



AN EXPLORATION OF THE IMPLEMENTATIONS OF EDUCATION ARMY DEVELOPMENT (ONE TO FIVE TEAM WORKS) IN SOME SELECTED GOVERNMENT SCHOOLS OF ILU ABA BOR ZONE, SOUTH WEST ETHIOPIA

Wakgari Deressa Agemso¹, Hika Negash Gelana² and Miressa Amenu Terfa³

Mettu University, Faculty of Social Sciences and Humanities, Departement of English Language and Literature

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ABSTRACT

The study, tried to find out homeroom teachers role and perception in implementing one to five team work, examine to what extent school directors facilitate safe environment for the implementation of one to five teamwork and identify the major factors that might hamper the implementation of one to five teamwork. In order to meet the objectives of the study, a descriptive survey design was employed, which involves both quantitative and qualitative methods. In this study, 10 school directors, 10 homerooms teachers, and 250 grade nine students participated. The school administrators and teachers were selected by the purposive sampling techniques for the interview, and for the questionnaire respectively but students were selected by random sampling techniques. Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative data were analyzed qualitatively. The results of the study revealed that both students and teachers and school administrators perceived one to five education army development group works positively. However, the followings were found to be the main constraint encountered during teamwork activities. Finally, based on the findings, it was concluded that one to five teamwork was not properly implemented by the majority of teachers and students as it was expected. Hence, the importance of preparing short or long term trainings regarding one to five teamwork for students especially for teachers by any concerned bodies.

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INTRODUCTION

Ethiopian Government has gone through a lot of ups and downs before the idea of reform army reaches to the level where it exists now. The ultimate goal of one to five education army development teamwork is to enhance all students' achievement, create problem solver, commit and competent citizens who strive to maintain sustainable development in the country (OEB, 2011). People used to think that it is a kind of management tool like BPR or BSC, and it is introduced on the expense of these tools. In order to avoid misconceptions, consecutive trainings and awareness creation meetings, and discussions were held at different levels. It is after all these efforts that the concept of reform army became deep rooted in the country's schools. Here in Ilu Abba Bor Zone, the researchers expected the same misconceptions exist. Therefore, the main purpose of conducting research on this topic is to create similar and balanced awareness among students and teachers, and to equip them with the important information. One to five or education development army therefore, is aimed at getting the students to take almost full

responsibility for working, building knowledge, changing, evolving and of course discussing & searching improvement together. In light of this, the purpose of this study is to explore the implementation of educational development army (one to five) during different instructions at the schools and possibly attempts to explore its implementation. And finally, conclusions and recommendations were given on how often different ways of implementing was practiced. It is common these days to hear about education development army, health development army, and reform army etc...in Ethiopia. What all these naming have in common is 'army'. The freedictionary.com defined army as 'a large group of people organized for a specific cause'. What the phrase 'specific cause' in this definition refers to in Ethiopia's context, is being able to extricate from poverty. The term 'army' was theoretically taken from military disciple (OEB, 2011). It is believed that as military struggle or work collaboratively by passing through challenges or difficulties to achieve shared goals (to defend enemy or to keep the security of a country), hence, teachers, students, farmers, physicians and others can become more successful in what they do if they work cooperatively rather than working individually. Solomon W, *et.al* (2010) explained that co-operative learning develops the ability of students to make independent judgments by

*Corresponding author: **Wakgari Deressa Agemso**
Mettu University, Faculty of Social Sciences and Humanities, Departement of English Language and Literature

involving them in commenting on and judging other students' work. According to Foncha (2013), learners learn from each other's ideas and experiences. In this way, if the learners are required to solve or discuss a particular problem, they are in a position to produce a perfect solution because they are sharing ideas. In all sectors and aspects of life, people understand the need to act in an organized manner for this noble cause. Knowing of this fact, we want to explore the practical implementation of educational development army in some high schools of Ilu Abba Bor Zone, Oromia Regional State.

Objectives of the Study

General Objective

The main objective of this study is to explore the implementation of education development army among high schools.

The Specific Objectives

The specific objectives of this study are:

- To realize the implementation of the educational development army in the sample schools.
- To identify the appropriate formation of educational army development in the sample schools.
- To see how the teachers and students perceive the use of education development army in teaching – learning process.
- To find out factors that obstruct the implementation of education development army and finally, to suggest possible solutions for the problems relating to one to five group formation.

Research Design

In this research, descriptive survey which involved both qualitative and quantitative techniques was employed. These techniques were chosen because they could provide information concerning the status of the current implementation of educational army development in the high schools. Therefore, both qualitative and quantitative techniques help the researchers to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and techniques are used during analysis.

Subjects of the study

The target population of the study was 500 grade nine students. They were selected through random sampling techniques. Ten schools' directors and 10 homeroom teachers were selected through purposive sampling. So, a total of 250 respondents were taken from 10 sample schools as a population of the study in Ilu Abba Bor Zone. Under this study teachers and students are the prominent expected subjects. Because, even if there is 1 to 5 groups formation in all sectors of school community, the focus of this research is on learning and teaching process.

Research sampling techniques

In this study, to select the ten high schools the researchers employed purposive sampling technique in consideration of their distance from the zonal town and exposure they have for investigation. Accordingly, the target populations of the study were grade nine homeroom teachers, directors, and students of these sample schools in Ilu Abba Bor Zone. In line with this, 10 school directors, 10 homerooms teachers, and 20

grade nine students and a total of 520 respondents were taken from 10 sample schools as a population of the study. So, the total population size was 520. But, the researchers took 50%, which is recommended by many scholars, of the total population from students i.e. 250 of them.

Method of data analysis

Since the purpose of the study was to explore the implementation of one to five team works at high schools, descriptive research method was employed to reveal the frequency of the one –to- five team works in the sampling schools of I/A/Bor zone. Qualitative and quantitative methods of data analysis were used for the reason that in conducting this research both were essential. The data collected through different instruments were tabulated, coded and analyzed. Following that, tables were prepared for each variable and appropriate percentages of variables were calculated. Based on the gathered information, conclusions and recommendations were drawn.

RESULTS AND DISCUSSIONS

This chapter deals with the data analysis and interpretation of the study. As it was already explained, the purpose of the study was to explore the implementation of education army development on the one-to-five students' teamwork in secondary schools of Ilu Abba Bor Zone. So, to collect relevant data for the study, interview, questionnaire and classroom observation were employed. Accordingly the results and discussions of teachers', students' and directors' responses, students' practices of one to five team work compared with the classroom observation were assessed. Finally, the major factors that affected the implementation of one to five team works were treated under this section respectively.

Analysis of Data Obtained through Interview

Homeroom Teachers' perception on the importance of one to five teams for students

There were ten teachers who participated in detailed interview. Even if they agreed on the importance of one to five teams working teaching- learning process, the researchers did not observe them while they practiced one to five team works at different time for its practical implementation. Thus, the analysis of data gathered through interview has not shown consistent results with findings of the questionnaire and observation. For example, when answering the first interview item, almost all teachers not only agreed on the importance of one to five team works, but also claimed that they practiced one to five team works in the class as well as out of the classes. But this was not supported by the class room observation. Regarding the factors that hinder the implementation of one to five works, eighty (80%) of them replied that physical structure of classroom in line with the scarcity of free classrooms and 90% of the respondents confirmed that there is insufficient time practice it as it is mandatory. On the top of this, the one to five team activities has no grade for the students except the case of assignments. This is also a great factor that hinders the practical implementation of one to five team works among the students and the students are not motivated to take part inactively.

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Analysis of Data Obtained through Questionnaire

School directors' role in facilitating for the implementation of one to five teamwork

their roles in the team. Besides, 2(20%) of them responded as they always and usually involved in assisting the students' one-to-five team members to recognize their roles in the team

Item	Al		Sm		Us		Rar		Nev		Total
	F	%	F	%	F	%	F	%	F	%	
1. To what extent do you involve in providing guidance to the homeroom teachers to work with one-to-five students' teamwork members cooperatively?	-		4	40	4	40	2	20			100
2. To what extent do you create strong team spirit that helps homeroom teachers and one-to-five students' team members to become effective?	-		5	50	4	40	1	10			100
3. To what extent do you supervise the homeroom teachers' activities about students' one-to-five teamwork and supports them accordingly?					4	40	6	60			100
4. The extent to which the school directors initiate the students' one-to-five team members to plan and work together cooperatively.			6	60	4	40					100
5. The extent to which the school directors initiate the school teachers' one-to-five team members to develop real trust among them.			1	10	1	10	8	80			100

Key: Al= always, Sm= some time, Us = usually, Rar = rarely and Nev = never

The result, thus, indicated that the school directors could not regularly facilitate the environment for the implementation of one to five team work as effective as possible. Besides, the school directors have no persistence in their facilitating the environment in the school accordingly.

The role of homeroom teachers' in implementing students' one – to-five teamwork

respectively. This implies that there was a medium activity of school homeroom teachers to assist the students' one-to-five team members to become effective. But it was not as expected.

With regard to item 3, 6(60%) of the homeroom teachers responded that as they rarely define the roles and

Item	Al		Sm		Us		Rar		Nev		Total
	F	%	F	%	F	%	F	%	F	%	
1. To what extent do you clarify the members of students' one-to five teamwork with their specific roles for its practical implementation?	2	20	4	40	4	40					100
2. To what extent do you assist the students' one-to-five team members to recognize their roles in the team?	2	20	6	60	2	20					100
3. To what extent do you clearly define the roles and responsibilities of each team member of the students' one-to-five teamwork?					4	40	6	60			100
4. To what extent do you evaluate the team members depending on their ability to play their particular role?	2	20	6	60	2	20					100
5. The extent to which do you initiate the students' one-to-five team members to develop real trust among them.			2	20	3	30	5	50			100

Key: Al= always, Sm= some time, Us = usually, Rar = rarely and Nev = never

Item 1 in table 4.2.2 showed that 4(40%) of schools' homeroom teachers rated that they involve some times and usually in clarifying the members of students' one-to five teamwork with their specific roles for its practical implementation respectively. But 2(20%) of them are rarely involved in providing guidance to the students' one-to-five teamwork members.

Item 2 in the above table revealed that 6(60%) of the homeroom teachers responded that they sometimes involve in assisting the students' one-to-five team members to recognize

responsibilities of each team member of the students' one-to-five team work clearly. On the other hand, 4(40%) of the homeroom teachers rated that they usually define the roles and responsibilities of each team member of the students' one-to-five teamwork. The result, thus, indicated that the homeroom teachers could not carry their responsibilities in realizing the team members' role and responsibilities.

Homeroom Teachers' perception on the importance of one to five team works

Item	SA		A		UD		DA		SDA		Total
	F	%	F	%	F	%	F	%	F	%	
1. It creates powerful learning experiences for students	6	60	4	40							100
2. It increases students' engagement in learning	7	70	3	30							100
3. It teaches students how to work with others or to cooperate with others	7	70	3	30							100
4. one to five team work learning increases Students' Academic Achievement.	6	60	4	40							100
5. Students develop communication and teamwork skills.	4	40	4	40	2	20					100
6. Students hold one another responsible and accountable.			4	40	2	20	2	20	2	20	100
7. It increase psychological intimacy	8	80	2	20							100
8. It makes the students to be responsible for their learning.	8	80	2	20							100

Key: SA= Strongly Agree , A= Agree UD=undecided DA= Disagree SDA= strongly disagree

As shown in table 4.2.3, in order to explore teachers' perception toward the importance one to five team work 8 items were raised. To this effect, the data in the table indicated that teachers had positive perception towards the importance of one to five team work in the teaching – learning. Regarding item 1, 6(60%) of them strongly agreed and only 4(40%) of the respondents agreed on the importance of one to five team work respectively.

In the same table, the majority of the respondents believed that one to five team increases students' engagement in learning 7(70%) of them strongly agreed and 3(30%) of them agreed. Majority of the respondents confirmed that as one to five team work is very important in building students' psychological intimacy 8 (80%) of them strongly agreed and 2(20%) of them agreed).

Finally, the table reveals that a large number of participants thought that one to five team work makes students to be responsible for their learning 8(80%) of them strongly agreed and 2(20%) of them agreed). To summarize, the aggregate responses of the participants indicates that most of them have a favorable attitude towards one to five team work.

Students' perception on the importance of one to five team works

Item	SA		A		UD		DA		SDA		Total
	F	%	F	%	F	%	F	%	F	%	
1. It creates powerful learning experiences for students	102	40.8	96	34.4	22	8.8	30	12			100
2. It increases students' engagement in learning	115	46	80	32	20	8	35	14			100
3. It teaches students how to work with others or to cooperate with others	120	48	86	34.4	22	8.8	22	8.8			100
4. Students develop communication and teamwork skills.	98	39.5	102	40.8	18	7.2	32	20			100
5. Students hold one another responsible and accountable.	92	36.8	100	40	22	8.8	36	14.4			100
6. It increase psychological intimacy	123	49.2	112	44.8			15	6			100
7. It promotes greater contact, trust, acceptance and support among students of different, social classes, achievement levels and sexes.	88	35.2	105	42	35	14	27	10.8			100

Key: SA= Strongly Agree, A= Agree UD=undecided DA= Disagree SDA= strongly disagree

As shown in table 4.2.4, in order to explore students' perception toward the importance one to five team work 7 items were raised. To this effect, the data in the table indicated that the students had positive insight towards the importance of one to five team work in their learning. Regarding item 1, 102(40.8%) of them strongly agreed and 96(34.4%) of the respondents agreed on the importance of one to five team work respectively. But 22(8.8%) of the respondents have no idea and 30(12%) of the The respondents also affirmatively replied one to five team teaches students how to work with others or to cooperate with others and respect of others opinions among students 120(48%) of them strongly agreed and 86(34.4%) of them agreed.

On the other hand, the table shows that more than half of the respondents believed that one to five team work has a positive effects on students' academic achievement 98(39.5%) of them strongly agree and 102(40.8%) them agreed). Additionally, the table indicates that with the exception of few respondents all recognized that students develop communication and teamwork skills. 92(36.5% of them strongly agreed and 100(40 %) of them agreed respectively). Majority of the respondents confirmed that as one to five team work is very important in building students' psychological intimacy 123 (49.2%) of them strongly agreed and 112(44.8%) of them agreed). Finally, the table reveals that a large number of participants thought that one to five team work promotes greater contact, trust, acceptance and support among students of different, social classes, achievement levels and sexes. 88(35.2%) of them strongly agreed and 105(42%) of them agreed). To sum up, the aggregate responses of the participants indicated that most of them have a favorable attitude towards one to five team work.

Homeroom teachers' one to five team work grouping style preference

Table 4.2.5 above summarized the homeroom teachers' one to five grouping style preference.

To this end, based on what has been responded by teachers and possible analysis has been made below. As one can be observed in the table, all the teachers 10 (100%) of them never consider the same sex one to five team work in the school so all of them preferred mixed sex one to five team work grouping style. Regarding item 3 and 4, 7(70%) and 6(60%) of them prefer mixed ability level and age as a base for forming one to five team work different teams. Regarding item 8 and 9, 80% of the respondents replied that they never use intimate friends to form one to five team works. Similarly, 80% of the respondents replied that they always use students who are not intimate friends to form one to five team works.

Item	AL		SOM		USA		RAR		NEV		TOTAL
	F	%	F	%	F	%	F	%	F	%	
1. Students of the same sex grouping									10	100	100
2. Students of mixed sex grouping	10	100									100
3. Mixed ability level grouping	7	70	3	30							100
4. Students with almost with different age grouping	6	60	2	20	2	20					100
5. Randomly assigning students to form one to five team group							2	20	8	80	100
6. Students who come from similar areas (rural or urban areas)							3	30	7	70	100
7. Students who come from different areas (rural or urban areas)			4	40	6	60					100
8. Grouping students who are intimate friends.							2	20	8	80	100
9. Grouping students who are not intimate friends	8	80	2								100
10. Grouping students who are in the same Sitting arrangement (chair)									10	100	100

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While 20% of the respondents for both item they rarely use students' intimacy and sometimes use students who are not intimate respectively. Last but not least is considering seating arrangement for forming different team worm. As to this issue, while all (100%) of the teacher respondents replied that they never form one to five teamwork on the base of seating arrangement.

Factors that affect one to five team work implementation Responses to factors Related to students

	SA		AG		UD		DA		SDA		Total
	F	%	F	%	F	%	F	%	F	%	
1. Reluctance to work in one to five team	108	43.2	88	35.2			40	16	14	5.6	100
2. Lack of understanding about the importance of one to five team work	152	60.8	90	36	8	3.2					100
3. the way the one to five team is formed	54	21.6	42	16.8	24	9.6	96	38.4	34	13.6	100
4. Domination of active learners	122	48.8	102	40.8			26	10.4			100
5. Insufficient time given for the task	160	64	70	28			20	8			100
6. Lack of interest to share knowledge with others	97	38.8	87	34.8	22	8.8	44	17.6	10	4	100

KEY: 5= strongly agree 4=Agree 3= Disagree 2= strongly disagree 1= undecided

Regarding reluctance to work in one to five team, majority of the respondents confirmed as it was a factor that hindered the implementation of one to five team work. (108(43.2%) strongly agreed, and 88(35.2%) agreed on the idea of reluctance respectively. And the rest, 40(16%) and 14(5.6%) of the respondents replied that they disagreed and strongly disagree respectively. On the other hand, majority of the respondents 152(60.8%) and 90(36%) of the respondents responded that they didn't understand the importance of one to five team work as it is expected. So, this could be a major problem for its implementation and students did not care about. Only 8(3.2 %) of the respondents disagreed on the idea which mean that lack of knowledge about the importance of one to five team work has no impact on its implementation.

Regarding item 4, all most all of the respondents responded than domination of active learner is one of the major factors for one to five implementations. To this end, 112(48.8%) and 102(40.8%) of them strongly agreed and agreed on the idea of active learners domination during one to five team work. This confirms that the members of the team were not actively participated in the activity. Regarding this, only 26(10.4%) of the respondents disagreed. Therefore, the domination of active learners in the team work was proved to be one of the constraints. Similarly, 160(64%) and 70(28%) of the respondents revealed that the major factor which hinder the implementation of one to five team work was lack of time. This indicates that one to five team work didn't get due attention.

Responses to factors Related to Teachers

Items	SA		AG		UD		DA		SDA		Total
	F	%	F	%	F	%	F	%	F	%	
1. Teachers' failure to give clear explanation of the one to five task			2	20			8	80			100
2. Lack of teachers' interest					3	30	7	70			100
3. Lack of teachers' encouragement for the one to five performance			4	40	2	20			4	40	100
4. Lack of teacher's control, guidance and checking of activities during one to five team work	8	80	2	20							100
5. Non grading of team work activities in a continuous assessment form.	10	100									100
6. Lack of safe environment for one to five team work	10	100									100
7. Unnecessary interference	10	100									100
8. Misconception about one to five	8	80	1	10	1	10					100

KEY 5= strongly agree 4= agree, 3= Disagree 2= strongly disagree 1= undecided

Concerning teacher's failure to give clear explanations for the given tasks, 80% of the respondents have disagreed as it was one of the constraints one to five teamworks. Even though 20% of the respondents complained their teachers, during the classroom observation most of the teachers were seen explaining the tasks to be done by students.

As to the teachers' interest, 70% of the respondents confirmed as lack of teachers' interest was not one of the constraints that encountered in one to five team work.

However, among 30% of the respondents replied that as they couldn't say something on it. This implies that all most all teachers are interested in implementing one to five team work but those teachers who lack interest should be encouraged by concerned bodies. Regarding lack of teachers' encouragement for one to five performance, (40%) of students revealed that it is the problem that they usually encountered and make most of students fail to take part in-one to five team work activities. But 40% of them disagreed to this idea and 20% of them undecided.

This indicated that the students need to be encouraged to achieve or perform well according to their response. Regarding none grading of team work activities in a continuous assessment form, lack of safe environment for one to five team work, and unnecessary interference, all (100%) of the respondents strongly agreed that none grading of team work activities in a continuous assessment form, lack of safe environment for one to five team work, and unnecessary interference are considered as severe problems for the implementation of the one to five team work activities.

Regarding this, homeroom teachers were asked to suggest their view if team work activities are graded in a continuous assessment form. All of the interviewees were agreed to the idea but they assume that the way to implement it is difficult. As to the experience of the researcher, the group leader has a great responsibility. Because after the team leader and secretary were selected, and then the secretary and team leader prepared a permanent list that contains names of

members in a form of portfolio to record all the activities perform during team work session. At the end of the daily session, the group leader put a tick for those who participated in the team and put (x) for those who did not participated.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the preceding findings, conclusions about the study have been drawn.

- Although the importance of one to five team work is perceived positively by teachers and school directors, the practice and the implementation of one to five team work in the sample schools were still found to unsatisfactory.
- Even if students perceived one to five team work activities positively, they were not given any orientation on the importance of it and the responsibilities of each member in the team was not clearly explained at the beginning of the school year and team formation.
- The study showed that there is low safe environment where members of one-to-five teachers' teamwork can openly discuss.
- The questionnaire result of the students, homeroom teachers and school directors and the interview also shows the school environment is not conducive as expected for teamwork.
- On the top of this, insufficient time and none grading for one to five team work were critically affected the implementation of one to five team work.

Recommendations

Based on the findings and conclusions, the following recommendations have been made about the study:

- Since one to five team work is an important learning method for the students which help them to become self-learner and effective citizens, school directors and teachers should shoulder strong responsibility for facilitating the school environment for the effective practice of one to five implementation.

- Without the necessary conducive environment and sufficient time for one to five team work, much progress could not be made by the school directors and teachers in making students' one-to-five teamwork effective in the secondary schools.
- As the result of the study indicated, school directors were incapable of providing safe environment and the teachers were incapable where members of one-to-five students' teamwork can openly discuss with their team. So as to promote quality of one to five team work, sufficient time should be given for the students to discuss and exchange their ideas on the given topic freely. In line with this, there should be conducive and attractive environment where to discuss in team and share experience with colleagues and enough materials in the school.

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