

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**LEARNER-CENTERED APPROACH IN LARGE CLASSES:
A SURVEY IN THIRTEEN SELECTED FIRST CYCLE
PRIMARY SCHOOLS IN GEDEO ZONE
/SNNPR/**

TSEGAYE OBSSIE

JUNE, 2001
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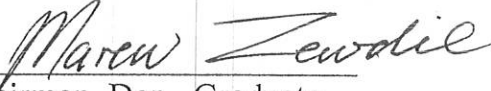
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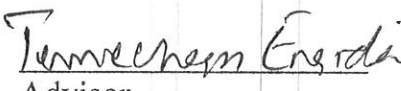
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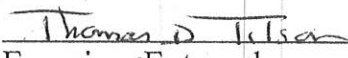
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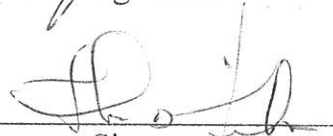

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ABSTRACT

This study investigated the learner-centered approach's degree of application in present schools conditions comparing with the desired effective application. To accomplish the objectives of the study thirteen first cycle primary schools from Southern Nations, Nationalities and Peoples' Region /SNNPR/, Gedeo Zone were selected as a sample. A questionnaire, mostly, consisted of close-ended items with 'disagree', 'yes' or 'no', 'high', 'average' and 'low', and some multiple choice statements.

It was distributed to 145 head teachers and teachers of thirteen sample schools. Total collections of completed and usable questionnaires were 145 in number (100%). Responses were tallied in order to convert frequencies into percentages to answer the basic questions raised in the Chapter One of this paper.

The major findings were (i) on administrative areas present practices were found to be satisfactory whereas instructional practices were unsatisfactory. (ii) urban and rural schools are equally facing critical problems of large classes, (iii) the objective reality of large classes inhibit teachers from applying learner-centered approach in multi grades teaching system (teaching in different grades and sections). Thus present teaching-learning process under such situations found to be unsatisfactory, and (iv) respondents were found to be positive towards self-contained classroom teaching as a remedial suggestion provided for effective application of learner-centered approach in self-contained large classes.

CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the Study

It is believed that `education` is any social activity by which an individual gains knowledge, develops skill, ability and attitude about nature, society and he himself. It is, therefore, understood as basic means of economic, social, and cultural changes of a society as a whole. This means, it enables individuals and the society to acquire the necessary knowledge, skill an attitude that help them improve their lives. As a result of this, education has two functions such as preparing the new generation for future life, and training them with the necessary skills for accomplishing their work effectively.

Among categories of education formal education is the most deliberate, conscious, organized, systematic and institutionalized way of conducting the activities of teaching and learning processes.

This is mainly delivered inside school staffed with trained teachers for teaching purpose, and other administrators for related activities. It is practically meant for school age children and youth attending schools on regular basis.

As it is indicated above, the purpose of education is to develop knowledge, skills and attitudes of individuals. To realize this, it is believed that the traditional school curricula and instruction which focuses on rote memorization, passive learning,

and lower-order-thinking are found to be ineffective. As a matter of fact the emerging new society is a dynamic that requires all rounded education to be self-directed, confident and capable by learning on the basis of higher-order-thinking.

Thus, these days, schools are established to serve the basic function of learning for the students and also for the other people who support the teaching-learning processes, including teachers, administrators, parents, and other community members. To support the function of learning for all learning for all learners, schooling must concern them with how to provide the more supportive learning context of diverse students.

From this perspective, curriculum and contents are important but not exclusive, factors in what is important as curriculum and content are attention to meeting individual learner needs. Learning is a constructive process that occurs best when what is being learned is relevant and meaningful and true to life through actual practice.

What students think that what they are learning is some what connected to the real-world and their personal interests, then their natural curiosity will guide their learning. They become more effective, more independent, and more interested learners. They develop skills such as learning to ask, analyze, think and make decisions. They also develop social skills, a deeper respect for their teachers, classmates and elders; and realize how much they can learn from each other.

At the same time, when they realize that their teachers valued and respected them, they will involve more actively in their learning, mostly, students perform best when they feel, they are respected, valued and accepted. This is true also when they feel accepted and comfortable in school; they are more likely to be involved into heir learning. This involvement and high level of engagement, brings about high level of motivation, learning and academic achievement for all students. (McCombs and Whisler 1997)

Thus the learning styles that children develop at the primary levels of learning are going to affect their learning at the upper grades. It is very important that the process of teaching-learning be effective in order to establish a sound basis for future learning. The process of teaching and learning are very much influenced by theory of teaching and learning methodology. There are different theories of teaching and learning proposed by different schools of thought. One of the most influential personalities is William James. Many of William James` principles of learning are quite contemporary and still influence teaching and learning. His theory of learning indicates the following:

" Learning should begin with a central theme, some deep aspect around which ideas can collect. Learning must produce behavior, it must be active and put to immediate use. Learning is the process substituting one response for another. Learning is the formation of associations, teaching is the building up of association in the learner" (in Farnham Diggory, 1994)

In personalized or individualized or learner-centered learning, the learner is viewed as unique. Each learner can achieve what needs to be learned according to his or her own capacity to learn. It involves mostly interaction between the learner and teacher, the learner and learner, the learning experience, the learning resources, the medium and the like depending on the real situation of the school, the nature of subject matter, the nature of teacher's teaching skills and personality.

To realize the above mentioned individualized learning approaches, research shows that teaching guided by a learner centered perspective can enhance students' motivation to learn and more importantly, their actual learning and performance. A learner-centered approach is critical to the creation of optimal learning climate at all levels of the system and for all participants.

The learner-centered approach focuses both on an understanding of basic learner needs, interests and learning capacities, and on understanding of the personality and socially constructed nature of the learning process. When learner-centered is defined we believe that definition establishes a foundation for clarifying what is needed to create positive learning contexts at the classroom and school levels, contexts that the likelihood of more students experiencing success is increased. This goal is critical to achieve increased motivation, learning and academic achievement for a much larger member of students.

The focus of learner-centered education is the learner and not the teacher. There is a growing trend in education throughout the world to move away from education

that relies on the memorization of isolated bits of knowledge for the students, holding almost all the information that students need to pass crucial examinations. In this, above-mentioned teacher-centered approach to teaching and learning, one objective of the teacher is to present as much information to the students as possible. This is usually achieved by writing many notes on the blackboard, lecturing students and having students memorize material.

In the teacher-centered approach there is little time for practical activities, discussion and other participatory teaching methods, for most students the knowledge gained in this teaching-learning approach is retained only for a while.

In the learner-centered approach students are active participants in their own learning rather than passive receivers of knowledge. Their previous knowledge and life experiences are valued and used to help construct new knowledge. The teacher's role is to provide opportunities for students to learn, to serve as a guide or facilitator. This means the teacher must design lessons so that students have a chance to interact. In learner-centered approach students usually found working together on projects to develop something, having discussions, carrying on investigations, solving problems, practicing skills, reading or writing individually or in groups. While they are doing these activities, the teacher guides students to relevant sources of information, providing information by asking questions and engaging in dialogue.

Generally, learner-centered perspective indicates the use of schooling and learning practices that apply to learners. This perspective couples a focus on individual

learners, that is, their inborn experiences, backgrounds, interests and needs with focus on learning that promotes to the highest levels of motivation, learning and achievement. This can be materialized by ensuring the relevance and meaningfulness of what students are asked to learn, by giving due attention to students' distinctiveness and uniqueness.

Teachers who tend toward the learner-centered approach focus on the student as well as the student's learning. A focus on the student generally entails better communication and co-operation with the students. These teachers are more likely to take into account what students want to learn, and to bring about desired learning outcomes, that is, they focus on learning outcomes desired by both teacher and student. Learner-centered teachers also have inclination not to cultivate just intellectual but also social and emotional growth within and among students. (McCombs and Stiller, 1995)

As it is indicated above, learner-centered teachers have a sympathetic attitude towards students, fairness in grading, a sense of humor, and a liberal attitude. They are also known in stimulating intellectual curiosity, giving clear explanation, and in skillfully observing student reactions, providing qualitative feedback, available and helpful.

But matching the learning experiences to the ability level, interests and needs of each of pupil in the class is one of the most skillful aspects of teaching. The deficit of doing this successfully is in part a reflection of the complexity of the teacher's task, that is the class may be too crowded, comprising a range of ability, interests and needs

of the learners. Giving individually supportive feedback privately to pupils in large classes in departmentalized system definitely is going to be very demanding. In such cases learning activities cannot be take place effectively. (Nardos 2000)

One of the essential teaching skills involved in establishing a positive classroom climate concerns how best to foster pupils` motivation towards learning. Motivation is a word used to describe the state of learner's attention, and ability. Motivations can be internal or external. When both internal and external sources motivate in the same direction, practically, they have a powerful influence in determining a learner's behavior. Here behavior is often the result of the complex blending of these two sources of motivation.

To motivate learner in positive ways, a teacher needs to know something about the classroom that can represent external sources of motivation such as peer group influence, humor, and a provocative question, unusual events and demonstration of actions and physical arrangement of the classroom.

According to Gage, (1976) "the preparation for learning is accomplished by instruction, which activates motivation by appealing to students interests. Communications of their teacher during this phase have the additional purpose of relating to these interests to the expectancy of "what the student will be able to do" once he has leaned. During this time, it is concerned with arousing attention which "directs" attention so that particular features of the stimulus situation are selectively perceived".

One the other hand, involvement of the students in the learning experiences is very crucial in learning. Learning cannot occur without students' involvement in learning activities. Student-teacher, and student-student interaction in the class during the teaching-learning process is vital in order to build a shared understanding of subject matter.

For instance, involvement of students in classroom discussion gives pupils the opportunity of developing and expressing ideas. And the problem-based approach of instruction also involves small groups of students working together to solve a problem of mutual interest and common concern of the group. Within this general approach students often employ a variety of problem solving and critical thinking skills and procedures.

Thus a single instructional approach can employ a number of methodological skills such as defining a problem, asking questions, doing research, holding discussions and debating on findings, working collaboratively and making presentation. As it is mentioned above, learning experience refer to activities set up by teachers to activate pupils learning. These activities include engagements such as independent or individual work, group works, work sheets, investigations, demonstrations, dramatizations, role-plays, simulations, projects, problem-solving activities, discovery, experiments, exercises, discussions, etc to ensure that pupils to possess the skills and knowledge intended to accomplish the activities successfully. Educationist, as depicted hereunder, affirms this.

" Quality of education is defined in terms of what is taught, how it is taught, to which children, and in what kind of settings, and school effectiveness is understood in terms of knowledge, skills, attitudes and values which students develop as a result of what the school does' (Hereveld, 1994)

Therefore is it very useful that schools or teachers should create the conducive situations which provide pupils the opportunity of active participation in learning experiences by gaining attention of the learner. This leads to focus them on the tasks of to be learned. Without attention to tasks, learning does not take place. Techniques for gaining attention of learning include presenting unusual events and demonstrating an action important to learners. The attention of young learner may be engaged through pictures and actions that focus them on the learning situation.

First of all, learners should be informed the objectives of a lesson so that they will know what they are to learn. The importance of knowing objectives is in the focusing of learner's capability. If learners know their instructional destination, they are in a position to sort out important from unimportant material. This can be done by introducing the topic of daily lesson.

At the same time, providing learning guidance is to show learners what appropriate actions constitute correct performance. If learners can observe performance before they have to do it, they are in better position to perform them. A teacher may provide learning guidance by showing all the steps in completing a problem. The guidance may be a suggestion about how to go about carrying out a task.

Eliciting the performance is the most common description of this event in practice whatever learners are supposed to learn, this event provides the occasion for them to practice. Providing learning guidance show learners how to respond, and this event now turns the action over to learners to allow them to demonstrate what they know. The learner needs an opportunity to practice the tasks described by the objectives of a lesson. To accomplish this, performance opportunities need to be provided in the instruction.

Next to this, feedback is also provided to learners so that they can confirm the correctness or accuracy of their performance. Practice without feedback is of little value to learners. During a lesson, eliciting the performance and providing feedback are events that may recur many times as learners practice performances and determine how they are progressing based on the feedback they receive. (Nardos 2000)

Another vital item to be focused on is lesson planning, which is a planning of lesson in sequences within a course, a unit or a topic. And it is a designing of individual lessons in such a way that effective conditions of learning can be incorporated into the instructional events of each lesson. Lesson planning being the key element in the academic communication, it has a wide role to play in teaching and learning process. Thus, the teacher has a great deal to do in planning instruction on an immediate, day-to-day basis. Such a task can greatly facilitate teaching and learning process when carefully designed, where long-range instructional plan is available. He must plan what he thinks to be presented before the instruction is given. A major

feature of planning a lesson is that it provides continuity of pupils' learning experiences.

Lesson plans are usually known as specific learning activities, which involve from a given yearly lesson design. Each lesson plan is structured around a problem and specially designed to guide the process of teaching as well as learning activities. Once a yearly lesson has been planned the teacher must plan for actual teaching every period. Therefore, a prominent scholar was described its importance as follow:

" For many classroom teacher to attempt to teach a class without the assistance of a daily lesson plan is analogous to an airplane pilot's taking-off to a new destination without a chart"

K.D. Kasambira, (1993:18)

Having this in mind, the instructional approaches which are, especially, encouraged, nowadays, in the first cycle primary schools are the individualized or learner-centered, that are focused on authentic teaching and learning, monitoring and assessing frequently progress achievement followed by supportive feedback on individual basis.

The frequent progress achievement assessment and evaluation in these approaches have to purposes, that is, to measure the performance and progress of individual learners, and to find out the effectiveness of the instructional methods.

These sorts of assessment and evaluation can be done under alternative or variety of activities such as problem-solving, matching activities to the learners'

capabilities, co-operative activities, self-discovery, group-work, etc. by means of real life like instruction.

Therefore, the general methods of assessment to be applied in Ethiopia schools at present time, is indicated in the new Education and Training Policy document as follow:

" Continuous assessment in academic and practical subjects including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels ". ETP.MoE, (1994:18)

But to put this into practice, first of all, teachers have to get some sorts of training on the theoretical and practical aspects of essential techniques of assessment and evaluation in general and application of progress achievement assessment and evaluation of individual learner in particular.

At the same time, teachers of first cycle of primary schools should be familiar with goals of the first cycle of primary education. Goals of this cycle are stated in the new Education and Training Policy document clearly as follow.

- to provide basic education which is appropriate to the age level, physical and mental development of the learners,
- to provide basic education to develop the potential of the learners,
- to acquaint the learners with production and service giving activities within their immediate environment, and

- to lay the foundations for further education and training by equipping them with problem-solving skills and attitudes.

In relation to what has been pointed out above, it is revealed that the assessment and evaluation system being currently used in the first cycle of primary school in Ethiopia is traditional one that lacks reliability and validity of test items. This is because; assessment seems to be misconceptualized as well as misused by school teachers. Most teachers do not use the information they obtain from evaluation, at least to help their students learn better.

Then, what would happen if teachers do not exercise continuous as well as frequent progress achievement followed by supportive feedback on the basis of individual learner? It is inevitable that the teaching-learning process and quality of education will continue to decline.

In addition to this, in the Ethiopian and Training Policy also stated the existing and yet unsolved problems as follow:

" Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided."

ETP, MoE, (1994:2)

As it is stated in the new Education and Training, Policy document where facilities are inadequate qualified teachers are few in number, books and other teaching

materials are short and classes are overcrowded, it is true that effective teaching-learning to be hindered and low quality of education to be occurred.

But, what would be happening if the classes were overcrowded where above mentioned problems are existed? Can effective learning activities be applied under such conditions? Then, how can teachers apply learner-centered approaches in large classes?

In order to tackle this problem it may be necessary to answer the following questions.

- Does large-classes create a problem on application of learner-centered approach?
- How far does it affect learner-centered approach?
- How can teachers be able to use learner-centered approach in large classes?
- Are concerned bodies aware of this problem?

These are the main questions that this study tried to address. It is hoped that through this study these questions will be answered. This research, therefore, aims at the existing and recurring problem of large classes and the way learner centered approach can be applied in such classes.

1.2. Statement of the Problem

The tremendous growth of learners` population, inadequate facilities, shortage of qualified teachers, books and other teaching materials, including problem of large

classes in the first cycle of primary schools are chronic problems of a day that have got due timely attention as a matter of hot discussion.

At the same time educators today are aware of the importance of learner-centered approach. It results effective teaching-learning process based on intimate teacher-student relationships to the development of learner's personality where, practically classes are relatively small in size, through monitoring and frequent progress achievement assessment and evaluation. This should be followed by supportive feedback. Concerning this problem Ross and McKenna conclude from study of class-size as follow;

1. "Individual pupils are apt to get more attention in small than in large classes and that the former provides a reasonable guarantee against "educational accidents;"
 2. "Desirable classroom practices tend to drop when class-size is increased and are added when class-size is reduced.
 3. "Educationists are more apt to be found where there is a small class-size policy"
- (Ross and McKenna 1955:22)

Therefore, this problem of large classes existed under departmentalized teaching system rather than the self-contained one. Really schools can face a problem to put learner-centered approach into practice in large classes where teachers teach in different sections and grades.

Thus unless the problem of large classes is minimized or another mechanism is designed the existing problem inevitably leads to ineffective teaching and learning

process, and poor quality of education. In order to study this problem and come up with appropriate recommendation, the researcher has constructed the following hypotheses. In first-cycle primary schools because of large-classes under departmentalized teaching systems:

1. Individual learner can not participate in alternative learning activities effectively.
2. Teachers can not differentiate each individual learners` ability, needs and interests during instruction.
3. Monitoring assessing and evaluating individual learner`s progress frequently, and giving supportive feedback immediately to individuals can be unmanageable.

Instruction that focuses on individual learner can be effective in self-contained large-classes.

1.3. Significance of the Study

At present times, the implementation of learner-centered approach in first-cycle primary schools is of great importance. At the same time the ever-growing tendency of large-classes also seems to be an obstacle to implement the learner-centered approach effectively in departmentalized large classes.

Therefore, the focuses on the study of how to apply learner-centered approach in large classes in departmentalized basis are hampering factors to learner-centered approach. Concerning this problem, Dyer (1981) stated that:

"Student-teacher ratio, time and space limitations, class-size and student populations are barriers for effective teaching-learning process, which are beyond the control of the teachers". Thus, this study will enable the reader to have better knowledge of the problem and also tries:

- To reveal problems of the large classes,
- To discover ways how to apply learner-centered approach in large classes.
- To help the concerned bodies to create awareness and take possible measures on the basis of the findings.
- To provide scholarly recommendation and realistic remedies, and
- To give a basis for further research.

1.4. The Purpose of the Study

The main pupose of this study is :

- To identify the problems connected with large classes, and
- To find solutions how to apply learner-centered approach in large classes on the basis of the findings.

1.4. Delimitation of the Study

This study focuses on large classes that overcrowded by learners` population in first cycle primary schools and how to apply learner-centered approach in this situation. This does not mean that there are no other problems to be studied. But it only

means that the researcher is convinced that large classes are the key problems in utilization of learner centered approach. Therefore, the selection of this problem is based on two reasons.

1. It affects the teaching-learning process and the quality of student learning negatively, and
2. The observable realities call for such a study.

1.6. Limitaiton of the Study

The study of the "Learner-Centered Approach in Large Classes" would have been very effective if it had been conducted on wider scale. However, due to the time constraints it is limited in specific area of Gedo Zone, SNNPR.

The research instrument adopted in this study is a questionnaire with close and open-ended items observations and school document analysis. These might have enriched the data and make the findings of the study more objective and comprehensive But for lack of time and resource, other instruments to collect descriptive data were not employed, therefore, the study may not comprehensively reveal the internal feelings and perceptions of the study population about this problem.

Since the study is based on data obtained from only thirteen sample first-cycle primary schools from Gedo Zone, SNNPR; the findings of the study would not unfold problem areas of the study.

Hence because of these shortcomings, the study by no means claims to be conclusive. It would rather serve as stepping-stone to study the problem of how to apply the learner-centered approach in large-classes in a more detailed and comprehensive way.

1.7. Operational Definitions of Phrasal Terms and Abbreviations

- Alternative activities: ----- activities that is used during instruction that suits the given lesson accordingly.
- Authentic instruction ----- an instruction that is suitable, real and lif-like
- Class-size ----- a number of pupils in a class.
- ETP ----- Education and Training Policy
- First cycle primary school:----- a school that contains pupils of grades 1-4
- Formal education:----- organized, systematic and planned education that is delivered in the school system.
- Higher-order-thinking:----- thinking of learning that shows higher level of reasoning
- Individualized learning:----- learning that focuses on an individual learner`s progress
- Large-class:----- a class that contains more than 50-60
- Learner-centered approach:----- a way of classroom instruction that focuses on an individual learner.
- Learning activities:----- activities that are used to enhance learning.
- Lower-order-thinking:----- thinking of learning that indicates simple rote memorization.

- MoE:----- Ministry of Education
- SNNPR:----- Southern Nations Nationalities and Peoples` Region.
- Talk-and-Chalk:----- speaking to pupils and writing on the blackboard with chalk.

CHAPTER TWO

2. Research Methodology and Procedures of the Study

2.1 The Research Design

For this was a survey study aimed at examining and describing the current and desired states of learner-centered approach to be applied in large classes of first cycle primary schools by assessing the present practices of schools. quantitative method of research was employed. Therefore, the study employed two approaches.

The first approach was to present and discuss some principles and literature relevant to the study in general and application of learner-centered approach in large classrooms in particular.

The second approach was to gather empirical data to determine the actual and desired degree of application of learner-centered approach in large classes. This section of the report was focused on the quantitative data about respondents' perceptions of their practices in the classrooms. This part dealt with the analytical framework based on frequencies and percentages. Hence the data collecting tools, the sampling techniques, the methods of data analysis, and procedures of the study were described below.

2.1.1 Data Gathering Methods and Tools

Since the sample size is large enough, the main data-gathering instrument was the questionnaire. Observation of the classrooms and school document analysis were to complement the questionnaire to strengthen the quantitative findings.

The questionnaire contained a total number of 63 items, which are interrelated by manifesting characteristics of learner-centered approach and its actual and desired applications. Most of them were close-ended, and only 7 of them were open-ended opinion and suggestion giving areas based on:

- Schools present conditions
- Treatment of learner-centered approach
- Teachers inclination
- Lesson planning and utilizing
- Producing and using instructional aids
- Classroom management and effective instruction
- Assessment, evaluation and supportive feedback
- Large classes and learner-centered approach
- Remedial suggestions for effective application of learner-centered approach in large classes.

The questionnaire was adapted for this study by

1. Personal information section on biographical data
2. Minor modification of the working and restructuring of some items after testing in a pilot study, and
3. Replacement of some items more relevant to this study.

2.1.2 Sampling

This study was conducted with an aim to discover learner-centered approach in multi grades teaching system in large classes, the effect it brought about on the

teaching-learning process, and to investigate ways and means of applying learner-centered approach in large classes effectively.

To find out a possible solution and to come up with scholarly recommendations, the study was conducted in the thirteen selected sample first cycle primary schools in Gedeo Zone/SNNPR/ where large classes problems were dominant in urban as well as rural areas.

In Gedeo Zone there are 127 governmental and non-governmental first cycle primary schools. There are four woredas in Zone, namely, Wonago, Yirgachaffe, Kochorre (Fisseha Gennet), and Bule. These above-mentioned schools have 608 sections with about 1012 teachers, and nearly 49042-student population. Out of this student population 10,497 were found in the urban where as 38,545 pupils were in the rural first cycle primary schools.

These above mentioned schools are target population for this study. According to his objective, the researcher included ten percent to the total population of sample schools. With this in mind, on one hand, the focus was made on schools that have the highest number of pupils in each section. On the other hand, teachers who are assigned to teach grades 1-4 were few in number, and the objective reality of large classes dictate all teachers who were teaching in grades 1-4 to include as representatives of the target population. This is shown in table 1 here below.

Table 1. Representatives of the Target Population.

Woreda	No. of Selected Schools	No. of Respondents in each Woreda	Name of Selected Schools from each Woreda	No. of Respondents in each Schools	Location
Wonago	6	58	Bale Buqisa	16	Urban
			Chicho	13	Rural
			Hasse Haro	11	"
			Kallacha	6	"
			Akasho Hafaro	7	"
			Tumticha	6	"
Bule	3	26	Bule	8	Urban
			Basura	7	Rural
			Wochamma	11	"
Yirgachaffe	2	29	Qonga	11	"
			Dilbetigil	11	"
Kochorre	2	32	Gedeb	16	"
			Kochorre	16	"
Total	13	145		145	

Representatives of the target population had 145 respondents, where 104 of them were males and 41 were females.

2.1.3 Methods of Data Analysis

Depending on the nature of the basic questions and the data collected, the following statistical tools were employed to analyze the data obtained.

- Frequency and percentage employed to analyze various responses of the sample population.

2.1.4 Procedures of the Study

After having adequate readings on available literature on learner-centered approach, large classes, small class size and related issue, the researcher established the basic questions of the study which the design adaptation and development of the questionnaire was based. The draft of the questionnaire was tested in the field, in pilot testing, and then modified in accordance with relevant inputs obtained from pilot testing and the researcher's thesis advisor.

Moreover, the researcher visited each sample school, explained the general purpose of the research and handed out the questionnaires to be completed at home. Finally, the researcher collected the questionnaires in the given periods of time.

2.2. Organization of the Study

This paper contains four chapters. Chapter one comprises of the introduction and its parts: namely background of the study, statement of the study, significance of the study, purpose of the study, delimitation, limitation of the study, and operational definitions of phrasal terms and abbreviations. Chapter two contains research methodology and procedures of the study: the research design, data gathering methods and tools, sampling, methods of data analysis, procedures of the study.

Chapter three deals with the review of related literature, whereas chapter four contains the presentation and interpretation of the data collected on the basis of the findings and information gathered from the questionnaire, observation and school documents analysis.

And finally, Chapter five consists of the summary, conclusions and recommendations followed by the bibliography and appendices.

CHAPTER THREE

3. Review of Related Literature

This part of related literature focuses on the meaning and components of learner-centered approach. Thus the researcher on one hand, aims at the viewing of related literature on these components such as nature of learner-centered schools, parents and community involvement in the school affairs, qualities and commitment of learner-centered teachers, learner-centered classroom management, learner's involvement in the learning activities, and monitoring and applying frequent progress achievement assessment and evaluation.

On the other hand, he sees in depth problems of recurring and evergrowing problems of large classes, their effects on learner-centered approach by searching ways of applying this approach in large classes.

3.1 Characteristics of Learner-Centered Approach

According to Barbara, McClombs and Whisler (1997), the learner-centered model focuses equally on the learner and learning. The ultimate goal of schooling is to foster the learning to learners, and learners learn best when they are an integral part of the learning equation. This means that the following are experiences such as the relevance and meaningfulness of what students are being asked to learn, students distinctiveness and uniqueness, the support available to students from the environment, the relationships within which students' learning occurs, and educators' beliefs about the naturalness of students' learning.

They also indicated that the learner-centered model best serve as a lens through which to view and plan for schooling from student-teacher relationship to curriculum, instruction and assessment to policies, procedures and structures in classrooms, buildings, and districts. Research from cognitive and developmental psychology clearly supports the view that learning is a natural and ongoing process, that it occurs continuously for all learners, cradle to grave. (Alexander and Murphy (1994).

It is understood that, a learner-centered approach is critical to the creation of optimal learning climates at all levels of the system and for all participants. Research shows that teaching guided by a learner-centered perspective can enhance students' motivation to learn and, more importantly, their actual learning and performance.(Deci and Ryan 1991).

The learner-centered perspective is a reflection of five fundamental premises of learner-centered approach according to McCombs(1994).

1. Learners are distinct and unique. The distinctiveness and uniqueness must be attended to and taken into account if learners are to engage in and take responsibility for their own learning.
2. Learner's unique differences include their emotional states of mind, learning rates, learning styles, stages of development abilities, talents, feelings of efficacy, and other academic and non academic attributes and needs. These must be taken into account if all learners are to be provided with the necessary challenges and opportunities for learning and self-development.

3. Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.
4. Learning occurs best in a positive environment, one that contains positive interpersonal relationships and interaction, that contains comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated.
5. Learning is a fundamentally natural process; learners are naturally curious and basically interested in learning about and mastering their world. Although negative thoughts and feelings sometimes interfere with this natural inclination and must be dealt with, the learner does not require "fixing".

These may be reflected in the beliefs, characteristics, dispositions and practices of teachers. When this occurs, teachers' interaction with learners and the programs and practices they adopt can maximize learning for each student.

Generally speaking, the benefits of a learner-centered perspective and corresponding learner-centered approach practices are attributable to coupling what is known about individual differences in willing to learn, intrinsic motivation, and self-regulated learning with what is understood about the learning process.

That is, the learner-centered approach focuses both on an understanding of basic learner needs, interests and learning capabilities and on an understanding of the personality and socially constructed nature of the learning process.

Therefore, findings from psychological research in such areas as human development learning, cognitive, and motivation are being integrated in ways that can contribute directly to practices responsive to the individual learner and to the personal domain.

3.2 Learner-Centered Schools

According to McCombs and Whisler (1997), the mission of learner-centered schools is two fold, that is,

1. To ensure that student learns and are able to use important knowledge, skills and develop desirable attitudes so as to become members of an educated, productive, and satisfied citizenry, and
2. To promote the valuing of learning as a lifelong pursuit.

Here, they noted that this reliance research on learning has resulted in growing on high standards, thematic and integrated curricula, instructional practices that help students take a more active and responsible role in directing their own learning, and assessment methods that focus not only on what students know but what to demonstrate and apply that knowledge in real life setting.

And they emphasized that, they saw, changes in school organization, management structures, and policies that acknowledge the importance of social and organizational factors that contribute to effective schooling. These factors include physical space and facilities for organizing teachers and students in teams,

reorganizations to increase the time spent on learning activities, and changes in policies that govern grading practices and graduation requirements so that all students are held accountable for reaching high academic standards.

Learner-centered schools are usually recognized by a feeling or spirit of vitality and caring as well as by actual welcoming and inviting physical features or layouts. They can also be characterized as attending to individual learning needs through personalized and caring programs, practices and policies.

In fact, schools which are learner-centered treat students as a "whole person". Treating them as a whole person means building on, their experiences and their cognitive and social competencies, paying attention not only to their academic but also to their personal, social, emotional and physical needs, and giving all students the same chances to be fruitful in learning and in life.

Many educators also are concerned with making schools more equitable, just, and respecting the integrity and experiences of every child. This, again, requires a greater sensitivity not only to the needs all children share but also to the needs of each individual child possess. (McCombs and Whisler 1997).

As Poplin and Weeres (1992) argue, such problems are no more than consequences of a much bigger are: too many administrators, teachers, students, and parents feel disrespected, disconnected and alienated from each other, and/or believe school is irrelevant to pressing individual and social needs.

Therefore, learner-centered schools are those that recognize the importance of active parental and community involvement. "Parent involvement improves student achievement", Henderson (1987). It improves positive attitude toward school, and motivates children to success.

Henderson (1987:19) says that, "children whose parents are in touch with school score higher than those children of similar aptitude and background whose parents aren't involved. Children who are failing in school improve dramatically, when parents are called in help". Further, having parents in schools results in having more information about their children and children's particular needs. It provides information that allows teachers and administrators to be learner-centered.

Hence, "parents get a greater appreciation of their important role in their children's education, a sense of adequacy and self-worth strengthened social networks, and motivation to resume their own education ... Once they see they can do something about their children's education, they see they can do something about their housing, their community, and their jobs". Lontos (1991:9).

Working with parents is particularly beneficial for students who having problems in school because parents often provide key information about their children that helps teachers and schools more effectively deal with the problems.

3.3. Learner-Centered Teachers and Teaching

It is justified that teachers who are more learner-centered are more successful in engaging more students in an effective learning process and are also more effective learners themselves and happier with their jobs.

When teachers are relaxed and comfortable with themselves, they have access to natural wisdom for dealing with even the more difficult classroom situations. Being to relate to each student as unique individual facilitates learning more than does being an authority figure. In addition to focusing on what needs to be taught, teachers need to support students in pursuing their own interests in school and in connecting learning to their life situations. (McCombs and Whisler 1997).

McCombs and Stiller (1995) said that, teachers, like anyone else, form their own beliefs and perceptions from personal experience, education, and values. Their fundamental beliefs about education are important because they consciously and unconsciously shapes how teachers see and relate to learners, learning, and teaching. Thus, what teachers believe and assume about learners, learning and teaching effects what they do, their behaviors and practices at the school and classroom levels.

It is, thus, very important to define, and help teachers become more aware of those beliefs and assumptions about learners, learning, and teaching that are consistent with an instructional orientation towards learning as a process of personally constructing meaning, and perspectives. These are the beliefs, and assumptions that lead to practices that are respectful, empowering, and facilitative of learning.

These beliefs, therefore, define the learner-centered teacher. Basically learner-centered teachers see each students as a unique and capable of learning, have perspective that includes the learner, understand basic principles defining learners and learning, and accept the learner`s point of view. McCombs and Stiller, (1995).

Thus focuses of proponents of the learner-centered perspective are to support the function of learning for all learners, education, and schools must concern themselves with how to provide the most supportive learning context for different students.

When student are guided and supported by learner-centered teachers, they can be involved in directing their own learning and making important decision about classroom instruction and curriculum; when students believe that teachers listen and try to get to know them, when students think that what they are learning in some how connected to their real world and their personal interests then their natural curiosity will guide their learners.

Individual progress through stages of physical, intellectual, emotional and social development that are a function of unique genetic and environmental factors are remarkable knowing this and taking it into account when planning lessons, selecting materials, and interacting with students in a learner-centered approach that facilitates learning.

Always, it is believed and approved that learner-centered teachers will keep in mind a balance between being developmentally appropriate and providing challenges, being familiar with developmental characteristics of children and know how to consider them in enhancing student motivation, learning and academic achievement. McKeachie (1995) talks about what makes a good teacher great. He believes that those

whom he and others call good teachers have characteristics and dispositions of learner-centered teachers.

Brown and Weinslein (1994) show that students believe that good teachers put across materials in interesting ways, stimulate intellectual curiosity, give clear explanations, are skillful in observing student's reactions, are friendly, and provide clear structure and organization to the material presented.

Good teachers are also fond to give quality feedback, and available, helpful, fair, have concern for their students. They are enthusiastic about their subject matter and teaching, organize materials and information, and give clear explanation, encourage students to express opinions and are well organized.

Murray and Renaud (1995) show that good teachers speak expressively, move around, use humor, are enthusiastic, are clear, use concrete examples, signal transitions, repeat difficult material call students, and have rapport with them.

Interestingly, many of the characteristics and dispositions that they define learner-centered teachers are similar or identical to those that describe expert teachers as well. Henry (1994) cites the following as differentiating an expert teacher knows the content, works with all students, nurtures, takes risks, respects students, is interested in individual student needs, participates in continuing professional growth, is self-confident and reflective, adjust the context to learners, is slow to close the learning process, makes multiple concept connections, is enthusiastic, use teachable moments,

use a variety of strategies, has good classroom management, and acknowledges own lack of knowledge.

In the same way, findings of Henry reveal that expert teachers, are more concerned with student enjoyment while learning with compatibility of the instruction to their philosophy and experiences of success. Expert teachers' decision-making process is centered in the self, that is it is compatible with their values and beliefs about their role as teachers, is directed by personal feeling of competence, and is primarily student-centered. They are usually, concerned with how instructional practice will motivate students and enhance student understanding and enjoyment..

Bernier (1991) studied the relationship between student achievement and teachers, interpersonal sensitivity in teaching interactions and found a cluster of teacher qualities to be strongly related to learning. Bernier's cluster includes seeing things from the students' perspective, being genuinely interested in and concerned for the students.

Helmke and Schrande (1995) found that classes in which students both learned the most and had the highest positive attitudes toward themselves and learning had teachers characterized as sensitive to tolerant of , and patient with student differences in learning ability; adaptive to individual student differences in their instructional approach; task-oriented, focused and presenting content in interesting and involving ways; attentive to affective climate, using praise and humor, and able to present information clearly and make sure students are comprehending what is presented.

This study, to found that, it is the teacher as opposed to the classroom context, that plays the central role in the achievement of multiple goals.

Another characteristic shared by teachers who are both great and learner-centered is the willingness and inclination to listen to student voice. Old father (1993:2) describes the keys to this recognition of student voice as" a deep responsiveness to students` self expression-to their ideas, opinions, feelings, needs, interests, hopes, and dreams, and an emphasis on the students construction of meaning.

In short this learner-centered classroom honored students` voices and emphasized students` making sense of things together. "Old father`s research shows that honoring students` voice fosters motivation, learning and achievement.

3.4 Learner-Centered Classrooms and Learning

Educationists look at the learner-centered classroom through the three broad areas of teacher-student relationships and classroom climate; curriculum instruction and assessment, and classroom management. The nature of learning process affirms that learning is a natural process of learning process of pursuing personally meaningful goals, and it is active, volitional and internally mediated.

Ridley and Walther (1995) indicate that in the teaching positive classroom situation where it is possible to establish responsibility and meaningful learning. According to them in a positive learning environment, students would be able to manage their own learning and behavior. In such conditions, the students can also

develop a genuine appreciation for the life long learning. Thus the main duty of teachers in the teaching and learning process is creating and maintaining positive and motivating learning environment.

The important techniques that teachers may employ to create and maintain positive learning environment is making the classroom learning and teaching activities meet the students` need concerning this, Ridley and Walther say" ... teachers can create meaningful and positive classroom learning environment by teaching strategies that meet students` needs". Ridley and Walther (1995)

The classroom climate established by the teacher can have a major impact on pupils motivation and affected towards learning. A such, the skills involved in establishing a positive classroom climate are of immense importance.

The type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order. Such a climate facilitates learning, in essence, by establishing and maintianing positive attitudes and by motivating pupils towards the lesson.

In analyzing the skills involved in setting up a positive classroom climate it is clear that the climate largely derives from the values that are implicit and pervade the lesson simply that pupils and their learning are of great importance.

As a whole, a purposeful and task-oriented emphasis can usefully be described as a business-like style of presentation. This is characterized by the pupils' acceptance of the teachers' to organize and manage the learning activities, and pervading expectation by the teacher and pupils that a positive effort will be made by pupils to undertake the work in hand and that good progress will be made.

A very important aspect of establishing such positive expectations by pupils, is the need to ensure that pupils have self-respect and self-esteem regarding themselves as learners. This can, in part, be fostered by providing realistic opportunities or success, and helpful support and encouragement whenever pupils experience difficulties learning is an emotionally high-risk activity.

A positive classroom climate very much depends on the type of relationship a teacher establish with his or her pupils. And pupils' learning is most likely to flourish in a climate where this relationship is based on mutual respect and rapport between a teacher and his or her students.

Mutual respect largely develops when pupils see by the teacher actions. Being a competent, caring about his or her pupils progress by planning and conducting relevant lessons and carrying out various tasks with commitment Good rapport is the outcome of conveying to pupils that the teacher understand, share, and value their experiences, academic, social and personal.

Generally speaking, Goldenberg's (1991) and Resnick's (1987) research shows that effective teachers, learner-centered provide an optimal amount of structure that is

neither laissez-faire nor authoritarian, invite students to participate in classroom decision making, maintain high expectations for all students, help instill a sense of purpose in what students are doing and encourage students to take responsibility for their own learning. That is, effective teachers have strategies and practices that focus on both the learner and learning.

Fiske and Clinchy (1992) similarly, described what could be considered a learner-centered classroom: students work in teams where each person helps everyone else in group; an agenda is created that allows students to go through materials and discover information by themselves, students are encouraged to share their discoveries by teaching others, drama, songs, satires, essay writing and other forms of communication are used rather than only books and discussion, oral presentations are given and video taped so students can learn from their work; and guidance, feedback, and expertise are provided by the teacher when needed. In the same way, Glasser (1994) outlines five conditions that must be in place in the classroom for students to do "quality school work".

1. There must be a warm, supportive classroom environment,
2. Students are asked to do only useful work,
3. Students are always asked to do the best they can do,
4. Students are asked to evaluate their own work by repeating the same process of a given work until quality has been achieved,
5. Quality work is never destructive.

Poplin and Weeres (1992) also aligns with what the research says about effective classroom and teachers, which is in turn:

1. "rigor and joy" in their school work,
2. a balance of complexity and clarity,
3. opportunities to discuss meaning and values,
4. learning activities that are relevant and fun, and
5. learning experiences that offer some choice and require action.

Ancess and Darling Hammond (1995) cites that the belief that misbehavior may be avoided when students' basic needs are met and the goal of teaching students responsibility and respect rather than trying to teach them to blindly obey authority is found to be applicable .

They also affirmed learner-centered classroom discipline hereunder:

"Positive classroom discipline operates on the beliefs that classroom management procedures should be gentle and positive building on cooperative rather than coercion. It might be focus on managing group behavior so as to reduce disturbance by suing incentives and giving responsibility training".

3.5 Assessment, Evaluation and Supportive Feedback on Individual Basis

The terms assessment and evaluation are commonly associate with measurement and testing and although all of these term are related, they are not necessarily synonymous.

Evaluation is a process that includes measurement and possible judgment. Evaluation sometimes is based only on objective data, however, more commonly, it involves a synthesis of information from two or more sources, as test scores, values and impressions. (Teshome 2000).

The term assessment, on the other hand, is explained in different ways by different authors based on their views and experiences. (Knutton 1994) explains assessment as a much more complex process that should be integral part of learning, a continuous assessment, providing data to all engaged in formal education. Assessment is also taken as something that covers any situation in which pupils' education is, in some sense measured by the teacher.

A more concise and practical definition of assessment is also given by Duncan and Dunn (1988) in which they said assessment is the process of gathering relevant information by teachers about their pupils, their teaching, and by pupils about their progress. This means, the teacher must try to know through assessment about his or her pupils as well as about the effectiveness of his or her methods of teaching and materials to be used. In general, assessments of pupils made in the teaching learning process are usually categorized into two.

They are formative assessment and summative one. The formative category of assessment referse to that which is frequently and continuously conducted. Here it consists of the day-to-day judgment of the teacher concerning the mastery of each step of the learning process by pupils.

Mekasha (1999) said that "students are assessed in order to determine how much they know, how efficiently they perform in learning process, what convictions they develop and hold, and how much potential they process for their further learning". Thus the information that are obtained from the formative assessment is particularly useful in guiding the teachers to make appropriate decisions on the type of solution they should provide to their pupils to overcome learning difficulties. The resulting information is also useful for the teacher in determining whether or not their pupils are ready for the next new learning tasks.

In fact, many and varied techniques can be used to collect information in formative assessment. Some of these techniques include objective short tests, quizzes, oral questions, essays, observations, anecdotal records, etc.

On the other hand, the summative category of assessment refers to that which is conducted at the end of relatively a long period of time. This could be the end of a semester, a year or the end of a certain cycle of schooling. The information gained from summative assessment is used in particular, to make decisions of the final mark a pupil deserves. It is also used for certification or selection of students for higher education. (Murray 1990).

Now, the writer of his paper focuses on progress achievement or continuous assessment rather than the summative one. For example, Wallace and Larsen (1978) also agree that continuous assessment should be taken as a means of gathering information about a learner for setting up appropriate teaching strategies. They further

stress that any assessment practices that do not help to provide guideline both for instructional objectives and for method of teaching are simply a waste of valuable time as well as resources. Wallace and Larsen are also underlined that assessment process and the information gathered through it should enable the teacher, among other things to evaluate capability and accomplishments of learners, measure outcomes of instruction, provide special study and remedial instruction discover educationally maladjusted children and group of learners within a particular classroom.

According to Gronlund and Linn (1990) the ultimate purpose of assessment or classroom testing is to improve pupil's learning. Thus continuous assessment should be seen in terms of the extent to which it contributes directly or indirectly toward this end. In short, effective classroom continuous assessment should increase both the quantity and quality of learning.

In fact, personalized teaching-learning process is based on understanding the learners; identification and selection as well as organization of relevant learning experiences and monitoring progress of individual learner through feedback. In this approach, personalized learning begins with needs and interests of the learner.

In addition to this, diagnosis of learner's characteristics, knowledge and skills, is the foundation for the personalized approach. This helps to find out where pupils are in the learning process by observing pupil progress in learning strengths and weaknesses of each pupil through observation and assessment.

Harlen (1978:1) said that "it is a process of finding out, and reflecting upon where children have been what stages in their learning they have reached, as a basis for deciding where and how they might be helped to go further". Hence, it is an effort on the part of the teacher to take into account pupil characteristics and effective instructional practices in organizing the learning environment. The teacher committed to this new approach helps pupil to put together a personal learning plan, assists in diagnosing cognitive strength and weakness, provides as needed, adapts instruction to learner needs and interests, and monitors on progress by feedback. There are two aspects of the diagnostic process which the teacher tends to a substantial amount of time and effort. They are finding out where pupils are in learning:

1. by observing pupils progress
2. by suggesting learning activities, procedures and resources that enables the pupil to learn at an optimal rate for his capabilities and learning style.

Generally speaking, frequent progress achievement assessment is intended to measure the progress that pupils are making towards achievement of course objectives. One way of measuring progress of the individual learners would be repeatedly to administer tests. The increasing scores are indicating the progress by the pupils. The alternative is to establish a sense of well-defined short-term objectives.

These measurements should make a clear progression towards the final achievement test based on course objectives. Then, if the syllabus and teaching are appropriate to these objectives, progress test based on short-term objectives will fit well with what has been taught.

Since such test will not form part of formal assessment procedures, their construction and scoring need not be rigorous. Nevertheless, they should be seen as means of using progress towards their intermediate tests as a basis.

In addition to telling students objectives to focus attention on certain content, teacher may tell students objectives to motivate them to learn. Researchers report findings to support the proposition that telling students objective or setting long term goals, produces additional effort, greater achievement, greater interest and self-confidence.

Finally, in the first-cycle primary school, with introduction of automatic promotion, students have to be promoted to the next grade, after attending the class regularly and being taught according to the syllabus without having final examination. Here, teacher have to apply frequent progress achievement assessment and evaluation followed by supportive feedback to the students. To do this, the teacher-student ratio has to be made favorable through proper school management so that teacher can really know about his or her students' progress.

3.6 Factors for Growth of Child Population in Classes

To understand the development of student population overgrowth in Ethiopia school system, it is essential to analyze the periods and the basic causes of its occurrence in the educational system of the world. Hence, one of the basic factors that contributes to the development of student population overgrowth is an overgrowing demand of society for formal education. It is why UNESCO (1989:32) claims the following.

" A major problem shared by countries all over the world. Both rich and poor, developed and developing, in the scarring social demand for formal education...exponential growth of secondary and tertiary enrolment started growth in the early 1950s and reached its peak during the 1960s when there was much talk about an enrolment explosion."

The other factor that initiate the student over population in schools is the overgrowth of child population in different parts of the world, which is also supported by relatively better health services. That is the advancement of science and technology has a great contribution to the betterment of the health services. This results in reducing child mortality rate and then create a conducive situation to the growth of population. (Woldeyesus 1990).

Thus health services become one of the factors for student population overgrowth in schools. In this regard Gwinn and others (1986:106-107) state the following:

"A major cause of the rise in the demand for education is the increase in the size of the child population. In the world as a whole the rise in the number of children and young people has been due first to a marked decisive in infantile mortality rates and second to a tendency in number of countries for the average size of the family to increase. Even in those part of the world in which, the average size of family has fallen in recent years, the improvement in child health has been such that the size of the child population has nevertheless tended to increase".

Generally, a political freedom of some countries from the colonial powers link between education and employment opportunity, with the growth of industries and factories need of skilled manpower in the market, and awareness of the value of basic education for all as the basic needs brought about high educational demand that results overcrowded classes.

However, in many countries in developing world, education system have not met their objective. First, they have been ineffective in teaching students the core skills contained their national curricula. Second, they have not provided all school age-children particularly girls, with the opportunity to attend school. As a result, these primary education systems have jeopardized national efforts to build a human capital base for development, as justified by different scholars, due to tremendous growth of student population where limited school with inadequate school facilities, shortage of books and teaching materials, and limits number of teachers comparing to with overcrowded student population are found.

As to Azeb (1984:26) the larger the class-size, the greater the difficulty in providing an equal opportunity to the students in the class and she added that:

" Providing equality of educational opportunity to students at the classroom level is realized when the teacher realizes and acts accordingly that each student is entitled to the teacher's attention, help and guidance according to their needs."

Woldeyesus (1990:22) also said that in order to recognize individual differences in the classroom and assist students according to their pace, optimum number of student population in a classroom is a very crucial factor.

And Stephan and Mishler (1952) have shown that:

" a great class-size increases the most talkative member, usually the teacher, continues to contribute about 40 percent of the total communication."

As to Sommer (19952)

" increase in group-size lessen the effectiveness of the discussion group. A smaller portion of the members are able to participate easily where diversity of individual needs to increase the amount of task irrelevant behavior thus slowing progress toward the goals".

According to Gage (1988:27)

" an act of learning is compiled when the learner receives information recovered to the effect that his or her performance has met certain expectations. There is, in other words, a confirmation of the expectancy that was activated at the initiation of the learning act. Some theorists interpret feed-back in way that do not involve expectancy conformation. Virtually all, however, agree in identifying and reinforcing those events that provide positive feedback:"

Therefore, in large class settings, a small group of "target" pupil, fast learners as well as talkative, will dominate verbal interaction. In such situations also tend to respond to whom rather easily, others participate very little and passively watch. Target pupil, active participants, will hold more favorable perception of the learning environment than non participants, passive students, within the same classrooms.

Learner-centered scholars advocate matching learning activities to each pupils capabilities, interests and needs. The difficulty of doing these activities are in a part of reflection of the complexity of the teacher's tasks, namely, that the class may be overcrowded, comprising a range of ability, interests and needs, as identified by Nardos (2000).

Therefore, teaching such classes in individualized learning basis and giving positive feedback privately to pupils in such large classes definitely is going to be demanding and learning activities can not take place effectively.

Berhane (1992) said that "large number of student in classroom discouraged teachers to regularly have students assessed using variety of methods." It is believed that in such conditions of overcrowded classroom teachers are dictated to use traditional teacher-centered approach. In this approach teachers performance does not result effective learning.

Teacher-centered approach puts emphasis on the knowledge development studied by a rote memorization. During this kind of process, it is understandable that

pupils remain passive receivers. In addition, creativity and activity are hampered during a passive method of learning. Another weakness of the teacher-centered model is that it ignores the need for a balance of the concrete experiences, tending more to abstraction. If pupils are deprived of the necessary concrete experience during their early education age such as observation and learning by doing, they may face problems in the future in their lives. The need for a concrete material of teaching is an involvement of all sense and muscles of the learner during a learning experiences.

Pearce (1973:72) have drawn a comprehensive picture of how the traditionally derived teacher taught relationship still prevailed as to the predominant instructional strategy in the vast majority of schools. Pearce demonstrated also how this teacher-centered approach could be seen in very layout of the typical classroom. For example, the typical arrangement of classroom furniture is found to limit social interaction and physical movement, students see other students backs and any attempt at spontaneous interaction during instruction is discouraged or forbidden by the teacher, generating too much boredom students.

3.7 Learner-Centered Approach and Self-Contained Large Classes

All, school administrators, teachers, and students are required to "change their minds" to modify their current thinking about learning and schools. As individuals change their thinking and practices, they progress through a dynamic process with several fundamental stages as educationists pointed out. The initial phase of the change process requires a willingness to change. Change begins with believing change is

possible with inspiring of hope. Without the will or inspiration to change, the person may go through the motions, but sustainable change is not likely.

Schools that are learner-centered are distinguished by their practices that promote motivation, learning, and achievement for all students. In addition, these schools have practices that support staff, parents, and others to accomplish school objectives.

As it is stated repeatedly, learner-centered education does not like one particular way. At the time, certain practices tend to be more facilitative and prevalent in learner centered schools.

Learner-centered approach is newly developing trend that needs changes in student grouping. Student grouping is one particularly important practice that considered to be learner-centered, may influence students' motivation, learning, and achievement. Multiyear grouping places the same students and teachers in large classes for extended periods of the students' schooling. For instance, Burke (1996) reports results of long-term teacher-student relationships that show improvements, in student performance and teacher's job satisfaction.

"Both academic and emotional benefits of multiyear teaching strategies are described as effective and successful". Hanson (1995). Hanson in his contemporary research, the school began to assign students to the same teacher for two years in the late 1980s, after starting with a pilot program with a few teachers. The pilot was so

successful that the school system now requires all classroom teacher from grades 1-8 to spend two years with their classes. For instance, those who teach first grade in the first year teach the same students in second grade next year, third grade teachers move with their students to fourth grade, and so on. Ibid, (1995).

This kind of student grouping in large classes enhance the ability of teachers and students to get to know each other well. The benefits of multiyear grouping to learner-centered teachers include having extra time to spend teaching because 'get to know you' time is minimal in the second year.

Time spend developing social skills and co-operative group strategies also pays off in the second year with students displaying better conflict resolution skills'. Teachers are also able to give more focused attention to students needing social and language development.

As Hanson (1995:43) states, "multiyear assignment is increasingly vital to the countless children whose lives are riddled with change, change of residence, change in family structure, change of economic status. Our kids come from broken homes, or go home to empty houses, or see parents only on weekends. They seem to really benefit from having a teacher as a role model, mentor, and friend".

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA

4.1 Characteristics of the Sample Population

As 13 sample schools were selected, 145 teachers from regular teachers of those sample schools assigned as data sources. Ages of those teachers who were teaching in grades 1-4 goes from 20-45 years, and their service years ranges from 1-26 years and above. Most of them were graduates of teacher training institutes. This information is shown in Table 2 here under.

Table 2. Respondents by Age, Sex, Educational Status and Experiences

S. No	AGE				EDUCATIONAL STATUS				SERVICE EXPERIENCES			
	Year	M	F	Total	Grades	M	F	Total	Year	M	F	Total
1	20-25	4	14	18	-12 th	1	-	1	1-5	5	14	18
2	26-30	23	8	31	12 th	12	3	15	6-10	50	10	60
3	31-35	34	12	46	12TTI	83	37	120	11-15	15	5	20
4	36-40	27	3	30	12+1+	8	1	9	16-20	23	7	30
5	41-45	16	4	20	-	-	-	-	21-25	11	4	15
6	46+	-	-	-	-	-	-	-	26+	-	2	2
Total		104	41	145	-	104	41	145	-	104	41	145

As it is indicated in Table 2, out of 145 respondents 41 were females and 104 males. The majority of respondents were well - experienced in teaching profession, serving for a long period of time. This, a long period of time service of teaching, enable them to realize relationships between the theoretical aspects that they were taught in the teacher training institutes and reality in practice at present. They can also

realize that learner centered approach is an effective strategy for individualized learning experiences, eventhough things become different due to over population of the classes.

To investigate the above-mentioned conditions, the researcher considered them as resource personalities for this study. The researcher thinks that there were no other professionals who are concerned with this kind crucial problem rather than these professionals. Age, education and service experience are determining factors to judge this kind profession-based questions by giving relevant response, opinion and suggestion.

Table 3. Respondents by Level of Career Structures

S. No	Level of Career Structures	Service Year	S E X		Total
			M	F	
1	Beginner	1-2	17	12	29
2	Junior Instructor	2+	21	9	30
3	Instructor	5+	30	5	35
4	Higher Instructor	8+	36	15	51
5	Associate Instructor	12+	-	-	-
6	Leading Instructor	16+	-	-	-
Total		-	104	41	145

As it is stated in the Guide of Application of Teachers` Career Structure (1998) a teacher who is graduated from the Teacher Training Institute directly entitled beginner. And a teacher who served effectively for two consecutive years and above, as a beginner and whose efficiency performance average grade of two consecutive years,

out of 5 rating scales, that is, 3.45 (75%) and above, can compete for the position of a junior instructor. Thus, one who has succeeded automatically entitled as a junior instructor whereas who failed, remain in the same, previous, position of a beginner for another two solid years.

In the same way, a teacher who has served effectively for three consecutive years and above, totally for 5 years, as a junior instructor and whose efficiency performance average grade of two consecutive years out of 5 rating scales, i.e., 3.45 and above, can compete for the position of an instructor. One who has succeeded, entitled as an instructor, but who failed remain in the previous position known as a junior instructor for three years.

A teacher who has served as an instructor for three consecutive years and above, that is, totally for eight years, and whose efficiency performance average grade of two consecutive years, out of 5 rating scales, i.e., 4.0 (80%) and above; in addition to these;

1. One who has given supervision assistance at least for two beginners or junior instructors for one year, and who has got a merit certificate from his/her immediate boss or department head or principal.

or

2. One who has served as a unit leader, or school pedagogical center coordinator, or department head, or vice principal, or principal for one year effectively, and who has got merit certificate.

or

3. One who has produced one research paper, or any creative work, and certified by principal or higher education authority.

or

4. One who has studied some needs of talented or gifted students, behavioral problems, disabledness, learning defects, female students' enrolment rate, children of minority's enrolment rate, adult education, about needy students, etc. can compete for the position of a higher instructor.

Unfortunately, there were no teachers in positions of associate and leading instructors among the respondents. Therefore, when they compete for specific position, all applicants could not get a chance of success, as they wanted to. They were competed two times, in 1996/7 and 1998/9. For third time, this year, competition is going on. This is why that a number of respondents, that is, presented in Table 2 whose service years were 1-5 years, differed when compared to a number of beginners, that is, whose number was 29 indicated in Table 3.

4.2. Conditions of Current Schools

It is assumed that effective application of learner-centered approach can be realized where schools are attractive and welcoming in physical appearance, externally and internally; school leadership is strong, community participation is high, and school experiences in formulating and applying yearly action plans and setting up rules and regulations are excellent.

Based on these very assumptions, the researcher organized some major questions in the questionnaire to be responded by the respondents. Questions that are focused on the administrative aspects of the schools, and involvement of the concerned bodies are presented in Table 4 here below.

Table 4. Points of Investigation of Administrative Aspects of Current Schools

S. No.	Points of Investigation	Respondents (N=145)					
		Frequencies and Percentages					
		High		Average		Low	
		N	%	N	%	N	%
1	School condition for conducive learning	11	7.6	43	29.7	91	62.7
2	Strength of principal in effective co-ordination	98	67.6	38	26.2	9	6.2
3	Strength of school committee in solving educational and material problems.	41	28.3	62	42.8	42	28.9
4	Parents involvement in their children's education affairs	13	9.0	78	53.8	54	37.2
5	Community participation in solving school problems	50	34.5	76	52.4	19	13.1
6	School experiences in formulation and application of yearly action plan	85	58.6	51	32.2	9	6.2
7	School experiences in setting up rules and regulations adopted by students	42	29.0	71	49.0	32	22.0

First of all, the researcher asked degree of handling school compound, and generally, whether conducive learning atmosphere is there or not. Thus 11 respondents (7.6%) replied 'high'; 43 responded 'average' and 91 respondents, that is, (62.7%) said

principals' involvement in coordinating teachers, parents and community to facilitate works of school committee. 98 respondents (67.6%) responded "high", where 38 said "average", and 9 of them replied "low". (See item 2 of Table 4).

These data revealed that the efforts principals are making in current schools are found to be satisfactory. This positive and efficient result may be gained by the incentive-based principals' duties and responsibilities that they are receiving special monthly post allowance. This can motivate them to be committed in fulfilling what are expected of them, to promote education to higher level.

Secondly, respondents were asked about the effort those school committees are making to solve administrative, educational and material problems of the school. To this question, (See item 3 of Table 4). 41 respondents replied "high", 62 responded "average", and 42 said "low". These data showed an optimum effort that school committee contributed in order to achieve desired objectives of the school according to duties and responsibilities of the committee.

Thirdly, parents' involvement in their children's education affairs as well as school's problems were asked, using item 4 of Table 4. Out of total number of 145 respondents 13 respondents (9%) said "high", 78 replied, "average" whose percent is 53.8, and 45 of them (37.2%) responded "low". The work which is done concerning parents' involvement estimated as an "average". This is found to be satisfactory

according to aims and objectives of school management that encourages parents' involvement.

Fourthly, community participation and involvement in solving schools' financial, material and educational problems was asked as determining factor, community-based schools' activities to bring about effective result as intended. 50 respondents (34.5%) answered 'high,' 76 respondents (52.4%) responded 'average' and 19 said 'low'. This activity also assumed to be fairly managed. (See item 5 of Table 4).

As it is pointed out above in item 6 of Table 4 school's experience in formulating and implementing yearly action plan and reporting quarterly performance also raised in the question. 85 respondents (58.6%) responded "high", 51 said "average" and 9 answered 'low'. Here the job was well-done to that extent that majority of respondents approved its high performance, that is, more than a half respondents.

Schools should have rules and regulations that is well designed, discussed and adopted by a whole member of school community. Without setting up such kind of rules and regulations maintaining conducive learning environment is unthinkable. Concerning this very idea a question was included in the questionnaire to be answered by respondents. Question focused on degree of experiences of schools in setting up rules and regulations adopted by all students was asked. 42 respondents (29%) replied "high", 71 said, "average", and 32 responded "low". In fact, some sorts of improvement in this area is needed to strengthen more. (See item 7 of Table 4).

From above mentioned facts of first hand data obtained, these efforts of administrative aspects were assumed to be gained from BESO {Basic Education System Overhaul} World Learning Community School Activities Programs participation. It was known that each school underwent first, second and third phases of accomplishing action plans accordingly, receiving three, ten and twenty thousands birr respectively for maintenance and the construction of the new building extra classrooms.

Under these community-based programs intensive works were done to elevate school leaderships, community participation, and effective teaching-learning process. It was assumed that this motivational programs may helped them these kinds strong results to be obtained.

4.3. Teaching-Learning Process in Large Classes at Present

The strengths, which have been identified in sub-topic 4.2, that is, an administrative aspect of the school, seem to cause high enrolment in school. Learners, parents, and community as a whole were motivated seeing schooling as fundamental means for human, social, and economic development. This high enrolment causes also classrooms to be overcrowded. It is obvious in such classes, teachers can not manage classroom discipline and deliver instruction effectively. Thus see some highly overcrowded classes that are shown in Table 5 hereunder.

Table 5. Some Schools with Overcrowded Sections.

S. No.	School	Grade	Section	SEX		Total
				M	F	
1	Akasho Hafaro (Rural)	1	A	102	110	212
		2	A	69	54	123
		3	A	62	56	118
2	Qonga (Rural)	1	A	110	60	170
		2	A	90	50	140
		3	A	100	44	144
3	Gedeb (Rural)	1	A	91	61	152
			C	124	35	159
		3	A	88	55	143
4	Dil Betigil (Urban)	2	A	96	55	151
			B	85	64	149
			C	87	63	150
5	Chicho (Rural)	1	A	80	45	125
			B	79	42	121
			C	72	57	129
6	Tumticha (Rural)	1	A	88	39	127
			B	89	38	127
		2	A	90	64	154
		2	A	113	47	160

These above mentioned schools normally have grades 1-4, but among them these identified grades and sections are the most overcrowded ones. As it is easily seen from Table 5, Akasho Hafaro Primary School grade 1, section A, contains 102 males and 110 females, totally 212 pupils in one section. Qonga Primary School grades 1,2, and 3 have 170, 140 and 144 pupils in each section respectively. There are the same problems in Gedeb, Dil Betigil and Tumticha primary schools. See for full information of class-size in Appendix 1.

In fact class-size in Ethiopian context is 50-60 students. In other countries, especially, in developed ones standard class-size is 25-30 students in one classroom. When Ethiopian class-size is seen, it is double than the developed countries. But these days, class-size in these sample schools mostly three or four times larger than the given standard. This is a crucial problem that is investigated.

It is clear that a teacher who is teaching in multi grades and sections from grades 1-4 one subject matter or more, in such large classes could not treat all pupils equally in individualized basis. Besides, he/she could not able to give frequent progress achievement assessment, evaluate and provide supportive feedback as needed.

Practically, teachers are expected to be well-trained, well-prepared and present lessons according to pupils' age and grade level regarding to their physical, mental and psychological development. Pupils' need cared handling and intimate relation ships. Teachers should know not only subject matters but also the needs, interests and aspirations of pupils. To do this, the size of classes plays a wider tole. Therefore, the researcher focusing on these essential points, included five measurable ideas in the form of questionnaire statements. This is shown in Table 6 here below.

Table 6. Points Focused on Instructional Investigation

S. No.	Points of Investigation	Respsmdents (N=145)					
		Frequencics and percentages					
		Always	%	Some-times	%	Unman-ageable	%
1	Preparing yearly, weekly and daily lesson plans	134	92.4	6	4.1	5	3.5
2	Using daily lesson plan according to the assigned minutes for each activities	110	75.9	33	22.8	2	1.3
3	Giving class works, home works, pair or group works frequently	35	24.2	66	45.5	44	30.3
4	Checking class works, home works, pair or group works by giving feedback immediately.	17	11.7	54	37.2	74	51.1
5	Knowing students by their names, learning abilities, needs and interests individually	9	6.2	25	17.2	111	76.6
6	Taking pupils to visit their immediate environment as needed	-	-	35	24.1	110	75.9

As it is clearly understood a teacher should prepare well organized yearly as well as daily lesson plans. Therefore, respondents were asked how often do they prepare daily lesson plans. 134 respondents (92.4%) out of 145 responded "always" 6 said "sometimes," and 5 of them replied "no time to prepare" (see item 1 of Table 6). This showed that every teacher was well trained how to prepare daily lesson plan. This also indicated that most of respondents knew importance of preparing it. This finding

is found to be important by majority of first cycle primary schools as ethical necessity to act upon seriously and constantly.

Preparing daily lesson plan is not an end by itself, it is a means to present intended lesson effectively by following steps designed. Lesson planning mainly follow four steps: introduction, presentation, stabilization and evaluation. These activities are usually divided into given minutes to be used accordingly. To investigate this routine work of instructional activities question were asked in the questionnaire to be replied by the respondents. 110 respondents (75.9%) responded "always", 33 said "sometimes", and 2 of them replied "no need of using assigned minutes". (See item 2 of Table 6).

This above mentioned data approved that most of the respondents are engaged in systematic use of daily lesson in the classrooms. It is said to be that preparing well-structured lesson plan and using it in the classroom properly is a must for a teacher, but failing to do this is analogous to an air plane pilot's taking- off to a new destination without a chart.

Concerning giving frequent progress achievement assessment is determining factor to monitor progress of individual pupil by using diagnostic methods to identify pupils learning abilities. Without doing this teaching learning process could not be effective. To investigate this two major points questions were asked in the questionnaire. One of these was whether they give home works, class works, pair or

group works and the likes frequently or not. 35 respondents said "always", 66 said "sometimes" and 44 replied "unmanageable" because of overpopulated classes. (See item 3 of Table 6).

It is obvious that in overpopulated classes giving all sorts of activities individually is unmanageable trial in the circumstances of multi grades teaching.

At the same time, checking class works, home works, pair or group works frequently; assigning grades to evaluate, and giving immediate feedback in such conditions may be demanding. To examine these practices of current schools this question was included in the questionnaire. Therefore, 17 respondents said "always," 54 replied "sometimes" and 74 of them responded "unmanageable," (See item 4 of Table 6). The researcher then considered "sometimes" replies as nearly the same as "unmanageable" responses. Checking pupils work, assigning marks (grades), and giving corrective feedback "sometimes" means is mainly the objective reality of class-size does not allow teachers to follow up pupils' progress frequently.

Next, respondents were also asked in the questionnaire whether they know each individual in the classroom (s) by his/her name, learning ability, need, interest and aspiration. 9 respondents said "always," 25 of them replied "some high achievers only", and 111 respondents (76.6%) of them responded "unmanageable" due to large class-sizes, (see item 5 of Table 6). Unless teachers know well their pupils and treat them according to their abilities of learning, it is very difficult to achieve the objective of individualized learning.

Large class-sizes also caused the same problems in field-trip (visit) to observe their immediate environment as needed. Respondents were asked to respond on this issue. Here, no one tried to say "always", 35 of them replied "sometimes" whereas 110 respondents responded "unmanageable" in highly populated classes. (See item 6 of Table 6). Visiting and observing to report what they have understanding of their environment mainly helpful for realization of ones immediate world.

It is mainly believed that teaching and learning can be meaningful when instruction aided by concrete, visual, aural and audio-visual teaching and learning aids. This can be true where school pedagogical centers are actively functioning by skilled coordinators and trained teachers. It is a must for a teacher to be trained how to produce and use instructional aids (teaching aids) from local available materials. To investigate this basic assumption, the researcher posed some major and relevant questions to the respondents through the questionnaire. Questions forwarded to the respondents are shown in Table 7 here below.

Table 7. Questions Focused on Instructional Aids

S. No	Investigational points	Respondents (N=145)			
		Yes	%	No	%
1	Presence of school pedagogical center	113	77.9	32	22.1
2	Presence of skilled school pedagogical center coordinator	51	32.2	94	64.8
3	Trained teacer in production and use of instructional aids	34	23.4	111	76.6
4	Use of educational radio programs	25	17.2	120	82.8
5	Students experiences in using real objects when learning	31	12.4	114	78.6

As it is clearly seen from above provided Table 7. 113 respondents approved presence of school pedagogical centers, but most of them have no skilled school pedagogical center coordinators. At the same time majority of first cycle primary school teachers are not trained in how to produce and use teaching aids effectively. Absence of skilled coordinators of school pedagogical centers and lack of trained teachers has great impact on effective learning. (see items 1.2 and 3 of Table 7).

Even, schools were unable to use educational radio programs according to given schedule, and pupils are not also exposed to direct experience of real objects during instruction. Lack of skilled coordinators and trained teachers in production and use of instructional aids has nothing to do with large classes. The same true is also concerned with use of educational radio programs as needed.

But pupils could not use proper realia (real objects) when they learn. In large classes, providing such material and monitoring how they use them is really difficulty. Failing in using real objects in classrooms mostly affects learning as well as teaching process negatively.

4.4 Suggestions Provided for Effective Application of Learner-Centered Approach in Large Classes

Learner-centered perspective couples a focus on individual learners concerning their hereditary characteristics, learning abilities, backgrounds, talents, needs and interests, and also with a focus on learning, i.e., the most available knowledge about learning and how it occurs, and about teaching that are most effective in promoting the highest level of motivation, learning and achievement for all.

Having this in mind, the researcher forwarded some kinds of options for effective application of learner centered approach in large classes. Large classes at present, become a big issue to discuss and find out possible solution.

Due to large class-size in every class room teachers could not teach treating each individual equally. Learners also could not get proper treatment according to learner-countered principles. Practically, large-classes created a big problem on teaching and learning. When teachers teach multi grades, meaning, from grades 1-4 where class-sizes are swollen having 100-200 students and above in one classroom, learning hardly occur.

Therefore, most of the respondents accepted that if a teacher teaches in self-contained large-classes, effective learning can be occur. This is shown in Table 8 here under.

**Table 8. Suggested Options for Effective Learning
In Large classes**

S. No.	Practical Options Suggested	Respondents (N=145)			
		Yes	%	No	%
1	Growth rate of enrolment is (very) high in your school. Is it?	127	87.6	18	12.4
2	Learner-centered approach helps learners to learn effectively. Does it?	127	87.6	18	12.4
3	Teaching in self-contained large classes enable to know each pupil easily	108	74.5	37	25.5
4	Teaching in self-contained large classes enables to follow up each students' progress	88	60.7	57	39.3
5	If self-contained large-class teacher promotes from grade to grade at the end of schooling year with his/her students managing individual learner can be easier.	95	65.5	50	34.5

In Table 8, first question was raised to know or investigate that whether classes are large or not and to get information on the rate of enrolment of each sample school.

127 respondents (87.6%) responded, "yes" underlying high intake of pupils, and 18 said "no". Reply of "no" does not show denial of presence of high enrolment but it refers to degree of presence of somewhat relatively average. (see item 1 of Table 8).

In item 2 of Table 8; 127 respondents identified acceptance of learner-centered approach for effective teaching learning process whereas 18 respondents tend to traditional way of teaching talk-and-chalk method.

As it is practically seen 108 respondents (74.5%) responded pro self-contained large-class teaching rather than multi grades teaching (see item 3 of Table 8). If schools assign one main teacher and another one or co-teacher in large-classes, where main teacher teaches most of integrated first cycle primary schools' subjects and one co-teacher controls over two or more grades to replace main teachers in case of absence, it is realistic theoretically as well as practically. In such case teachers easily know their pupils' strengths and weaknesses.

In the same way, in item 4 of Table 8; 88 respondents (60.7%) responded teaching in self-contained large-class enables a teacher to follow up each pupil progress by assessing and evaluating continuously. And this also creates intimate teacher-student relationships for effective learning.

Therefore, a problem of large classes is ever growing phenomenon having no way to minimize classes into small size. To do this it needs high demand of economic and human resources. Then as it is found out from data obtained self-contained

grouping of classes may give relatively positive means for effective application of learner centered approach. Current classroom practices as depicted in Table 6 number 3-6 problems of handling instruction is seriously difficult. The researcher believes these instructional problems can be overcome by the use of self contained system as it is suggested.

CHAPTER FIVE

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter deals with summary, the conclusions drawn from the major findings of the study, and the recommendations made on the basis of the study.

5.1. Summary

5.1.1 The Objectives and Methodology of the Study

The major objectives of this study were to discover the present situations of the school, instructional practice employed and problems occurred in application of learner-centered approach in large classes, in the first cycle primary schools. And, if the attempts that were made shown ineffectiveness in application of learner-centered approach in large classes, remedial suggestions were assumed to be forwarded.

In order to achieve the above mentioned objectives four basic questions were raised regarding the meaning of learner-centered approach, and the large classes in first cycle primary schools, the problem large classes brought about in individualized learning, and the remedial suggestions to be forwarded for its effective application.

Based on this basic hypothetical assumption, areas of focus were identified. These were the present situation of school administration, instructional practices such as lesson planning, preparation and utilization of instructional aids, classroom management; assessment, evaluation and supportive feedback on an individual basis. Finally, if these attempts were shown ineffective, remedial suggestions were assumed to include.

Thus, the study was carried on in 13 first cycle primary schools that were selected by purposive sampling and quota assigning techniques. Selection was made by focusing on schools prominent by recurring problems of large classed schools in each wereda. To be fair, the researcher selected 6 schools from Wonago, 3 from Bule, 2 from Yirgachaffe, and 2 from Kochorre woredas. Out of 13 Schools 5 were urban located whereas 8 of them were from rural.

To collect first hand data from the selected sample schools principals and schoolteachers were taken as sources of information. Therefore, 13 principals 132 teachers were directly taken from the sample school. A total number of distributed, completed and usable questionnaires were 145 in number.

In the review of related literature, views of many researchers and practitioners on related topics were discussed to satisfy the purpose of the study.

The data obtained were analyzed by using statistical tools such as frequencies and percentages with description. Finally, the following major findings were reached upon.

5.1.2. Findings

1. A great majority of respondents responded the actual level of application of learner-centered approach in large classes in multi grades teaching system was below average. When it comes to desired application of learner-centered approach almost all the respondents desired significantly greater than the actually experiences at overall areas.

2. Significantly greater differences were observed between present and desired level of application of learner-centered approach in large classes.
3. On administrative areas, present practices are found to be fair and significant, but on instructional practice areas were found to be unsatisfactory and ineffective.
4. As it was suggested and agreed upon learner-centered approach can be fairly and effectively applied in one or more years grouping on self-contained large classes instruction by assigning one main teacher and another assistant teacher to teach integrated subjects by grouping students into small groups easily to manage

5.2 Conclusions

Based on analysis of the data and the findings of the study, the following major conclusions are derived:

1. In principle, contemporary teaching technique which is encouraged by educationists and many respondents for effective and meaningful teaching and learning process is learner-centered approach. However, the discrepancy between the present actual and desired application of teaching method in the sample schools indicate the fact that in the schools, the number of pupils in a classroom was considered to be the cause for ineffective instructional practices and unmanageable conditions which are beyond the control of the teachers.

2. From all the findings it can be concluded that effective learner-centered approach considered to be applied meaningfully and effectively in self contained classes grouped in one or more years basis than multi grades and sections teaching system in the first cycle primary schools.

5.3 Recommendations

In view of the findings of the study and the conclusion drawn, the following recommendations are provided .

1. In order to ensure meaningful learning through authentic teaching, particularly, in grades 1-4, learner-centered approach, should be applied in all schools by regrouping students and teachers in self-contained basis, in order one main teacher and another assistant teacher who replaces main teacher in cases of absence.
2. To minimize the recurring problems of large classes on the basis of findings intensive workshops on school leaderships and effective instructional methodology of teaching integrated subjects needs to be executed.
3. Practically, learner-centered technique is underlined by many contemporary educationists. Therefore, all concerned education authorities, experts, school administrators and teachers ought to make a great effort to get use of it properly.
4. The general objectives of this study were to discover problems large classes brought about on teaching learning process under multi grades and sections teaching. This is reported by a greater majority of respondents. Then it was to

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4. The general objectives of this study were to discover problems large classes brought about on teaching learning process under multi grades and sections teaching. This is reported by a greater majority of respondents. Then it was to

investigate if teachers wanted to apply learner-centered approach in large classes under self-contained basis.

As it has been revealed, while teachers do want to apply it the objective reality of class-size inhibited them from. The present conditions of applying it was identified unsatisfactory. It is recommended that additional detailed and comprehensive studies should be undertaken to provide a sound basis for predicting the probable effects of various patterns of the problems and its effectiveness.

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ትምህርት ሚኒስቴር /1981/ የት/ቤት የውስጥ አመራርና አስተዳደር መመሪያ፤ ጥራዝ አንድና ሁለት፤ ትመማማድ፤ አዲስ አበባ

ትምህርት ሚኒስቴር /1991/ የመምህራን ደረጃ ዕድገት አፈጻጸም መመሪያ፤ አዲስ አበባ

APPENDICES

APPENDIX 1.

Class-Sizes of 13 Sample Schools In 2000/1

1. Akasho Hafaro Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	102	110	212
2 nd	A	69	54	123
3 rd	A	82	56	138
4 th	A	61	43	104
Total		314	263	577

2. Gedeb Primary School [Urban]

Grade	Section	S E X		Total
		Male	Female	
1 st	A			
	B	91	61	152
	C	80	55	135
2 nd	A	124	35	159
	B	79	40	119
	C	84	38	122
3 rd	A	80	52	132
	B	88	55	143
	C	107	24	131
4 th	A	73	23	96
	B	73	13	86
	C	75	25	100
Total		954	421	1375

3.Qonga Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	110	60	170
2 nd	A	90	50	140
3 rd	A	100	44	144
4 th	A	94	24	118
Total		394	178	572

3. Dilbetigil Primary School [Urban]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	69	53	122
	B	70	52	122
	C	75	48	123
2 nd	A	96	55	151
	B	85	64	149
	C	87	63	150
3 rd	A	63	50	113
	B	61	49	110
	C	65	47	112
4 th	A	66	39	105
	B	64	41	106
	C	70	35	105
Total		871	596	1467

5. Tumticha Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	88	39	127
	B	89	38	127
2 nd	A	90	64	154
3 rd	A	70	42	112
	B	70	42	112
4 th	A	113	47	160
Total		520	272	792

6. Chicho Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	80	45	125
	B	79	42	121
	C	72	57	129
2 nd	A	79	39	118
	B	63	48	111
3 rd	A	75	40	115
	B	70	42	112
4 th	A	58	34	92
	B	55	35	90
	C	61	37	98
Total		692	419	1111

7. Basura Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	91	23	114
	B	74	30	104
2 nd	A	87	29	116
	B	83	24	107
3 rd	A	42	21	63
	B	50	19	69
4 th	A	67	20	87
	B	74	17	91
Total		568	183	751

8. Bale Buqisa Primary School [Urban]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	76	52	128
	B	86	22	108
	C	70	46	116
2 nd	A	61	29	90
	B	64	26	90
	C	63	25	88
3 rd	A	81	25	106
	B	82	28	110
	C	84	34	118
4 th	A	100	30	130
	B	105	33	138
Total		872	350	1222

9. Wochamma Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	62	45	107
	B	66	40	106
2 nd	A	58	35	93
	B	68	25	93
3 rd	A	125	25	150
4 th	A	105	15	120
Total		484	185	669

10.Kochorre Primary School [Urban]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	78	39	117
	B	79	39	118
	C	79	40	119
2 nd	A	54	27	81
	B	55	27	82
	C	55	28	83
3 rd	A	57	38	95
	B	58	38	96
4 th	A	69	31	100
	B	69	31	100
Total		653	338	991

11. Bule Primary School [Urban]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	56	33	89
	B	56	33	89
	C	56	33	89
2 nd	A	89	43	132
	B	89	44	133
3 rd	A	50	22	72
	B	50	22	72
4 th	A	88	28	116
Total		534	258	792

12. Kallacha Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	77	27	104
2 nd	A	90	34	124
3 rd	A	80	18	98
4 th	A	77	16	93
Total		324	95	419

13. Hasse Haro Primary School [Rural]

Grade	Section	S E X		Total
		Male	Female	
1 st	A	73	32	105
	B	74	32	106
2 nd	A	54	33	87
	B	54	33	87
3 rd	A	49	24	73
	B	49	25	74
Total		353	179	532

APPENDIX 2

Last Six Years Overgrowth of Students Population

1. Basura Primary School [Rural]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	191	41	232	83	7	90	99	21	120	61	6	67
1996/7	328	52	380	93	9	102	105	26	131	53	6	59
1997/8	130	30	160	178	18	196	81	18	99	101	24	125
1998/9	44	26	70	147	18	165	153	19	172	54	14	68
1999/2000	65	20	85	79	41	120	113	31	144	137	21	158
2000/2001	165	53	218	170	53	233	92	40	132	141	37	179

5. Hasse Haro Primary School [Rural]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	182	40	222	119	16	135	104	20	124	50	3	53
1996/7	153	38	191	139	29	168	114	14	124	82	15	97
1997/8	162	75	237	146	38	184	129	28	157	119	12	131
1998/9	135	91	226	169	56	225	119	26	145	114	22	136
1999/2000	163	77	240	138	58	196	116	34	150	112	29	141
2000/1	147	64	211	108	66	174	98	49	147	91	19	110

3. Qonga Primary School [Urban]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	50	20	70	62	15	77	55	10	65	45	15	60
1996/7	68	22	90	70	10	80	67	13	80	50	12	72
1997/8	60	40	100	80	18	98	70	44	114	60	19	79
1998/9	100	50	150	90	40	130	80	40	120	76	36	113
1999/2000	114	48	162	102	50	152	106	50	156	75	39	114
2000/2001	110	60	170	90	50	140	100	44	144	94	24	118

4. Kochorre Primary School [Urban]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	192	96	288	128	49	277	116	79	195	120	50	170
1996/7	201	104	305	134	58	186	121	66	187	109	58	167
1997/7	244	122	366	147	45	192	122	41	163	130	52	182
1998/9	207	97	304	159	71	230	108	65	173	152	56	208
1999/2000	257	131	388	130	63	193	166	59	225	143	51	194
2000/2001	236	138	354	164	82	246	115	76	191	178	62	200

5. Del Betigil Primary School [Urban]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	247	150	437	138	98	236	104	94	198	126	89	215
1996/7	256	210	406	167	136	303	106	90	196	104	99	203
1997/8	245	196	455	186	73	259	171	114	285	112	75	187
1998/9	225	180	411	204	150	354	184	95	279	174	94	268
1999/2000	243	153	423	197	146	325	199	123	322	179	116	295
2000/2001	214	437	366	268	182	450	189	146	335	200	115	315

6. Bale Buqqisa Primary School [Urban]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	205	63	268	102	39	141	92	30	122	87	10	97
1996/7	224	57	281	174	76	250	159	36	195	98	22	120
1997/8	247	87	334	170	76	246	165	40	205	102	33	135
1998/9	237	111	348	180	88	266	145	76	221	111	37	148
1999/2000	309	139	448	288	106	394	270	80	350	121	38	159
2000/2001	232	100	332	188	80	268	247	87	334	205	63	268

7. Chicho Primary School [Rural]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	186	75	261	142	69	241	161	53	214	172	57	269
1996/7	188	69	257	168	65	233	176	63	239	221	60	281
1997/8	206	76	282	142	74	216	174	49	223	163	71	234
1998/9	197	118	315	161	81	242	169	82	251	182	91	273
1999/2000	219	102	321	178	87	265	171	96	267	202	94	296
2000/2001	231	164	395	142	87	229	145	82	227	174	106	280

8. Akasho Hafaro Primary School [Rural]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	132	35	167	77	19	96	69	17	86	39	14	53
1996/7	108	64	172	80	23	103	60	12	72	50	9	59
1997/8	119	67	186	77	29	106	67	18	89	56	14	70
1998/9	119	68	187	90	40	130	74	39	113	52	11	63
1999/2000	109	71	180	94	32	126	82	44	126	73	28	101
2000/2001	102	110	210	69	54	123	82	56	138	61	43	104

9. Tumticha Primary School [Rural]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	90	39	129	86	24	110	76	26	102	57	10	67
1996/7	108	23	131	124	41	165	121	31	152	105	26	131
1997/8	146	57	203	111	24	135	118	38	156	105	37	142
1998/9	130	60	190	154	49	203	80	20	100	133	43	176
1999/2000	103	52	155	144	68	212	126	40	166	87	16	103
2000/2001	177	77	254	90	64	154	140	84	224	113	47	160

10. Bule Primary School [Urban]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	130	83	216	110	25	135	71	25	96	43	19	52
1996/7	140	68	208	52	35	87	37	22	59	27	27	54
1997/8	153	64	214	93	35	128	43	32	81	42	20	62
1998/9	213	85	298	96	21	113	100	30	130	55	30	85
1999/2000	286	97	323	126	48	174	98	42	130	87	29	116
2000/2001	168	99	267	178	87	245	100	44	144	88	28	116

11. Kallacha Primary School [Rural]

Year	Grade											
	1 st			2 nd			3 rd			4 th		
	M	F	T	M	F	T	M	F	T	M	F	T
1995/6	76	13	89	34	1	35	32	40	36	12	2	14
1996/7	66	24	90	50	10	60	30	1	31	23	7	30
1997/8	101	26	127	78	16	94	40	7	47	29	2	31
1998/9	118	25	143	99	19	118	57	11	68	40	6	46
1999/2000	66	22	88	92	6	98	94	12	106	45	8	53
2000/2001	77	27	104	90	34	124	80	18	98	77	16	93

Appendix 3

ክስዲስ አበባ ዩኒቨርሲቲ
በካሪኩሰምና ኢንስትራክሽን ዲፓርትመንት
ድህረ - ምረቃ ትምህርት ፕሮግራም

በደቡብ በሔር: ብሔረሰቦችና ሕዝቦች ክልል: በጌዴድ ዞን በተመረጡ 13 የአንደኛ ደረጃ የመጀመሪያ ሳይክስ/ ክ1ኛ - 4ኛ / ት/ቤቶች ር/መምራንና መምህራን የሚሞላ መጠይቅ

ማሳሰቢያ: ይህ መጠይቅ በዙፍ ውስጥ በሚገኙ አንደኛ ደረጃ የመጀመሪያ ሳይክስ ት/ቤቶች ውስጥ በየክፍሉ የተማሪዎች ቁጥር ከመጠን በላይ ከ50 - 60 በላይ/ በበዛበት እንዲሁ ተማሪ - ተኮር የማስተማር ሥነ ዘዴ መከተል እንደሚቻል ሰማጥናት የተዘጋጀ ነው። ስለሆነም እርስዎ ለዚህ የጋራ ችግር ውድ የሥራ ጊዜዎን መሥዋዕት በማድረግ መጠይቁን ሳይሰለጩ በጥሞና ተከታትሎ ስለሞሱልኝ በቅድሚያ አመሰግናለሁ።

- መግለጫ:-
- ሀ. በዚህ መጠይቅ ላይ ስም መጻፍ አያስፈልግም።
 - ለ. የምርጫ መልሶች ሳሉዎቸው ጥያቄዎች መልስዎን ለማመልከት በምርጫው መልሶች ጌን ባለው ሣጥን ውስጥ ይህንን ምልክት ያድርጉ።
 - ሐ. መልሶቻቸው በጽሑፍ እንዲሞሉ ለተጠየቁት ጥያቄዎች መልስዎን በተሰጡት ክፍት ቦታዎች ላይ በአጭሩ ይጻፉ።
 - መ. ግላዊ ሚስጥሮች የተጠበቁ ናቸው።

ሀ: ጥቅል መጠይቅ

1. መጠይቁን የሞላው መምህር የሙያ ደረጃ:-
- | | | |
|---------------------------------------|--|-------------------------------------|
| ሀ. ጀማሪ መምህር <input type="checkbox"/> | ለ. መስከተኛ መምህር <input type="checkbox"/> | ሐ. መምህር <input type="checkbox"/> |
| መ. ክፍተኛ መምህር <input type="checkbox"/> | ሠ. ተባባሪ መምህር <input type="checkbox"/> | ረ. መሪ መምህር <input type="checkbox"/> |
2. ፆታው:-
- | | |
|---------------------------------|--------------------------------|
| ሀ. ወንድ <input type="checkbox"/> | ለ. ሴት <input type="checkbox"/> |
|---------------------------------|--------------------------------|
3. ዕድሜው:-
- | | |
|--|---|
| ሀ. ከ20-25 ዓመት <input type="checkbox"/> | ለ. ከ26-30 ዓመት <input type="checkbox"/> |
| ሐ. ከ31-35 ዓመት <input type="checkbox"/> | መ. ከ36-40 ዓመት <input type="checkbox"/> |
| ሠ. ከ41-45 ዓመት <input type="checkbox"/> | ረ. 46 ዓመትና በላይ <input type="checkbox"/> |

4. የትምህርት ደረጃው:- ሀ. 12ኛ ክፍል ያስፈጸሙ ስ. 12ኛ ክፍል የፈጸሙ
ሐ. የመምህራን ማሰልጠኛ ተቋም ምረቅ
መ. 12 + 1 እና በላይ

5. ያገለግሎት ዘመን:- ሀ. ከ 1- 5 ዓመት ስ. ከ6-10 ዓመት
ሐ. ከ11-15 ዓመት መ. 16-20 ዓመት
ሠ. 21-25 ዓመት ረ. 26 ዓመትና በላይ

ስ. ዝርዝር መጠይቅ

1. የት/ቤቱ ሁኔታ

1.1 የት/ቤቱ ስም _____ ወረዳ _____

1.2 የት/ቤቱ ቅጥር ግባውና የመማሪያ ክፍሎች ንጽህና አጠባበቅና ስመማር ማስተማሪያነት አመቺነቱ ሀ. አመቺ ነው ስ. አመቺ አይደለም

1.3 እርሶ አሁን የሚያስምሩት የት/ዓይነት/ የሚያስምሯቸው የት/ዓይነቶች/

1.5 በሳምንት ውስጥ ያለዎት ክፍለ ጊዜያት ብዛት _____

1.6 ር/ምህራና ዲት መሪው ያሳቸው የሥራ ተነሳሽነት: የማስተባበርና የመቆጣጠር ሁኔታ
ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

1.7 የት/ቤቱ አመራር ኮሚቴ የትምህርትን ስራ ለማጠናከርና የሚከሰቱ ችግሮችን በወቅቱ ስመፍታት የሚያደርገው ጥረት:-
ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

1.8 ወላጆች በስደታቸው ትምህርት ጉዳይ ላይ ያሳቸው የቅርብ ክትትልና ተሳትፎ
ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

1.9 የት/ቤቱን የቋሳቋስ: የገንዘብና ትምህርት ነገ ችግሮች ስመፍታት የአካባቢው ህብረተሰብ ተሳትፎ ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

1.10 ት/ቤቱ በአጭር በመካከለኛና በረጅም ጊዜያት የስራ እቅድ የመመራቱ ሁኔታ
ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

1.11 ት/ቤቱ ተማሪዎች በህገና ደንብ እንዲመሩ የሚያስችል በተማሪዎች የጸደቀ የስነስርዓት መመሪያ የአጠቃቀም ሁኔታ

ሀ. ክፍተኛ ሰ. መጠነኛ ሐ. ዝቅተኛ

2. የት/ዝግጅትና የመማር - ማስተማር ሂደት

2.1 እርስዎ ዓመታዊ፣ መንፈቃዊ፣ ወርሃዊ፣ ሣምንታዊና ዕስታዊ የትምህርት ዝግጅት ሁልጊዜ ያዘጋጃሉ?

ሀ. አዎን ሁልጊዜ አዘጋጃለሁ ሰ. አልፎ አልፎ አዘጋጃለሁ
ሐ. ብዙ ክፍሎችንና የተሰያዩ የት/ዓይነቶችን ስለማስተማር ስዝግጅት ጊዜ አይኖረኝም

2.2 እርስዎ ያዘጋጃትን የትምህርት ዕቅድ ይዘው ክፍል ውስጥ በመግባት በየድርጊቱ የተሸነሽ ደቂቃዎችን ጠብቀው ያስተምራሉ?

ሀ. ሁልጊዜ ጠብቄ አስተምራለሁ ሰ. አልፎ አልፎ ጠብቄ አስተምራለሁ
ሐ. ዕቅዱን ይዘው ክፍል አልገባም ምክንያቱም ስረጅም ጊዜያት ያስተማርኩት ትምህርት ስለሆነ ዕቅዱን ክፍል ውስጥ ይዘው ሳልገባ በቀላሉ አስተምራለሁ

2.3 ተማሪዎች ትምህርቱን በደንብ የሚማሩት በሚገባ ሲቀሰቀሱና ሲነቃቁ ነው። በመሆኑም አንድ መምህር ተማሪዎችን የሚያነቃቃው ምን ጊዜ ነው?

ሀ. የዕለቱን ትምህርት ማስተማር ከመጀመሩ በፊት
ሰ. የዕለቱን ትምህርት በማስተማር ላይ አያለ
ሐ. የዕለቱን ትምህርት ማስተማር ከመጀመሩ በፊት፣ በማስተማር ላይ አያለና በማጠቃለል ላይ አያለ

2.4 እርስዎ እክፍል ገብተው ስ40 ደቂቃዎች ሲያስተምሩ ባብዛኛው የሚናገረውና ድርጊት የሚያሳዩው ማነው?

ሀ. አብዛኛውን ጊዜ እኔ ገለጻ ሳይደርገኝና ድርጊቶችን ሳሳይ
ሰ. አብዛኛውን ጊዜ ተማሪዎች ገለጻ ሲያዳምጡና የማሳያቸውን ድርጊት ሳያዩ
ሐ. ብዙውን ጊዜ ተማሪዎች የነጠላና የቡድን ሥራ ሲሠሩና ሲወያዩ

2.5 እርስዎ በዕለቱ ያስተምራቸውን ትምህርቶች ተማሪዎች በሚገባ መረዳት አስመረዳቸውን በምን ያውቃሉ?

ሀ. እያስተማርኩጥ ጥያቄ በመጠየቅ ሰ. የድርጊት ፈተና በመስጠት
ሐ. የጽሑፍ ፈተና በመስጠት መ. ጥያቄ በመጠየቅ፣ የድርጊትና የጽሑፍ ፈተና በመስጠት

2.6 እርስዎ በዕለቱ ያስተማሯቸውን ትምህርቶች ተማሪዎች በሚገባ አስመረዳታቸውን ከተገነዘቡ ምን ያደርጋሉ?

- ሀ. የማስተማር ዘዴ ቀይራ እንደገና አስተምራለሁ
- ለ. ቴስት ተጥቼ ማርክ እይዛለሁ
- ሐ. ተማሪዎች ቢረዱም ባይረዱም ቀጣዩን ትምሕርት አስተምራለሁ

2.7 ተማሪዎች የዕለቱን ትምህርት በሚገባ ካስተረዱ ችግሩ የማነው ብለው ያስባሉ?

- ሀ. የተማሪው
- ለ. የማስተማሪያ ዘዴው
- ሐ. የተማሪው የትምህርት አቀባበል ችሎታና የማስተማሪያ ዘዴ አስመጣጣም

2.8 ከ1ኛ - 4ኛ ባሉት ክፍሎች የሚመደቡ ተማሪዎች በጥሩ ሁኔታ ሲማሩ የሚችሉ

- ሀ. በገለጻ
- ለ. በገለጻና ድርጊትን በመስራት
- ሐ. በትንተና

2.9 መምህር እንክፍል ውስጥ ብቸኛ ተዋናይ፣ ወሳኝ፣ አራሚና፣ ዕውቀት መጋቢ ነው ቢባል ይስማማሉ?

- ሀ. አስማማለሁ
- ለ. አልስማማም

2.10 በተራ ቁጥር 2.9 ስተጠየቀው ጥያቄ መልስዎ «አስማማለሁ» ከሆነ ስምን?

- ሀ. ተማሪ ምን መማር እንዳለበት መምህር ወሳኝ ስለሆነ
- ለ. መምህር ገለጻ ሰጪ ሠርቶ የሚያሳይና ዕውቀት መጋቢ ስለሆነ
- ሐ. መምህር መሪ ተማሪ ተመሪ ስለሆነ

2.11 በተራ ቁጥር 2.9 ስተጠየቀው ጥያቄ መልስዎ «አልስማማም» ከሆነ ስምን?

- ሀ. ተማሪ ንቁ ተሳታፊ፣ ተመራማሪና፣ ዋና ተዋናይ መሆን ስላለበት
- ለ. ተማሪ ንቁ ተሳታፊ፣ ተመራማሪና ዋና ተዋናይ መሆን አለበት ስለሚባል

2.12 ተማሪን በጣም ማቅረብ፣ ትምህርቱን ውጤታማ ያደርጋል ቢባል ይስማማሉ?

- ሀ. አስማማለሁ
- ለ. አልስማማም

2.13 በተራ ቁጥር 2.12 ስተጠየቀው ጥያቄ መልስዎ «አስማማለሁ» ከሆነ?

- ሀ. ተማሪን በጣም ማቅረብ ማንነቱን፣ የትምህርት አቀባበል ችሎታውን በማወቅ አስፈላጊውን ድጋፍ ለመስጠት ስለሚያስችል
- ለ. ተማሪን በጣም ማቅረብ ጥሩ ነው ስለሚባል

2.14 በተራ ቁጥር 2-12 ስተጠየቀው ጥያቄ መልስዎ «አልስማማም» ከሆነ ስምን?

- ሀ. ተማሪን በጣም ማቅረብ የመምህርን ክብር ስለሚነካ
- ለ. የተማሪን ስሜትና ፍላጎት ማክበር ከመምህሩ ሙያዊ ግዴታ ውጭ ስለሆነ

2.15 ከ1ኛ - 4ኛ ክፍል ያሱትን ተማሪዎች ስማስተማር ጠቃሚ የማስተማር ዘዴ የቱነው?

ሀ. መምህራ ሠርቶ ሲያሳይ፡ ተማሪዎች ድርጊቱን እያዩ ሲማሩ

ስ. ተማሪው ራሱ እየሠራ ሲማር

ሐ. ጥቂት ተማሪዎች ሠርተው ሲያሳዩ የቀሩት እያዩ ሲማሩ

3. የመማር ማስተማር መርጃ መሣሪያዎች

3.1 በት/ቤቱ የትምህርት ማበልፀጊያ ቅርንጫፍ ማዕከል ስለመኖሩ

ሀ. አስ

ስ. የሰም

3.2 በት/ቤቱ የትምህርት ማበልፀጊያ ማዕከል ካስ የሠለጠነ የማዕከሉ ተጠሪ አለ?

ሀ. አስ

ስ: አስ ግን የሠለጠነ አይደለም

ሐ. የሰም

3.3 እርስዎ በትምህርት መርጃ መሣሪያዎች አዘገጃጀት አጠቃቀም ሠልጥነዎ?

ሀ. ሠልጥኛለሁ

ስ. አልሠለጠንኩም

3.4. እርስዎ ካካባቢው ከሚገኙ ነገሮች የትምህርት መርጃ መሣሪያዎችን ያዘጋጃሉ?

ሀ. አዘጋጃለሁ

ስ. ስላልሰለጠንኩ አሳዘጋጅም

ሐ. ብሠለጥንም ቁሳቁስ መገዣ ገንዘብ ስለሌለ አሳዘጋጅም

3.5 ተማሪዎች የትምህርት መርጃ መሣሪያዎችን ያዘጋጃሉ?

ሀ. ያዘጋጃሉ

ስ. አያዘጋጁም

3.6 ተማሪዎች የትምህርት መርጃ መሣሪያ በነፍስ ወከፍ የማያዘጋጁ ከሆነ ስምን?

3.7 ትምህርት በሬዲዮ ስትምህርት ድጋፍ የሚሰጥ ፕሮግራም እንደሚያስተሳልፍ ይታወቃል፡፡ ስለሆነም ይህን የሚተሳሰፈውን ፕሮግራም ባግባቡ ተማሪዎች ይከታተላሉ?

ሀ. ይከታተላሉ

ስ. አይከታተሉም

3.8 ተማሪዎች ትምህርት በሬዲዮ ፕሮግራም ባግባቡ የማይከታተሉ ከሆነ ስምን?

3.9 ከ1ኛ - 4ኛ ክፍል የሚመጡ ተማሪዎች ጠቃሚ ዕውቀት የሚያገኙት፣ የትምህርት መርዳ መሣሪያዎች ይበልጥ በእጃቸው የሚዳሰሱ ሲሆኑ ነው። እርስዎ በክፍልዎ ይህን ያደርጋሉ?

ሀ. አዎን አደርጋለሁ ስ. አልፎ አልፎ አደርጋለሁ

ሐ. በየክፍሉ የተማሪ ቁጥር ከመጠን በላይ ስለሚበዛ እያንዳንዱ ተማሪ በእጁ እየዳሰሰ እንዲመርጥ ማድረግ በጣም ያስቸግራል

3.10 ተማሪዎችን ከክፍል ውጪ እግቢ ውስጥ፣ ባካባቢና ወጣ አድርጎ መስክ መውሰድ ተማሪዎች ክፍል ውስጥ የተማራትን ትምህርት በተጨማሪም ዓለም እያረጋገጡ እንዲገነዘቡ ይረዳቸዋል። ስለሆነም እርስዎ የሚያስተምሩላቸውን ተማሪዎች ወደ መስክ ወስደው ያውቃሉ?

ሀ. እንዳንዳ እውስዳቸዋለሁ ስ. ቁጥራቸው ከመጠን በላይ ስለሚበዛ መስክ ወስዶ ማሳየት ከአቅም በላይ ሆኖ ስቁጥጥር ያስቸግራል

4. የተማሪዎች ቁጥር ከመጠን በላይ መጠየቅና የማስተማሪያ ስነ ዘዴው

4.1 በት/ቤቱ ከ1ኛ - 4ኛ ባሉት ክፍሎች የተማሪዎች ቁጥር በየጊዜው የመጨመር ህኔታ ሀ. ከፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

4.2 የተማሪዎች ቁጥር በየጊዜው እየጨመረ መምጣት ከፍተኛ ከሆነ ምክንያቱ ምን ይመስልዎታል?
ሀ. የት/ቤቶች በበቂ ሁኔታ አስመስፋፋት ስ. ት/ቤቶች በበቂ ሁኔታ ቢስፋፋም የሰለጠኑ መምህራን አጥረት
ሐ. የህብረተሰቡ የትምህርት ፍላጎት ከት/ቤቶች መስፋፋትና ከሰለጠኑ መምህራን ቁጥር ጋር አስመጣጣም

4.3 የተማሪዎች ቁጥር በየጊዜው እየጨመረ መሄድን መቀነስና ከመማሪያ ክፍሎችና ከመምህራን ቁጥር ጋር ማመጣጠን እንዴት ይቻላል?

4.4 እርስዎ በሚያስምሩላቸው ክፍሎች ውስጥ በየሰከንድ የተማሪዎች ቁጥር ከመጠን በላይ በበዛበት ከ1ኛ - 4ኛ ክፍል ድረስ እየገቡ የሚያስተምሩ ከሆነ ተማሪዎችን በስማቸው፣ በትምህርት አቀባበል ችሎታና ከነቤተሰባቸው ሁኔታ ስይተው ማወቅ ይችላሉ?

ሀ. አዎን ሙሉ በሙሉ ሰይፍ ማወቅ አችላለሁ

ለ. አልፎ አልፎ ገብዝ ተማሪዎችን ብቻ ሰይፍ አውቃለሁ

ሐ. በየሴክሽኑ የተማሪ ቁጥር ብዛት ስላለ አዎንዳንዱን ተማሪ በስም፣ በትምህርት አቀጣበል ችሎታና በቤተሰብ ሁኔታ ሰይፍ ማወቅ በጣም ያስችግራል

4.5 እርስዎ በሚያስተምሯቸው ክፍሎች የተማሪዎች ቁጥር ከበዛ የክፍል ስራ፣ የቤት ስራ፣ የጥንድና የቡድን ስራዎችን በየጊዜው ይሰጣሉን?

ሀ. አዎን ሁልጊዜ አሰጣለሁ ለ. አልፎ አልፎ አሰጣለሁ

ሐ. የተማሪዎች ቁጥር በየክፍሉ ከመጠን በላይ ስለሚበዛ በየጊዜው የቤት ስራ፣ የክፍል ስራ፣ የጥንድና የጥንድን ስራዎችን መስጠት ይከብዳል

4.6 በተራ ቁጥር 4.5 ስተጠየቀው ጥያቄ መልስዎ «ሁልጊዜ አሰጣለሁ» ከሆነ የአዎንዳንዱን ተማሪ ስራ ወዲያውኑ በማረም አዎንዳንዱ ተማሪ ስህተቱን አውቆ እንዲያደርግ ያደርጋሉ?

ሀ. አዎን ሁልጊዜ አደርጋለሁ ለ. አልፎ አልፎ አደርጋለሁ

ሐ. ብዙ ክፍሎችንና የተሰደዩ የት/ም ዓይነቶችን ስለማስተምር ሰማረም ጊዜ አይኖረኝም

4.7 አንድ መምህር ከ1ኛ - 4ኛ ክፍሎች አየገባ አንድ የት/ዓይነት /የተሰደዩ የትምህርት አይነቶች ሲያስተምር አዎንዳንዱን ተማሪ በስም፣ በትምህርት አቀጣበል ችሎታውና በቤተሰብ ሁኔታ ሰይፍ ማወቅ ካልቻለ በአንድ ክፍል ውስጥ ተመድቦ ሁሉንም የትም/ዓይነቶችን አመቱን ሙሉ ሳይሰደቸው ቢያስተምር በቀላሉ ሰይፍ ማወቅ አይችልም?

ሀ. አዎን ሰይፍ ማወቅ ይችላል ለ. ሰይፍ ማወቅ አይችልም

4.8 በተ.ቁ. 4.7 ስተጠየቀው ጥያቄ መልስዎ « አዎን ሰይፍ ማወቅ ይችላል» ከሆነ የተማሪዎች ቁጥር ከመጠን በላይ በበዛባቸው ክፍሎች ውስጥ አንድ መምህር ከነረዳቱ ተመድቦ ሁሉንም የተቀናጁ የት/ዓይነቶች በማስተማር አሁን የሚታዩው ይህ ችግር መፍትሔ አያገኝም

ሀ. አዎን ያገኛል ለ. አያገኝም

4.9 ከ1ኛ - 4ኛ ክፍል የሚማሩ ተማሪዎች እንደየፍላጎታቸው የፈጠራ ስራዎችን እንዲስማሙና ሰርተው እንዲያመጡ ማደፋፈርና ማበረታታት ከህሎታቸውን ያዳብራል፡፡ እርስዎ የፈጠራ ስራዎችን አሰርተው ያውቃሉ?

ሀ. አዎን አልፎ አልፎ አሰራለሁ ለ. በተማሪ ቁጥር መብዛት የተነሣ

የዎንዳንዱን ተማሪ የፈጠራ ስራ ችሎታ ሰይፍ ሰማወቅ በጣም ያስችግራል

4.10 አንድ መምህር በአንድ ክፍል ውስጥ ተመድቦ አመቱን ሙሉ ሁሉንም የተቀናጁ የት/ዓይነቶች በማስተማር እክፍል ውስጥ የሚሚረጉ ተማሪዎችን ስሜት፣ ፍላጎት፣ ችግር፣ የት/አቀባበል ችሎታና የቤተሰብ ሁኔታ ስይቶ በማወቅና አስፈላጊውን እገዛ በማድረግ ውጤታማ ትምህርት ተማሪውም ይማራል፤ መምህሩም ያስተምራል። ስለዚህ አንድ መምህር ለአንድ ዓመት ብቻ አስተምሯቸው ከሚሰደቸው ይህ በደንብ ያወቃቸው መምህር ከክፍል ወደ ክፍል አብሯቸው ከ1ኛ - 4ኛ ክፍል ቢዛወር የበለጠ ተማሪዎችን በማወቅ ውጤታማ የመማር የማስተማር ሂደት አይጠናከርም ወይ?

- ሀ. አዎን ይጠናክራል
- ለ. አይጠናከርም

4.11 አንድ መምህር ተማሪዎችን ሲወዳቸው፣ ሲያቀርባቸውና ሲያፈቅራቸው እነሱም እሱንም ትምህርቱንም የወዳሉ። ሲያመናጭቃቸው፣ ሲያርቃቸው ብሎም በየምክንያቱ ያለ ርህራሄ ሲገርፉቸው እርሱንም ትምህርቱንም ይጠሳሉ ይባላል። በዚህ አባባል አርስዎ ይስማሙበታል?

- ሀ. አዎን እስማማበታለሁ
- ለ. አልስማማበትም

5. ምዘናና ግምገማ

5.1 አንድ መምህር ከ1ኛ - 4ኛ ባሉት ክፍሎች እየገባ አንድ የት/ዓይነት ወይም የተስደዩ የተ/ዐየነቶች የሚያስተምር ከሆነና በየክፍሉ የተማሪዎች ቁጥር ከመጠን በላይ የበዛ ከሆነ በየአስቱ ተከታታይ ምዘና እየሰጠ የተማሪዎችን እድገት ለመከታተል በጣም ይችግራል። አርስዎ በዚህ ሀሳብ ይስማሙበታል?

- ሀ. አዎን እስማማበታለሁ
- ለ. አልስማማበትም

5.2 አንድ መምህር በተራ ቁጥር 5.1 በተጠቀሰው መሠረት የእያንዳንዱን ተማሪ የትምህርት አቀባበል ችሎታ በየአስቱ ተከታታይ ምዘና እየሰጠ ለመመዘን የተማሪዎች ቁጥር ከመጠን በላይ መብዛት የሚያገድ ከሆነና የተማሪዎችን መብዛት መቀነስ ካልተቻለ መፍትሄው ምን ይመስልዎታል?

- ሀ. ባንድ ክፍል ተመድቦ የተማሪዎችን ሁኔታ እያጠኑ ማስተማርና መገምገም
- ለ. የተማሪዎች ሁኔታ እያጠኑ ለማስማርና የእያንዳንዱን ተማሪ እድገት እየመዘኑ ለመከታተል ከክፍል ክፍል ገብቶ ማስተማር መፍትሄ የሚሰጥ ባይሆንም እድገቱን

5.3 ከ1ኛ - 3ኛ ክፍል የሚመዘኑ ተማሪዎች መሠረታዊ የማንበብ፣ የመጻፍና የማስሳት ሰውቀት ስመገብዩት የሚመዘኑ ስለሆነ ያስ የመጨረሻ ፈተና ከክፍል ወደ ክፍል እንዲዛወሩ ተደርጓል። ሆኖም የየአስቱን የትምህርት አቀጣጠል እሴቶቻቸውን ስመመዘን ተከታታይ ምዘና መስጠት አስፈላጊ ነው። ይስማሙበታል?

ሀ. አስማማለሁ ሰ. አልስማማም

5.4 ከ1 - 4ኛ ክፍል የሚመዘኑ ተማሪዎች የሚመዘኑባቸውና የሚገመገሙባቸው የምዘና ስልቶች በቃል፣ በድርጊትና በፅሁፍ ፈተናዎች ብቻ ሳይሆን በክፍል ውስጥና በት/ቤት ቅጥር ግቢ ውስጥ የሚደረጉባቸው እንቅስቃሴዎች ሁኔታ ጭምር በመሆኑ ይህንን መከታተያ ማስታወሻ ስለማስፈለጉ ይስማማሉ?

ሀ. አዎን አስማማለሁ ሰ. አልስማማም

5.5 እርስዎስ ተማሪዎችን በተራ ቁጥር 5.4 በተጠቀሰው መሠረት የሚከታተሉባቸው ማስታወሻ አለዎት?

ሀ. አዎን አለኝ ሰ. የለኝም ሐ. አያስፈልገኝም

5.6 ከ1ኛ - 4ኛ ክፍል የሚመዘኑ ተማሪዎች ከሚመዘኑባቸውና ከሚገመገሙባቸው ነጥቦች መካከል አንዱ ሀሳባቸውን በሰው ፊት በድፍረት መግለጽ፣ በቅደም ተከተል መደርደር መቻል ነው። በእርስዎ ክፍል ይህ ይዘወተራል?

ሀ. አዎን ይዘወተራል ሰ. አልፎ አልፎ ይደረጋል

ሐ. የተማሪ ቁጥር በየክፍሉ ከመጠን በላይ ስለሚበዛ በዚህ ዓይነት ሁኔታ እያንዳንዱን ተማሪ መመዘንና መገምገም በጣም ያስቸግራል

6. ዲሲፕሊን

6.1 ስመማር ማስተማር ሂደት ስኬታማነት የክፍል ውስጥ ፀጥታ መከበር የግድ አስፈላጊ ነው። ስለዚህ ፀጥታ የሚነሳና የሚረብሽ ተማሪ ምን መደረግ አለበት?

ሀ. ባጠፋ ቁጥር መገረፍ አለበት ሰ. ወላጅ ጠርቶ ወላጅ ፊት መቀጣት አለበት

ሐ. መጀመሪያ መመክር፣ ከዚያም ስወላጅ መንገር፣ በምክር የማይመሰስ ከሆነ ትምህርት ቤቱ ባለው ደንብ መሠረት በጥፋቱ ልክ መቀጣት አለበት

6.2 እርፍዶ መግባትና አሰቃቂ መውጣት ወይም «ፎርፌ» ስተማሪም ሆነ ስመምህር መስመድ የሌለበት አገልግሎት ስምድ ነው። ይስማሙበታል?

ሀ. አዎን አስማማበታለሁ ሰ. አልስማማበትም

6.3 የሚያረፍዱትን ክፍል አቋርጠው የሚሄዱትን፤ ክንፍስ መቅረት የሚያበዙትን፤ በክፍል ፈተና የሚወድቁትን፤ ትምህርት ጀምረው የሚያቋርጡትንና ፀጥታ በመንሳት የሚታወቁትን ተማሪዎች በመምከር የሚመልስ ኮሚቴ በት/ቤት ቢቋቋምና ዝርዝር የስራ ድርሻ ቢሰጠው እነዚህ ችግሮች አይወገዱም?

ሀ. አዎን ይወገዱ ስ. አይወገዱም

6.4 በት/ቤቱ የተማሪዎችን ፀጥታ ለማስፈን ምን ቢደረግ ይሻሻል ይላሉ?

6.5 በየሴክሽኑ የተማሪዎች ቁጥር ከመጠን በላይ መጠየቅ በመማር ማስተማሩ ሂደት ምን ችግር እንደፈጠረና እንደሚፈጥር ይግለጹ?

7. ሴሎች ነጥቦች

7.1 በት/ቤቱ መምህር፣ ክፍተኛ መምህር፣ ተባባሪ መምህርና መሪ መምህር ደረጃ የደረሱት መምህራን የሚሳተፉበት የውስጥ ስፐርሺዢን በየጊዜው ስራ ላይ የማዋሉ ሁኔታ

ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

7.2 ተማሪዎች በንድፈ ሀሣብ ደረጃ የተማሩአቸውን ትምህርቶች ተግባራዊ የሚያደርጉት በተለያዩ ክበባት ውስጥ በንቃት ሲሳተፉ ነው። በመሆኑም ክ1ኛ - 4ኛ ክፍል ድረስ ያሉ ተማሪዎች በተለያዩ ክበባት ውስጥ በንቃት የመሳተፉ ሁኔታ ምን ያህል ነው?

ሀ. ክፍተኛ ስ. መጠነኛ ሐ. ዝቅተኛ

7.3 እርስዎ እንደመምህር የትኛውን የማስተማር ስነ ዘዴ ያደንቃሉ?

ሀ. ተማሪ - ተኮር ስ. መምህር ተኮር

7.4 በተራ ቁጥር 7.3 ስተጠየቀው ጥያቄ ከሁለት አማራጮች አንዱ ስምን እንደመረጡ ወይም እንደሚያደንቁ ይግለጹ፡፡

7.5 ይህ ጥናት ተማሪ - ተኮር የማስተማር ስነ ዘዴን፣ የተማሪዎች ቁጥር ከመጠን በላይ በበዛበት ክፍል እንዴት መጠቀም /መከተል/ ይቻላል የሚል ነው፡፡ እያንዳንዱ ተማሪ እንደ ከሌላው የሚሰይ ልዩ ፍጡር ነው፡፡ በመሆኑም ስነዘዴው የያንዳንዱን ተማሪ ማንነት፣ የት/ አቀባበል ችሎታና የቤተሰብ ሁኔታ በማወቅ በየአለቱ ምዘናና ግምገማ በማካሄድ ውጤታማ ትምህርት ስማስተማር የሚረዳ ነው፡፡ ስለዚህ አሁን ባለው የተማሪዎች ቁጥር ክፍል ውስጥ ከመብዛት ጋር እንዴት ተደርጎ ተማሪ - ተኮር ስነ ዘዴ መጠቀም እንደሚቻል አስተያየትዎን ይስጡ፡፡

DECLARATION

This thesis is my original work, and has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged.

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Date: 25/05/2001

This thesis has been submitted for examination with the approval as a University advisor of

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