 provides a good habit of social living among students ____

31 Permits a relatively uncomplicated classroom organization _____

32 Provides an opportunity to understand the child growth and development _____

DIRECTION - IV

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

	Yes	No
A. Teachers are not equally capable and interested nit teaching all integrates subjects.....	☐	☐
B. Large class-size	☐	☐
C. Lack/shortage of substitute teachers	☐	☐

		Yes	No
D.	Too much daily preparation	☐	☐
E.	Lack of pre-service and in-service training	☐	☐
F.	The difficulty of the content of the curriculum in in relation to the maturity and readiness of children	☐	☐
G.	Inadequate facilities and teaching materials		
H.	Inadequate classrooms	☐	☐
I.	Lack of special teachers for Arts, Music and physical education	☐	☐
J.	Teachers' lack of motivation to teach	☐	☐
K.	If you have any other, specify		

. _____
. _____
. _____

3. Which of the following do you suggest as a solution for the problems listed above ?

		Yes	No
A.	Adequate classroom environment	☐	☐
B.	Adequate facilities and teaching materials		
C.	Appropriate class-size	☐	☐
D.	Assigning substitute teachers for help		
E.	Adequate pre-service and in-service training	☐	☐
F.	Revision and evaluation of the content of the Curriculum.	☐	☐
G.	Provision of incentives for self contained classroom teachers	☐	☐
H.	Assigning teachers with competence and interest	☐	☐
I.	If you have any other, specify		

. _____
. _____
. _____

APPENDIX - B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

A question to be filled by Primary school Principals

The main purpose of this questionnaire is to investigate issues related to self-contained classroom organization in primary schools of Ethiopia. The information obtained will help to recommend and suggest possible solutions to the problems encountered during the implementation of the setup.

Since the success of this study depends upon your genuine and frank responses, please read the instruction given to each part and provide your responses accordingly. Certainly, your responses will be kept confidential.

You are not required to write your name.

Thank you in advance for your cooperation in this study.

PART I General Information and Personal Data

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

1. School name _____
2. Sex Male ☐ Female ☐
3. Age 20-30 years ☐
   31-40 years ☐
   41-50 years ☐
   51 years and above ☐
4. Level of Education 12+1 (TTI) ☐
   12+2 (diploma) ☐
   12 + short training ☐
   10 +2 teachers training ☐
   If any other, specify _____
5. Experiences: 1-5 years ☐
   6 -10 years ☐
   11-15 years ☐
   16-20 years ☐
   21-25 years ☐
   26 and above ☐

Direction - II Below are some statements about self-contained classroom teaching. Read each item carefully and give your response by using a tick mark (✓) in the column which indicate the extent to which you agree or disagree.

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I have a prior orientation on self-contained classroom organization					
2	The knowledge teachers have acquired during pre-service training enables them to implement self contained classroom teaching					
3	The degree of congruence between teachers pre-service training and self-contained classroom teaching is high.					
4	The assignment of teachers in self-contained classroom was based on their choice and interest.					
5	The assignment of teachers in self-contained classroom was based on their competence and ezperience.					
6	The response of most teachers is positive when assigned to self-contained classroom.					
7	I have equal competence and interest to teach all integrated subjects.					
8	Some self-contained classes may come under incapable teachers					
9	classroom environment is conducive for the implementation of self-contained classroom.					

10	Teachers have enough time for planning preparing and givign home works, assignments and providing students with necessary feedback.					
11	The curriculum is difficult in relation to students learning capacity/maturity					
12	Teachers participate in different service giving social affairs other than my regular teaching program.					
13	Teachers feel happy of becoming self-contained classroom teacher.					
14	Class size is appropriate for the smooth running of teaching-learning process					
15	The school supplied necessary facilities and equipments.					
16	Students were provided with adequate teaching materials.					

Direction - III Indicate your response to the following questions by putting a tick mark (✓) in the box provided under "Yes" or "No."

17. Did you attend in service training (work shops, conferences, seminars etc.) on self-contained classroom teaching?

Yes ☐ No ☐

18. Do you think that the in-service training you have taken in sufficient to implement effectively what the self-contained classroom requires?

Yes ☐ No ☐

19. Did you have a substitute teacher for help?

Yes ☐ No ☐

20. Do you think that the rate of principals co-operation with self-contained classroom teacher is satisfactory?

Yes ☐ No ☐

21. Do you think that the rate of Woreda, Zonal and Regional Education experts in assisting self-contained classroom teacher is satisfactory?

Yes ☐ No ☐

22. Is there a strong relationship between you and your students?

Yes ☐ No ☐

23. Is there a strong relationship among students in self-contained classroom?

Yes ☐ No ☐

24. Do you think that the degree of communication between the parents of children and self-contained classroom teacher is high.

Yes ☐ No ☐

25. Do you suggest that such a classroom organization should continue to function?

Yes ☐ No ☐

Direction - III Below are list of possible factors that describe the advantage of Self-contained Classroom Organization.

Indicate your agreement using rank order by giving **"1"** to most advantage **"2"** to the second most advantage **"3"** to third most advantage and so on, on the space provided.

26 Provide an opportunity to identify individual differences ____

27 Provide an opportunity to help pupils understand the interrelations of subject matters _____

28 permits a flexible daily program _____

29 Promotes closer teacher-learner relationship _____

30 provides a good habit of social living among students ____

32 Permits a relatively uncomplicated classroom organization _____

33 Provides an opportunity to understand the child growth and development _____

DIRECTION - IV

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

	Yes	No
A. Teachers are not equally capable and interested nit teaching all integrates subjects.....	☐	☐
B. Large class-size	☐	☐
C. Lack/shortage of substitute teachers	☐	☐

		Yes	No
D.	Too much daily preparation	☐	☐
E.	Lack of pre-service and in-service training	☐	☐
F.	The difficulty of the content of the curriculum in in relation to the maturity and readiness of children	☐	☐
G.	Inadequate facilities and teaching materials		
H.	Inadequate classrooms	☐	☐
I.	Lack of special teachers for Arts, Music and physical education	☐	☐
J.	Teachers' lack of motivation to teach	☐	☐
K.	If you have any other, specify		

. _____
. _____
. _____

3. Which of the following do you suggest as a solution for the problems listed above ?

		Yes	No
A.	Adequate classroom environment	☐	☐
B.	Adequate facilities and teaching materials		
C.	Appropriate class-size	☐	☐
D.	Assigning substitute teachers for help		
E.	Adequate pre-service and in-service training	☐	☐
F.	Revision and evaluation of the content of the Curriculum.	☐	☐
G.	Provision of incentives for self contained classroom teachers	☐	☐
H.	Assigning teachers with competence and interest	☐	☐
I.	If you have any other, specify		

. _____
. _____
. _____

APPENDIX - C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

An interview presented for regional primary school education experts.

The purpose of this interview is to investigate issues related to self-contained classroom organization in primary schools of Ethiopia. The information obtained from the respondents will help to recommend and suggest possible solutions to the problems encountered during the implementation of the setup.

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

Thank you in advance for your cooperation.

PART I General Information and Personal Data

1. Sex: _____
2. Age _____
3. Level of Education _____
4. Experience _____
5. Your position in the office _____

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

6. The number of teachers assigned to teach self-contained classroom M _____ F _____ T _____.
7. Did teachers get prior orientation before they were assigned to teach self contained classroom? _____
8. If your response to question number 2 is "yes" was it sufficient to implement effectively what the setup requires?
9. If your response to question No.9, is "No" do you think that teachers do not encounter problems in teaching self-contained classroom?

10. Do you thin that all self-contained class teachers, relatively, have equal competence and interest to teach all integrated subjects?
11. Do you think that teachers have the required knowledge during their pre-service training that enables them to implement self-contained classroom teaching?
12. Do you think that all schools have adequate teaching materials for all subjects?
13. Do you think that the current classroom environment of elementary schools are conducive for the implementation of self-contained classroom?
14. If your response to item No.16 above is "No," what are the reason?
15. The rate of your co-optation with self-contained classroom teachers in solving their problems.
16. What can you say about the attitude of teachers, students and school principals towards self-contained classroom?
17. Is there any guideline for the assignment of teachers to self-contained classroom?
18. Do you believe that such a classroom organization should continue to function in the current prevailing elementary schools situation?
19. What are the problems encountered during the implementation of self-contained classroom?
20. What do you suggest as solutions for the problem?

APPENDIX - D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

A questionnaire to be filled by grade 4 self-contained classroom students.

The purpose of this questionnaire is to investigate issues related to self-contained classroom organization in primary schools in Ethiopia. The information obtained from the students will help to recommend and suggest possible solution to the problems encountered during the implementation.

Your genuine and frank response have much contribution for this study.

Thank you in advance for your cooperation.

PART I **General Information and Personal Data**

1. School Name: _____
2. Sex _____
3. Age _____

PART II **Indicate your response to the following questions by making a circle to the letter of your choice.**

4. Do you think that your teacher has equal competence and interest to teach all subjects?

   A. yes B. No

5. How much do you like your teacher?

   A. I like him/her very much

   B. I like him/her average

   C. I do not like him/her

6. Does your teacher encourage you to do home works, glassworks, and assignments and provides you with necessary feedback?

   A. yes B. No

7. Does your teacher use appropriate teaching aids for all subjects?

   A. Yes B. No

8. Are you interested inlearning all subjects by one teacher?

   A. Yes B. No

9. Are you provided with adequate teaching materials for all subjects?

   A. Yes B. No

10. Are classroom facilities adequate for the teaching - learning process?

    A. Yes B. No

APPENDIX - E

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

An Observation Checklist Self-contained Classroom Teaching

I. General Information

Instruction I: - Give response to the following questions by writing the answer on the space provided

1. Date of Visit _____
2. Grade and Section Observed _____
3. The Subject to be Taught _____
4. Topic of the Lesson _____
5. Length of the Observation Period _____

Instruction II: Put a check mark "✓" in the column which tells excellent (5), very good (4), good (3) and very poor (1)

No.	Variables to Be Observed	5	4	3	2	1
1	Teacher's ability of allowing and encouraging students to express themselves, to ask or answer questions.					
2	Teacher's manner of conduct and willingness to listen students problem					
3	Motivation of learners in class					
4	Teacher's effective use of textbook, reference materials and teaching aids.					
5	Adequate provision of teaching materials for students					
6	Class size in relation to number of students					
7	Adequate seats for students					
8	Teacher's ability of using different assessment techniques					
9	Teacher's ability of identifying individual differences.					
10	School facilities and equipment's					
11	Attractive physical and environmental condition of the classroom.					