

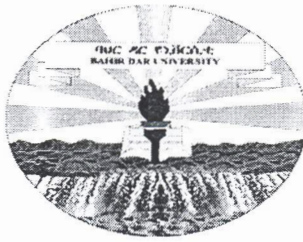
2017-06-03

AN EXAMINATION OF ALIGNMENT OF TEACHERS' CLASSROOM PRACTICE WITH INSTRUCTIONAL OBJECTIVE

Abate, Haile

<http://hdl.handle.net/123456789/7308>

Downloaded from DSpace Repository, DSpace Institution's institutional repository



**AN EXAMINATION OF ALIGNMENT OF
TEACHERS' CLASSROOM PRACTICE
WITH INSTRUCTIONAL OBJECTIVES**

**By
Abate Haile**

**Bahir Dar University
Faculty of Educational and Behavioral Science
Department of Teachers Education and Curriculum Studies**

**Bahir Dar
2ND June, 2010**

AN EXAMINATION OF TEACHERS' ALIGNMENT
OF CLASSROOM PRACTICE WITH
INSTRUCTIONAL OBJECTIVES

By

Abate Haile

A thesis presented in partial fulfillment of the requirements
for the degree of Master of Education in Curriculum

Bahir Dar University

Faculty of Educational and Behavioral Science

Department of Curriculum

Bahir Dar

2ND of Jun 2010

Department of Curriculum

Bahir Dar University

The undersigned hereby certify that they have read and recommended to the graduate program for acceptance of a master thesis project entitled: An Examination of Teachers' Alignment of Classroom Practice with Instructional Objectives.

By
Abate Haile

Advisor: Dawit Mekonen (Ph.D)

Signature

Examiners:

Committee Chair

Signature

External Examiner

Signature

Internal Examiner

Signature



Abstract

The objective of the study was to examine the alignment of teacher's classroom practice with instructional objectives. It was mainly intended to explore teachers' focus during instruction, their practice of stating instructional objectives and the implementation of assessment technique during instruction. The sample consists of 44 teachers who teach in grade four in 15 first cycle primary schools of Minjar – Shenjora woreda. These sample teachers were selected using comprehensive sampling technique. Questionnaire and observation checklist were used as instrument to gather data. Percentage and mean were used for analyzing the collected data. The result of the study revealed that three-fourth of the sample teachers who teach in grade four of the sample schools did not align their classroom practices with instructional objectives. Most of these sample teachers who teach in grade four of the sample schools focused more on teaching lesson contents rather than teaching lesson objectives which omitted information about what the pupils will be expected to do with the contents immediately after instruction. In addition to this, almost all of the sample teachers who teach in grade four of the sample schools stated instructional objectives by deriving from the ready-made list of teacher's guide book that reduced the capacity of meeting the current status, needs and readiness of a particular group of students. This practice also undermined the responsibility of the classroom teachers to determine the learning outcomes and the instructional activities that are well matched to the current status, needs and readiness of the students.

Table of Contents

<u>Contents</u>	<u>Pages</u>
Abstract	iv
Table of contents	v
List of Tables	vii
Acknowledgment	viii

CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of the Study	1
1.2. Statement of the Problem	4
1.3. Objectives of the Study	6
1.4. Significance of the Study	6
1.5. Delimitation of the Study	7
1.6. Limitation of the Study	7
1.7. Operational Definition of Key Terms	7

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. What is Teaching?	8
2.2. Major Approaches to Teaching and Learning	11
2.2.1. Positivist Approach to Teaching and Learning	11
2.2.2. Constructivist Approach to Teaching and Learning	11
2.3. Alignment of Teachers' Classroom Practice with Instructional Objectives	13
2.4 Instructional Objectives	16
2.4.1. Deriving Instructional Objectives	17
2.4.2. Approaches to Instructional Objectives	19
2.4.2.1. General Objectives	20
2.4.2.2. Specific/Behavioral Instructional Objectives	20
2.4.3. Characteristics of Well-Written Instructional Objectives	23
2.4.4. Kinds of Instructional Objectives	25
2.4.4.1. Cognitive Objectives	25

2.4.4.2. Affective Objectives	25
2.4.4.3. Psychomotor Objectives	26
2.4.5. Assessment during Instruction	26
2.4.6. Purpose of Assessment during Instruction	29

CHAPTER THREE

3. DESIGN OF THE STUDY

3.1. Population, Sample and Sampling Techniques	30
3.2. Data Gathering Instruments.....	31
3.2.1. Questionnaire	31
3.2.2. Observation	32
3.3. Data Analysis Procedure	32

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATION

4.1 Respondents' Characteristics	34
4.2 Respondents' Responses in Participating on Training and Preparing Lesson Plans	35
4.3 Respondents' Responses about their Classroom Practices	37
4.4 Analysis of Observation Checklist Results	44

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary	47
5.2. Conclusion	49
5.3. Recommendations	50
Bibliography	51
Appendix A: Teachers' Questionnaire	54
Appendix B: Teachers' Questionnaire Amharic Translation	57
Appendix C: Observation Checklist	61
Appendix D: Observation Checklist Results	63
Appendix E: Number of Students Who Can Not Read, Write and Compute Numbers.....	64
Appendix F: Pilot Study Analysis Result	66

LIST OF TABLES

	<u>Pages</u>
Table I. Number of sample schools and number of teacher teaching in grade four	31
Table II Teacher teaching experience	34
Table III Teachers' responses on their exposure to training and preparing of lesson plans	35
Table IV Teachers' response about their focus during instruction	37
Table V Teachers' responses on deriving instructional objectives	39
Table VI Teachers responses on implementing assessment techniques during instruction.....	42
Table VII Summary of teachers classroom observation	44

ACKNOWLEDGMENTS

I would like to express my deepest and heartfelt gratitude to my advisor Dr. Dawit Mekonen for his unreserved advice, constructive comments and material help throughout my study.

I would like to find some way of expressing my gratitude to Amhara National Regional State Education Bureau for facilitating this program and financing all costs of the study.

Special word of thanks goes to my wife W/ro Yeshe Ayinalem, my daughter Bezawit Abate and my son Biruk Abate who created good home environment and encouraged me to work hard throughout the study.

I extend my thanks to Ato Tewodros Zeleke for his technique and moral support. I also wish to thank W/rt Mekides Mehari and W/rt Haimanot Asefa who devoted their precious time in providing me computer facilities.

Finally, I would like to express my heartfelt thanks to Minjr-Shenkora Woreda Education Office Management and Workers for their good will and providence of material support for the accomplishment of my study.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Teaching is a facilitating process in which the teacher establishes learning environments that are designed to achieve desired learning outcomes. These learning outcomes are defined by the stated goals and objectives. The learning environments are all the influences that surround a child and cause him/her to be interested in learning. That means they include teachers' behavior, the appropriate use of books and other media; the development of a nurturing classroom milieu and learning activities that provide the children with a maximum opportunity to learn (Dubey, 1985 and Jarolimek, 1997).

In addition to this, Reed and Bergmann, (1995) and Joyce and Weil (1996) defined that teaching is an exciting process of helping students to discover new sounds with which they can communicate and develop as person, increase their capacity to think clearly and wisely and build social skills and commitment. They further described that teaching involves creating an environment in which students can safely suspend the absoluteness of their every day realities to enter a world; because the core of the teaching process is the arrangement of learning environments within which the students can interact with each other and with their environment and study how to learn.

In relation to planning for teaching, many writers asserted that teaching is not simply a series of ad hoc decision made on the spot instead, it needs a successful planning. (Airasian, 1997, Jarolimek, 1997 and Dhand.H., 2004). They also pointed out that to teach successfully teachers must plan successfully; successful planning means knowing how to facilitate positive learning experiences for all students. To this effect, teachers use their best professional judgment to decide which method, strategy and techniques will work best for a particular situation.

In general, these authors argued that, without good planning, successful teaching would be impossible. Since planning for teaching has to do with time management. They also pointed out that, designing lesson that poorly match lesson contents with teaching

strategies is doomed to failure. Because planning instruction is a context –dependent activity that includes consideration of pupils, teachers and instructional materials.

Concerning teachers' classroom practice, Chauhan (1979) and Dahnd, (2004) mentioned that teachers to teach systematically and effectively, teachers need to prepare lesson plans which act as a guide to facilitate instruction and enable the teacher to assess whether instructional objectives are achieved. To some considerable degree, most teachers control their instructional effectiveness in their classroom. These active teachers vary their daily planning using different teaching strategies and techniques tend to achieve more successes in their teaching. These varieties also serve as a motivation for students; where as few teachers simply rely on the same old teaching techniques day after day. If one observes these teachers classroom teaching, he/she finds that either the teacher is delivering information or one of the students is reading from the text book and other students are silently following him/her in their own textbooks. This practice probably is the concept of traditional teaching.

In relation to the importance of instructional objectives, Airasian (1997) suggested that to help keeping the real purpose of teaching in mind; it is recommended that teachers include statement of instructional objectives in their lesson plans. This author also explained that, although instruction can be preceded without clearly defined instructional objectives, doing so usually means that instruction focuses on moment – to moment activities rather than on the more important long – term goals of instruction. This author also described that instructional objectives are not descriptions of daily teaching activities; instead they are descriptions of what pupils are expected to get out of these activities.

About driving instructional objectives, Chase (1999) and Morrison (2004) described that instructional objectives are derived from task analysis and provide refinement and implementation of goals. These objectives firstly implemented through instruction and finally by assessment.

In relation to this, minister of education (hence forth MOE, 1999) explained that based on a certain topic or title of a lesson, the plan is designed so as to attain a certain instructional objectives which are the main part of a lesson plan. These instructional objectives are the sign posts for the lesson. It is mostly believed that, these objectives should be student- centered and based on performance indicators. These instructional objectives serve teachers to assess what the students has been learned, since the terminal behavior is always defined in terms of what students are supposed to learn and what is expected from them. These instructional objectives also provide constant means of feedback.

In addition to this, Amhara National regional state education Bureau (hence forth ASREB, 2000) indicated that instructional objectives are drawn on what learners already know and what they want to know next and all the time the teacher is aware of who the learners are. Although, there could be controversies about the relevance of objectives, objectives have remained an integral part of lesson plans.

Concerning the alignment of teachers classroom practice with instructional objectives, Savage and Armstrong (1987) and Shepard (2000) cited in Baye (2007) mentioned that, teachers usually developed lesson plans for each day of the unit. These lesson plans provide teachers several special benefits; they help pinpoint the potential problem areas before actual instruction.. When these potential problem areas are identified, teachers can think of ways to responded to them, so that pupils learning of the content will be advanced. they give the teacher a sense of confidence and security. But if the alignment between teachers' practices and the instructional objectives is weaker, the attainment of education objectives for the level will be less effective. Therefore teachers should confirm that their practices are in line with instructional objectives.

Hence the ultimate purpose of this research is to examine the alignment of teachers' classroom practice with instructional objectives.

1.2 Statement of the Problem

In teaching, teachers are expected to focus their attention on attainment of the expected instructional objectives that are appropriate for children and relevant to the lesson. These objectives have an immediate intent of stating actions that are used to clearly identify an expected pupils learning outcomes in order to help; selecting appropriate instructional methods and resources, communicate to others the purpose of instruction and help to plan assessment that tell whether or not pupils have learned what was taught. (Airasian, 1997, and Jarolimek, 1997).

In relation to teachers' classroom practice, these authors also mentioned that the heart of teaching process is based on the activities teachers use with their pupils. Teachers' classroom practices include most of teaching strategies and activities that are to be done by teachers. The activities of teachers involve; introducing the lesson, delivering of the input on the day's lesson, stabilizing of the input through checking points and summarizing main points of the day's lesson. These all activities of the teachers are aimed at attaining the instructional objectives which are stated in the lesson plans at the beginning that should represent important achievement targets.

In connection to instructional objectives, Morrison (2004) indicated that there are proponents and oppositions of writing instructional objectives. The proponents readily accept the importance of writing observable and measurable instructional objectives whenever possible. Whereas, the oppositions have strong views against such specificity, believing that objectives are often unnecessary or that the important outcomes of a program do not lend themselves to objectives statements. They feel that the more important long-term outcomes of an instructional program are hard to define and often immeasurable.

In the Ethiopian context, although there is a common understanding amongst teachers and education expertise about the usefulness of setting instructional objectives, a problem has been observed in relation to implementing these lesson objectives. In a lesson plan one can easily find the specific objectives that are put forwarded by teachers.

Besides, it is not new to find the SMART lesson objectives in some teachers planning paper, but complaints are heard from supervisors and education expertise that most teachers designed attractive instructional objectives on their lesson plans, they have been observed that they come across with problems of implementation in the actual classroom which brings dissatisfaction in some students. Also some parents complained that their children do not read and write after completing the first cycle primary school grades. These points indicate that there is a need of examining the problem.

A research on the alignment between objectives, classroom discourse and assessments was conducted by Ball (2005). It was intended to examine the alignment among the cognitive levels of course objectives, instructional strategies and assessment. To guide the stated objectives, basic research questions were posed and descriptive type research method with convenience sampling technique was utilized. In addition to this, video tapes and observation were used as instruments for gathering data. Then descriptive statistics including means and percentages were utilized for analyzing the gathered data. The study indicated that most of the sample instructors (five of the seven) aligned the cognitive levels of what they anticipated students to learn through instructional objectives..

However, in relation to this problem, no research has been conducted in so many schools in the rural Woredas of Amhara Region.

To this end, this study in general is targeted to examine whether or not teachers' classroom practices are aligned with instructional objectives in the case of Minijar Shenkora woreda first cycle primary schools.

To come up with possible findings, the following research questions were posed

1. Is there alignment between teacher's classroom practices with instructional objectives?
 - 1.1 Do teachers concentrate more on teaching contents or lesson objectives?
 - 1.2 How do teachers state instructional objectives?

- 1.3 Do teachers employ different assessment techniques to assess their students learning during instruction in order to identify whether the intended learning outcomes are achieved?

1.3 Objectives of the Study

In addition to get answer for the given research questions the research has the following specific objectives

- Examining teachers' practice of attaining the intended learning objectives of the lesson
- Finding out teachers' practice of aligning the lesson delivery with the planned instructional objectives
- Identifying the relationship between assessment techniques and the planned instructional objectives
- Putting forward the recommendation based on the findings of the study.

1.4. Significance of the Study

The finding of this study may have the following significances;

- It will give hint for teachers how to align their classroom practice with instructional objectives so as to attain the intended learning out comes.
- It will provide some insights for teachers how to derive and state instructional objectives in different circumstances, with different students, at different times in order to fit the unique characteristics of their particular pupils and resources.
- It will help teachers to enhance the implementation of assessment techniques during instruction that help them to identify whether or not the intended outcomes are achieved in order to plan to; (1) re-teach the lesson, (2) extend the learning from the lesson through additional practice and (3) progress to more difficult learning tasks.
- It may also serve as a reference for other researchers to conduct in depth research on the topic.

1.5. Delimitation of the Study

As has been stated so far, the main objective of this research is studying the alignment of teacher's classroom practice with the planned instructional objectives in first cycle primary schools of Minjar -Shenkora woreda. Whereas, teachers' perception and attitude towards instructional objectives are not the focus of the study. In addition to this, students achievement is not studied.

1.6 Limitation of the Study

Lack of video tape recorder hindered the researcher to support observation conducted on teachers' classroom practice and to make more detail analysis and discussion on observation check list results.

1.7. Operational Definition of Key Terms

- ⊗ Alignment – refers to the correct or orderly relationship between teachers' classroom practice and instructional objectives.
- ⊗ Driving instructional objectives:- the ability that teachers have to make instructional objectives appropriate for particular group students and classes
- ⊗ Instructional objectives: - Are the stated information that tell about specific purpose or target of the lesson
- ⊗ Classroom practice: - Is the way that activities take place repeatedly in order to achieve the desired behavior.

CHAPTER TWO

2. Review of related literature

2.1 What is Teaching?

Teaching is a process of motivating, encouraging, stimulating and building strong self-image. All these descriptors really define teaching as it is the most important profession. In this case; teaching requires teachers who possess a body of specialized knowledge which is acquired through training and experience. (Jaroilimek, 1997).

Similar to this, Chauhan (1979) gave a comprehensive definition that teaching is stimulation, guidance, direction and encouragement of learning. In this definition there are four key words which need explanation; (1) stimulation means to cause motivation in the learner to learn and to create an urge to learn; (2) direction means that teaching is not haphazard activity but it is a goal directed activity which leads to predetermined behavior and the activities of the learner are directed and controlled keeping in consideration the economy of time and efficiency of learning (3) guidance means to guide the learner to develop his/her capabilities, skills, attitude and knowledge to the maximum for adequate adjustment in external environment (4) encouragement means to encourage the learner to acquire maximum learning. This author also added that the teacher should make his teaching meaningful when he/she employs meaningful materials and aids, because meaningful materials and aids create interests in students learning and is retained for longer period.

Similar to this, Brown (1982) and Save the children (2000) defined that teaching is the process of imparting important knowledge, skills and attitude to students in order to achieve new behaviors in them. To achieve the desired behaviors, the teacher should consider instructional objectives.

In addition to this, Polland and Bourne (1994) and ANRSEB (2000) defined that teaching is a complex process that can be conceptualized in many different ways. That means, teaching as a complex process, different individuals approach in different ways. There are

different ways of being effective in different circumstances with different students at different times.

About effective and good teaching, Dubey (1985), Morrison (1993), Stephens (1994), Cruickshank (1995) and Save the children (2000) mentioned that good teaching has more to do with style than with content; because, good style elevates teaching above the level of mere drill and rote. It captures the fleeting regard of students, holds their attention, garbs their interests, entertains them and wins their enduring confidence. This style for interaction, forming patterns of behaviors and ways of presenting and values are acquired through practice and experience. They also mentioned that being an effective teacher is judging ultimately in terms of imparting knowledge and values that students can comprehend and relate to. This is possible when the teacher has thorough knowledge of the child and the subject matter a good relationship with the learners and interacts with them using creative and innovative methods of teaching.

These scholars also described that effective teachers have an intuitive ability to sense whether the instruction is getting through to the learners. They are able to perceive when to slow the pace and when to move ahead more rapidly. They know by the reactions of the children whether the material is too difficult, too easy or at about the right level of complexity. Such teachers detect which children have learned the material and which ones will need re teaching. This quality can best be described as the ability to make astute observations of the entire process while it is in progress and to adjust the teaching act in accordance with these observations. In general, according to them effective teachers create a positive classroom atmosphere that supports a strong academic focus.

In addition to this, according to these authors, to be effective teacher, information and knowledge about curriculum and instructional processes is needed in order to conduct quality program and create conducive learning environments. Learning environment is all the influences that surround a child and cause him/her to be interested in learning. In looking at the learning environment, the teacher will consider the pupils, the classroom materials and the teacher. So when teachers understand their pupils, they can provide

better programs for them. In general what teachers know about their pupils' influence how they teach them.

Concerning teachers decision about how and what to teach, Brown (1982) and Morrison (1993) demonstrated that for some teachers, not too much of a decision is involved; because, they teach what is in the textbook is good enough for them. But for the other teachers, it is not enough merely to teach what is in the textbook. These teachers question the curriculum every day, wondering, if it is right for their pupils, concerned about whether or not it is meeting pupils needs. Because the curriculum is not so much what is found in the printed guide as what the teacher makes of it to the classroom. It is the teacher's adaptation of it to meaningful learning experiences that really counts. The teacher should use the guide as a framework and must feel free to express his/her teaching methods in the way that can best help make him/her a success in classroom.

In relation to elementary school teaching, Jarolimek (1997) explained that elementary school teaching requires teachers who like children and enjoy being around them. It also requires teachers who are endowed with infinite patience. Because, there is necessarily a considerable amount of care giving associated with good elementary school teaching.

In general, MOE (1994) manifested teaching as; it enables students to solve problems and to use information for making lives better for themselves, their families and their communities. It also encourages students to communicate effectively about what they are doing and what they are learning.

Concerning the approaches to teaching and learning, Chauhan (1979) and Muiji and Reynolds (2005) explained that teaching is manifested in various acts that teachers demonstrate to reflect their commitments to particular philosophy of education. Due to this reason, teaching has been explained from different angles by different educators. These scholars also suggested that discussing about the most influential approaches or models to teaching and learning is important.

2.2 Major Approaches/ Models to Teaching and Learning

Teachers to be effective and successful in their teaching, they have to understand the major approaches to teaching and learning on which their teaching methodology is based. (Muiji and Reynolds 2005 and Leu 2000 cited in Gebeyaw 2007). Thus, the major approaches or models to teaching and learning are presented as follows.

2.2.1 Positivist Approach to Teaching and Learning

In positivist approach to teaching and learning, the goal of teaching is to transmit a fixed knowledge to students. This knowledge is centered on the teacher, who transmits it to students (Arsenau and Rodenburge 1998).

Concerning the teaching –learning process to this approach Leu (1998) cited in MOE (1999), Leu (2002) and Long (2000) cited in Gebeyaw (2007) indicated that the teachers task is repeating or giving the prescribed piece of information from the syllabus or textbooks as efficiently as possible. Thus, the positivist approaches to teaching and learning emphasize on using pedagogy of rote learning or chalk and talk methodology. They also pointed out that, in this approach the learner is seen as relatively passive, simply absorbs and memorizes facts or information that transmits by academic teacher. These information or facts are usually taken from the academic discipline for the purpose of repeating them. To this effect, in this approach there is less emphasizes on linking facts and making a coherent and meaningful whole. Instead, just memorize the fact is sufficient and thought to be successful learning. In general, learning to positivist approach is said to be successful when students can repeat what was taught.

2.2.2 Constructivists Approach to Teaching and Learning

Constructivism has been highly influential in education and has led to a variety to new teaching methods and strategies (Muiji and Reynolds, 2005). In relation to the emerging out of this approach, Gredler (1997) cited in Hailysus (2007) indicated the reason that students were learning isolated, de contextualized skills and information. Because of this, educators felt that students were unable to apply their information and procedural ized skills to real world situation.

About the emphasis of this approach, Vygotsky (1978) cited in MOE (1999), Copley (1992) cited in Gebeyaw (2007) and Muiji and Reynolds (2005) described that constructivist approach to teaching and learning emphasis on the analysis and interpretation of information, but not just memorization, because, knowledge is produced or made meaningfully through interaction between the learner and the world around him/her. This interaction leads to analyze and interpret information. When a learner analyzes and interprets information, he/she produces or constructs knowledge or new ways of looking at the world.

According to these authors, the principle of education to this approach is that, teaching is based on the premise that pupil's actively construct knowledge rather than receiving it from the teachers, since learning is a search for meaning. To this effect, teachers should encourage students to construct meaning by structuring learning activities around big ideas and exploration, giving pupils enough time to explore concepts thoroughly and connecting new knowledge to what pupils already knew. This approach has six principles of education; (1) education should be life itself, not a preparation for living, (2) learning should be directly related to interests of the learner, (3) learning through problem solving should take precedence over inculcating of subject matter, (4) the teacher role is not to direct, but to advise, (5) the school should encourage cooperation rather than competition and (6) only democracy permits indeed encourages the free interplay of ideas and personalities that is a necessary condition of true growth.

They also added that, these teaching principles have led constructivist to propose a number of methods that can helpfully be used in their classrooms. These methods are; (1) modeling; that shows pupils how to do or think about difficult tasks, (2) scaffolding; which provides a lot of support at the outset that will be gradually with drawn, (3) coaching; that helps pupils while they solve problems, (4) articulation; that helps teachers to get pupils to express their ideas, (5) exploration and problem solving activities (6) giving pupils choice, encouraging them to come up with multiple options and answer, and (7) being flexible and adaptive rather than sticking to a fixed lesson plan.

In case of the role of teachers, these authors also stated that constructivism requires a teacher who acts as facilitators whose main function is to help students become active participants in their learning and make meaning by connecting prior knowledge, new knowledge and the processes involved in learning. They further indicated that constructivism should encourage experimentation, contingency and fluidity in lesson that can not be prescribed in the way direct instruction can be. However, certain key factors will be similar, which allow constructivist authors to suggest a number of possible lesson structures. Such as; (1) start a lesson by testing out pupils prior knowledge and encourage open answer and discussion, (2) introduce the topic of the lesson by creating puzzling or surprising situation that causes pupils to think about the situations, (3) the teacher will try to get pupil to do this in group, (4) by this activities, pupils confront issues which allow them to develop understanding, (5) ask pupils to look back at the activities in order to analyze and discuss what they have been doing either with other groups or with their teacher to reflect their understanding (6) then the teacher can convene the whole class to discuss on the finding and come to conclusions.

To sum up, the constructivist approaches very different from the positivists approach to teaching and learning. Constructivist focus on the process of learning, where the learners construct their own sets of meaning about the world as active constructors of knowledge whereas positivists emphasize on passing of the knowledge from the teachers to the students which may promote passive or rote learning.

2.3 Alignment of Teachers' Classroom Practice with Instructional Objectives

In relation to the alignment of teachers' classroom practice with instructional objectives Airasian (1997), Chase (1999) and Anderson and Krothwohl (2001) cited in Ball (2005) described that the desired instructional objectives are used as the guideline for shaping the activities accomplished by both teachers and students. Besides this, instructional objectives are used to guide the implementation of assessment that are in turn used to present the new input. There is high expectation that the instructional objectives stated on

the lesson plans are aligned with the entire teaching – learning process that is held in the classroom and lesson plans should reflect this alignment. The degree of alignment is determined by comparing instructional objectives with teachers' classroom practices; that are instruction and assessment.

In relation to specific instructional objectives, Chase (1999) suggested that teachers to direct instruction systematically, they specifically introduce or define the objectives as what is to be learned in a particular lesson, which creates motivation to learn in the minds of the learner. Hence, this author indicted that since general objectives do not direct teacher's observation when he/she wants to see if a child is making progress a teacher needs a set of specific behaviors on which to focus. These behaviors show what a child can and can not do after instruction.

About the selection of instructional materials and the implementation of teaching methods, Brown (1982), Savage and Armstrong (1987), Airasian (1997), Chase (1999), Save the Children (2000) and Petty (2004) explained that, the materials and instructional activities that are planned are likely to help pupils master the stated instructional objectives. Teachers must select and utilize variety of instructional materials and they also choose and implement appropriate teaching methods and techniques. The right methods and techniques help students to grasp concepts and ideas. Whereas, poor methods and techniques result not only frustrate students but also minimize their chance of success in the future. On the other hand, selecting, utilizing and evaluating instructional materials require professional skills which can only be acquired through training and practice; without them the teacher will almost certainly not teach at all. They also added that, if teachers have clear about what learners are expected to learn, they can more easily and more accurately determine how well students have learned. This practice will create motivation to learn in the minds of the students.

In general, if instructional materials, teaching methods and techniques do not help, they will not be useful in bringing about desired pupil learning. Therefore, teachers are expected to create the match/ alignment between the planned instructional objectives and their classroom practice.

In addition to this, Airasian (1997), Chauhan (1999) and Jarolimek (1997) emphasized that blindly following what is in the textbook undermines the classroom teachers' responsibility to determine outcomes and instructional activities that are well matched/ aligned to the needs of his/her pupils. These scholars also mentioned that if teachers develop the habit of selecting instructional objectives from a ready – made list, composed in another setting, the spontaneities and capacity to meet the needs, abilities and interests of a particular group of children would be greatly reduced.

Concerning the selection and preparation of instructional objectives, these scholars also showed that, to provide a good match between the expected learner's outcomes and the capacity of the children to achieve instructional objectives, those objectives should be based on the realities of the actual classroom in which the learners are located. To this effect, instructional objectives should be selected or prepared by the classroom teacher for a particular group of learner. However, according to these scholars, in teachers' classroom practice, teachers commonly omit topics from a text when they teach, but they rarely introduce new topics that are not included in the text.

To sum up, Brown (1982), Airasian (1997) and Petty (2004) assured that in planning lesson the first thing to do is to decide what teachers hope to achieve or what things the teachers want to students to learn from the lesson. They also assured that poorly match lesson contents with teaching strategies is doomed to failure. Because, planning instruction is a context- dependent activity that includes consideration of pupils, teachers and instructional materials. In addition to this, Shepared (2000) cited in Baye (2007) indicated that, if the alignment of teachers classroom practice with the planning instructional objectives is weaker, the attainment of educational objectives for the level will be less effective.

2.4 Instructional Objectives

Instructional objectives (also known as behavioral objectives or learning outcomes) are basically statements, which clearly describe an anticipated learning outcomes and the expected level of pupil achievement. They are the starting points in the instructional processes, because they identify the purpose and desired outcomes of instruction in terms of pupil achievement. These instructional objectives also included in teacher's lesson plans as statements which represent important achievement targets that describe behaviors or performances of pupils to be learned through instruction. Instructional objectives also helpful for both the teachers and learners throughout the teaching-learning process and they are invaluable in the assessment process. (Airasian 1997, Jarolimek 1997 and Morrison 2004).

In relation to the importance of instructional objectives, Brown (1982), Savage and Armstrong (1987), Airasian (1997), Save the Children (2000) and Petty (2004) indicated that instructional objectives are logically and closely tied with assessment, as one critical roles of assessment is to determine how well students have learned the intended outcomes because instructional objectives are specifically stated to describe learning outcomes. When the teachers specifically defined objective of the lesson, students may know in advance as what is to be learned in a particular lesson. They also added that, if teachers have clear idea about what learners are expected to learn, they can more easily and more accurately determine how well students have learned. This practice will create motivation to learn in the minds of the students.

According to these authors, the purpose of lesson plans is usually stated in the form of objectives that explain what the students are to learn. Preparing lesson plans is the most important element of organizing instruction, but unfortunately, it is often neglected even by inexperienced teachers; because, preparing lesson plan is a time consuming task. In preparing lesson plans the first thing to do is to decide what they hope to achieve or what things the teacher wants the students to learn from the lesson. In their explanation, they noted that a lesson plan should not be a narrative of what the teacher hopes to do; it must be a step by step plan of action that can be easily followed while the lesson is being

thought. Lesson plans also help the teacher to; (1) remind what and how the teacher is going to teach, (2) encourage logical development and thorough preparation, (3) act as a guide to teachers, (4) give confidence to teachers when it is carefully thought out and prepared and (5) enable teachers to assess whether or not the lesson has achieved its objectives. Furthermore, these authors described that in order to reach the desired results of instruction/ the end/ the teaching strategies and activities/ the means / must be relevant and appropriate. Without pupil learning clearly in mind, it is difficult to judge the adequacy of instructional activities.

2.4.1 Driving Instructional Objective

Instructional objectives are deriving from the task analysis and represent the major tasks, knowledge and attitude defined by the analysis. So that, teachers to make decision, they need data for task analysis. These data are obtained from a variety of sources such as, (1) cumulative records containing test data, anecdotal records, student's progress reports and samples of school work, (2) observation, (3) interview and (4) pretests. These objectives are the starting point for the design of instructional activities. The task analysis helps the subject matter expertise to formulate and develop meaningful instructional objectives. Driving the objectives is a four –step process to be completed after task analysis. These steps are: (1) review the task analysis and identify the essential knowledge, task and attitudes the learners must master to solve the performance problem (2) group the task analysis in clusters with the goals or needs you have identified (3) write an objective for each of the goal statements or needs and (4) write objectives for any additional information that is essential and that is not addressed by objectives (Jarolimek, 1997 and Morrison. 2004).

Concerning to students need assessment, Morrison (1993), Airasian (1997) and Chauhan (1979) elaborated that to make instruction interesting, meaningful, appropriate and relevant teachers can not forget pupils. Because, teachers derive instructional objectives by assessing their pupil's status and needs, the structure of the subject matter to be taught, state or local mandated objectives and the resources available for instruction. This information is synthesized by the teacher in to a set of instructional objectives appropriate

to the class. After a teacher assessed the status and needs of the learner, objectives from prior years will need to be modified, added or eliminated. Under normal circumstances, instructional objectives do not dramatically changed in a single year; however some changes are likely with each new group of pupils.

In relation to teachers practice in driving instructional objectives, Airasian (1997), Chaunhan (1979) and Jarolimek (1997) revealed that textbook authors can not tailor objectives, plans and assessments to every user. They can not take the status, needs, readiness and resources of all teachers and classes in to account. So they offer materials they think most teachers would agree with and accept. It is the responsibility of all classroom teachers to assess the suitability of the textbook orientation for their own particular situation.

In general, about driving instructional objectives, ANRSEB, (2000) indicated that teachers do not invent instructional objectives; these largely come from the curriculum laid down in the teachers' guide and students' textbook. Therefore the teacher has to make decisions about what skills, knowledge and understand the particular unit is dealing with and if there is any other element that should be included in the lesson. Because, instructional objectives are drawn on what learners already know and what they want to know next.

About planning for elementary school classrooms, Dubey (1985) and Airasian (1997) discussed that planning in elementary school classrooms generally is more complex than planning in high school classrooms. This is because; the range of pupil characteristics that must be consider is broader than in high school. This includes, in addition to content, pupil readiness, behavior and learning styles, as well as how a lesson will fit with other lessons to be given that day. They also explained that in planning instruction, an initial, and extremely important, consideration is the present status and needs of the pupils. They also discussed that primary school education objectives mainly focus on; (1) developing literacy: that means children going through primary education should have learned to read, write and count numbers so well that they have the ability to remain literacy for the

rest of their lives. Children should be able to read and write in their mother tongue as well as in the major language of government and commerce, (2) developing innumeracy; that means, children are also going through this level to have learnt the skill of handling numbers. They should be able to count and perform the basic operation of addition, subtraction, multiplication and division. To this issue MOE (2002) stated that in the first cycle primary education (Grade 1 to 4), children will learn reading, writing and arithmetic skills. To this effect instructional objectives should be well-written statements.

2.4.2 Approaches to Instructional Objectives

Writing instructional objectives is a developmental activity that requires changes and additions as the instruction is developed. There are two generally recognized approaches to write instructional objectives which refer as a strict behavioral and more flexible cognitive objective approaches (Jarolimek, 1997, Chase, 1999 and Morrison, 2004).

About the numbers of instructional objectives, Airasian (1997) indicated that there are many ways to state instructional objectives, but not all of them convey clearly what pupils are to learn from instruction. This author also revealed that teachers did not concentrate on lesson contents as instructional objectives, doing so omits information about what the pupils will be expected to do with that content. Merely stating the content to be covered in instruction is insufficient to select instructional materials communicates his/her objectives to other or helps plan assessment procedures to examine pupil.

This author argued that it is reasonable at times to assume that high level objectives can not be completely satisfied during the planned instructional program /period/. Teachers can do a follow-up evaluation after a course to determine learner competencies relative to such important long-term objectives.

2.4.2.1 General Objectives

These objectives (also known as the cognitive objective) express the intent of instruction in broad general terms. These objectives do not include precision, but they clearly state the purpose of the lesson. The cognitive approach is best suited for the cognitive domain. These cognitive objectives are stated in two parts (1) as statement of the general instructional objectives, which are stated in broad terms to encompass a domain of learning. These general statements indicated the overall outcomes of the instruction, (2) as specific sample performance that indicated mastery of the objectives (Jarolimek, 1997, Chase, 1999 and Morrison, 2004).

These authors also added that, advocates of generality insist that specific statement restrict learning opportunities to those that can be observed and measured. These advocates concluded that objectives based on higher order learning or those apply to arts, aesthetics, or social sensitivity are likely to be eliminated because they frequently do not lend themselves to precise measurement. Thus teachers feel uncomfortable with instructional objectives that specify expected learning to such an extent.

2.4.2.2 Specific/ Behavioral Approach to Instructional Objectives

General objectives do not direct teacher's observation when she/he wants to see if a child is making progress. Because of this, teachers need a set of specific behavior on which to focus, since specific behaviors show what a child can and can not do after instruction. Specific or behavioral objectives are written in order to provide specific direction and meaning for what is expected from students. (Lasley II, 1997 and Chase, 1999).

In connection to the disadvantages of general objectives, Airasian (1997) explained that general objectives; like understanding write. Analyzed, appreciate ... did not provide subject content reference. They lack clarity because they did not say how pupils can use the behavior and the behavior by itself lack clarity if there are no references to a targeted body of content. These words are unspecific. They can be interpreted in many different ways and hence do not clearly convey what pupils are to learn. Such misunderstanding should be avoided when teachers state instructional objectives in terms of actual processes

pupils are expected to perform after instruction. In order to be of use, these unspecific/ broad goals must be broken down in to more specific, more immediate behaviors that can reasonably be attained in the classroom.

On the other hand concerning the importance of specific or performance objectives, Jarolimek (1997), Lasley II, (1997) and Morrison (2004) described that precise (also called Mager – style) instructional objectives require the learner to demonstrate an overt responses that indicate mastery of the intent. These objectives are also important in teacher planning; because, they help to facilitate, (1) an identification of what is expected of students after instructional, (2) a basis for organizing instructional activities and materials (3) means for determining ways to assess student performance and (4) a performance level of accountability for students. That is the reason why performance objectives are defined in terms of student outcomes; what the students will be able to do. They are written in terms of that clearly delineate the student behavior that will be evaluated.

In general, these authors identified that the curriculum process that involves the identification of specific objectives, teaching to these objectives and assessing results or outcomes in terms of these objectives has been widely accepted in the educational community; since, objectives that are easily measured have been given high visibility in education.

However, according to these authors, experienced teachers realize the importance of providing children with a variety of learning experiences; if instructional objectives are limited to these easily measurable behaviors that restrict learning to what can be measured, the richness that a variety of learning activities brings to children would be lost.

In relation to the advantage and disadvantage of experience in teaching, Airasina (1997) and Melisew (2008) pointed out that these experienced teachers have a mental notepad 'filled with past experiences that can be called up from memory by a brief list of topics,

phrases or activities. They also discussed that teachers who have long years of experience in teaching, are expected to have good exposure to align their classroom practice with the planned instructional objectives. On the other hand, teachers who have more experiences, the more they might be fading up. So that they may ignore things as they were rather than making assessment need in order to make same adjustment.

In relation to writing the integrated objectives, Morison (1993) and Morrison (2004) pointed out that this approach is typically applied to write objectives in all the domains. The purpose of integrating objectives is to have students understand how concepts and ideas in one curriculum area are related to those in other areas; since, knowledge in one area is interconnected to knowledge in another area.

According to these authors, this approach emphasized on that, instructional objectives are precise statements that answer the questions; what behavior can the learners demonstrate to indicate whether he/ she mastered the knowledge/ skill specified in the instruction. For this reasons, behavioral objectives consist of at least two essential and two optimal component parts (1) action verb, which describes the learning required by the learner, (2) subject content reference; that describes the content treated. These two essential components of instructional objectives indicate what the learner is to achieve and they completely express an instructional objectives (3) level of achievement; that indicates the minimum acceptable performance, which answers how well? How much? How accurate? How completely? and in what time of period? (4) Conditions of performance; that specify resources which are necessary for establishing evaluation requirements.

These authors also revealed that proponents of specificity contend that statement of specific, concrete and measurable outcomes are necessary to provide quality learning and instruction. These proponents also believe equally strongly that learning outcomes must be observable immediately following the instruction or that they must lend themselves to measurement in order to reveal whether or not learning has occurred. These authors also mentioned that a specific behavioral objective describes how learner behavior is to be achieved and what level of attainment is expected. These characteristics make behavioral

objectives ideally suited to lessons that can be taught in a short period of time and evaluated immediately following the instruction. Specific objectives enable the teacher to determine quickly whether to; (1) re teach the lesson (2) extend the learning from the lesson through additional practice and (3) progress to more difficult learning tasks.

Overall, these authors showed that specific behavioral objectives define the behaviors that will be observed in assessment. Therefore, these objectives are convenient aids for both instruction and assessment. However, the reason that many teachers shy away from stating precise objectives is that formulating them demands much thought and effort. Each objective should be unambiguous / clear it must communicate exactly the same thing to all learners and to other teachers. Many teachers are not accustomed to such exactness in instructional planning.

In general, these authors argued that. Like behavioral instructional objectives, cognitive instructional objectives specify learning as outcomes and focus on the products or outcomes of instruction. However, to this approach instructional objectives became the means for instruction by interpreting the intent. In this approach, the sample performances simply indicate behaviors that allow the teacher to infer that the learner has achieved the higher level intent. Therefore, these objectives are well suited for describing higher – levels of learning whereas objectives that are easily measured have been given high visibility in educational programs.

2.4.3 Characteristics of Well- Written Instructional Objectives

The minimum requirements for well- stated instructional objectives are (1) they described a pupil learning outcomes that is the result of instruction, (2) they are stated in terms of an observable process or behavior that pupils will perform and (3) they indicate the content matter or which the pupils will perform the behavior. In addition to this, they show that instructional objectives should meet the following criteria (1) it should describe a learning outcomes (2) it should be student oriented that means, it focuses on the learner and (3) it should be observable or describes an observable product. To write observable

objectives teachers use verbs that are observable and lead to well defined learning outcomes (Airasian 1997, Mager 1997 and Anderson 2000).

✍ About the uses of these well – written instructional objectives, these authors also indicated that instructional objectives should meet the following point to be useful for instruction. These are (1) it should be sequentially appropriate (2) it should be attainable with a reasonable amount of time and (3) it should be developmentally appropriate. because, developmentally appropriate objectives set expectations for students that are well- written within their levels of intellectual, social, language or moral development, especially elementary school teachers should be aware of the developmental staged of their pupils.

In connection to the focuses of well- written instructional objected, Savage and Armstrong (1987) and Jarolimek (1997) revealed that well – written instructional objectives should consider four main things; (1) audiences; that is to whom instruction is directed (2) behavior; that is what do teachers expect the audiences to be able to do (3) degree; that is how much of the specific set of criteria be successfully achieved and (4) condition that is how and under what circumstances the behavior is to be performed. So that instructional objectives give the teacher a clear focus on what his/her pupils should be able to do as a consequence of instruction. On top of this, well – written instructional objectives help teachers to prevent losing sight of desired instructional outcomes by providing a ready references that can be constructed when reviewing the results of instruction and developing assessment techniques to determine pupils learning.

In general well- write instructional objectives serve as directional statement which facilitate and assess learning. They are suited to lesson that can be taught in a short period of time and evaluated immediately following instruction that enables the teacher to determine quickly whether to; (1) re teach the lesson (2) extend learning from the lesson through additional practices and (3) progress to more difficult learning tasks.

2.4.4 Kinds of Instructional Objectives

All instructional objectives or learning behaviors could be classified in to one of the three categories called cognitive, affective and psychomotor domain. Instructional objectives are often classified according to the kind or level of learning that is required to reach learning outcomes. So that Bloom's taxonomy of objectives is divided in to three categories (Airsain, 1997, Anderson, 2000 and Morrison 2004)

2.4.4.1 Cognitive Objectives

These scholars stated the nature of cognitive objectives that, these objectives call for outcomes of mental activities. They include lower and higher – level objectives. Lower – level objectives include mental actives that are limited to memorizing and remembering facts dates, names, events and principles. These objectives call only for memorization that require pupils to list, match, select, cite, define, identify, repeat and recite. These objectives serve as a building block for higher – level objectives.

On the other hand, higher – level objectives are more complex than simple recall and memory. They include activities such as analyzing information, applying facts and results to solve new problems, comparing and contrasting ideas or objective and synthesizing disparate pieces of information in to a single origin zed data

2.3.4.2 Affective Objectives

According to Airsain (1997), Anderson (2000) and Morrison (2004) affective objectives focus on emotion. Whenever a person seeks to learn, to react in an appropriate way emotionally, there is some thinking going on. The goal of affecting is some kind of affective behavior or the product of attitude. According to this author explanation, affective objectives are the hardest objectives for most people to write and to assess. They deal almost exclusively with intent feelings and conditions that can only artificially be observed extremely. So teachers gather information with the help of in formal observation.

2.4.4.3 Psychomotor Objectives

Concerning the focus of psychomotor objectives savage and Armstrong (1987) and Jarolimek (1997) mentioned that this objective focuses on the body control or manipulation of the muscular skeletal system or some parts of it. That is dancing, writing, passing a ball, drawing etc. these objectives are important at all levels of schools, but they are highly empathized on the lower grades when most leaning task require motor coordination.

In general, these scholars explained that the intended kind of learning must be considered when instructional objectives are written, because every instructional objective contains some levels of learning from each of the three domains. So, instructional objectives should reflect a balance of the three domains. To this effect teachers should construct appropriate assessment techniques to assess their student's knowledge, attitude and skill development during instruction.

2.4.5 Assessment during Instruction

Assessment is an integral part of instruction by which, teachers assess their pupil through different techniques to make sound decision in relation to their classroom practices and their pupils learning (Hasesn, 1998, MOE, 1999 and UNESCO, 2004). Similar to this definition, assessment is the process of collecting interpreting and analyzing information to aid in decision – making. Assessment in the classroom is highly based on teacher's observation of student as they go about their normal learning activities. Assessment is the process by which the quality of an individual's work or performance is judged.

About the nature of assessment, Airasian (1997) pointed out that assessment during instruction has spontaneous and informal nature. Because of this, it must overcome some validity problems, including the classroom teacher's potential, lack of objectivity regarding the success of instruction and the tendency to judge instructional success by facial expression and participation but not by actual pupil achievement.

In relation the role of teachers during assessment, Hassen (1998) described that assessment is the duty of the individual subject teacher. This teacher assessment is expected to cover the lesson material discussed to determine whether the students have achieved the desired learning outcomes and feedback to pupils. To assess the students learn, teachers use many types of assessment techniques. Such as; (1) by observing students and recording relevant information, (2) by entry level (starting point) assessment that helps teachers to identify where a students should start in learning a particular concept or skill based on the students previous learning and knowledge of the content (3) by error analysis that helps teachers to identify pattern of errors (a regular occurrences of one or more types of error) that the students makes in his/her work (4) by performance assessment by which teachers assess a set of tasks performed by students which show whether the students understand a concept, skill and behavior at the end of the lesson. This assessment gives an accurate view of student's academic development, performance and capabilities (5) portfolio assessment that helps teachers to monitor student's progress.

However, the techniques and procedures employed in school by the teachers seem to be weak that may be arises from an inappropriate and inadequate training of teachers in assessment. He further explained that types of techniques which are used in assessment are; observation, questions and answers, set of exercises (course work) short quizzes, paper and pencils test and terminal exams.

ANRESB (2000) and UNESCO (2004) stated that the best time for assessing learning is when it is actually going on. It is clear whether or not students understand from the way they tackle the activity. Monitoring their performance is an important assessment technique. Questions them on what they are doing in a non- threatening way and getting them to talk about what they are doing are valuable ways of assessing their understanding and learning. It will not be possible to observe all the students while they are working, so we should select a sample. In classroom assessment, observation is used in assessing pupil's performance, and its results should contribute towards facilitating the teaching learning process, observation includes revising class work, homework and observing students as they read and work individually or cooperatively. Set of exercise (cause work)

is a widely used technique within the school to assess pupil's acquisitions of content of the subject.

On the other hand, MOE (1999) stated that all pupils' behavior can not be assessed only using paper and pencil tests. Because there are many important behavioral outcomes, that require the use of another assessment techniques and procedures. Especially, in the first cycle primary schools, children learn to develop their reading, writing and arithmetic skills. So, behavioral changes in personal –social development (i.e interests, feeling, attitudes, belief...) are also included. All these outcomes could not be tests with the common formal assessment techniques.

In relations to the implementation of informal Airasian (1997) stated that to get a more complete and reliable picture of instructional success, teachers should supplement their informal observations with more formal types of evidence taken from sources. Such as; homework papers, chapter and lesson review exercises and worksheets. Each of these techniques can tell the teacher something about how well pupils have mastered in lesson objectives and help to identify misunderstandings and problem area. Teachers' informal assessment tells them about pupil's affective characteristics, such as trying hard, feeling carelessness. At elementary grade levels, teachers typically are asked to rate a pupil's conduct, effort and school citizenship, which provide teacher's perceptions of pupil affective characteristics. In general, this author pointed out that informal assessment, such as pupils enthusiasm and participation can be useful, but they are not substitutes for more formal assessment. Moreover these, teachers rely heavily on oral questions to get adequate information during instruction. Oral questions are the major assessment technique for most classroom teachers, since they enhance learning by stimulating thinking and inquiry. They also provide useful assessment information to teaching.

In general, according to this, author, assessment of the progress of an instructional activity through different techniques may lead to a variety of decisions about ceasing (to stop), changing or continuing the activities.

2.4.6 Purpose of Assessment during Instruction

In classroom, teachers have twofold task to accomplish (1) they deliver the instruction that they have planed, (2) they constantly assess the progress and success of their instruction, because the real criteria for determining teachers' instructional success is pupils' achievement. In this effect teachers must read the classroom society minute by minute, sensing its mood and making decisions about what to do next. Once teaching begins, the teacher constantly assesses its progress by observing pupils reactions and asking them questions. On the bases of their reactions and responses, the teachers make decisions about how instruction is going. If the teacher decides that the lesson is progressing satisfactorily, he/she continues teaching as planned, but if the teacher senses a problem such as lack of interests or understanding, he/she revises the planned instructional activities to alleviate the problem and initiates other teaching activities. Because the purpose of assessment is facilitating the instructional process, since assessment gives an accurate view to determine whether the students have achieved the desired learning outcomes. Assessment helps teachers to focus on monitoring and guiding pupils in their progress through the content of the subject matter by identifying students learning problems on daily and timely basis and by giving feedback to a students about his/her learning (Airasian, 1997 and Hassen, 1998).

In line with this, MOE (2002) stated that assessment provides students to be continuously assessed and where necessary, to repeat lessons to them until they understand these lessons. In this manner students go through the first four years of schooling without any class repetitions, and yet with mostly of the basic skills of reading, writing and arithmetic, consequently, the inefficiency of the educational system is reduced significantly.

CHAPTER THREE

3. Design of the Study

As it has already mentioned in the introduction part, the main purpose of this research was targeted to examine the alignment of teachers' classroom practice with instructional objectives in Minijar – Shenkora woreda first cycle primary schools. To achieve this objectives a descriptive survey research method was employed.

3.1 Population, Sample and Sampling Techniques

The researcher decided to conduct this research on grade four (4) using purposive sampling techniques. The main justification for taking grade four (4) as the man sample was that at this grade the intended educational objectives for the first cycles level are expected to be fulfilled and observable evidences are expected to be shown in all of the children who are attending at this grade. In addition to this, teachers who teach in grade four are expected as they came with their pupils starting from grade one as self-contained teacher. The main educational objectives for this level is enabling children reading, writing and arithmetic skills. Therefore, the population of this study was grade four teachers who teach basic subjects (that is Amharic, English and math) in 47 first cycle primary schools in the Woreda. The total population of teachers who teach in grade four (4) is 87.

Thus, out of 47 first cycle primary schools 15(30%) of the schools were selected as sample schools using convenient sampling techniques. Since these 15 schools are found in and around the Woreda's town and nearby the main road, which helps the researcher to make the research easily manageable. Again to make the research more reliable all 44 teachers who teach in grade four in the sample schools were taken as subject of the study using comprehensive sampling technique.

Table 1 Name of sample school and Number of Teachers Teaching in Grade four

Name of sample schools	Number of section for grade four	Number of teachers who teach in grade four
Fitawrary Tades Geabich No1	6	6
Fit/Tades Getabich NO 2	1	1
Alemgena	2	2
Bolo silase	3	3
Balambrs Haile	3	3
Sama	4	4
Kemolicha	3	3
Zewdie	4	4
Weldamilk	1	1
Weolde Gorigis	3	3
Akelal	1	1
Tosign	1	1
Eranbuti	5	5
Tutie	3	3
Kengnazimach Mekuria	4	4
Total	44	44

3.2 Data Gathering Instrument

To obtain information from the subjects of the study, two types of data gathering instruments were employed. These were questionnaire (open- ended, close –ended) and structured observation checklist.

3.2.1 Questionnaire

Questionnaire with close –ended and open- ended items were constructed by reviewing related literature and distributed to teachers to gather information about the alignment of their classroom practice with instructional objectives. Fifteen (15) close- ended questions in 5 points rating scale items that range from strongly disagree (1) to strongly agree (5)

were prepared for the respondents to examine the alignment of teachers' classroom practice with instructional objectives.

Questionnaire for the first cycle primary school (grade 4) teachers were translated in to Amharic. After information were gathered the questionnaire were again translated back in to English for analysis. Close- ended question were analyzed and compared with open – ended questions, observation checklist and related literature to identify the problem.

For this purpose three (3) items of open – ended questions was developed to get additional information from the respondents. These open- ended questions enable the teachers to give their own comments, opinions suggestion without any restriction. These questions were used for the purpose of triangulation. So they were qualitatively analyzed

3.2.2 Observation

Structured observation checklist that contains 10 items was constructed and used to identity the presence or the absence of a certain behavior during instruction. This observation checklist was developed based on the review of related literature that mainly rely on the predetermined criteria related to teachers classroom practices that are introducing the lesson, delivering the input, engaging students in to learning activities, assessing students learning using different assessment techniques during instruction and summarizing the lesson. For this purpose, six (6) teachers' classroom practices were observed for three times each with the help of two assistant observers who serve as cluster supervisors in the Woreda. Finally, the result of observations was used to strengthen the data obtained through close- ended questionnaire.

3.3 Data Analysis Procedure

To obtain adequate information from this study firstly, questionnaire were developed based on the review of related literature which referred to the basic research questions. These questionnaires were translated in to Amharic to avoid the problem of understanding English.

Secondly, pilot study was conducted on ten first cycle primary school teachers that did not included in the sample. The purpose of pilot study was to make necessary correction either to restate or reject the vague statement. Based on the pilot study result, reliability of the items was calculated using spearman Brown's formula. The obtained reliability results for teachers questionnaire was 0.824. Thirdly, before administrating the questionnaire, the items were checked by English Language teacher who have the first degree in English. Following this, a short explanation was given to grade four teachers about the purpose of the questionnaire. Fourthly, the administrated questionnaires were collected and the data were analyzed. Then, the interpreted data were organized quantitatively and qualitatively. Responses that obtained from closed – ended questions were organized quantitatively. In quantitative analysis percentage and mean were used. In computing mean, results obtained 3.0 and above are considered as agreement. In contrast, mean values below 3.0 are considered as disagreement where as, the responses which were obtained from observation checklist were organized and quantitatively analyzed. Finally, the results that were obtained from each instrument which are organized quantitatively and qualitatively presented by comparing and contrasting to reach the conclusions and possible solutions.

CHAPTER FOUR

4. Data Analysis and Presentation

The total population on which the study conducted was 87 teachers who teach in grade four (4) in the Wreda. Among them 44(50%) were included in the sample. From the total of 44 questionnaires distributed 42 (95%) were filled and returned. The rest 2(4.5%) which were distributed for teachers were not returned.

Thus, based on the responses obtained from the sample respondents, the analysis and interpretation of the data are presented as follows.

4.1. Respondents' characteristics

All 42 (100%) of the respondents have certificate in teaching. This is an indication of a favorable condition for aligning their classroom practice with the planned instructional objectives.

In support of the above data, Jarolimek (1997) indicated that teaching requires teachers who possess a body of specialized knowledge which is acquired through training and experience.

Table II. Teachers Teaching Experience

No	Item	Below 1 year		1-5 years		6-10 years		11-15 years		16-20 year		Above 20 years	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Year of experience	-	-	5	11.9	9	21.4	14	33.3	8	19.1	6	14.3

Table II shows that about one-third (33.3%) of teachers have a teaching experience of 11-15 years. Almost one-fifth (21.4%) and (19.1%) of the respondents have a teaching experience of 6-10 and 16-20 years respectively. The rest nearly one-seventh of the teachers (14.3%) and (11.9%) have above 20 and 1-5 years experience respectively.

This data indicated that a large percentage of the respondents who teach in grade four in the sample schools have relatively long years of experiences in teaching.

In support of the above data, Dubey and Ndaghi(1985) explained that experience helps teachers to form patterns of behavior, styles for interaction with students and was of presenting materials and values. In addition to this, Airasian (1997) and Melisew (2008) explained that experienced teachers have a mental notepad ‘filled with past experiences that can be called up from memory by a brief list of phrases or activities. They also discussed that teachers who have long years of experience in teaching are expected to have good exposure to align their classroom practice with the planned instructional objectives.

4.2. Respondents’ Responses in Participating on Trainings and Preparing Lesson Plans

Table III. Teachers’ Responses on their exposure to training and preparing of lesson plans

No	Item	Yes		No	
		No	%	No	%
1	Participation in training on objective formulation and implementation	20	47.6	22	52.4
2	Adequacy of the training to state and practice instruction	4	20	16	80
3	Preparing daily lesson plans that give place for behavioral instructional objectives	42	100	-	-
4	Efforts to align classroom practice with instructional objectives	40	95.2	2	4.8

Table III indicated that, 22(52.4%) of the respondents did not participate on training, while, 20(47.6) of the respondents participated on the training.

In support of the above data, Baye (2007) explained that knowledge and skills acquired during pre-service education are not enough and there is always a need to learn for better and better practice

In the above table, respondents who received training were asked to respond whether or the training was adequate to state and practice instructional objectives and aligning these objectives with their classroom practice. Accordingly, 16(80%) of them replied that as it was not adequate.

The rest 4(20%) indicated that the training was adequate.

The above table also depicts, all 42(100%) of the respondents have prepared daily lesson plans that give place for behavioral instructional objectives. Open ended questions was given for those who responded by saying 'yes' for questions number 3 of the above table to write some common performance indicator words. Most of the them wrote performance indicator words like, "to understand, to know, to interpret, to do...". These words do not serve as a means to measure the expected behaviors seen on the learner. Where as, the rest few respondents wrote performance indicator words like 'to list, to name, to arrange, to separate, and to identify. This data indicated that most of the respondents appear to have difficulty in understanding the difference between general and behavioral objectives

In support of this idea, Jarolimek (1997) Morrison (2004) discussed that instructional objectives are included in teacher's lesson plans as statements which represent important achievement targets that describe behaviors or performance of pupils to be learned through instruction.

These authors also indicated that precise or Mager -style instructional objectives require the learner to demonstrate an overt response that indicates mastery of the content. Whereas general objectives like; understand, write, analyze, appreciate... can be interpreted in many different ways and hence, do not clearly convey what pupils are to learn. Behavioral objectives consists of at least two essential (i.e. action verb and subject content references) and two optional (i.e. level of achievement and conditions of performance) elements. This is the reason that many teachers shy away from stating precise objectives is, formulating them demands much through and effort.

Again table III shows, 40(95.2%) of the respondents positively reacted to arrange conducive learning environmental in order to align their classroom activities with the planned instructional objectives. Whereas 2(4.8%) of the respondents negatively reacted to the above respondents. For those positively responded respondents for question number 4 of table III, open-ended questions was given to mention at least some conducive learning environment elements. These respondents mentioned some elements in the space provided for open ended- question like; the availability of

student’s textbooks, appropriate media, sitting arrangements, learning group formation and interaction, student- teacher relation, ... are some elements of conducive learning environments.

4.3. Respondents’ Responses about their Classroom Practices

Table IV. Teachers’ responses about their focus during instruction

No	Item	Level of agreement					Mean value
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
		N (%)	N (%)	N (%)	N (%)	N (%)	
1	Teaching strategies and techniques that I facilitate during instruction more emphasize on covering lesson contents prepared for the period rather than teaching lesson objectives	1(2.4%)	6(14.3%)	-	22(52.4%)	13(30.9%)	4.0
2	I do not follow specific instructional objectives that focus on precision to measure learning outcomes at end of the lesson	3(7.2%)	9(21.4%)	-	16(38.1%)	14(33.3%)	3.7
3	I facilitate additional activities that were not stated on instructional objectives in order to develop students content knowledge	5(11.9%)	18(42.9%)	-	14(33.3)	5(11.9%)	2.9
4	I do not try to create conducive learning environments to achieve the intended learning outcomes	16(38.1%)	24(57.1%)	-	2(4.8%)	-	1.7
5	I use concrete examples and real objects during instruction to clarify concepts to student	-	-	-	22(52.4%)	20(47.6%)	4.5
6	I introduce the lesson objectives of the day before the instruction is began	-	-	-	22(52.4%)	20(47.6%)	4.5

Table IV shows, 22(52.4%) and 13(30.9%) of the respondents agreed and strongly agreed respectively as they focused more on teaching lesson contents and the mean is 4 that

shows the agreement of the respondents. Concerning the use of specific instructional objectives during instruction, 16(38.1%) and 14(33.3) of the respondents agreed and strongly agreed and the mean value is 3.7 which shows the respondents agreement. In relations to facilitating additional objectives which were not addressed in the teachers' guide and students textbook, 18(42.9%) and 5(11.9%) of the respondents disagreed and strongly disagreed and the mean value is 2.9 that indicates respondents disagreement. In creating conducive learning environments, 24(57.1%) and 16(38.1%) of the respondents disagreed and strongly disagreed and the mean value is 1.7 which shows disagreement. Respondents were asked to rate their response about using concrete examples and real objects during instruction, 22 (52.4%) and 20(47.6%) of them agreed and strongly agreed respectively and the mean value is 4.5. Finally, the respondents rated their responses for introducing lesson objectives, 22(52.4%) and 20(47.6%) of the respondents agreed and strongly agreed and the mean vale is 4.5 which indicates respondents agreement.

From the above data, it can be seen that teachers emphasized more on teaching lesson contents rather tan teaching instructional objectives.

To support the above description concerning teachers classroom activities, Chauhan (1979), Airasian (1997), Jarolimek (1997) and Dahand (2004) showed that during instruction teachers focus their attention on attaining instructional objectives that are appropriate for children and relevant to a lesson, because, this objectives have an immediate intent. These authors' also explained that in classroom teaching, teachers do not concentrate on lesson contents as instructional objectives; because, doing so omits information about what the pupils will be expected to do with the content. They also showed that instruction can be preceded without clearly defined instructional objectives; but this instruction focuses on moment to moment activities rather than on the more important long-term goals. These authors again added that, without pupil learning clearly in mind; it is difficult to judge the adequacy of teachers' classroom practice. These authors also described that some teachers concentrate on teaching contents, because they simply rely on the same old teaching techniques day after day.

About using concrete examples and real objects, Vygotsky (1978) cited in MOE (1999), Chauhan (1979) and Airasian (1997) pointed out that knowledge is produced or constructed meaningfully through interaction between the learner and the world around him/her. To this effect, the teacher should make his/her teaching meaningful, because meaningful materials and aids create interests in students learning and is retained for longer period. They also indicated that, if the materials and instructional activities that are planned for a particular lesson do not help pupils to master the stated instructional objectives, it can be said that there is mismatch between teacher's classroom practices with the planned instructional objectives.

Table V, Teachers' Responses on Deriving Instructional Objectives

No	Item	Level of agreement					Mean value
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
		N (%)	N(%)	N (%)	N (%)	N (%)	
7	I drive instructional objectives directly form teacher's guide book without making modification	3(7.2%)	6(14.3%)	-	20(47.6%)	13(30.9)	3.8
8	I use students learning experiences and their back found knowledge as inputs to make instructional objectives appropriate to their needs	5(11.9%)	13(31.0%)	-	16(38.1%)	8(19.0%)	3.2
9	I make task analysis on unfamiliar lesson contents to develop instructional objectives that were not addressed in teachers guidebook	8(19.0%)	17(40.5%)	-	12(28,5%)	5(11.9%)	2.7
10	I state lesson contents as instructional objectives in my daily lesson plan	11(26.2%)	17(40.5%)	-	9(21.4)	5(11.9%)	2.7
11	I identify potential learning problems to make instructional objectives appropriate to the students need	9(21.4%)	16(38.1%)	-	13(31%)	4(9.5%)	2.8

As it is shown in table V, 20(47.6%) and 13(30.9%) of the respondents agreed and disagreed as they derived instructional objectives directly from teachers guide book without making modification and the mean is 3.8 that shows agreement of respondents. When teachers were asked to rate their responses on using students learning experience as inputs 16(38.1%) and 8 (19%) of them agreed and strongly agreed respectively and the mean is 3.2 which shows respondents' agreement. In relation to stating lesson contents as instructional objectives, 17(40.5%) and 11(26.2%) of the respondents disagreed and strongly disagreed and the mean is 2.7 that shows respondents disagreement. In identifying potential learning problems, 16(38.1%) and 9(21.4%) of them disagreed and strongly disagreed respectively and the mean is 2.8 that shows disagreement of the respondents.

From the above description it can be seen that these sample teachers simply stated instructional objectives by deriving from the read-made list. Even though, teachers responded as they assessed their students learning experiences and background knowledge to use as inputs to make instructional objectives appropriate to their needs, they rated their responses for questions number 10 of table V as they did not make task analysis on unfamiliar lesson contents to develop instructional objectives that were not addressed in teacher's guide book.

To support the above data, Airasian (1997) revealed that teachers stated instructional objectives by assessing their pupils' status, needs and the structure of the subject matter to be taught. This information is synthesized by the teachers in to a set of instructional objectives appropriate to the class. After making assessment, objectives from prior years will need to be modified, added or eliminated. This author also described that text book authors can not tailor objectives, plans and assessment to every user. They can not take the status, needs readiness and resources of all teachers and classes in to account; therefore, all these tasks are the classroom teacher's responsibilities.

In addition to this, Arasian (1997) and Jarolimek (1997) pointed out that if the teacher develops the practice of selecting instructional objectives from a ready – made list composed in another setting, the spontaneity and capacity to meet the needs, abilities and interests of a particular group of children would be greatly reduced. They emphasized that if a teacher blindly follows what is in the textbook; will undermine his/her responsibility to determine outcomes and instructional activities that are well appropriate to the needs of the pupil. In general, these authors indicted that if instructional objectives are based on the realities of the actual classroom in which the learners are located, they will provide a good match between the expected learners outcomes and the capacity of the children to achieve it. So, instructional objectives should be modified by the classroom teachers for a particular group of learners.

Concerning identifying potential problems, Savage and Armstong (1987) Hassesn (1998) and UNESCO (2004) pointed out those identifying potential problems areas before actual instructional is an important task of the teacher. When these potential learning problem areas are identified, teachers can think of ways to respond them. So that pupils learning of the content will be advanced. They also explained that identifying students learning problems on daily and timely basis help teachers to focus on monitoring and guiding the students' progress through the content of the subject matter.

To sum tip, Airasian (1997), ANRSEB (2000) and UNESCO (2004) indicated that planning instructional objectives that poorly match with lesson contents and teaching activities is doomed to failure. Because, planning instructional objectives is a context – dependent activity that includes consideration of pupils, teacher and instructional materials.

Table VI. Teachers' responses on implementing assessment techniques during instruction

No	Item	Level of agreement					
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
		N (%)	N (%)	N (%)	N (%)	N (%)	
12	I evaluated student's questions and answers during instruction to match instructional objectives with my classroom activities	2(4.8%)	2(4.8%)	-	20(47.6%)	18(42.8%)	4.2
13	I implement different assessment techniques during instruction to assess individual's students and the whole class to identify whether the intended learning outcomes are achieved.	1(2.4%)	7(16.6%)	-	27(64.3%)	7(16.7%)	3.8
14	I use questioning techniques during instructional to get adequate information about students learn	-	-	-	19(45.2%)	23(54.8%)	4.5
15	I use informal assessment techniques during instruction to assure whether the intended learning outcomes are achieved	2(4.8%)	5(11.9%)	-	21(50%)	14(33.3%)	3.9

As it is shown in table VI, concerning students questions during instruction, 20(47.6%) and 18(42.8%) of the respondents strongly agreed and agreed respectively and the mean is 4.2 that shows respondents agreement. In implementing different assessment techniques, 27(64.3%) and 7(16.7%) of them agreed and strongly agreed respectively and the mean is 3.8 which indicates respondents agreement. In using questioning techniques during instruction, 23(54.8%) and 19(45.2%) of the respondents strongly agreed and agreed respectively and the mean is 4.5 that indicates respondents agreement. In connection of using informal assessment techniques during instruction, 21(50%) and 14

(33.3%) of the respondents agreed and strongly agreed respectively and the mean is 3.9 that shows respondents agreement.

✓ From the above description, it is possible to understand that teacher implemented different assessment techniques during instruction in order to identify whether the intended outcomes are achieved.

In support of the above idea, Hassen (1998) Chase (1999) indicated that the critical role of assessment is determining how well students have learned the intended outcomes.

About the importance of questioning, Airasian (1997) and ANRSEB (2000) indicated that because it is not possible to observe all students while they working, selecting samples and questioning them on what they are doing in a non threatening way and getting them to talk about what they are doing are valuable ways of assessing their understanding and learning.

✓ In relation to using informal assessment techniques, Airasian (1997) explained that in addition to questioning techniques, teacher employ informal assessment techniques that tells them about pupil's affective characteristics. This author also indicated that at elementary grade levels teachers typically are asked to rate pupils conducted effort and school citizenship.

In general, MOE (1999) showed that there are many important behavioral outcomes, that require the use of informal assessment, especial, in first cycle primary school classrooms, children learn to develop their reading, writing and arithmetic skills. So, behavioral changes in personal –social development (i.e. interest, feeling attitudes, belief ...) are also included.

4.4. Analysis of Observation Checklist Results

Table VII. Summary of Teachers' Classroom observation

No	Observed activities	Observation results			
		Yes		No	
		No	%	No	%
1	Does the teacher state measurable instructional objectives in his/her daily lesson plan	8	44.4	10	55.6
2	Does the teacher drive instructional objectives directly from teachers guide book without modification	18	100	-	-
3	Are instructional objectives written with performances indicators?	3	16.7	15	83.3
4	Does the teacher introduce the day's lesson objectives to students?-	7	38.9	11	61.1
5	Are the day's lesson objectives integrated objectives domains?	17	94.4	1	5.6
6	Does the teacher select appropriate instructional methods to achieve the intended learning outcomes?	4	22.2	14	77.8
7	Does the teacher concentrate more on teaching lesson contents rather than instructional objectives	11	61.1	7	38.9
8	Do the students participate in different learning activities during instruction?	7	38.9	11	61.1
9	Are teachers' assessment techniques helpful to identify whether the intended learning outcomes are achieved during instruction?	3	16.7	15	83.3
10	Are teachers classroom activities aligning with the planned instructional objectives	4	22.2	14	77.8

In the above table, in 8 (44.4%) classroom practices measurable instructional objectives were stated, but in 10(55.6%) classroom practices measurable instructional objectives were not stated. In all 18 (100%) classroom practices teachers' stated instructional objectives by simply deriving from the ready-made list. In 3(16.7%) classroom practices teachers wrote instructional objectives with performance indicators, but in 15(83.3%) classroom practices teachers did not write their instructional objectives with performance indicators. In 7(38.9%) classroom practices, teachers introduced the day's lesson objectives; whereas, in 11(61.1%) classroom practices teachers did

not introduce the day's lesson objectives. In 17(94.4%) classroom practices, objective domains were integrated. In 4(22.2%) classroom practices, appropriate instructional methods of teaching were selected, but in 11(61.1%) classroom practices, appropriate instructional methods of teaching were not selected. In 11(61.1%) classroom practices, teachers focus more on teaching lesson contents, but in 7(38.9%) classroom practices, teachers focus more on teaching lesson objectives. In 7(38.9%) classroom practices, students participated in different activities, but in 11(61.1%) classroom practices, students were relatively passive. In 3(16.7%) classroom practices, teachers' assessment techniques were helpful, but in 15(83.3%) classroom practices, teachers' assessment techniques were not helpful. Finally, in 4(22.2%) classroom practices, teachers' classroom activities were aligned with instructional objectives, whereas, in 14(77.8%) classroom practices, teachers' classroom activities were not aligned.

The above descriptions show that, in relation to stating measurable instructional objectives, more than half of the observed teachers did not state measurable instructional objectives on their lesson plans. Instead, they stated general objectives that do not guide the observation during instruction to identify whether or not the intended learning outcomes are achieved. In driving instructional objectives, all of the observed teachers did not make modification on the ready-made list of instructional objectives to fit the instruction to their particular classes and resources. Instead, they simply stated instructional objectives by deriving directly from the ready-made list composed in another situation. This practice was also rated by most of the sample teachers in teacher questionnaire part.(see item 7, on pp 40)

In connection to writing performance indicator words, more than three-fourth of the observed teachers did not write performance indicator words in their instructional objectives. But, they stated action verbs that can be interpreted in many ways. Concerning introducing the day's lesson objectives to students, most of the observed teachers did not introduce the day's lesson objectives to students and they did not facilitate teaching and learning activities to bring the intended learning outcomes. In relation to integrating objective domain, almost all of the observed teachers stated at least two of the objectives domains in the integrated way in their lesson objectives. In selecting instructional methods, all the observed teachers did not select appropriate instructional

methods that help them to achieve the intended learning outcomes. Instead, they simply rely on the same old teaching method. It was assured during instruction that almost all of the observed teachers seen either they delivered all information or one of the students read information from text book and other students are silently following him/her in their own textbooks.

In relation to concentrating on teaching contents, in these teachers' classroom teaching, teachers were observed when they tried to cover lesson contents prepared for the period. About students' participation in different learning activities during instruction, more than half of the students did not participate in different learning activities during instruction. In relation of implementing assessment techniques during instruction, more than three – fourth of the observed teachers assessment techniques during instruction were not helpful to identify whether or not the intended learning outcomes are achieved. The implementation of different assessment techniques in these observed teachers' classroom teaching seem to be weak.

In general, the observation result revealed that the alignment of teacher's classroom practice with instructional objectives is weaker; as a result the attainment of education objective for the level is less effective. (see appendix E).

CHAPTER FIVE

5. Summary, conclusion and recommendation

5.1 Summary

The main purpose of this study was to examine the alignment of teachers' classroom practice with instructional objectives. In the course of study, the leading questions were:

1. Is there alignment between teachers' classroom practices with instruction objectives?
 - 1.1 Do teachers teach lesson contents or lesson objectives?
 - 1.2 How do teachers state instructional objectives?
 - 1.3 Do teachers implement different assessment techniques during instruction to assess their students learning in order to identify whether the intended learning outcomes are achieved?

To answer these questions, a descriptive survey method was used. Then a five (5) point rating scale questionnaire were administered to the sample 44 teachers who teach in grade four of the 15 sample schools in Minjar-Shekoral woreda. In addition to questionnaire 6 teachers' classroom teaching were observed three times each with the help of two assistant observers who serve as cluster supervisor in the Woreda. After data were gathered from 42 teachers (2 teachers were unable to fill in and return back) percentage and mean were used to analyze the data drawn from five (5) point rating scale questionnaire.

On the other hand, data obtained from observation checklist were quantitatively and qualitatively analyzed to enable researcher in order to detect the differences in the alignment of teachers' classroom practice with instructional objectives.

From the analysis; the following major findings were obtained

1. Sample teaches – who currently teach in grade four of Minjar- Shenkora Woreda first cycle primary schools- classroom practices were poorly aligned with instructional objectives. As a result the attainment of education objectives for the level (that is enabling children reading, writing and arithmetic skill) is less effective. (See the evidence on appendix E). This misalignment can be described by the following details.

1.1 . 35(83.3%) of the sample teachers who teach in grade four of the sample schools concentrated more on teaching lesson contents rather than teaching lesson objectives. As literatures revealed, concentrating more on teaching lesson contents leads teachers to omit information about what students will be expected to do with the contents. In addition to this, merely stating the contents to be covered in instruction is insufficient to select instructional materials, to communicate objectives to other or to help assessment procedures.

- In relation to lesson objectives, most of the sample teachers who teach in grade four of the sample schools do not have clear understanding about the differences between writing general and specific objectives. On the other and, other some sample teachers who have better understanding about writing these objectives did not state behavioral objectives in their lesson plans accordingly. As literature indicated, the reason many teaches shy away from formulating these behavioral objectives is formulating them demands much thought and effort.
- Concerning the arrangement of conducive learning environment, most teachers who teach in grade four of the sample schools did not arrange conducive learning environments. As a result, students did not get opportunities to interact with each other and wit their environmental and study how to learn. As literatures showed, arranging conducive learning environment is the core of the teaching process; because arranging and facilitating meaningful material and aids during instruction help teachers to create interests in students learning and is retained for longer period.
- 24(57.1%) of the sample teachers who teach in grade four of the sample schools responded that they were started teaching with the experiences the child has already accumulated and they correlated the child previous experiences with the new. However, they were asked to rate their response about identifying Potential learning problems to make instructional objectives appropriate to students need, they rated that they did not identify potential learning problem areas which helps teachers to think of ways to respond to these problems.

- 1.2. 33 (71.5%) of the respondent teachers who teach in grade four of the sample schools stated instructional objectives by deriving from the ready-made list of teacher's guide book without making modification. These instructional objectives do not provide a good match between the expected learner outcomes and the capacity of the children to achieve them.
- 1.3. 34(81%) of the sample teachers who teach in grade four of the sample schools implemented different assessment techniques during instruction to identify whether or not the intended learning outcomes were achieved. However, the implementation of these assessment techniques were not guided by behavioral instructional objectives and again, teachers' lesson objectives were not modified for a particular group of learners. Because of these reasons, assessment techniques that were employed during instruction were weak to show what a learner can and cannot do after instruction.

5.2 Conclusions

Based on the major findings, the following conclusions are made

- ❖ The finding of the study indicated that most of the sample teachers concentrated more on teaching lesson contents rather than teaching lesson objectives. From this finding, it is possible to conclude that teachers who teach in grade four of the sample schools omitted information about what the pupils will be expected to do with the content. Because, concentrating more on lesson contents rather than on lesson objectives leads teachers to fail in selecting instructional materials, in communicating lesson objectives to others and in helping assessment procedures.
- ❖ As the majority of the respondents rated, they stated instructional objectives by deriving directly from the ready-made list composed in another setting to guide their instruction and assessment. From this finding, it is possible to conclude that teachers who teach in grade four of the sample schools forgot their pupils when they stated instructional objectives.

- ❖ In implementing different assessment techniques during instruction, much is expected from classroom teachers. However, teachers who teach in grade four of the sample schools assessment procedures were not guided by behavioral instructional objectives.

5.3 Recommendations

The investigation of the study revealed that there is poor alignment of teachers' classroom practice with instructional objectives in grade four of the sample schools in Minjar- Shenkora Woreda.

Based on this point, the following recommendations are made.

1. Current efforts at School Improvement Program (SIP) have emphasized on the teachers' role in decision making through identifying learning problems in order to achieve the intended learning outcomes for the level. Therefore, school management and academic committees should provide practical support to teachers in building their capacities through facilitating school based training.
2. Because of their close and frequent contact with teachers, cluster center supervisors are shouldered higher responsibilities to facilitate gap- filling orientation to teachers about the alignment of instructional objectives with their classroom practices.
3. Woreda education office expertise, teachers college professionals and officials in both institutions should provide professional support by arranging workshops and seminars on the alignment of teachers' classroom practice with instructional objectives through the college- school linkage programs.

BIBLIOGRAPHY

- Airasian, W.P. (1997). Classroom Assessment, 3rd ed, Boston College. The McGraw hill Companies, Inc. New York.
- ANRSEB. (2000). Teaching Methods. A guide for Teachers.
- Anderson, L. W., et.al (2000). Taxonomy for Learning. Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives. White Plains, NY: London.
- Arseneau, R and Rodenburg, D (1988). The Development Perspective. Cultivating ways of Thinking. Five perspectives on Teaching in Adult and Higher Education, Malabar, FD, Krieger.
- Ball, L.A (2005). Modeling higher - order Thinking: The Alignment Between Objectives, Classroom Discourse and Assessment. University of Illinois. Journal of Agricultural Education, 46.58 Columbia.
- Baye Ashebir, (2007). Assessment Practices of Teachers in Teachers Education Instruction, Alternatives Assessment Methods in Focus, Journal of Educational Research. 1.11,27
- Brown, N.R., Oke, E.F. and Brown, P.D, (1982) Curriculum and Instruction. An introduction of Methods of Teaching. Macmillan Publisher. Hong Kong.
- Chase, I.C. (1999) Innovation in Teaching – Learning Process. Vikas Publishing House PVT. Ltd. New York
- Chauhan, S.S (1999). The Act of Teaching McGraw-hill Inc. New York.
- Cruickshank (1995). The Act of Teaching . McGraw hill Inc. New York.
- Dhand, H. (2004). Techniques of Teaching, Shish Publishing house. Canada.
- Dubey, L.D Dubey, C.E.O., and Ndagi (1985). Teaching in Primary School . A course for Active Learning. Longman group. Hong Kong.
- Gebeyaw Teshager. (2007). The Implementation of group – based cooperative Learning as a method of instruction in teachers Education Colleges. (Master thesis) Addis Ababa.
- Haileyesus Wudu, (2007. Constructivist Approach to teaching: the efforts and Challenges of Second Cycle Primary School Teachers. (Mastery thesis) Bahir Dar.

- Hassen Abdu, (1998). Developing Continuous Assessment: Framework and Implementation strategy line with improving primary. Institute of education. Addis Ababa University.
- Jarolime and Foster, CD (1997). Teaching and Learning in primary school 6th ed. University of Washington. Prentice Hall. New Jersey.
- Joyce, B and Weil, M..(1996). Models of Teaching. 5th ed. Prentice- hall of India. New Delhi.
- Lasley II, J.T. and Matczynski, J.T. (1994) Strategies for Teaching in Divers Society. Instructional Models. Wadsworth Publishing Company. USA.
- Mager, R.F, (1997). Preparing Instructional objectives. A critical tool in the development of active Instruction. Atlanta. G..A: Center of Effective performance Press.
- Melisew Tefera (2001). An Assessment of the Practice of Action Research in the Primary School. Journal of Educational Research. 1.12, 126-127. Addis Ababa.
- (1999). Teachers Education Hand book, Institute for Curriculum Development and Research. Addis Ababa.
- Morrison, S.G (1993). Contemporary Curriculum K-8. Florida International University A Pearson Education Company. Boston.
- Morrison, R.G., Ross, M.S. and Kemp, E.J. (2004). Designing Effective instruction 4th ed. Wiley and Sons Inc. USA.
- Muijis, D and Reynolds. D (2005). Effective Teaching Evidence and Practice, 2nd ed. Sage Publications. London
- Petty, G. (2004) Teaching today. 3rd ed. A Practical guide. Nelson. Thorne's LTD. UK.
- Pollard, A. Bourne, J. (1994). Teaching and Learning the Elementary school. Open Universal. Routledge Falmer. London.
- Reed, A.J.S. and Bergemann, V.E. (1995). In the classroom. An Introduction to Education. 2nd ed University of Carolina. The Dushkin Publishing Group. Inc USA.
- Savage, V.T. and Armsrtong, G.D. (1987). Effective Teaching in Elementary Social Studies Macmillan Publishing Company. USA.
- Save the children. (2000). Teacher Training Resources Hand Book. Save the children federation Inc. Malawi.

Terefe Tize. (2005). Practice of Learner-centered instruction in Debremarkos College of Teacher Education and primary Schools. Addis Ababa University. (Master thesis)

USAID. (2007). Active Learning Practice and Behaviors. Addis Ababa.

UNESCO, (2004). Changing Teaching Practices using Curriculum Differentiation to Respond to Students' Diversity. France.

Appendix -A

Bahir Dar University

Department of curriculum studies

A questionnaire to be filled in by first cycle primary school teachers

The purpose of this questionnaire is to gather information regarding the alignment of teachers' classroom practice with instructional objectives. The information to be obtained is only for research undertaking. Therefore, the cooperation of first cycle primary school teachers in providing genuine information is highly valuable to complete the study. No need of writing your name on this paper.

Thank you in advance for your cooperation

Abate Haile

Part I Personal Data

Direction: - Please indicate your response by putting (x) mark on the space provided except the questions which require written response.

1. Name of the school _____
2. Your level of education
Certificate _____ Other _____
3. your years of experience in teaching
Below one year _____ from 1-5 years _____
From 6-10 years _____ from 11-15 years _____
From 16-20 years _____ above 20 years _____

Part II Teachers' questionnaire about their opinion on the alignment of their classroom practice with instructional objectives

Direction I: please indicate your response for each question in the way you are asked to express your opinion.

1. Have you taken on-the job short-term training on how to drive and state instructional objectives and align these objectives with your classroom practice?

Yes ☐ No ☐

2. If your response to question number 1 is yes, who provided the training?

3. If your response for question number 1 is yes, do you think it was adequate to up-date your know-how about driving and stating instructional objectives and aligning these objectives with your classroom practice?

Yes ☐ No ☐

4. Do you prepare daily lesson plans that give place for behavioral instructional objectives?

Yes ☐ No ☐

5. If your response for question number 4 is yes, please write at least 5 common performance indicator five words that you state in your instructional objectives.

6. Do you exert much effort in arranging conducive learning environment in order to align your classroom activities with the planned instruction objectives?

Yes ☐ No ☐

7. If your response for question number 6 is yes, please mention at least two of these conducive learning environments?

Direction II:- The following questions (from 1-15) indicate teachers' practice of driving and stating instructional objectives, their concentration in classroom teaching, their assessment techniques that are employed during instruction and their attempt to align their classroom practice with the planned instructional objectives. Therefore, after reading each items deeply. please indicate your level of agreement by putting (x) mark under the corresponding number.

1- strongly disagree

2- disagree

3- undecided

4- agree

5- strongly agree

No	Items about the alignment of teachers classroom practice with instructional objectives	Scaled-values				
		5	4	3	2	1
1	I drive instructional objective directly from teacher's guide without making modification					
2	It is necessary to identify potential learning problems to make instructional objectives relevant to the lesson and appropriate to student's need.					
3	I use different assessment techniques during instruction to assess individual students and the whole class to identify whether the intended learning outcomes are achieved.					
4	Teaching strategies techniques that I facilitate during instruction emphasize more on covering lesson contents prepared for the period rather than achieving the intended learning outcomes.					
5	I use questioning technique during instruction in order to get adequate information about student learn.					
6	I use students' learning experience and background knowledge as an input to make instructional objectives with my classroom activities.					
7	I evaluate the student questions and answers during instruction to align instructional objectives with my classroom activities.					
8	I make task analysis on unfamiliar lesson contents to develop instructional objectives that were not addressed in teachers guide.					
9	It is not necessarily important to create conducive learning environment in order to achieve the intended learning outcomes.					
10	I do not follow specific instructional objectives that focus on precision in order to measure learning outcomes.					
11	I facilitate additional activities to instructional objectives in order to develop students' content knowledge.					
12	It is not important to use concrete examples and objects during instruction to clarify concepts to students.					
13	I introduce the lesson objectives of the day to students before the insurrection is begun.					
14	I do not use informal assessment techniques during instruction in order to assure whether the intended learning outcomes are achieve					
15	I state lesson contents as instructional objectives in daily lesson plans.					

ባህርዳር ዩኒቨርሲቲ

የካሪኩለም ትምህርት ክፍል

በአንደኛ ደረጃ የመጀመሪያ ሳይክል /4ኛ ክፍል/ መምህራን የሚሞላ የጽሁፍ መጠየቅ፣ የዚህ የጽሁፍ መጠየቅ አላማ በመምህሩ የመማሪያ ክፍል ውስጥ የማስተማር ተግባርና ዝርዝር የትምህርት አላማዎች መካከል ያለውን ስምምነት ----- የሚመለከት መረጃ ለመሰብሰብ ነው። ከዚህ የጽሁፍ መጠየቅ የሚገኘው መረጃ የሚውለው ለ2ኛ ደረጃ ማሟያ ጥናታዊ ጽሁፍ ስራ ብቻ ነው። በመሆኑም ይህንን ጥናት ለማሳካት መምህራን ታማኝነት ያለውን መረጃ በመስጠት የሚያደርጉት ትብብር ትልቅ ዋጋ አለው። በጽሁፍ መጠየቁ ላይ ስም መጻፍ አያስፈልግም።

ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ።

አባተ ኃይሌ

ክፍል አንድ፡- የተጠያቂዎች የግል መረጃ፡

መመሪያ፡- የጽሁፍ መልስ ከሚፈልጉት መጠይቆች በስተቀር ለሌሎቹ መጠይቆች የ/×/ መልክት በመፃፍ መልስዎን ያመልክቱ።

1. የት/ቤቱ ስም -----

2. የትምህርት ደረጃ

ሰርተፍኬት ----- ሌላ -----

3. በማስተማር መያያዣ ያለፈው አገልግሎት

ከ1 ዓመት በታች -----

ከ1 እስከ 5 ዓመት -----

ከ6 እስከ 10 ዓመት -----

ከ11 እስከ 15 ዓመት -----

ከ16 እስከ 20 ዓመት -----

ከ20 በላይ -----

ክፍል ሁለት ፡ የመ/ሩን አስተያየት የሚመለከቱ መጠይቆች፤

የመመሪያ አንድ፡- በጽሁፈ. ከሚመለሱት ጥያቄዎች በስተቀር በሌሎች ጥያቄዎች የ/X/ ምልክት በማስቀመጥ መልስዎን ያመልክቱ፡፡

1. የትምህርት አላማዎችን ማመንጨት፣ ማቀድና ከመመሪያ ክፍል ውስጥ ተግባራት ጋር ማጣጣም የሚያስችል አጭር የስራ ላይ ስልጠና አግኝተዋል?

አዎ አግኝቻለሁ ☐ አላገኘሁም ☐

2. ለጥያቄ ቁጥር 1 መልስህ/ሽ አዎ ከሆነ ስልጠናውን የሰጠው/ያመቻቸው/ ማን ነበር?

3. ለጥያቄ ቁጥር 1 መልስህ/ሽ አዎ ከሆነ ስልጠናው ቀድሞ የነበረህን ዕውቀት ወቅታዊ ለማድረግ በቂ ነው ብለህ ታስባለህ?

አዎ ☐ አይደለም ☐

4. ለዘርዘር የትምህርት አላማዎች ትኩረት የሚሰጥ ዕለታዊ የትምህርት ዝርጅ ታዘጋጅላለህ?

አዎ አዘጋጃለሁ ☐ አላዘጋጀም ☐

5. ለጥያቄ ቁጥር 4 መልስህ/ሽ አዎ ከሆነ በዘርዘር የትምህርት አላማዎች ላይ የምታሰፍራቸው የችሎታ አመልካች ቃላት ውስጥ ቢያንስ አምስቱን ጥቀስ/ሽ

6. ምቹ የመመሪያ ክፍል በማመቻቸት የመመሪያ ክፍል ውስጥ ተግባርህ/ሽን ከታቀዱት የትምህርት አላማዎች ጋር ለማጣጣም ብዙ ትጥራለህ?

አዎ አጥራለሁ ☐ ብዙ አልጥርም ☐

7. ለጥያቄ ቁጥር 6 መልስህ/ሽ አዎ ከሆነ ከምትፈጥራቸው ምቹ የመመሪያ ክፍል ተግባራት ውስጥ ቢያንስ ሁለቱን ጻፍ፡፡

መመሪያ ሁለት :- ከ1-15 በተጻፉት መጠይቆች ውስጥ መ/ራን የትምህርት አላማዎችን ለማመንጨትና ለመጻፍ፣ በትምህርት ሂደት የሚያተኩሩበት ጉዳዩ፣ የሚያተኩሩበት ጉዳይ፣ በመማር ማስተማሩ ሂደት የሚጠቀሙባቸው የምዘና ስልቶችና የመማሪያ ክፍል ተግባራትን ከታቀዱት የትምህርት አላማዎች ጋር ለማጣጣም የሚከናወኑ ተግባራት ተገልጾታል። በመሆኑም እያንዳንዱን ጥያቄ በጥሞና በማንበብ ስምምነትዎን ከጥያቄዎቹ ፊት ለፊት በተጻፉት ቁጥሮች ስር የ/ጽ/ ምልክት በማስቀመጥ መልሰዎን ያመልክቱ።

- 1 = ፈጽሞ አልሰማማም
- 2 = አልሰማማም
- 3 = አልወሰንኩም
- 4 = አሰማማለሁ
- 5 = በጣም አሰማማለሁ

ተ. ቁ.	የመ ሩ የመማሪያ ክፍል ውስጥ ተግባራትና በትምህርቱ አላማዎች መካከል ያለውን መሳሪያዎች የሚመለከት ጥያቄዎች	የስምምነት ደረጃዎች				
		1	2	3	4	5
1	በመ ሩ መምሪያ ላይ የተጻፉትን የትምህርት አላማዎች ምንም ሳላስተካከል በዕለታዊ የትምህርት ዝግጅት ላይ አስፍራቸዋለሁ።					
2	በዕለታዊ የትምህርት ዝግጅት ላይ የማስፈራቸው የትምህርት አላማዎች ከተማሪዎች ፍላጎት ጋር የተገናዘቡ እንዲሆኑ መሠረታዊ የመማር ችግሮችን መለየት አስፈላጊ ነው።					
3	በመማር ማስተማሩ ሂደት የተለያዩ የምዘና ዘዴዎችን በመጠቀም የዕለቱ የትምህርት አላማዎች በእያንዳንዱ ተማሪና በጠቅላላው የክፍሉ ተማሪዎች ላይ መታየታቸውን እመዝናለሁ።					
4	በመማሪያ ክፍል ውስጥ የማከናወናቸው ተግባራት የሚያተኩሩት የእሳቱን የትምህርት ዓላማዎች ከማሳካት በበለጠ ለክፍሉ ጊዜው የተዘጋጀውን የትምህርት ይዘት ለመሸፈን ነው።					
5	ስለተማሪዎች መማርና ውጤቱ በቂ መረጃ ለማግኘት በመማር ማስተማሩ ሂደት የመጠየቅ ዘዴን /questioning method/ አጠቀማለሁ።					
6	የተማሪዎችን ፍላጎት ከትምህርቱ አላማዎች ጋር ለማስማማት የተማሪዎችን የመማር ልምድና የቀደመ እውቀት መረጃ በግብአትነት አጠቀማለሁ።					
7	በመማር ማስተማሩ ሂደት የተማሪዎችን ጥያቄዎችና መልሶች በጥልቀት በመመርመር					

	የመማሪያ ክፍል ውስጥ ተግባራትን ከእለቱ ዝርዝር የትምህርት አላማዎች ጋር አስተሳስራለሁ።				
8	ያልተለመደ ወይም ተጨማሪ መረጃ የሚፈልግ የትምህርት ይዘት ሲገኝ መኝ አስቀድሜ መያወት ትንተና በማድረግ ተጨማሪ የትምህርት አላማ እቀርጽለታለሁ።				
9	የዕለቱን የትምህርት አላማዎች ለማሳካት ምቹ የመማሪያ አካባቢ መፍጠር የግድ አስፈላጊ አይደለም።				
10	በመማር ማስተማር ሂደት የመማር ውጤትን ለመለካት ሲባል ትክክለኛነት ላይ የሚያቶክሩ ዝርዝር የትምህርት አላማዎችን አልከተለም።				
11	ከትምህርቱ ዝርዝር አላማዎች ወጣ ያሉ ተግባራት በመማር ማስተማሩ ሂደት በመተግበር የተማሪዎችን እውቀት አዳብራለሁ።				
12	በመማር ማስተማሩ ሂደት የትምህርቱን ፅንሰ ሀሳብ ለማብራራት ተጨባጭ ምሳሌዎችንና ቁሳቁሶችን መጠቀም የግድ አስፈላጊ አይደለም።				
13	የዕለቱ መማር ማስተማር ተግባር ከመጀመሩ በፊት የዕለቱን የትምህርት አላማዎች ለተማሪዎች አስተዋውቃለሁ።				
14	በመማር ማስተማር ሂደት የዕለቱ የትምህርት አላማዎች በተማሪዎች ላይ መታየታቸውን ወይም አለመታየታቸውን ለመመዘን መደበኛ ያልሆኑ የምዘና ዘዴዎችን አልጠቀምም።				
15	በዕለታዊ የትምህርት ዝግጅት ላይ የትምህርት ይዘቶችን በዝርዝር የትምህርት አላማዎች ምትክ አስፍራቸዋለሁ።				

Appendix C

Bahir Dar University

Department of Curriculum studies

Observation checklist prepared for the completion of master thesis

School -----

Grade -----

Section -----

Observation -----

Period -----

Time -----

Observation data -----

No	Activities for observation	Alternatives	
		Yes	No
1	Does the teacher state measurable instructional objectives in his/her daily lesson plan?		
2	Does the teacher drive instructional objectives directly from teachers' guide without modification?		
3	Are instructional objectives written with performance indicators?		
4	Does teacher introduce the day's lesson objectives to students?		
5	Are the day's lesson objectives integrating objectives domains?		
6	Does the teacher select appropriate instructional methods to achieve the intended learning outcomes?		
7	Does the teacher concentrate more on teaching lesson contents rather than instructional objectives		
8	Does the students participate in different learning activities during instruction?		
9	Are teachers assessment techniques helpful to identify whether the intended learning outcomes are achieved during instruction?		
10	Are the teachers classrooms activities align with the planned instructional objectives?		

Name of observers

Sin

Date

1. -----

2. ----- (assistant)

3. ----- (assistant)

Observed Activities	Observed teachers											
	Teachers in Sec A			Teachers in Sec B			Teachers in Sec C			Teachers in Sec D		
	1 st day	2 nd day	3 rd day	1 st day	2 nd day	3 rd day	1 st day	2 nd day	3 rd day	1 st day	2 nd day	3 rd day
0	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes
	X	X	X	X	X	X	X	X	X	X	X	X
1	Does the teacher state measurable instructional objectives in his/her daily lesson plan?											
	X	X	X	X	X	X	X	X	X	X	X	X
2	Does the teacher derive instructional objectives directly from teachers guide book without modification?											
	X	X	X	X	X	X	X	X	X	X	X	X
3	Are instructional objectives written with performance indicators?											
	X	X	X	X	X	X	X	X	X	X	X	X
4	Does the teacher introduce the day's lesson objectives to students?											
	X	X	X	X	X	X	X	X	X	X	X	X
5	Are the day's lesson objectives integrating objective domains?											
	X	X	X	X	X	X	X	X	X	X	X	X
6	Does the teacher select appropriate instructional methods to achieve the intended learning outcomes?											
	X	X	X	X	X	X	X	X	X	X	X	X

[illegible]

ምንሽን/ው/ትም/ዋና ጽ/ቤት

በ2002 ዓ/ም ከ2ኛ-5ኛ ክፍል ማንበብ መጻፍ የማይችሉ ተማሪዎች መረጃ

ተ/ቁ	የክፍል ደረጃ	ማንበብ የማይችሉ						መጻፍ የማይችሉ					
		አማርኛ			እንግሊዝኛ			አማርኛ			እንግሊዝኛ		
		ወ	ሴ	ደ	ወ	ሴ	ደ	ወ	ሴ	ደ	ወ	ሴ	ደ
1	2ኛ ክፍል	650	659	1309	765	803	1568	434	467	901	474	514	988
2	3ኛ ክፍል	442	429	871	741	730	1471	268	260	528	519	482	1001
3	4ኛ ክፍል	249	300	549	568	600	1168	148	150	298	260	289	549
4	ከ1-4 ክፍል ድምር	1314	1388	2729	2074	2133	4207	850	877	1727	1253	1285	2538
5	5ኛ ክፍል	39	38	77	147	133	280	37	32	69	61	47	108
ጠ/ድምር	ከ1-5ኛ ክፍል	1353	1426	2806	2221	2266	4487	887	909	1796	1314	1332	2646

ማሳሰቢያ ፡ አብዛኛዎቹ ተማሪዎች 4 ጊዜ ተደጋግመው የሚቆጠሩበት ሁኔታ መኖሩ ይታወቅ / አማርኛ ፡-ማንበብና መጻፍ ፣ እንግሊዝኛ ፡-ማንበብና መጻፍ /



Appendix F Summary of teachers questionnaire on the pilot study results

Respondents	Questions																Results				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Even . No (E)	Odd .No. (O)	E ²	O ²	EO
1	2	4	5	2	4	5	5	1	5	2	4	2	4	5	1	2	23	29	529	841	667
2	4	1	4	5	5	4	2	4	2	1	2	1	4	4	2	4	24	25	576	625	600
3	5	4	4	4	5	4	1	4	2	5	2	4	4	5	2	1	31	25	961	625	775
4	5	4	5	5	4	2	4	2	4	2	5	1	4	5	4	1	22	35	484	1225	770
5	4	5	4	1	5	4	5	2	2	4	1	4	5	4	2	5	29	28	841	784	812
6	5	2	2	4	4	5	2	5	1	2	2	4	5	4	4	2	28	25	784	625	700
7	4	5	5	2	4	4	2	5	1	4	2	5	5	4	2	4	33	25	1089	625	825
8	1	4	4	5	5	4	5	2	4	1	2	4	5	4	2	1	25	28	625	784	700
9	5	4	2	5	5	2	4	2	1	2	4	5	5	4	1	2	26	27	675	729	702
10	5	4	4	4	5	4	1	4	2	4	2	5	4	4	1	2	31	24	961	576	744
																	272	271	7523	7439	7295

Reliability result 0.824

DECLARATION

I declare that the thesis is my original work and has not been presented for a degree in any other University, and that all sources of materials have been fully acknowledged

Name: Abate Haile

Signature:

Date: 30/9/2002

This thesis has been submitted for the examination with my approved as University advisor.

Name: Dawit Mekonen (PhD)

Signature:

Date: 01/10/02

