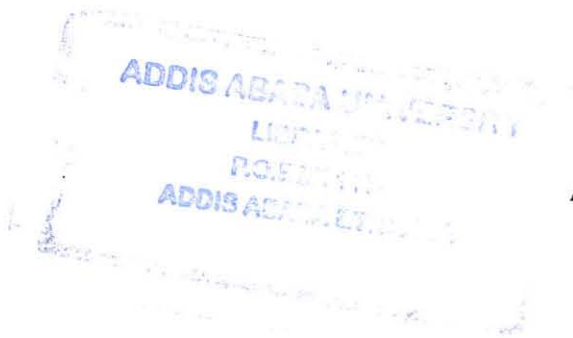


**ADISS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**Comparative Study on Classroom Social Interaction
in Government and Private Preparatory Schools:
The Case of Addis Ababa City Administration**



BY
AYCHILUHIM KETEMA DAGNE



JUNE 2008
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Table of contents

Title	page
Acknowledgement-----	i
Table of Contents-----	ii
List of Tables-----	v
List of Figures-----	v
Abbreviations and Acronyms-----	vi
Abstract-----	vii
CHAPTER ONE: INTRODUCTION-----	1
1.1 Background of the-----	1
1.2 Statement of the problem-----	5
1.3 Purpose of the research-----	7
1.4 Significance of the study-----	7
1.5 Delimitation of the study-----	8
1.6 Limitation of the study-----	8
1.7 Definition of terms-----	8
CHAPTER TWO: REVIEW OF LITERATURE-----	10
2.1 Human Communication Theories, Classroom Interaction and Teaching Behavior-----	10
2.1.1 Human Communication Theories-----	10
2.1.2 Classroom Interaction-----	13

2.1.3 Teaching behaviour-----	17
2.1.4 Systems for observing classroom interaction-----	19
2.2 Some Research Findings-----	27
CHAPTER THREE: METHOD AND DESIGN-----	34
3.1 Method-----	34
3.2 Design -----	35
3.3 Sampling-----	36
3.4 Data collection technique-----	37
3.5 Data analysis technique-----	39
3.6 Validation-----	39
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION -----	40
4.1 Characteristics Of Respondents-----	40
4.2 Presentation, Interpretation and Discussion on Findings-	42
4.2.1 Teachers' Awareness about the Contribution of Classroom Social Interaction For The Teaching Learning Process in The Two Settings-----	42
4.2.2 The situation of Classroom Social Interaction in the Two Settings-----	44
4.2.3 Factors Affecting the Classroom Social Interaction-----	61
4.2.4 Gender and the Classroom Social Interaction--	64

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS----	69
5.1 Summary-----	69
5.2 Conclusions-----	77
5.3 Recommendation-----	79

References

APENDEX **A** Questionnaire to be filled by students

APENDEX **B** Interview guide to students

APENDEX **C** Interview guide to teachers

APENDEX **D** Classroom observation check list

List of Tables

Table1: Characteristics of teachers-----	40
Table2: Characteristics of students -----	41
Table 3: Observation data on teachers behavior in the classroom-----	45
Table 4: Observation data that shows teachers' behavior, students' behavior, and silence and confusion in the two settings-----	47
Table5: observation data that shows the indirect and direct teaching behaviors of teachers in classroom interaction.--	50
Table6: Questionnaire data on teachers' activity in facilitating collaborative learning -----	51
Table7: Questionnaire data on the classroom time used for lesson presentation by the teacher-----	54
Table8: Questionnaire data on the portion of the classroom period used by students to ask questions respond to questions and share ideas with peers.-----	55
Table9: Questionnaire data on students' participation in the classroom-----	56
Table10: Observation data on students' behavior initiated for interaction-----	58
Table11. Questionnaire data on students' initiation for classroom social interaction-----	59
Table 12 Questionnaire data on initiating interaction-----	60
Table13: Questionnaire data on factors that make students not to participate in classroom interaction-----	61
Table 14: Students' perception about their teachers-----	62
Table 15: Observed behavior of students' in terms gender-----	64
Table16: Questionnaire data on classroom interaction in terms of gender-----	66

List of Figures

Fig 1. Graphical representation of the total behavior of teachers and students in the two settings-----	48
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Abbreviations and Acronyms

OScAR	Observation Schedule and Record
CAFIAS	Cheffers' Adoption of the Flanders' Interaction Analysis System
FAIC	Flanders' Interaction Analysis Categories

Abstract

The main objective of this study is to identify and compare the level of classroom social interaction in government and private preparatory schools of Addis Ababa city Administration. For the study the researcher took three government and three private preparatory schools by simple random sampling and used 12 classrooms for data collection taking two sections at random from each setting. The observed classes geography, history and Amharic classes are selected purposefully because these subjects are non plasma subjects in both the settings. The method employed is mixed method (both quantitative and qualitative) and comparative study design was used for the research. Data were collected by using observation, questionnaire and interview. The data was analysed by simple statistical methods (percentage and ratio) for the quantitative data, and by categorizing in to their implications for the qualitative data. The main out comes of the study are, teachers in the government schools have a better understanding of the contribution of classroom social interaction for the teaching learning process, teachers dominates the classroom social interaction in both settings but in terms of exercising the indirect teaching behaviour, facilitating collaborative/active learning method and giving considerable time for students participation, teachers of government schools are better than teachers of private schools. In general, the overall classroom social interaction in government schools is better than that of the private schools. The gender issue is also treated in the study and the findings shows that in the government schools male students interact more than female students, whereas in the private schools female students interact more than male students. Moreover, in the study the researcher recommended that the concerned bodies; to upgrade teachers by arranging training sessions, arranging experience sharing programme among teachers of the two settings and motivating educators to conduct researches on the issue of classroom social interaction.

CHAPTER ONE

Introduction

1.1 Background of the study

Education has great importance in the social and economical development of a country. We can say that no country goes through development without education; thus efforts have to be made to improve the quality of education. Anderson (1987) said that several factors such as availability of better instructional materials, availability of well trained and qualified teachers, allocated money for school expenditure, availability of well planned and organized curriculum, etc could contribute a lot to raise the quality and standards of education. Even if there are several factors that contribute to the improvement of quality of education, in this section I gave emphasis on the contribution of classroom social interaction for improvement of quality of education.

Educational researchers such as DiBuono (2004) indicate that good classroom social interaction makes the teaching learning process smooth and helps the students to accomplish more on their education.

Classroom social interaction will assist the classroom to be a conducive environment, because students will learn how to ask questions and share their idea to their teacher and their peers in whole class discourse. Moreover in small group teaching classroom social interaction will help the students to trust in team work and it promote the participation of both the teacher and students in collaborative problem solving activity Kumpulainen and Wray (2002).

From the number of studies conducted in the field, and from the interest shown by educators across the world in developing their classrooms social interaction, it seems that in many contemporary classrooms, social interaction is seen as a valuable tool for learning. The reasons for the growing interest in classroom interactions and, more generally, in the process of learning inherent in social interactions, reflect a theoretical shift in perspectives on learning and instruction. Learning tends to be seen not only as constructive process that takes place in the mind of the learner but also as a process of meaning making and enculturation in to social practices. According to this line of thinking, there is a pedagogical need to construct spaces in classrooms that invite and support learners' participation in diverse communities of practice, including specific subject domains and their discourses Kumpulainen and Wray(2002).

Moreover, researches done by researchers such as Adam and Biddle (1970), Gohen (1972), and Bellack (1963), shows that characteristics of classroom environments have an impact on students motivation and engagement. However, classrooms are inherently social places; students do not learn alone but rather in the presence of their peers. Furthermore; teachers are more than subject matter specialists. This means in addition to delivering the curriculum, teachers help to construct the classroom social environment by creating norms and rules for students' social interaction in the classroom and giving explicit messages regarding students' interaction with their peers and with their teachers. Of course, teachers vary in the extent to which they encourage, or even allow, students to interact with the teacher and with one another during academic activities.

This interaction may encompass students sharing ideas during whole-class lessons, working together in small-group activities, or informal help-seeking and help-giving during individual seatwork. Whatever the form, the classroom social interaction is a critical component of student-centered

instructional approaches. When students are encouraged to interact and exchange ideas with the teacher and with each other during academic tasks, they have opportunities to justify their own position and gain exposure to other possibilities Webb and Palincsar (1996). Students feel more efficacious about their ability to learn and complete activities successfully when classroom social interaction is promoted, because they have a great array of resources on which to draw than if they were working individually.

However, the number of studies conducted in the field shows that there are a number of problems that hinder the classroom interaction. Some of these problems are, in most cases the classroom interaction is dominated by teachers, the majority of students are not actively participate in classroom discourse, male students dominates at large the classroom interaction, most teachers use their direct behavior rather than the indirect behavior in the classroom discussion, etc.

From these perspectives, it would be interesting to investigate the ways of improving classroom social interaction, factors influencing the classroom social interactions and other impacts of classroom social interaction in the teaching learning process. Contemporary views of learning and their pedagogical applications, including student centered learning activities and collaborative working modes, are changing the traditional interaction patterns of many classrooms. These new modes of teaching affect the roles of teachers and students as communicators and learners, which could be facilitated by improving the classroom social interaction of the students with their teachers and their peers. Such learning situations give students more opportunities to participate, observe, reflect on, and practice socially shared ways of knowing and thinking; and it has impact on students meaning making and knowledge construction processes.

In relation to this as clearly stated in the Education and Training Policy of Ethiopia (1994), problem-solving teaching method is the major educational premise that teachers are expected to utilize. In order to utilize this method effectively there need to be a shift from the traditional teacher-dominated teaching approach to learner-centered or collaborative learning approach such that the classroom interaction of the students will be promoted and increase the students critical thinking and problem solving capacity. Moreover utilizing such teaching methods properly helps not only to foster the classroom social interaction but also to improve the quality of education in the country.

However, it does not mean that mere participation in classroom social interaction will necessarily lead to meaningful learning experiences. Thus, serious attention has to be paid to the patterns and content of students' interactions and how these support or challenge their learning. Moreover, careful attention needs to be paid to the contexts in which social interaction is embedded and how they contribute to or influence learning practices in the classroom.

Researches focusing on the social classroom interaction are generally thought to have begun in the 1950s and 60s Flanders (1970). During its early phase, educationally oriented research into classroom interaction focused mostly on whole class interaction between the teacher and students. In recent years, the meaning of classroom social interaction in mediating and supporting the practice of learning has made educational researchers to study more about it.

Even though many researches has been done across the world, it seems that very little researches have been conducted in this field in Ethiopia, so that educational researchers of the country need to do much in this regard.

1.2 Statement of the problem

In formal schooling system, the teaching learning process does not operate in a vacuum, rather in a school environment composed of teachers, students, the curriculum and other facilities. Most of the teaching learning processes take place in a classroom through interaction.

Interaction in a classroom is one of the most important components of any learning experience Vrasidas (2000). The interaction, which takes place in the classroom, has a great role in the overall teaching and learning practice. Interaction is a joint activity which results from the articulation of the participating actor's action. Here, while the teacher and the students interact, it should have meaning for both of them. It is clear that the interaction in a classroom is an action having meaning for both the person making them and the person to whom the action is directed. Moreover the actions are a series of events occurring in continuous manner.

In countries like Ethiopia where economic resources are very limited it is important to make teaching more effective and efficient with out the burden of extra financial spending. One of the tools in achieving this is improving the classroom behavior of teachers and students, which is their interaction with in the classroom. Improving this interaction in the classroom contributes a lot for the teaching learning process. In order to improve the interaction different measures can be taken, and one of these measures is studying and suggesting different ways of improving classroom social interaction.

As mentioned in the background part above, there are very few research works in relation to classroom social interaction in Ethiopia. Moreover, as to my reading there are no research works that are done in comparing the classroom social interaction of different settings.

When we talk about interaction in a classroom we can raise teacher- student interaction, student-student interaction, teacher-content-student interaction etc. In this study the researcher tries to focus on the teacher-student interaction and student-student interaction in a classroom; of course both can be considered as classroom social interaction. I proceed in the study considering and comparing the classroom social interaction in both private and government preparatory schools in Addis Ababa City Administration.

The other issue that a researcher should focus up on in classroom interaction is the question of gender in classroom interaction. Thus, this study will also focus on comparing the gender difference in the students' initiation for classroom social interaction in the two settings. To this effect, the study attempts to answer the following research questions

1. Do teachers at government and private schools have equal awareness about the contribution of classroom social interaction for the teaching learning process?
2. How is social interaction in classroom going on in private and government preparatory schools of Addis Ababa ?
3. What are the factors that influence the process of classroom social interaction in both the settings?
4. Is there gender difference in initiating classroom social interaction in the two settings?

1.3 Purpose of the research

This study will have the purpose of identifying the patterns of classroom social interaction in the classroom and to high light the practices applied to facilitate the interaction for best achievements in private and government school settings focusing on preparatory schools (grades 11 & 12) of Addis Ababa city Administration. Moreover the study has a purpose of looking to gender differences in initiating classroom social interactions in the two settings. According to Flanders (1970) the purpose of classroom social interaction in the first place is to help the teacher develop and control teaching behavior and the second is to investigate the relationship between classroom interaction and teaching acts so as to explain some of the validities in the chain of events.

1.4 Significance of the study

It is important to study classroom interaction in an effort to identify and improved strategic approaches to the teaching learning process. Thus the conclusions drawn from this study may help:

- ❖ schools (both private and government) to set strategies to improve the classroom social interaction in order to facilitate the teaching learning process in the classroom.
- ❖ teachers to take measures in improving the social interaction in their classrooms.
- ❖ researchers to conduct more detail researches in relation to classroom social interactions.

1.5 Delimitation of the study

By classroom social interaction this study is delimited only on comparing the interaction of the students with their teachers and their peers in the classroom of the two settings. That is the study does not look on the effects of the classroom social interaction. More over the study will focus only on the verbal and non-verbal teacher-student interaction and student-student interaction in the classroom on both government and private schools.

1.6 Limitation of the study

As it is indicated in the sampling of the research, the data collected for the study is only from the non-plasma subjects Amharic, Geography and History; which, almost all are art subjects. This means, the study does not include science subjects and this may have its own limitation on the conclusions that are made in the study. Moreover it would be better if the video recording was transcribed by an expert in this area, but because I can not cover the cost for such an expert, the video record was transcribed by the researcher himself and used only to support the data collected during classroom observation.

1.7 Definition of Key Terms

Interaction: is the process referring to 'face-to-face' action. It can be either verbal, channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing etc Robinson (1994, p.7).

Verbal interaction: is the linguistic social interaction channeled through written or spoken words

Non-verbal interaction: is a term used in social psychology to refer to the gestures, facial expressions, and bodily postures adopted by people in social interaction.

Teacher-student interaction: refers to the classroom process in which teachers and students have a reciprocal effect upon each other through which they say and do in the classroom

Student-student interaction: refers to the classroom process in which students have a reciprocal effect upon themselves and their peers through which they say and do in the classroom

Classroom social interaction: refers to the interaction of the teacher with the students and the interaction of the students with their peers.

Collaborative Learning: refers to an instruction method in which students work in groups toward a common academic goal.

Indirect teaching behavior: refers to the act of a teacher in the classroom in praising, accepting feelings, using pupils ideas, asking questions and facilitating collaborative learning.

Direct teaching behavior: refers to the act of a teacher in a classroom in lecturing, giving directions and criticizing or justifying authority.

CHAPTER TWO

Review of Literature

2.1 Human Communication Theories, Classroom Interaction and Teaching Behavior

2.1.1 Human Communication Theories

According to sociologists, there are three main classical sociological theories that are based on theoretical perspectives. These perspectives proposed models of human behavior based on certain assumptions about society. These models represent scientific observation of society but essentially they focus only on certain aspects of the society.

a) The Functionalist perspective

The Functionalist perspective developed by Herbert Spencer and Emile Durkheim (1965) chooses to describe society as a system where all the parts act together even though each part may be doing different things. Such a system bases its observation on structures in society. Structures are a part of the whole social system and all the various forms of social activities are organized around structures. Institutions like family, education and religion are examples of structures. Since these structures bring together individuals in society, therefore, they create integration, stability, consensus and balance in society.

Functionalist sociologist adopt the biological approach of reasoning citing that the body performs successfully because each part does its job and in the same manner the human society has structures which maintain the whole system. Therefore, social organization at the micro level gives rise to social organization at the macro level where every structure promotes consensus.

b) The Conflict theory

The Conflict theory on the other hand views society as an arena of conflicts and power struggles where cooperation is not assumed. Individuals in society act in their own interest and the furtherance of consensus is not the primary goal. This approach also views society at a macro level. The structures of the functionalist perspective only serve the interests of the powerful in the eyes of conflict theorists. However, contemporary sociologists have used this approach to define conflict as a fact of life in any society where social change is a basic feature and conflicts are the driving force behind desirable change.

C) The Interactionist perspective

The Interactionist perspective uses what we call the bottom up approach. Symbolic interactionists are micro sociologists and they are interested in how people interact with each other, how they act, respond and influence each other in a group setting as well as during face to face communication. Interactionist sociologists have no interest in institutions and structures in the society nor do they formulate a manufactured assumption of consensus and conflict in society. The behavior of human beings to them is not governed by the system of the society but by social interaction. Humans are influenced by social interactions to such a degree that each interaction brings about a change in perspective, expectations and boundaries of future social interaction. Therefore, change is a dynamic feature of the society. Change is constant and evolutionary and continuous change as opposed to singular conflicts and stable structures is the real nature of society according to interactionist sociologists. Society is created by people who exist and act, in fact society is always in process of being created. The social institutions so respected by functionalist sociologists are merely human creations for the symbolic interactionist.

Interactionists use the term reference groups in place of institutions. Reference groups are social organizations and the same way institutions make up the society; reference groups created by interactions amongst people lead to the construction of the society. Some reference groups have conflicts and are 'dysfunctional' and some are stable and have uniformity of consensus. However, the central feature of all the groups is that they are in a continual process of change and transformation turning from micro social interactions. Hence, as people communicate with one another, they bring about social change and this change affects the reference group, which in turn plays a role in defining society.

An important part of the interactionist perspective is the significance of symbolic communication. Robertson (1994, p.7) believes that "the interaction that takes place between people occurs through symbols." To him symbols are "anything that can meaningfully represent something else".

Herbert Blumer(1969) outlined three core principals of symbolic interactionism that include meaning, language and thought.

The first core principle of meaning states that humans act toward people and things based upon the meanings that they have given to those people or things. Symbolic Interactionism holds the principal of meaning as central in human behavior.

The second core principle is language. Language gives humans a means by which to negotiate meaning through symbols. Blumer(1969) believed that naming assigned meaning, thus the process of naming was the basis for human society and the extent of knowledge. It is by engaging in speech acts with others, symbolic interaction, that humans come to identify meaning, or naming, and develop discourse.

The third core principle is that of thought. Thought modifies each individual's interpretation of symbols. Thought, based-on language, is a mental conversation or dialogue that requires role taking, or imagining different points of views.

As it is mentioned, symbolic interactionism is based up on symbolic communication or it is an interaction that takes place between people that occurs through symbols; and classroom social interaction is an interaction between people in a classroom through verbal and non verbal communication. Thus classroom social interaction is a kind of interaction that is categorized under the theory of symbolic interactionism because it is a face-to-face interaction of human beings in a classroom. Since the theory of symbolic interactionism deals how people act, respond and influence each other in a group setting as well as during face to face communication we can say that classroom social interaction can be studied and examined by the theory of symbolic interactionism.

2.1.2 Classroom Interaction

Both theoretical and empirical work suggests that students social responsibility is not only a valued outcome in and of it self but that it can be instrumental in the acquisition of knowledge and the development of cognitive abilities .

Robinson(1994: 7) defines interaction as

The process referring to “face to faced” action it can be either verbal (channeled through written or spoken words) or non- verbal (channeled through proximity, eye contact, facial expression, and gesture:

Vygotsky (1978) argues that, education is based on the interaction of individuals external and internal condition, he further says that interaction and the situation during which one experience the world can not be separated because the context of interaction is provided by the situation. Interaction is one of the most important components of any learning experience.

Therefore the interaction, which takes place in the classroom has great role in the overall teaching and learning process.

According to different educationalists, such as Good & Brophy (1994) classrooms are extremely busy environment where the teacher interacts with her/his students and students also interact among themselves. Besides, the teacher might interact with a single student, with group of students as well as with a class of students. To practice critical thinking, students need to participate in the discourse of the discipline--to think, speak, and be listened to as they participate in the discipline's particular mode of inquiry. Students will not get enough practice just by talking and listening only to the instructor, rather students develop competency and become critical thinkers in a classroom if they are also provided with opportunities for intensive and structured interaction among themselves.

The most direct way to create classroom interaction is to adopt the principles of collaborative learning. In collaborative learning, the teacher designs a learning problem or task, and then assigns small groups of students to address the problem collaboratively. Students are typically instructed to reach a consensus on an issue, or to create a group product. The purpose of the collaborative learning is to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation. Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. Chet Meyers (1986) suggests some basic rules for

consistently encouraging student interaction; and says that:- Begin each class with a controversy or problem. Instead of "We're going to learn this...", begin with "Here's the question we want to answer." Use silence to encourage reflection. A reflective pause in your own discourse tells students that "I'm thinking about this, and so should you." Pauses after teacher-initiated questions encourage student responsibility; a teacher should resist the temptation to fill the silence or answer the question for them. Arrange and use classroom space to encourage interaction. Move chairs, have students face each other, form a semi-circle or circle. During lecture, move to different parts of room, or teach from the back and have students write on the board. Create a friendly environment that initiates the students not only to answer questions but also to raise questions.

Good & Brophy (1994) explains the interaction, which takes place in a classroom as; in a single classroom teachers could find themselves engaging in more than thousand interpersonal exchanges with their students. These interactions between students and teachers are fundamental to the overall teaching and learning process.

Sometimes the interaction goes beyond the classroom. Teachers should invest some class time in learning students' names, asking about other classes, inquiring about students' lives outside the school, or sharing something about their own experience. These activities offer a chance to facilitate the interaction of the students with the teacher and with their peers in the classroom.

There are educators; who relates classroom social interaction with norms and rules in the classroom and says that students in the classroom expected by their teachers and their peers to act according to the constituted norms and rules. The norms are something which is different from the rules. The school mostly states rules but not norms; rules for absentees, rules of evaluating students, etc. classroom norm is well defined by yackal(2000) as

a sociological construct and refers to understanding that become normative or taken as shared by the group. It is a collective notion that helps to describe the expectations and obligations, which are constituted in the classroom.

From the point of view of symbolic interactionism, which assumes that there can be joint action; or social acts in which a number of individuals act together, sharing their construction of what is going on Dalamont (1983). Here even though, Dalamont asserted that students share on constructing the classroom social norms, in most cases the norms are constituted based on the majority interest.

These social norms are not something that occur spontaneously; rather they are constituted in the course of the dynamic process, which is modified with passage of time. The norms are not only constituted individually but also socially. Here while the norms got acceptance, the participants attach meaning to them in order to be governed by the norm. For Chapman (1997), meanings are at once "individual and personal" and "socially constructed".

As Chapman (1997), people share and construct their own personality achieved meanings in order to come to agreement over the sense of their different meanings; it is in this agreement that meanings are "socially" constructed. Social semiotics, a synthesis of contemporary approaches to the social production of meaning, provides the contrasting perspective that meanings are continually constructed with in, rather than prior to, the process of social interaction. People talk together to argue, query, make claims, suggest and negotiate; these are the means where by meanings are constructed.

Bishop's work importantly provides a strong case for understanding school education as a social process. His case is that education is essentially interpersonal. Whether meanings are made personally or socially, it is clear that social interaction is a critical element of classroom learning.

2.1.3 Teaching behavior

Effective teaching is concerned with maximizing pupil learning. Accordingly, many research efforts have addressed the problem of trying to identify classroom behavior that have the optimum effect on student learning

Flanders (1970) sees teaching as occurring with in a social context. He conceives teaching behavior as the acts of a teacher performs which guide complementary reactions from the students. He asserts that teachers should encourage children to think creatively. Medley (1982) interprets teaching behavior in terms of teacher performance or what the teacher does in the classroom. Ryans (1969) proposed that teaching relates to the activities of the teacher which affect learning. Accordingly teaching behavior can be defined as the actions of the teacher in the learning situation. Bloom (1972) contends that it is what the teacher does and not what the teacher is ' like' that determines what students learn and how they perceive learning.

Teaching behavior can be classified as either verbal or non-verbal. According to Bal-Tal and Bal-Tal(1986) interaction involves verbal or non-verbal behaviors. Through these behaviors that communication takes place; as a result meaning is constituted.

I) Verbal teaching behavior

Verbal teaching behavior can be defined as teacher talk. Flanders (1970) categorized teacher talk either as direct or indirect.

a) Direct teaching behaviors

Examples of direct learning behavior are teacher lecturing, giving directions and criticizing or justifying authority. Direct teaching behavior restricts students' participation. It means the direct teaching behavior expressed only by the teachers' activity with in the classroom to impart the subject matter.

b) Indirect teaching behavior

Indirect teaching behavior is concerned with behavior such as praising, accepting feelings, using pupils ideas and asking questions. Indirect teacher behavior allows more student response. It means the indirect teaching behavior is expressed not only by the teachers' activity but also by the students' participation in sharing their ideas and giving answers for questions.

II) Non verbal teaching behavior

All teaching behavior not including talk, can be termed as non- verbal communication in the classroom. A smile, a nod, in fact, any sign or gesture which conveys information from the teacher to the pupil can be classified as non- verbal teaching behavior. Flanders (1970) assumes that non- verbal teaching behavior is reflected in verbal teaching behavior since whenever a teacher talks he shows a smiling face, or a nod, or any type of gesture.

2.1.4 Systems for observing classroom interaction

Observer systems are tools to study "dynamic, on-going interaction between people" Cheffers (1967:177). They allow an observer to use a coding system in order to divide behaviors (teachers' and students') into meaningful and manageable categories. The observer can then record the particular behavior and analyze the resulting data to some method of data analysis.

Some of the systems that attempt to categorize classroom interaction are concerned primarily with intellectual activity in the classroom (cognitive system), some focus upon social-emotional behavior (affective system), and others are multidimensional. The systems described below are grouped in these three divisions: cognitive, affective and multidimensional.

a) Cognitive system

The system developed by Bellack(1963) contains three major categories: (a) pedagogical moves, which are classified as structuring, soliciting, responding, and reacting; (b) content analysis, which contains subcategories of substantive, substantive-logical, instructional, and instructional-logical meanings; and (c) emotional meanings, defined in terms of valence, potency, and activity.

Gallagher and Aschner(1963) used a system containing four major categories for classifying thought processes: cognitive memory, convergent thinking, divergent thinking, evaluative thinking. Taba(1964) developed a system that has two basic categories: One deals with the pedagogical function of thought unit, which can be either psychological or strategic; the other concerns levels of thought, which include grouping and labeling, interpreting and making inferences, and predicting consequences. Each of these has sub headings.

b) Affective system

Withall(1949) developed a system which contains seven categories for teacher statements: learner supportive, acceptant, problem-structuring, neutral, direction, reproving, and self-supporting. A system developed by Hughes (1963) divided teacher behavior into these seven functions: controlling, imposition, facilitating, developing content, response, positive affectivity, and negative affectivity.

Amidon and Flanders(1963) developed a system containing seven categories for teacher talk: accepts feelings, praises, accepts ideas, questions, lectures, gives direction, and criticizes. In addition, the system contains two categories for pupil talk: student talk-responding and student talk-initiation. Another category notes silence or confusion.

According to Flanders (1970) classroom interactions were divided into teacher's talk, which was all speech acts by the teacher that were addressed to students, and students' talk, which was all student speech directed to the teacher. The initial categories developed for coding the acts of the teacher in the process of:

- (1) Academic instruction—includes the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback;
- (2) Motivation –includes various illocutionary acts aimed at activating students (initiative calls, initiative markers, academic questions, and initiative feedback);
- (3) Evaluation—includes positive and negative feedback; and

- (4) Classroom management—includes discipline instructions, discipline directives (orders, requests, questions, and calls), discipline markers, discipline pauses, procedural instructions, procedural directives, and procedural markers.

Students' talk was categorized for coding the acts of the student in the process of:

- (1) Teacher-initiated-student utterances directly induced by, and addressed to, the teacher (including all kinds of student responses: academic, procedural, and discipline); and
- (2) Student-initiated--spontaneous student utterances addressed to the teacher (academic and procedural questions, initiative calls and, mainly, calling out of turn).

In general the Flanders' Categories for Interaction Analysis summarized in the following table showing the behavior of the teacher in the classroom categorized as the teachers direct influence (lectures, gives direction, and criticizes) and the teachers' indirect influence (accepts feelings, praises, accepts ideas, questions)

Flanders' Categories for Interaction Analy

Indirect Influence of the Teacher

- 1. Acknowledges Feelings:** Clarifying or dealing with the feeling tone of the students in a no threatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.
- 2. Praises Or Encourages:** Praising or encouraging student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head or saying "um hm?" or "go on" and statements of confirmation such as "That's right" are included.
- 3. Uses Ideas Of Students:** clarifying, building on, summarizing, developing or repeating exactly the ideas suggested by a student.
- 4. Asks Questions:** asking a question about content or procedure with the intent that a student answers.

Direct Influence Of The Teacher

- 5. Lectures Or Orients:** giving facts or opinions about content or procedures; expressing his/her own ideas, asking rhetorical questions.
- 6. Gives Directions:** giving directions, commands, or orders with which a student is expected to comply.
- 7. Criticizes Or Justifies Authority:** Statements intended to change student behavior from non acceptable to acceptable pattern. Using the fact that one is the teacher to justify a point or to counteract student response

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CATEGORIES FOR INTERACTION ANALYSIS (cont.)

- 8. STUDENT TALK-LIMITED:** A student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the student says.
- 9. STUDENT TALK-UNLIMITED OR INITIATED:** Open-ended or unpredictable statements in response to teacher. Talk by students, which they initiate.
- 10. SILENCE OR CONFUSION:** Pauses, short periods of silence, and periods of confusion in which communication can not be understood by the observer

In my reading on the work of different researchers; the Known Flanders' interaction analysis category criticized by researchers such as Dr. John T.F.Cheffers (1977) in that it is designed to analyze only verbal teaching behaviors; and as a result he developed his observation system called " The Cheffers' Adaption of the Flanders' Interaction Analysis System(CAFIAS). CAFIAS is adopted from the original Flanders' interaction Analysis System. CAFIAS has been developed into a strong instrument that emphasizes the recording of both the verbal and non-verbal interactions.

The recording system of CAFIAS is in such a way that verbal interaction is recorded using single digit:1, 2, 3, 4, 5, 6, 7, for the teacher and 8, 8' and 9 for the students; non-verbal interaction is recorded using the 'teen' equivalent of the single digits:11,12,13,14,15,16,17, for the teacher and 18,18', and 19 for the students. When there is verbal and non-verbal interaction occurring simultaneously, it is taken as verbal behavior. In CAFIAS the digits used for recording are labeled for the behaviors as follows:

1. Accepts feelings of students
2. Encouraging students for participation
3. Accepting and using students ideas
4. Asks questions

direct

5. Explain/present the lesson
6. Gives directions to students
7. Criticizes or justifies authority

c) Multidimensional Systems

The Observation Schedule and Record (OScAR) developed by Medley and Mitzen (1963) is a comprehensive system for cataloguing teacher-pupil interaction, class structure, and classroom activities and materials. The three major dimensions of the system are emotional climate, verbal emphasis, and social organization.

In general, researchers (Bellack, 1963; Giammatto, 1963; Fassinger, 1995) used either of the interaction categories mentioned above or developing their own category of observation to conduct studies on classroom interactions.

According to Cheffers (1977) a trained observer codes the interaction between teacher and students every three seconds or whenever there is a change in behavior. Thus, in a twenty minute period of coding, approximately 400 codes would be tallied. In an analysis and interpretation the data collected would give a feedback on the interaction activities that include:

- how often the teacher talked
- how often the teacher used nonverbal communication
- the teacher's total contribution
- how often the students talked
- how often the students used nonverbal communication
- the students' total communication
- how often silence and confusion occurred
- the amount of class time the teacher devoted to subject matter (content cross), etc

Specific information can also be obtained that includes how often the teacher used praise, acceptance, questions, lecture, criticism and how often the students gave, expected, narrow responses or broad interpretive responses or creative responses.

In my study even though I did not develop my own category of interaction analysis system I try to develop a kind of observation check list that helps me to observe and categorize my observation of the classroom social interaction by using the method of The Cheffers' Adoption of the Flanders' Interaction Analysis System (CAFIAS), because it helps me to categorize and

code both the verbal and the non-verbal behavior of the teacher and the students in a classroom. In my case I include "facilitating the classroom for active learning method of teaching" as indirect teaching behavior of the teacher; so that the category I implemented in my study contains the following categories for the teacher and students behavior in the classroom.

Teachers' behavior in the classroom

Indirect

1. Accepts feelings of students
2. Encouraging students for participation
3. Accepting and using students ideas
4. Asks questions
5. Facilitating the classroom for active learning teaching method

Direct

6. Explain/present the lesson
7. Gives directions to students

Students' behavior in the classroom

8. Responding to the teacher's behaviors
9. Their self-initiation to exchange their ideas with the teacher and the peers
10. Silence and confusion

2.2 Some Research Findings

Contemporary techniques of analyzing classroom social interaction research can be traced back to the 1950s and mid 1960s carried out by Blas and Withall, Lepptti and White, Anderson, and Lewin (Nelson1962, Delamont 1983)

Andrson's investigation of teacher-pupil behavior was the first systematic research concerning teaching leadership patterns and social climate of the classroom.

Further Nelson (1962) extended the sampling top to include four clubs of five-ten years old boys with three vertical social atmospheres "authoritarian", "democratize" and "laissez-faire" later on in Chicago in the late forties, Withall (1949) began exploring interaction analysis utilizing teacher verbal behavior as an index of prevailing social climate with in the classroom. Nelson (1969:3)

As McCoul (1994) point out there are many research pieces done in this area. But the best known approach is Ned A. Flanders' Interaction Analysis Categories (FAIC) who developed in systematic observation technique for coding patterns as of teachers and pupils verbal behavior. McCoul (1994).

In my reading of different research papers, I observed that there are a number of researches conducted in relation to classroom social interaction globally even though almost all are done only in one setting. The researches conducted raising different issues in the teaching learning process. Some of the issues focused on are social setting of the classroom, effect of classroom interaction on achievement of students, factors affecting classroom interaction, difference of initiating classroom interaction among male and female students, etc

Sociological studies of classroom interaction raise a serious question for the research on teaching effectiveness. Teachers' effectiveness studies typically concentrate on changing what the teacher says and the quality of teacher-students interaction.

Adam and Biddle (1970) found as many other studies that classroom interaction is dominated by the talking of the teacher. The study of Adam and Biddle shows the following two implications. One is learning depends on whether or not the students participate during the teaching learning process. The second implication is, one for the redesign of classrooms-if children who participate actively learn more than those who don't, thus something has to be done to redesign the classroom task structure and the role of the teacher so as to increase the level of active participation.

The other point raised by sociological researchers on classroom interaction is that the relationship between teacher activity and students learning will depend on the state of the social system in the classroom. According to sociological researchers it is most unwise to use a simple uni-directional causal model to characterize the classroom, for example teachers affect students through what they say, how they question, how they explain, and through the use of curriculum materials. Studies of the classroom as a complex social system suggests that cause and effect can run in several directions. Students have effect on the teacher, who in turn affects the learning of the student. Students have effect on each other; the informal social structure produces differential treatment of the students by the teacher. Further more the effects which students have on the teacher and on the other students tend to build up over time. This kind of a characterization of learning in the classroom calls for theories capable of handling feedback effects and processes which change over time. Gohen (1972)

Bellack(1963) presented a creative description of how teachers and students interact, characterizing the rules of the "classroom game". Ballack using his category system, found in his study of 15 high school social studies teachers that the two most common patterns of classroom discourse, making up nearly 50% of the interaction were (a) teacher solicitation-student response and (b) teacher solicitation-student response-teacher reaction.

Giammatto(1963), using Flanders' category system, studied 150 elementary school teachers during language arts periods. He found that teachers accounted for more than 50% of the talk in the classroom and that most student talk was in response to teachers' questions. Using Flanders' categories, they found that superior teachers talked less, accepted more student ideas, encouraged more pupil-initiated participation, and gave fewer directions than did average teachers.

Using her own system of categorization, Hughes (1959) found in a study of 41 elementary school teachers that the median proportion of "controlling" acts was 46%. She also concluded that over 80% of the teachers studied were dominative in over half of the acts they performed in classroom. Control was the major function used, and simple memory-recall was the most common mental activity solicited by teachers. The teachers evaluated their students positively more often than negatively, but gave students criteria for evaluations less than half of the time.

Much of the work on teacher-pupils interaction patterns has been done by Flanders(Amidon and Flanders 1963) and the studies of Flanders summarized by the rule called Flanders' rule of two-third which says that in the average classroom someone is talking two-thirds of the time; two-thirds of this is teacher talk; and two-thirds of the teacher talk consists of direct influence.

Amidon and Flanders (1961), using the Flanders system, conducted a study in which 54 eighth grade classes were taught geometry in a two hour period by a teacher using either direct influence (lecture, direction giving, or criticism) or indirect influence (accept student ideas and feelings, praise, or question). They found that the students learned significantly more from indirect teaching behavior than the direct teaching behavior.

Fassiger (1995) on his part studies classroom interaction by focusing on college classroom interactions. He started his study by putting a critique on researches conducted on classroom interactions of the time by saying research on classroom interaction is dominated by studies of children; less is known about the dynamics of classroom setting containing young adults and adults. According to him, his study conducted in addressing the following concerns. First, a classroom has to be thought as groups with norms and created by faculty and fellow students. Thus the study anticipated that peers behavior and expectations plays an important role in classroom interaction. Second, students possess characteristics such as interest, comprehension, and confidence that can shape classroom interaction.

Thirdly, the students' classroom interaction influenced by the perception of the students about themselves, their peers and their professors.

There are research findings on teacher student interaction patterns in classrooms with mainstreamed mildly handicapped students. In this regard different researchers come up with different research findings. For example Chapman (1975) indicated that mainstreamed handicapped students have more interactions with their regular classroom teachers than the non-handicapped students. On the other hand Bryan (1974) reported that both handicapped and non-handicapped students have the same number of interactions with their regular classroom teachers.

There are also research findings that suggest teachers treat high achieving students in ways likely to ensure continued success and treat low achieving students in likely to slow their progress. For example Brophy and Good (1970) found that teachers initiated more contacts and were more involved in interactions with high achievers than with low achievers. They also demonstrate in their finding that teachers generally are unaware of the specific ways in which their interaction with students could influence students' classroom behavior and attitudes.

On the other hand studies that are conducted on the factors affecting the classroom social interaction indicates that the following are some of the factors affecting the classroom social interaction on the students' side

Being uncertain of the answer,

Just not wanting to be involved and

Not wanting to be the only person in the class initiating an interaction.

Getting teased by other students,

Feeling embarrassed,

Concerned about being wrong,

Lack of enjoyment and knowledge in a particular subject area(s),

Personal attitudes towards learning and

Personal attitudes towards socializing/forming relationships with other students.

Personal attitudes towards teachers.

There are also research findings that are focused on the teachers' role in promoting classroom social interaction. An observable study of 19 classrooms found considerable variability in classroom interactions among students and between teacher and students Nickerson (1988). Whereas some classrooms are characterized by positive and comfortable relationships and frequent prosocial and cooperative interactions, other classrooms had an unpleasant affective tone and frequent negative student interactions such as bickering, criticism and insults. Perceptions that the teacher promotes mutual respect in the classroom would be expected to contribute to students' feelings of psychological safety and comfort, including low anxiety and low threat regarding making mistakes. When students are anxious or worried about making mistakes they are less likely to engage in their academic work in an effortful and strategic manner Turner & Mayer (1998)

The researcher tried to look on researches that are done in relation to social interaction in a classroom and I have observed very few studies are made in this regard in Ethiopia, and most of them are done on teacher student interaction with only one of the two settings(either private or government schools).

In regard to classroom interaction, the researcher reviewed some research pieces which have been carried out by Tassew(1992), McCoul(1994), Abdulaziz(1997), and Andualem(2006). Most of them attempted to investigate the interaction pattern using the vast known Flanders interaction analysis, which is called FIAC except Andualem ,who try to use qualitative approach.

The above mentioned researches focused on investigating the freedom of the teacher on the learners. For instance according to McCoul(1994) finding, mathematics teachers played a dominant role in classroom discussion and pupil talk was very restricted. It would appear that there is a need to allow

pupil more freedom of expression so as to able them develop a pattern of creative thinking McCoul (1994). In this study McCoul tries to show that the teachers control over the learners was high. The other issue raised by McCoul is gender difference in classroom interaction, and she tried to show the boy's domination in a classroom interaction by saying that

“boys were dominant in all classroom interaction than girls, especially in initiating teachers; and girls did not get an equal share of the teachers' time in the classroom discussion”.

Finally she concluded that boy's dominance in the mathematics classroom interaction is one of the reasons why girls perform less in mathematics in Ethiopian schools (McCoul 1994:51-52)

Tassew(1992) also found the periods to be limited to the question response pattern and female teacher trainee students were direct their influence than the male. Andualem(2006) on his side concludes that the classroom as social setting has its own norm, and the learning environment in the classroom was restricted by the classroom social norms. Based on these norms says Andualem, the classroom is fractured in to subgroups; students were interacting with their teachers as well as their peer groups according to the constituted norm, which encourage them to remain silent.

As it is mentioned above all the researches done in relation to classroom social interaction (teacher-students interaction and student-student interaction) are either of the government or the private or the public schools. In my study I will make a comparison of the classroom social interaction pattern between the government and private preparatory schools of Addis Ababa city government. I select the two setting because among the 48 preparatory schools in the city the two shares about 21 of them (10 government and 11 private).

CHAPTER THREE

Method and Design

3.1 Method

As mentioned in the statement of the problem the study is focused not only on looking the classroom social interaction in the private and government preparatory school settings but also comparing the existing classroom social interaction in both the private and government preparatory schools. To look on what the classroom social interaction in the two settings looks like I have used both the quantitative and qualitative methods.

Using both the two methods in the data collection is called mixed method approach and researchers employ a mixed method design to expand an understanding from one method to another, to converge or confirm findings from different data sources, etc. Cresswell (2003). According to Cresswell (2003), there are six major mixed method models (sequential explanatory strategy; sequential exploratory strategy; sequential transformative strategy; concurrent triangulation strategy; concurrent transformative strategy) and among these models concurrent triangulation strategy is the most familiar one. It is selected as the model when a researcher uses two different methods in an attempt to confirm, cross-validity or corroborative findings with a single study.

This model generally uses separate quantitative and qualitative methods as a means to offset the weakness inherent with in one method with the strengths of the other method. In this case the quantitative and qualitative data collection is concurrent, happening in one phase of the research study.

Ideally, the priority would be equal between the two methods; but in practical application the priority may be given to either the quantitative or qualitative approach.

Thus in this study I used both quantitative and qualitative methods because the data that I got by applying both the two methods helps me to

strengthen and triangulate the findings in relation to classroom interaction in the two settings. The model I employ is the concurrent triangulation strategy because I have used the two methods in order to triangulate the data from the two methods. Of course, in the data collection I gave priority for the quantitative method of data collection.

3.2 Design

Basically the aim of this research is to describe and compare the nature of classroom social (teacher-students and student-student) interactions in private and government preparatory school settings in Addis Ababa City Administration. When a researcher seeks to compare the effectiveness of different treatment modalities the appropriate design is the comparative design. Comparative research is the act of comparing two or more groups with a view to discovering something about one or all of the groups being compared. The groups may be naturally occurring ones already in existence, or may be created specially for the study Robson (2002).

In this study the groups I compared (the government school setting and the private school setting) are already existing groups and by taking equal number of schools from the two settings and collecting data using both quantitative and qualitative methods of data collection I compared the social interaction of the private and government schools, for this I have implemented comparative study design.

3.3 Sampling

This study focused on the nature of classroom social interaction in the private and government preparatory schools. According to the Addis Ababa Education Bureau, in Addis Ababa there are 10 government preparatory and 11 private preparatory schools. For the study by simple random sampling I took three randomly selected government preparatory schools (Minilik II, Bole and Medahnealem preparatory schools) and three randomly selected private preparatory schools (Alpha Keranyo, Magic Carpet and Enat private preparatory schools).

By simple random sampling method I selected two sections (one from grade 11 and one from grade 12) among the sections taking the subjects I used to collect data from each school and hence I had 12 sections for my study.

I purposefully selected Geography, History and Amharic subjects because it is on these subjects that the two settings use the same mode of teaching. For the other subjects such as Mathematics, English, Biology, Physics and Chemistry the government school teachers are supported by the plasma teacher; whereas the private school teachers do not supported by plasma. Therefore I felt that it is inappropriate to compare the two settings classroom social interaction on these subjects.

I collected data with questionnaire from the whole students of the 12 sections, which are about 477 students (240 female and 237 male students) to get data on the factors affecting the classroom social interaction.

I randomly select 5 teachers for interview from the 15 teachers who are teaching the subjects selected for the study in the respective section from the government schools and 4 teachers among the 12 teachers who are teaching the subjects selected in the respective sections from the private schools by simple random sampling technique. I have made the class observation in all the 12 sections.

I also interviewed 3 randomly selected students from each section totally 6 students.

3.4 Data collection Instruments

The data collection techniques I used for the study were observation, questionnaire and interview.

Observation: Observation is a fundamental part of social activity and a critical tool to look on the forms of social interaction Miller and Brewer (2003). So that I used observation to look on classroom interaction.

I made classroom observation for four weeks in a total of 36 periods(45minitus each in both the settings), which is about for 27 hours(13.5hrs in the government schools and 13.5hrs in the private schools) by preparing a checking list that helps me to collect the data systematically. Three teachers from the government schools and six teachers from the private schools observed twice because they were teaching both grades, and the rest observed only once.

The observed classroom interactions were divided into teacher's talk, which was all speech acts by the teacher that were addressed to students, and students' talk, which was all student utterances directed to the teacher and to the peers. The teacher's talk generally categorized as: 1) Accepting feelings of students. 2) Encouraging students for participation. 3) Accepting and using students' ideas. 4) Asking questions. 5) Facilitating the classroom for collaborative learning teaching method. 6) Explaining/presenting the lesson. 7) Giving directions to students: on the other hand, Students' talk was categorized as: (1) teacher-initiated-student utterances directly induced by, and addressed to, the teacher (including all kinds of student responses: academic or procedural); and (2) student-initiated--spontaneous student utterances addressed to the teacher (academic and procedural questions, initiative calls and, mainly, calling out of turn).

The coding on these categories was done by putting tally marks on the corresponding observed behavior of the teacher or the students in every 10 second or whenever there is a change of behavior. The verbal interactions were indicated in the category by the single digits 0, 1, 2, 3, 4, 5, 6 for the teacher and 7, 8, and 9 for the students and the non-verbal interactions indicated by "teen" equivalent to the single digits; 10, 11, 12, 13, 14, 15, 16 for the teacher and 17, 18, and 19 for the students. When verbal and non-verbal behavior observed simultaneously it was coded as verbal behavior.

The classroom observation was supported by video recording. The camera was placed in the corner of the room and focused on the teacher and the students who interacted with the teacher and each other.

The data collected by direct observation were further refined by the help of the recorded video tape and a total of 5481 codes on the government schools and 5064 codes on the private schools taken and analyzed.

Questionnaire: I set structured questionnaire that helps me to collect quantitative data from the sample students from the two parties. The questionnaire is the same for the two settings and helped me to get numerical data on the factors influencing classroom social interaction and on the portion of the classroom time given to students for discussion and question. From 477 questionnaire papers distributed to the students 405 papers collected and analyzed.

Interview: in qualitative data collection method, depth interview is an important tool for data gathering process Yin (2003). Thus, I conducted interview with six students and nine teachers I selected for the study to have a better understanding of the classroom social interaction. The interview has been conducted by using guiding interview questions and supported by tape recording. I used pseudo names of interviewed individuals in the data presentation and analysis.

3.5 Data analysis technique

The data collected quantitatively (the data collected by questionnaire and observation checklist) has been analyzed using statistical method (percentage, mean and proportion) to compare the findings of the two settings. The data collected qualitatively were categorized into different categories and analyzed and interpreted starting from the first day of interview so that it can be handled easily Yin (2003). Moreover the data collected by the video film and the tape recorder have been transcribed by the researcher and analyzed.

Finally, the data collected quantitatively and qualitatively were triangulated to reach on more reliable conclusion.

3.6 Validation

Validity is ensured by prolonged engagement, persistent observation, triangulation, and member checking Denzin & Lincoln (2000). To ensure validity, I used triangulation of data from questionnaire, observation, and interviews that reveal similar ideas. Moreover I used prolonged engagement and persistent observation by visiting the respective classroom of the two settings and I looked at the video record several times and listen to the tape record and check my data. I use also the same data from other sources such as research works of McCoul(1994) and triangulate with my data.

CHAPTER FOUR

Data Analysis and Interpretation

4.1 Characteristics of Respondents

In this section I presented and analyzed the characteristics of the respondents participated in the data collection. For the data collection I observed classrooms of 15 government schools and 12 private school teachers, and I interviewed 5 government and 4 private school teachers. The students of the observed sections were participate to respond on the questionnaire and 6 of them interviewed to get detail information on different issues in relation to classroom social interaction.

Table1: Characteristics of Teachers

Characteristic		Government schools				Private schools			
		Sex		Total	%	Sex		Total	%
		M	F			M	F		
Experience in years	5 and Bellow	-	-	-	-	1	2	3	25
	6-10	1	-	1	6.6	7	-	7	58.3
	11-15	2	1	3	20	2	-	2	16.7
	16-20	6	1	7	46.7	-	-	-	-
	21 and above	4	-	4	26.7	-	-	-	-
	Total	13	2	15	100	10	2	12	100
	%	86.7	13.3	100	-	83.3	16.7	100	-
Qualification	Bellow 1 st degree	-	-	-	-	-	-	-	-
	1 st degree	10	2	12	80	9	2	11	91.7
	2 nd degree	3	-	3	20	1	-	1	8.3
	Total	13	2	15	100	10	2	12	100
	%	86.7	13.3	100	-	83.3	16.7	100	-

Table 1 represents the characteristics of the observed teachers while teaching in the classroom. It shows that the majority (46.7%) of the teachers in the government schools have an experience of 16-20 years, 26.7% of them have an experience of above 21 years, (20%) of them

are in the age of 17-19 years and 1 (0.5%) is in the age of 20-22 years. It implies that in both the settings the majority of the respondents are in the age of 17-19 years and they are matured enough to evaluate and judge the classroom interaction and give valuable response.

In terms of gender, in government schools out of 205 respondents 127 (62%) are male students and 78 (38%) are female students. In the private schools out of 200 respondents 92 (46%) are male students and 108 (54%) are female students. This implies that the majority of the respondents in the government schools are male students, whereas in private schools the majority of the respondents are female students.

4.2 Presentation, Interpretation and Discussion on Findings

This is the section where the collected data presented, analyzed, interpreted and discussed. As it is stated in the methodology in this study data was collected by observation, questionnaire and interview. I presented the summarized and analyzed data and discussed on the findings under the issues I raised to answer the research questions.

4.2.1 Teachers' Awareness about the Contribution of Classroom Social Interaction for the Teaching – Learning Process in the Two Settings

To address awareness of teachers about contribution of classroom social interaction for the teaching learning process; interview questions were presented for teachers who are randomly selected from each setting. The questions were presented to identify whether or not teachers have taken training in relation to classroom interaction.

To this question the teachers in government schools express that they have taken direct or indirect training in relation to the contribution of classroom interaction for the teaching learning process when they were in university or colleges. Moreover they expressed that they have taken different trainings particularly on the implementation of collaborative/active learning method of teaching

For instance; Ato Damtew, from one of the government schools said:-

For instance; Ato Damtew, from one of the government schools said:-

“though I do not remember a course that was administered particularly focusing on the issue of classroom interaction, in all the education courses we had taken there was an issue of classroom interaction. Particularly on the course that deals on methods of teaching, one of the major components of the course was the issue of selecting appropriate method of teaching that invites the students for better classroom interaction. These days since the government focused on implementing active learning method of teaching in classrooms most of us taken trainings on the implementation of this method”

Ato Mustefa, from an other government school said:-

“as a teacher trained in teachers training college, I have taken different courses that deals about classroom interaction in addition I have also participate in different training sessions that are focused on implementation of active learning method of teaching in the classroom and that helps me to make the classroom more interactive.”

Teachers in the private schools expressed as they have taken different courses that are dealing with how to facilitate classroom interaction when they are in colleges or universities, but most of them expressed that they have not taken any in-service training in relation to facilitating classroom interaction or collaborative learning except one teacher who expressed that the teachers in his school have taken one training session in relation to collaborative and active learning methods of teaching.

Ato Hdush, from one private school said:

“all the education courses we have taken deals about how to foster and make the classroom interaction smooth, so that I have taken courses in relation to classroom interaction, but I am sorry, I did not take any in-service training in relation to cooperative learning or active learning method of teaching.”

Ato Adinew ,from an other private school said:

“When I was in university I have taken different education courses and almost all the courses we have learned deals about classroom interaction. More over since I am a recent graduate I have taken courses that are dealing on active learning methods of teaching. But after I graduated I did not take any training in relation to this.”

Therefore based on these data one can say that there is a better awareness about the contribution of classroom social interaction for the teaching learning process in the government schools than in the private schools. It is possible to say this because the teachers in the government schools got an opportunity to upgrade them selves on the methods of facilitating classroom interaction by the trainings they have taken on collaborative and active learning methods of teaching.

4.2.2 The situation of Classroom Social Interaction in the Two Settings

In this section I tried to investigate what the classroom social interaction looks like in the two settings. To do so, I considered the behavior of teachers in classroom interaction, the relation between teachers behavior and students behavior, the ratio of the direct and indirect teaching behavior of teachers, the devotion of teachers in facilitating classroom interaction, the portion of the classroom time used by teachers and students, and the students participation in the classroom discourse.

Table 3: Observation Data on Teachers Behavior in the Classroom

Category	Government schools						Private schools					
	Observation						Observation					
	Verbal	%	Non Verbal	%	Total	%	Verbal	%	Non Verbal	%	Total	%
Accepting feelings of students	126	3.9	39	1.2	165	5.1	78	2.2	15	0.4	93	2.6
Encouraging students for participation	306	9.5	33	1.0	339	10.5	75	2.1	18	0.5	93	2.6
Accepting and using students' ideas	354	11.0	36	1.1	390	12.1	144	4.0	-	-	144	4.0
Asking questions	474	14.7	117	3.6	591	18.3	231	6.4	69	1.9	300	8.3
Facilitating the classroom for collaborative learning	219	6.8	-	-	219	6.8	-	-	-	-	-	0
Explaining/ presenting the lesson	1292	40.1	-	-	1292	40.1	2874	79.8	-	-	2874	79.8
Giving directions to students	228	7.1	-	-	228	7.1	99	2.7	-	-	99	2.7
Total	2999	93.1	225	6.9	3224	100	3501	97.2	102	2.8	3603	100

Table 3 indicates that from the observed teachers' behavior in the government schools Accepting feelings of students shares 5.1%, Encouraging students for participation shares 10.5%, Accepting and using students' ideas shares 12.1%, Asking questions shares 18.3%, Facilitating the classroom for collaborative learning shares 6.8%, Explaining/ presenting the lesson shares 40.1%, and Giving directions to students shares 7.1%; whereas in the private schools Accepting feelings of students shares 2.6%, Encouraging students for participation shares 2.6%, Accepting and using students' ideas shares 4.0%, Asking questions

shares 8.3%, Facilitating the classroom for collaborative learning shares 0%, Explaining/ presenting the lesson shares 79.8%, and Giving directions to students shares 2.7%.

This shows that in the government schools the majority (40.1%) of the observed teachers' behavior in the classroom is expressed by the activity of the teachers' lesson presentation and in the private schools also the majority (79.8%) of the teachers' behavior is expressed by the teachers' lesson presentation.

This means in the classroom social interaction 40.1% of teachers' talk in government schools and 79.8% of teachers' talk in private schools is focused on delivering the content of the lesson. This implies that in both the settings the teachers gave more emphasis for lesson presentation rather than encouraging the students to participate in the classroom activities by giving activity questions, facilitate collaborative learning, etc in the classroom.

The situation is worse in the private schools than in the government schools, because in the private schools the lesson presentation behavior covers almost 79.8% of the total teachers' behavior observed, the others six behavior covers only 20.2 %. Whereas in the government schools the lesson presentation behavior covers 40.1% of the total teachers' behavior observed and the others six behaviors covers the rest 59.9%. It means teachers in the private schools use the traditional lecture method for the lesson presentation but the government school teachers try to make the classroom more interactive. In other words teachers in private schools gave less attention for the behaviors such as accepting feelings of students, encouraging students for participation, accepting and using students' ideas, asking questions, and facilitating the classroom for collaborative learning; that makes the classroom more interactive.

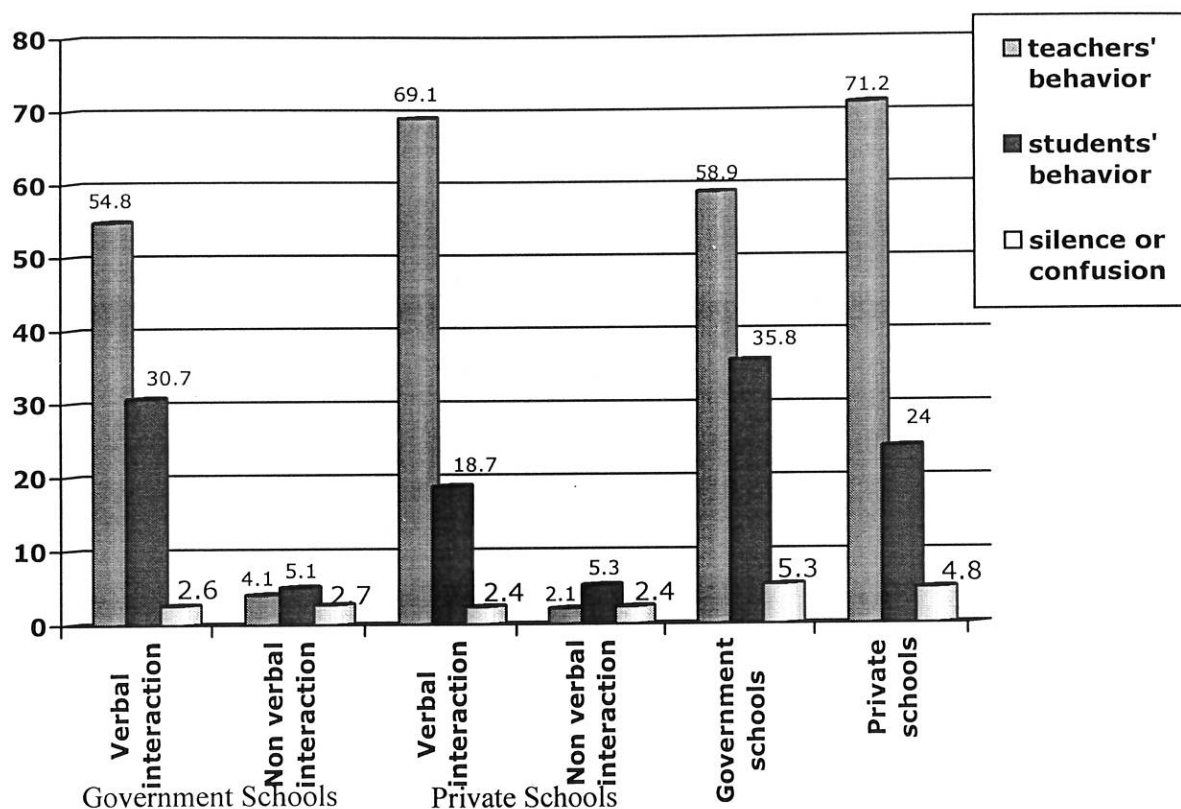
Table 4: Observation Data That Shows Teachers’ Behavior, Students’ Behavior, and Silence and Confusion in the two settings

Observed Behavior	Government				Private			
	Verbal	%	Non Verbal	%	Verbal	%	Non Verbal	%
Of teachers’	3003	54.8	225	4.1	3501	69.1	102	2.1
Of students’	1683	30.7	282	5.1	948	18.7	270	5.3
Silence or confusion	142	2.6	146	2.7	120	2.4	123	2.4

Table 4 indicates that in the government schools, teachers’ verbal behavior(teachers talk) is 54.8% and the non-verbal behavior is only 4.1% and in the private schools the teachers’ verbal behavior is 69.1% and the non-verbal behavior is only 2.1 %. This implies that in both cases the teachers’ behavior is expressed more by the verbal action of the teachers. The same is true in relation to the students’ behavior in the two settings because the students verbal behavior in the government schools is 30.7% and the non-verbal behavior is 5.1%, and in the private schools the students verbal behavior is 18.7% and the non-verbal behavior is 5.3%.

To say more on the teachers’ behavior and students’ behavior in the two settings the teachers’ and students’ total behavior (both verbal and non-verbal) is summarized and given by the following graph

Fig 1. Graphical representation of the total behavior of teachers and students in the two settings



From the graph, one can observe that in the government schools teachers' behavior contributes 58.9%, students behavior contributes 35% in the classroom social interaction and silence and confusion contributes 5.3%; whereas in private schools, teachers' behavior contributes 71.2%, students' behavior contributes 24% and 4% is silence and confusion in classroom social interaction.

This shows that classroom social interaction in both the settings dominated by teachers; of course teachers' in the private schools more dominates the classroom social interaction than the government schools, because teachers' behavior exceeds students' behavior by 47.2% in private schools and by 23.0% in government schools.

In other words, these differences tell us that teachers in private schools talk more in the classroom than teachers in government schools and this makes the students in private schools to be passive receivers rather than active participants. That is why the students' contribution in classroom social interaction is only 24% in private schools; and the students' contribution for the classroom social interaction in government schools is 35%, which means the students' interaction with their teacher and peers is better in government schools than in private schools.

What all this tells us is that, teachers in private schools gave more attention in presenting and explaining the lesson with less involvement of the students' participation, but teachers in government schools try to create a better situation for students' participation in the lesson presentation.

Thus, classroom social interaction is more dominated by teachers talk in private schools than in government schools and students in government schools have a favorable situation for better classroom social interaction compared to students in private schools.

Table5: Observation Data That Shows the Indirect and Direct Teaching Behaviors of Teachers in Classroom Interaction.

Teachers' Behavior	Government schools			Private schools		
	Verbal	Non Verbal	Total	Verbal	Non Verbal	Total
Indirect	1479	225	1704	528	102	630
Direct	1520	-	1520	2973	-	2973
Ratio of indirect to direct behavior	1704 : 1520 Which is 76 : 75			630:2973 which is 21 : 99		

Table 5 shows that in government schools, the ratio of indirect teaching behavior of teachers to direct teaching behavior of teachers is 76:75, whereas in the private schools this ratio is 21:99. This means in government schools, the indirect behavior (accepts feelings of students, encouraging students for participation, accepting and using students' ideas, asks questions, and facilitating the classroom for collaborative learning teaching method) and the direct behavior (explain/present the lesson and gives directions to students) of teachers is almost balanced. In the private schools the teachers' direct behavior (explain the lesson and give direction to students) is much higher than that of the indirect behavior. This means, the teachers in private school do not allow students to interact in the classroom compared to the teachers in government schools.

Researchers such as Flanders (1970) for instance explain that indirect teaching behaviors of the teacher or the behavior of teachers that is exercised in accepting feelings of students, encouraging students for participation, accepting and using students' ideas, asking questions, and facilitating the classroom for collaborative learning allow students to respond more and become more interactive in the classroom.

➤ Moreover, as it is stated in chapter two of this thesis the indirect teaching behavior of teachers makes the students more interactive in the classroom. Thus the observation result presented in table 5 above shows that, teachers in government schools exercise a behavior that makes

students more interactive in the classroom than teachers in the private schools. This makes the classroom social interaction better in the government schools than in the private schools.

As to previous research works in Ethiopia regarding classroom interaction in the government schools, I realize that there are research works that are used proportion to indicate the nature of classroom interaction and according to McCoul (1994) the ratio of indirect to direct behavior was 21:99; and he had concluded that the classroom was non interactive. Thus we can say that the classroom interaction in government schools highly improved these days.

Table6: Questionnaire Data on Teachers Activity in Facilitating Collaborative Learning

Q2.Do teachers facilitate collaborative learning among students(such as group work, group discussion, etc) in the classroom?	government schools		private schools	
	No	%	No	%
Yes, always	134	65.4	85	42.5
Yes, sometimes	61	29.7	106	53.0
Not at all	2	1.0	7	3.5
Rejected	8	3.9	2	1.0
Total	205	100	200	100

We can see from table 6 that majority (65.4%) of the respondents from government schools expressed that teachers always facilitate collaborative learning activities in the classroom, 29.8% of them said that teachers facilitates collaborative learning activities sometimes and only 1% of them said that teachers do not facilitate collaborative learning in the classroom and 3.9% of their response is rejected due to wrongly responded.

In the case of private schools, majority (53%) of the respondents said that teachers facilitate collaborative learning sometimes, 42.5% said that

collaborative learning facilitated always and 3.5% said that teachers do not facilitate collaborative learning at all in the classroom and 1.0% of their response is rejected due to wrongly responded.

This indicates that the majority of the respondents in the government schools said that teachers facilitate collaborative learning always, but the majority in the private schools said that teachers facilitate collaborative learning some times in the classroom teaching learning process.

In the aspect of facilitating collaborative learning among students the data from the observation as indicated in table 3 tells us that about 6.8% of the teachers teaching behavior in the government schools is used to facilitate collaborative learning among the students; whereas nothing is observed in relation to this in the private schools.

Thus, by facilitating collaborative learning among the students teachers in government schools tried to make the classroom more interactive than teachers in private schools.

Interview responses from the teachers also support this idea because the teachers from government schools told me that they are doing their best in practicing collaborative learning method in the classroom by the help of the trainings they have taken in relation to implementation of active learning method of teaching. For instance:-

W/ro Truwork from one government school said:-

"I always try to implement collaborative learning among the students because I have attained different training sessions on how to prepare a lesson that invite students for group work, group discussion, etc in the classroom lesson presentation"

Ato Garuma from an other government school said:-

"it is almost an obligation to implement collaborative method of teaching so that all us try to implement it in the classroom teaching learning process"

On the other hand, teachers in private schools said that they are not applying collaborative teaching method among the students because the owners of the schools do not encourage them to do so.

Ato Yirgu from one of the private schools said:-

“last year (1999 E.C) I have given a warning from the school principal when I was trying to facilitate collaborative and active learning methods to teach students.... because of the complain of parents on what I was doing; parents complain because they do not understand the advantage of the method so that they thought as if the teacher becomes idle unless he uses the traditional lecture method.”

Thus it is safe to conclude that in relation to facilitating collaborative learning among students teachers in the government schools are doing better than teachers in the private schools.

To put it differently, the lesson presentation in private schools classroom is almost one way from the teacher to the students and this does not allow them to become critical thinkers and problem solvers. Good and Brophy (1994) indicate that to practice critical thinking, students need to participate in the discourse of the discipline to think, speak, and be listened so that they participate in the discipline's particular mode of inquiry. Students will not get enough practice just by talking with and listening to only the instructor, rather students develop competency and become critical thinkers in a classroom if they are also provided with opportunities for intensive and structured interaction among themselves; and the most direct way to create such classroom interaction is to adopt the principles of collaborative learning.

**Table7: Questionnaire Data on the Classroom Time Used
For Lesson Presentation by The Teacher**

Q3. What portion of the classroom time used for teacher’s presentation?	government schools		Private schools	
	No	%	No	%
5 – 15minutes	32	15.6	23	11.5
15-25 minutes	102	49.8	56	28.0
25-35 minutes	57	27.8	98	49.0
35-45 minutes	9	4.4	13	6.5
Rejected	5	2.4	10	5.0
Total	205	100	200	100

As shown in table 7, 49.8%, 27.8%, 15.6% and 4.4% of the respondents from government schools indicates that 15-25, 25-35, 5-15 and 35-45minutes of the classroom time were used for lesson presentation respectively and 2.4% of the respondents’ response is rejected because they marked at more than one category.

In the private schools 49.0%, 28%, 11.5% and 6.5% of the respondents indicates that 25-35, 15-25, 5-15 and 35-45 minutes of the classroom time were used for teachers’ lesson presentation respectively and 5.0% of the respondents’ response rejected because they marked more than once. Hence, in the government schools the majority (49.8%) of the respondents indicated that teachers used 15-25 minutes of the classroom period for the lesson presentation and in the private schools the majority (49%) of the respondents indicated that teachers used 25-35 minutes of the classroom time for lesson presentation.

This implies that teachers in government schools used about half of the classroom period for lesson presentation, whereas teachers in private schools used almost two-third of the classroom period for lesson presentation. This indicates that teachers’ major classroom activity in private schools is presenting the lesson by them selves without giving considerable attention to students’ participation in lesson presentation.

Thus in the private schools the students interaction is very limited compared to that of the government schools and this clearly shows that there is poor classroom social interaction in private schools than in government schools.

Table8: Questionnaire Data on The Portion of the Classroom Period Used By Students to Ask Questions, Respond to Questions and Share Ideas With Peers.

Q4. What portion of the classroom period given to students to ask questions, respond to questions and share ideas with peers?	government schools		private schools	
	No	%	No	%
5 – 15minutes	42	20.5	127	63.5
15-25 minutes	117	57.1	48	24.0
25-35 minutes	38	18.5	17	8.5
35-45 minutes	-	-	-	-
Rejected	8	3.9	8	4.0
Total	205	100	200	100

Table 8 shows that in government schools 57.1% of the respondents expressed that, from the classroom period 15-25 minutes are used for students to ask questions, respond to questions and share ideas with peers, 20.5% said that 5-15 minutes are used for students to ask and respond to questions and share ideas with peers, and 18.5% said that 25-35 minutes are used for students to ask and respond to questions and share ideas with peers and 3.9% of the respondents respond wrongly.

In the private schools 63.5% of the respondents said that from the classroom period 5-15 minutes are used for students to ask and respond to questions and share ideas with peers, 24% said that 15-25 minutes are used for students to ask and respond to questions and share ideas with peers, and 8.5% said that 25-35 minutes are used for students ask and respond to questions and share ideas with peers and 4.0% respond wrongly.

This indicates that, in the government schools the majority (57.1%) of the respondents expressed as they used 15-25 minutes of the classroom period to ask questions, respond to questions and share ideas with peers, whereas in the private schools the majority (63.5%) of the respondents expressed as they used 5-15 minutes of the classroom period to ask questions, respond to questions and share ideas with peers.

This implies that teachers in government schools gave a considerable attention for students’ interaction in the classroom by giving almost half of the classroom period for students to ask questions, respond to questions and share ideas with peers. On the other hand teachers in private schools didn’t give appropriate attention for students interaction in the classroom compared to teachers in government schools. In other words, more student work is appreciated in government schools than in private schools because in government schools almost half of the period is given for students participation whereas in the private schools less than one-third of the classroom period is given to students participation.

Table9: Questionnaire Data on Students’ Participation in the Classroom.

Items	government schools					private schools				
	Yes, always	Yes, sometimes	Not at all	rejected	Total	Yes, always	Yes, sometimes	Not at all	rejected	Total
Q5. Do you participate in asking questions when the teacher presents the lesson, or in group discussion, in group work?	42	150	10	3	205	41	147	8	4	200
Q6. Do you participate in sharing ideas with peers when the teacher presents the lesson, or in group discussion, in group work?	60	130	11	4	205	52	135	10	3	200
Q7. Do you participate in giving answers for questions when the teacher presents the lesson, or in group discussion, in group work?	69	127	5	4	205	43	140	15	2	200
Total	171	407	26	11	615	136	422	33	9	600
%	27.8	66.2	4.2	1.8	100	22.7	70.3	5.5	1.5	100

In relation to the students participation in asking questions, answering questions, sharing ideas with teachers and peers during the lesson presentation, in group work and group discussion the result in table 9 shows that in government schools 66.2% of the respondents expressed as they participate sometimes, 27.8% expressed as they participate always, 4.2% expressed as they are not participate at all and 1.8% of the respondents response is rejected due to their wrong response.

In private schools 70.3% of the respondents expressed as they participate sometimes, 22.7% expressed as they participate always, 5.5% expressed as they are not participate at all and 1.5% of the respondents' response is rejected due their wrong response.

This implies that in both the settings the majority of the respondents expressed as they participate sometimes in the classroom discourse. Even though it is not satisfactory, the participation of students in the classroom discourse is better in the government schools than in the private schools because 27.8% of the respondents in the government schools expressed as they participate always whereas in the private schools 22.7% of the respondents expressed as they participate always.

Table10: Observation Data on Students’ Behavior Initiated For Interaction

Students’ Behavior	Government schools				Private schools			
	Verbal	Non verbal	Total	%	Verbal	Non verbal	Total	%
Initiated by teachers	1407	195	1602	81.5	462	18	480	39.4
Self initiated	276	87	363	18.5	486	252	738	60.6
total	1683	282	1965	100	948	270	1218	100

As it can be seen from table 10 in government schools the interaction of the students initiated by teachers contributes 81.5% of the students’ classroom behavior and the students’ interaction initiated by the students themselves contributes only 18.5 % of their behavior in the classroom. This shows that in government schools the students’ behavior initiated by teachers dominates the self initiated behavior of the students. That is, the students interact to respond to teachers’ question or to respond to teachers’ behavior.

In the private schools the behavior of the students initiated by teachers contributes 39.4 % of the students’ interaction behavior and the students’ behavior initiated by the students themselves contributes 60.6% of the students’ interaction behavior. This shows that in private schools the interaction behavior of the students initiated by the students themselves dominantly exercised. This implies that the students in the private schools ask questions and share ideas by their own initiation instead of expecting only from the teacher.

Table11. Questionnaire data on Students’ initiation for classroom social interaction

Q8. If your answer is yes always or yes sometimes for questions No 5,or 6 or 7 your participation initiated by	Government schools		private schools	
	No	%	No	%
The teacher	94	45.9	82	41.0
The classmates	39	19.0	14	7.0
By your self	71	34.6	100	50.0
Rejected	1	0.5	4	2.0
Total	205	100	200	100

The response presented in table 11 indicates that most of the respondents (45.9%) in government schools say that their interaction is initiated by the teacher in the classroom social interaction; but in private schools, most of the respondents (50%); say that their interaction in the classroom initiated by themselves.

This means that the classroom social interaction in government schools depends up on the teachers’ effort of encouraging the students for participation. In other words most of the students in government schools participate in the classroom discussion when their teachers create a positive environment to do so in the classroom.

On the other hand in private schools most of the students have a good encouragement for classroom participation by their own initiation; and this implies that there is a suitable condition from the students’ side to improve the classroom social interaction in private schools.

Thus, what the questionnaire data result and the observation data result tells us is that in the government schools the majority of the students talk in the classroom is in response to the teachers’ question, whereas in the private schools the majority of the students talk is in asking questions and share ideas by their own initiation.

Table 12 Questionnaire Data on Initiating Interaction

Q9. How do you initiate interaction in the classroom during the teacher’s lesson presentation or during group discussion?	Government schools		Private schools	
	No	%	No	%
Raising your hand	111	54.2	59	29.5
Calling the teacher’s name or group leader’s name	54	26.3	50	25.0
Going to the teacher and approaching personally	10	4.9	25	12.5
Calling the teacher to your seat	21	10.2	61	30.5
Rejected	9	4.4	5	2.5
Total	205	100	200	100

Table 12 indicates that among the respondents from the government schools; majority of them (54.2%) initiate interaction in the classroom by raising their hands, 26.3% of them initiate interaction by calling the teacher’s name or group leader’s name, 10.2% of them initiate interaction by calling the teacher to their seat, 4.9% of them initiate interaction by going to the teacher and approaching personally, and 4.4% of them do not respond properly.

In the private schools, majority (30.5%) of them initiate interaction by calling the teacher to their seat, 29.5% of them initiate interaction by raising their hands,25.0% of them initiate interaction by calling the teacher’s name or group leader’s name, 12.5% of them initiate interaction by going to the teacher and approaching the teacher personally, and 2.5% of them do not respond properly.

This implies that in the government schools the majority of the students have the confidence to interact with their teachers in front of their peers, but the students in the private schools prefer to interact with their teachers by calling the teacher to their seat and it means they need to make their interaction too personal.

4.2.3 Factors Affecting the Classroom Social Interaction

In this section I tried to investigate the factors that makes students not to interact freely with their teachers and peers in the classroom discourse. Some factors are identified, presented and discussed as follows.

Table13: Questionnaire Data on Factors That Make Students Not To Participate In Classroom Interaction

Q10. If your answer is No for question No 6,7 and8 above, what makes you not to participate?	Government schools		private schools	
	No	%	No	%
Being uncertain of the answer of a question asked	29	80.6	20	60.6
Do not want to involve in participation	4	11.1	6	18.2
Luck of knowledge on the issue of discussion	19	52.8	25	75.6
Fearing to be teased by other students	21	58.3	17	51.5
Not to be the only person to initiate interaction	9	25	4	12.1
Feeling embarrassed	11	30.6	7	21.2

As it can be seen from table 13; though the factors indicated are the same in the two settings the respondents in the two settings give emphasis in different order.

In the government schools the respondents indicate the factors in the following order: - Being uncertain of the answer of a question asked

- Fearing to be teased by other students
- Luck of knowledge on the issue of discussion
- Feeling embarrassed
- Not to be the only person to initiate interaction
- Do not want to involve in participation

In the private schools the respondents indicates the factors in the following order: - Luck of knowledge on the issue of discussion

- Being uncertain of the answer of a question asked
- Fearing to be teased by other students
- Feeling embarrassed
- Do not want to involve in participation
- Not to be the only person to initiate interaction.

This result tells us that the major factors that affect the students’ social interaction in both the settings are lack of knowledge on the issue of discussion, being uncertain of the answer of a question asked and fearing to be teased by other students because these three are indicated as the top three affecting factors in both cases by far gap from the other factors.

Table 14: Students’ Perception about Their Teachers

Q1. What is your perception about your teachers?	government schools		Private schools	
	No	%	No	%
A teacher is the boss of the classroom	5	2.4	2	1.0
A teacher is the father/mother of his/her students	130	63.4	78	39
A teacher is a friend to his/her students	61	29.8	111	55.5
Rejected	9	4.4	9	4.5
Total	205	100	200	100

Table 14 shows that in the government schools 63.4 % of the students perceive that a teacher is the father/mother of his/her students, 29.8 % perceive that a teacher is a friend, 2.4% perceive that a teacher is the boss in the classroom and 4.4% of them do not respond at all; whereas in the private schools 55.5% of the respondents perceive that a teacher is a friend to his students, 39% perceive that a teacher is the father/mother of his/her students, 1% perceive that a teacher is the boss in the classroom and 4.5% of them do not respond at all.

It indicates that the majority (63.4 %) of the students in the government schools perceive that a teacher is the father/mother of his/her students; the majority (55.5%) of the students in the private schools perceive that a teacher is a friend to his/her students. This implies that the students in

the private schools have a better perception about their teachers for facilitating classroom social interaction.

I am not saying that the students' perception in the government schools is a wrong perception but in the context of the modern education approach, to make a classroom more interactive a teacher should act like a friend, philosopher and guide; and a friendly teacher is more close to the students and a better educator. Hallinan(1989).

During the interview students of both settings expressed that some of the rules and norms that are constructed by teachers and students Prohibit their interaction in the classroom.

For instance; Meseret from one government school said:

"there are teachers who put a rule to raise our hands to ask or answer questions, even they do not want to hear us unless we raise our hands before we speak any word and I am not comfortable by such rules"

This shows that there are some teachers who do not allow students to speak freely and share ideas with the teacher and with peers and this may spoil the classroom social interaction of the students.

Moreover a student (Chuchu) from one private school said:

"almost it is impossible to ask a question repeatedly (particularly at the end of the class), because the majority of the students are eagerly waiting the moment the teacher went out of class and even gave nick names such as "Kelem", to mean the one who exceptionally focused on classroom lesson and "Akabde" to mean the one who did not take things easy, to the students who tried to ask questions repeatedly and interact frequently in the classroom"

This implies that the students who want to initiate interaction in the classroom made to feel ashamed by discouraging norms constructed by students in the classroom.

Therefore it is possible to say that, the students who are interacting in the classroom are those who can challenge and overcome these negatively constructed classroom rules and norms. And this does not allow the majority to interact freely in the classroom.

4.2.4 Gender and the Classroom Social Interaction

One of the issues that interest most researchers in classroom interaction is the issue of gender. Which sex (male or female) dominates in the classroom interaction? This is a question that should be answered by a researcher who deals with classroom interaction. Thus in this section I tried to treat this issue by considering teachers’ initiated and self initiated interaction of students in relation to gender. Finally I tried to look on the overall situation of classroom social interaction in relation to gender.

Table 15: Observed Behavior of Students’ in Terms Gender

Students’ Behavior	Government schools								Private schools							
	Verbal		Non verbal		Total				Verbal		Non verbal		Total			
	M	F	M	F	M	%	F	%	M	F	M	F	M	%	F	%
Initiated by teachers	699	708	87	108					174	288	9	9				
					786	49.0	816	51.0					183	38.1	297	61.9
Self initiated	180	96	42	45					201	285	129	123				
					222	61.2	141	38.8					330	44.7	408	55.3
Total									Total							
					1008	51.3	957	48.7					513	42.1	705	57.9

Table 15 shows that in relation to students behavior to respond to teachers’ behavior(interaction initiated by teachers); in government schools male students contributes 49% and female students contribute 51%,whereas in private schools male students contribute 38.1% and female students contribute 61.9% to students talk. This tells us that, in teachers initiated interaction the female students dominate the male students by 2% in government schools and by 23.8% in private schools. This implies that in responding teachers’ behavior female students are more interactive than male students in both the settings. Of course, female students in private schools are more interactive than female students in government schools.

In relation to self initiated students interaction behavior; in government schools male students contribute 61.2% and female students contribute 38.8%, whereas in private schools male students contribute 44.7% and female students contribute 55.3% to students talk. This tells us that in self initiated interaction of students, male students dominate female students by 22.4% in government schools and female students dominate male students by 10.6% in private schools. This implies that in relation to interaction initiated by the students themselves, in government schools male students are more interactive than female students; but in private schools female students are more interactive than male students.

When we look the students' behavior in terms of gender (taking both the teachers initiated and self initiated together); in government schools male students contribute 51.3% and female students contribute 48.7%. It means in government schools male students dominates female students by 2.6% in classroom social interaction. In private schools male students contribute 42.1% and female students contribute 57.9%, which shows that female students dominate male students by 15.8% in the classroom social interaction. This implies that in government schools male students are more active than female students in classroom social interaction whereas in the private schools female students are more active than male students in classroom social interaction.

Table16: Questionnaire Data on Classroom Interaction In Terms Of Gender (Male or Female)

Q11. In relation to gender, which sex interact more in the classroom?	government schools						private schools					
	M	%	F	%	rejected	%	M		F		rejected	
In asking question	101	9.8	97	9.5	7	0.7	90	9.0	106	10.6	4	0.4
In answering question	91	8.9	104	10.1	10	0.9	82	8.2	114	11.4	4	0.4
In forwarding ideas in group discussions	121	11.8	80	7.8	4	0.4	109	10.9	87	8.7	4	0.4
In asking the teacher or classmates for help	87	8.5	111	10.8	7	0.7	77	7.7	119	11.9	4	0.4
In taking responsibilities (class monitor, group leader, etc)	134	13.1	59	5.8	12	1.2	116	11.6	80	8.0	4	0.4
Total respondents	534	52.1	451	44.0	40	3.9	474	47.4	506	50.6	20	2

Table 16 indicates that the majority (52.1%) of the respondents in government schools expressed as there is male dominance in the classroom interaction, 44.0% of them expressed as there is female dominance in the classroom interaction and 3.9% of them did not indicate on both. Whereas in the private schools the majority (50.6%) expressed as there is females' dominance in the classroom interaction, 47.4% of them expressed as there is male dominance in the classroom interaction and 2.0% did not indicate on both.

Thus the result of the questionnaire data agrees with the result of the observation data because the data from table 16 shows that the majority of the respondents in government schools said that males interact more in the classroom lesson presentation than females but in private schools

the majority expressed as female students interact more than male students in classroom discussion.

The result from the interview of teachers and students also supports this result of the questionnaire and observation. Most teachers and students from government schools respond as there is male dominance in the classroom interaction. As an evidence,

Ato Danieal from one government school said;

"even though there are improvements observed these days compared to the previous times still the male students interact more frequently than the female students in the classroom during lesson presentation by asking questions, giving answers, taking responsibilities etc"

Hewan, a student from one government school said:

"there are measures taken by teachers and administrators to improve the classroom interaction of female students but still male students interact more than female students in the classroom discussion, particularly during group discussion the situation is worst"

Of course exceptionally Ato Tatek, a teacher from one government school said:

"the situation is not as it was before these days female students becomes more interactive than male students and in most of the section I taught I have seen that female students interact more than male students in asking questions, answering questions, presenting group work assignments, etc"

On the other hand teachers and students from private schools with no exceptions expressed as there is female dominance in classroom interaction. For instance:-

Ato kahsay from on private school said:

"I taught in three private schools including this school in Addis Ababa and what I realize is that in the private schools female students interacts more than male students during lesson presentation"

Eyeruse, a student in one of the private schools said:

“I learned in this school starting from elementary school and I can say that female students interact and achieve more than male students in all the sections I was before and the same is true this year also”

All these show that in the government schools male students interact more than female students, except that the observation data shows as there is female dominance in case of interaction initiated by teachers. In the case of private schools in every aspect female students interact more than male students during classroom lesson presentation.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary

The main objective of this study is to examine and compare the situation of classroom social interaction in government and private preparatory schools of Addis Ababa City Administration. In order to achieve this objective five research questions were raised and treated.

In order to answer the research questions raised comparative research method is implemented and observation, questionnaire and interview are used as data collecting tools. To collect data three government and three private schools were selected by simple random sampling and classroom observation is made on six sections from the government and six sections from the private schools that are selected by simple random sampling. The whole students from these sections are participated in responding to the questionnaire distributed and five teachers from the government and four teachers from the private schools; three randomly selected students from each setting participate for interview

The data collected were quantitatively analyzed using statistical methods, percentage and proportion, of which the percentage is the major statistical method used for analysis. The data collected qualitatively were analyzed by categorizing and interpreting them to their implications.

Thus the major findings are summarized and presented bellow

5.1.1 Teachers' Awareness about the Contribution of Classroom Social Interaction for the Teaching – Learning Process in the Two Settings

Almost all the teachers in both settings expressed as they have taken directly or indirectly related courses on classroom interaction while they were in universities and colleges.

Moreover the teachers in the government schools expressed as that they have participated different training sessions in relation to facilitating classroom interaction by implementing collaborative and active learning methods of teaching, whereas most of the teachers in the private schools expressed as they have not taken any training in relation to facilitating classroom interaction.

This implies that teachers in the government schools have a better awareness in relation to the contribution of classroom social interaction for the betterment of the teaching learning process in the classroom; because the teachers of the government schools supported by different training sessions in relation to implementation of collaborative and active learning methods.

5.1.2 The situation of Classroom Social Interaction in the Two Settings

The following points are considered in order to examine the situation of classroom social interaction in the two settings.

A) Teachers Teaching Behavior

The analysis on the observation data indicates that the classroom social interaction dominated by teachers in both the settings. Moreover when we examine the teaching behavior of teachers in the two settings there is a difference of about 12.3% and this difference tells us that teachers in private schools talk more in the classroom than teachers in

government schools and this makes the students in private schools to be passive receivers rather than active participants. That is why the students' contribution in classroom social interaction is only 24% in private schools; and the students' contribution for the classroom social interaction in government schools is 35%, which means the students' interaction with their teachers and peers is better in government schools than in private schools.

The indirect and direct teaching behavior of teachers also helps to see the situation of classroom interaction and the analysis shows that teachers in the government schools gave equal attention to their activity in lesson presentation (direct behavior) and their activity in encourage students for participation (indirect behavior). Whereas teachers in the private schools exercise more of their direct behavior that is expressed by lesson presentation and giving directions to students. This minimizes their contribution in encouraging students for better participation by providing activity questions and facilitating collaborative learning.

Thus, it is possible to say that the teachers teaching behavior in private schools does not invite the students for better participation compared to the teaching behavior of teachers in government schools and this spoils the classroom social interaction of the students.

B) The Devotion of Teachers in Practicing Collaborative Learning

The other point that tells us the situation of classroom social interaction in the two settings is the teachers' devotion to facilitate collaborative learning activities in the classroom. As it is shown in the analysis the data from observation, questionnaire and interview indicates that in relation to facilitating collaborative learning in the classroom, teachers in government schools doing better than teachers in private schools. In other words the government school classrooms are more interactive than the private school classrooms.

Thus it is possible to say that there is a positive environment for better classroom social interaction in government schools than in private schools. The reason to say this is that as it is indicated by Good and Brophy (1994), the most direct way to create intensive and structured interaction in the classroom is to adopt the principles of collaborative learning.

It is also possible to say that teachers in the private schools still teaching by using the traditional lecture method or they are doing against the active learning method of teaching and this may hinder the students' creative and reflective thinking.

C) The Students Participation in the Lesson Presentation

The situation of classroom interaction can also be seen by considering the students participation in the classroom. Students expected to participate in the classroom by asking questions, by giving answers for questions, by expressing and sharing their ideas, etc during lesson presentation, group work and group discussion.

In this regard the data from the questionnaire indicates that in both the settings the majority students had medium participation in the classroom activities. In other words most students are not active participants in the classroom activities. What this shows is that in both the settings the majority of the students are not active enough in the classroom social interaction.

Of course if we examine the data of the respondents who expressed as they participate always, the situation is somehow better in the government schools than in private schools.

Along with this I tried to look who initiate the interaction and how they initiate the interaction.

In the first case, the analysis of data from observation and questionnaire show that in the government schools the interaction of the students dominantly initiated by the teachers. In other words the interaction of the students in government schools is in responding the teachers' behavior. Whereas in the private schools the interaction of the students dominantly initiated by the students themselves.

In the second case, the analysis of the questionnaire data indicates that in both the settings the students initiate interaction in the classroom by raising their hands, by calling the teacher's name or group leader's name, by calling the teacher to their seat, and by going to the teacher and approaching personally. But, the majority expressed as they initiate interaction by raising their hands whereas in the private schools the majority expressed as they initiate interaction by calling the teacher to their seat. This shows that most students in the private schools need to make their interaction personal.

D) The Distribution of the Classroom Period to Teachers' And Students' Activity.

The classroom social interaction can also be examined by considering the classroom time shared for the teacher's activity and the students' activity. In this case the data from the questionnaire indicates that the private school teachers use almost two-third of the classroom time for the lesson presentation and teachers in the government schools use half of the classroom time for lesson presentation.

On the other hand, if examine the classroom time used by the students activity (to ask questions, to answer questions and share ideas with peers) the analysis indicates that the private school students use only one-third of the classroom time to ask questions, to answer questions and share ides with peers, whereas the government school students use

almost half of the classroom time to ask questions, to answer questions and share ideas with peers.

What all this indicates is that teachers in the private schools talk almost two-third of the classroom time to impart/deliver the lesson with less involvement of the students. They do not give enough attention for the contribution of the students for the lesson presentation, and this makes the students to be passive receivers.

The situation is better in the government schools, because the teachers and the students share the classroom time equally for their activities and this makes the students to be active participant in the lesson presentation.

Therefore, the government school teachers give a considerable time to facilitate the classroom social interaction whereas the teachers in private schools do not give enough time to students for better classroom social interaction.

5.1.3 Factors Affecting the Classroom Social Interaction

In this case I tried to see the factors that discourage the students' social interaction in the classroom. Therefore, I focused on identifying the factors raised on the students' side.

The first point I tried to see in this case was the students' perception about their teachers. In this regard the data shows that students of the private schools have a better perception about their teachers so that they have the potential to discuss on different issues freely with their teachers. Thus teachers of the private schools can easily facilitate the classroom social interaction, if they have the courage to do so.

This does not mean that the students of the government schools have wrong perception, but according to the modern thought of education it lacks something because a father/mother/ is not a friend particularly in our context this perception has to be questioned with respect to facilitating classroom social interaction.

There are other factors identified from the students who are not freely interacting in the classroom. In relation to this the respondents of both the settings indicates: Being uncertain of the answer of a question asked

Fearing to be teased by other students

Lack of knowledge on the issue of discussion

Feeling embarrassed

Not to be the only person to initiate interaction

Do not want to involve in participation

are the factors that makes them not to participate freely in the classroom, but as it can be seen from table 13 the first three factors can be taken as the major factors because they are identified by the majority of the students as the first top three factors.

During the interview the students raised that some of the classroom rules and norms set by teachers and students are also factors that discourage their interaction, because putting preconditions for the students talk in the classroom make the students not to interact freely in the classroom. Some discouraging nick names given to actively interactive students also create a problem on the initiation of other students towards the classroom social interaction.

5.1.4 Gender and the Classroom Social Interaction

To look on the classroom social interaction in terms gender, I tried to summarize the findings as follows:-

A) In teachers Initiated Interactions

In relation to teachers initiated interaction, the analysis indicates that in both the settings female students interact more than male students in responding the teachers' behavior. This shows that there is a considerable improvement in relation to what is expected in the participation of female students in the classroom lesson presentation.

B) In Self Initiated Interaction.

In relation to interaction initiated by the students themselves, the analysis shows that in government schools male students interact more than female students whereas in private schools female students interact more than male students in the classroom discourse.

The result proves that in the private schools the interaction of female students in self initiated interaction is promising as it is in teachers initiated interaction. But the females' interaction in the government schools in self initiated interaction is disappointing compared to teachers initiated interaction.

C) The Overall Classroom Interaction in Terms of Gender

In this case I tried to evaluate the overall interaction of male and female students in the classroom interaction. All the outcomes from the observation, questionnaire and interview data indicate that in government schools there is male dominance in the classroom social interaction, whereas in the private schools there is female dominance in the classroom social interaction. In other words in the government schools male students interact more than the female students in the classroom discourse whereas in the private schools female students interact more than male students in the classroom discourse.

5.2 Conclusions

From the findings we can make the following conclusions on the classroom social interaction in the government and private preparatory schools in Addis Ababa City Government:-

1. As it is mentioned in the background of this thesis, teachers are more than subject matter specialists. This means, in addition to delivering the curriculum, teachers help to construct classroom social environment by creating norms and rules for students' social interaction in the classroom. Thus in order to make teachers perform these tasks effectively, they should be trained in relation to the contribution of classroom social interaction for the teaching learning process and the methods of facilitating classroom interaction. In this regard, the findings indicate that the teachers in government schools got better training than the teachers in the private schools. Particularly, in relation to the contribution of collaborative learning on fostering the classroom social interaction, teachers in the government schools do have a better understanding than the teachers in the private schools.
2. Even though there is teachers' dominance in classroom social interaction in both the settings; classroom social interaction in government schools is much better than that of private schools. The teaching behavior of teachers in private schools is more of direct teaching behavior; that is, they gave more attention to impart or deliver the lesson with less involvement of the students. Their devotion to facilitate collaborative teaching among the students is very less and they are doing almost nothing in encouraging the students for better classroom social interaction. Almost two third of the classroom period in private schools is covered by the teachers lesson presentation. That is why the classroom social interaction is highly dominated by teachers talk.

There is a better situation in the government schools in the indirect and direct behavior of teacher, in the devotion of teachers in facilitating collaborative learning, in encouraging the students for better participation, and in giving considerable time for the students interaction, but it is not enough because the classroom social interaction is still dominated by teachers' talk even if it is in better condition than before.

3. The following are the factors indicated by the findings in the classroom social interaction in both the government and private schools. The factors in both the settings are the same except the order.

- ✚ Being uncertain of the answer of a question asked
- ✚ Fearing to be teased by other students
- ✚ Lack of knowledge on the issue of discussion
- ✚ Feeling embarrassed
- ✚ Not to be the only person to initiate interaction
- ✚ Do not want to involve in participation
- ✚ The classroom rules and norms set by the teachers and the students in the classroom
- ✚ The students perception about their teachers

4. In relation to gender, the findings indicate that in relation to teachers initiated interaction of the students, females dominate males in both government and private schools, whereas in relation to students initiated interaction, males dominate females in the government schools and female students dominate male students in private schools. In general, male students dominate female students in classroom social interaction in government schools, but female students dominate male students in classroom social interaction in private schools.

5.3 Recommendation

This study conducted to identify and compare the level of classroom social interaction in the government and private preparatory schools of Addis Ababa city government. From the findings and conclusions above the following are some of the recommendations given.

1. As indicated earlier, teachers are more than subject matter specialists and have to do their best in facilitating the classroom social interaction. To do so, teachers have to be supported by trainings in addition to what they have got from the teachers training colleges. In this case teachers in the government schools are fortunate, because they are well informed about collaborative and active learning methods in facilitating classroom social interaction. But more is demanded from the concerned bodies to continue upgrading teachers' qualification in this regard.

On the other hand teachers in private schools should get more support of training in facilitating the classroom social interaction. The owners of the private schools should be given awareness in increasing the quality of teachers by arranging different training sessions. The teachers also has to do their best in order to create awareness to students, parents and owners in relation to the importance and contribution of collaborative and active learning methods of teaching so that they can implement the methods and make a difference in their career.

2. When compared with previous research findings, classroom social interaction in government schools is in a better condition, but still much has to be done in order to improve classroom interaction of female students. Thus teachers, students, school principals and other responsible bodies should contribute a lot in order to improve classroom social interaction and make female

students interactive in the teaching learning process as much as male students do it.

In the private schools the classroom social interaction is highly dominated by teachers even if there is a better condition in relation to gender. In order to increase the contribution of students in classroom social interaction much is expected from teachers, students, school principals, owners and other responsible bodies.

3. If teachers of the two settings get an opportunity to come together and discuss about what they are doing in their schools, they may learn a lot from each other. Thus, to minimize the gap on the situation of classroom social interaction between the two settings the concerned bodies should think about arranging experience sharing programme among the teachers.
4. Higher institutions and research centers should think of encouraging teachers and other educators to conduct researches on the contribution of classroom interaction to increase the quality of education in the country.

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APENDEX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

Department of Curriculum and Teachers Professional Development Studies

Questionnaire to be filled by students

Objective of the questionnaire: The objective of this questionnaire is to gather information on the factors that are influencing the classroom social interaction (teacher-student and student-student interactions) in private and government preparatory schools of Addis Ababa City Government.

Personal information: grade_____ age_____ Sex_____

1. What is your perception about your teachers? (Put an "x" in the box)
☐ A teacher is the boss of the classroom
☐ A teacher is the father of his students
☐ A teacher is a friend to his students
2. Is your teacher facilitates collaborative learning among students(such as group work, group discussion, etc) in the classroom? (Put an "x" in the box)
☐ Yes, always ☐ Yes, sometimes ☐ not at all
3. what portion of the classroom time used for teacher's presentation? (Put an "x" in the box)
☐ 5 – 15min ☐ 15-25 min ☐ 25-35 min ☐ 35-45 min
4. What portion of the classroom period given to students to ask questions, respond to questions and share ideas with peers?? (Put an "x" in the box)
☐ 5 – 15min ☐ 15-25 min ☐ 25-35 min ☐ 35-45 min

5. Do you participate in asking questions when the teacher presents the lesson, or in-group work and group discussion in the classroom? (Put an "x" in the box)

☐ Yes, always ☐ Yes, sometimes ☐ not at all

6. Do you participate in sharing ideas, when the teacher presents the lesson, or in-group work and group discussion in the classroom? (Put an "x" in the box)

☐ Yes, always ☐ Yes, sometimes ☐ not at all

7. Do you participate in giving answer for questions, when the teacher presents the lesson, or in-group work and group discussion in the classroom? (Put an "x" in the box)

☐ Yes, always ☐ Yes, sometimes ☐ not at all

8. If your answer is yes for question No 6, or 7 or 8 your participation initiated by

☐ The teacher ☐ The classmates ☐ By your self

9. How do you initiate interaction in the classroom during the teacher's lesson presentation or during group discussion? (Put an "x" in the box)

☐ Raising your hand

☐ Calling the teacher's name or group leader's name.

☐ Going to the teacher and approaching personally

☐ Calling the teacher to your seat

Others(Specify) _____

10. If your answer is No for question No 6,7 and 8 above, what makes you not to participate? (you can indicate more than one reason)

- ☐ Being uncertain of the answer of a question asked
- ☐ Do not want to involve in participation
- ☐ Lack of knowledge on the issue of discussion
- ☐ Fearing to be teased by other students
- ☐ Not to be the only person to initiate interaction
- ☐ Feeling embarrassed

11. In relation to gender, which sex interact more in the classroom? (Put an "x" in the box)

In asking question

☐ Male ☐ Female

In answering question

☐ Male ☐ Female

In forwarding ideas in group discussions

☐ Male ☐ Female

In asking the teacher or classmates for help

☐ Male ☐ Female

In taking responsibilities(class monitor, group leader, etc)

☐ Male ☐ Female

APENDEX B

Interview guide to students

1. Do your teacher encourage you to ask questions during his lesson presentation in the classroom?
2. Do your teacher allow you to share ideas with each other on the lesson during the lesson presentation?
3. Do your teacher allow you to express your feelings, comments, criticisms, etc about the lesson presentation, content of the lesson, the method of teaching, about the school administration? If so, how did he accept it?
4. Do your teacher guide you how to solve your personal problems, how to interact positively with teachers and classmates, etc?
5. Do your teacher understand your feelings and try to help you when you are sad or upset?
6. Is there any discouragement from your classmates when you ask questions, give answer or give comments on the lesson?
7. How do you initiate interaction in the classroom with your teacher and with your classmates? (by raising your hand, by calling the teachers name or the group leader name, etc)

APENDEX C

Interview guide for teachers

1. Do you take any training (in colleges or in in-service) on importance and contribution of classroom interaction for the teaching learning process?
2. What do you think is the contribution of classroom social interaction for teaching learning process?
3. Do you apply active learning method of teaching in the classroom teaching and learning?
4. How do you interact with your students in the classroom?
5. Do your students interact in the classroom freely?
6. How do you encourage your students to interact with their teachers and their peers?
7. What portion of the classroom period do you use to explain the content of the lesson?
8. What portion of the classroom period given to students to ask questions and express their ideas on the lesson?
9. Do you have time in the classroom to hear the doubts and problems of your students? If so how do you initiate them to speak their problems and doubts?
10. Which sex dominates in initiating classroom interaction with the teacher and the students?

In raising their hand to answer questions or to ask questions

In taking responsibilities for different classroom activities

In expressing their problems and sharing ideas

In asking help for the problems they facer

APENDEX D

Classroom observation check list

For teacher talk and verbal interaction I put tally marks along the number that corresponds to the category labeled as follows

Indirect

Accepts feelings of students----- 0

Encouraging students for participation----- 1

Accepting and using students ideas----- 2

Asks questions----- 3

Facilitating the classroom for active learning teaching method----- 4

Direct

Explain/present the lesson----- 5

Gives directions to students----- 6

For teacher talk and non-verbal interaction I put tally marks according to the following category

Indirect

Accepts feelings of students----- 10

Encouraging students for participation----- 11

Accepting and using students ideas----- 12

Asks questions----- 13

Facilitating the classroom for active learning teaching method----- 14

Direct

Explain/present the lesson----- 15

Gives directions to students----- 16

For students talk and verbal interaction I put tally marks according to the following category

Responding to the teacher’s behaviors----- 7

Their self-initiation to exchange their ideas with the teacher
and the peers----- 8

Silence and confusion----- 9

For students talk and non-verbal interaction put a tally mark according to the following category

Responding to the teacher’s behaviors----- 17

Their self-initiation to exchange their ideas with the teacher
and the peers----- 18

Silence and confusion----- 19

Category label	Tally marks	Category label	Tally marks
0		10	
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	

Student talk

Category label	Tally marks		Category label	Tally marks	
	Male	Female		Male	Female
7			17		
8			18		
9			19		