



College of Education and Behavioral Studies

Department of Pedagogical Science

**The Role of Technology in Lesson Planning in Case of Reejjii Secondary
School**

*A Research Submitted to The Department of Pedagogical Science for The Partial
Fulfillments of the Requirements of Bachelor Degree Pedagogical Science*

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Abstract

Education is a very socially oriented activity and quality of education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The range of possible benefits pervaded practically all areas of activity in which knowledge and communication play a vital role. It is involved from improved teaching and learning processes to better student outcome, increased student engagement. Today there is a significant gap between effectiveness of the practices of ICT in teaching - learning process for achieving quality of education and challenges which hold back the use of ICT in Reejjii secondary school. The factors affecting role of ICT in lesson Planning incase of Reejjii secondary school were, no available of ICT lack of awareness, ICT material, budget and lack of skill to use ICT that cause the difference among department to use ICT in lesson plan. This paper is to study role of Technology in lesson plan.

Purpose of the Study.

- To a gradual improvement of the quality, scope and depth of the learning environment, as well as to provide a remarkable opportunity for teachers' development.
- Teacher Training Institutes may get more insights about the use of ICTs in the teaching learning process.
- Since curriculum designing involves the provision of learning experience to achieve stated objectives, the result of the study may indicate, especially to those curriculum specialist involved in the teacher training institutions, what kind of learning experience should trainee teachers be provided with good quality of education by using ICT.

In this study descriptive survey research design would be employed because major goals of this study are to describe the role of technology in lesson planning, it is also relevant to gather detailed information concerning about this topic. Moreover, descriptive research design makes possible the prediction of the future on the basis of finding on prevailing conditions

- It was collecting all the information would be by random - sampling.
- Data collection tools were employed observation, questioner and interview.
- Methods of Data Analysis by use histogram,barchart and document analysis (annual reports and other documents).

Acrimony

NGO Non-governmental organization

MOE: Ministry of Education

PASDEP: Plan accelerated sustained development end poverty.

ESDP: Educational sector development program

GEQIP: General education quality improvement package.

ARM: Annual review meeting.

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CHAPTER ONE

Introduction

1.1 Background of study

Education is a very socially oriented activity and quality of education has traditionally been associated with strong teachers having high degrees of personal contact with learners (Daniels , 2002). The use of ICT in education lends itself to more student-centered learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will be continue to grow and develop in the 21st century. Effective use of ICT for education, along with ICT use in the teaching learning process can enhance quality and accessibility of education; learning motivation and learning environment.

Modern economies are in the process of being transformed from agricultural and industrial economies to information and knowledge-based economies. Such rapid transformation has had significant impact on the social, economic, political and cultural dimensions of development across the world. For such development and growth, Information and Communication Technology (ICT) is seen as a driver and an enabler towards establishing and developing the various sectors in an economy that contribute to stronger, more developed and richer societies. During any such transformational passage, the leaders of a society and policy makers are likely to undergo a paradigm shift that involve developing their capacity and providing tools and direction for accepting such changes in mind-sets (Duncan & Sonail, 2012). Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation.

In Watson's (2001) description, ICTs have revolutionized the way people work today and are now transforming education systems. As a result, if schools train children in yesterday's skills and technologies they may not be effective and fit in tomorrow's world. This is a sufficient reason for ICTs to win global recognition and attention. For instance, ICTs are dependable tools in facilitating the attainment of one of the Millennium Development Goals (MDGs), which

is achievement of universal primary education by the year 2015. Kofi Anan, the former United Nations Secretary General, points out that in order to attain the goal of Universal Primary Education by the year 2015; we must ensure that information and communication technologies (ICTs) unlock the door of education systems. This indicates the growing demand and increasingly important place that (ICTs) could receive in education. Since ICTs provide greater opportunity for students and teachers to adjust learning and teaching to individual needs, society is, forcing schools to give appropriate response to this technical innovation.

The Ethiopia current Governments of vision for education development is described in the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), with the Educational Development Program(ESDP) IV serving as the overarching framework, giving high priority to quality improvement at all levels Levin, H.M (2012)Within the framework of the ESDP III, the MoE has developed a General Education Quality Improvement Package (GEQIP). A key recommendation of the education sector Annual Review Meeting (ARM) 2007 is that MoE and Development Partners (DPs) work together to implement the GEQIP through a pooled funding mechanism (MoE, 2007).

1.2. Statement of the Problem

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one is to compare such fields like medicine, tourism, travel business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced, Marshall(2002).

As it was stated by Rahel (2010), incorporating the learning styles of students in the teaching learning process makes learning easier for students to enhance their interest and understanding. The implementation of educational technology and the preparation and utilization of ICT is an important component here. It was important to understand that computer-assisted technologies provide students with some readiness to learn, where by using ICT tools is one of the methods or materials used to bridge the existing gap and promote independent and active learning.

However, there is a doubt that the courses given at colleges of teachers' education in general and specifically on the employment of the ICT or the outcome out of it have not been up to where it should be expected.

The researcher has been teaching for about five years in teacher training institutions, during this experience, noticed that involving teacher trainees in planning a lesson has scarcely implemented as well as hardly understood rationally by professional associate instructors including the researcher. Dewey (1958) cited in Elias and Merriam (1980:62) says both should plan and learn from each other for the relationship between teachers and learners are reciprocal. In plain language, there is a gap of understanding and implementing "active teaching learning approach" to most of classroom situations of Rejji secondary school because it remains inadequate to establish reciprocal relationship between teacher and student activities as Dewey has said it so. Such a disparity between the existing research literatures and the practical condition of active teaching-learning at Rejji secondary school encourages the researcher to react on teacher trainees' involvement in planning a lesson by using technology.

While examining the condition of the implementation of ICT in high school education in preparing and using e-lessons, the usage of educational technology in general and the usage of ICT in particular are outlined because they are the basic pillars in seeing whether the available infrastructure and trainings given are up to how they are supposed to be. Access to and the status of the available ICT related technologies are also examined. In general, how effectively using ICT in teaching - learning process for achieving quality of education had been employed. Therefore, in this study an attempt had been made to assess the overall effectiveness of the practices of ICT in teaching - learning process for achieving quality of education and challenges which hold back the use of ICT in Reejjii secondary school.

1.3. Research Questions

In view of all of the above statement of the problem, the following research questions will be considered with the aim of examining the problems critically and look for potential solutions and suggest them on the way:

1. To what extent teachers use ICT during lesson plan preparation in Reejjii secondary school?
2. Is there difference among the departments regarding ICT utilization during lesson preparation?
3. Do teachers really use ICT in the process of development lesson plan?

1.4. Objectives of the Study

1.4.1. General objective

The main objectives of this study were to assess the role of ICT (technology) in lesson planning in Rejji secondary school and its Challenges.

1.4.2 Specific objectives

- To identify the extent of teachers, use of ICT during a lesson planning preparation.
- To identify factors that hinder the teachers experienced in using ICT in lesson planning preparation in Rejji secondary school.
- To identify the factors which make difference between departments during lesson plan preparation.

1.5. Significances of the Study

The result of this study has the following significances:

- To a gradual improvement of the quality, scope and depth of the learning environment, as well as to provide a remarkable opportunity for teachers' development.
- Teacher Training Institutes may get more insights about the use of ICTs in the teaching learning process.
- Since curriculum designing involves the provision of learning experience to achieve stated objectives, the result of the study may indicate, especially to those curriculum specialist involved in the teacher training institutions, what kind of learning

experience should trainee teachers be provided with good quality of education by using ICT.

- Since teacher professional development includes training in the adaptation to the evolution of change of the profession of teachers and managers of education systems, the study may provide hint to equip teachers not just with basic ICT skills, but should encourage the evolution towards integrating technologies into teaching subjects and practices.

1.6. Scope of the Study

There are different secondary schools in Oromia regional administrative state. However, this study is delimited to Rejji secondary school in Adea Berga woreda west Shewa, due to limitations of financial, Covid-19 and other resources. For this study a teacher who teaches secondary school of Rejji 9-12. This is to include all the teachers found in the secondary school.

1.7. Operational Definition of Terms

The terms used in this study may convey a different interpretation in a different context. So, to avoid some possible confusion, the following are operational definitions of some of the terms used in this study.

- ✓ Electronic learning (E-learning) – Is an electronically supported learning and teaching, which can be networked learning or not, and serve as specific media to implement the learning process.
- ✓ Information Communication Technology (ICT) – Information and communication technology is used as an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

- ✓ Information Communication Technology for Education (ICT4E) – ICT for Education (ICT4E) is a subset of the ICT4D that has a collaborative learning network linking humanitarian agencies to technology and the benefits it provides to achieve improvement of the educational situation.

1.8. Organization of the Study

This study has five chapters. The first chapter of the study includes the introduction part that contains background of the study, statement of the problem, objectives of the study, research questions, and significances of the study, operational definition of terms, scope and limitations of the study.

The second chapter provides a review of literature on overview of Ethiopian education system, what information communication technologies are, general education quality improvement packages (GEQIP) in Ethiopia, Ethiopian national ICT policy, information communication technologies and theories of learning, the roles of information and communication technologies in education, facilitating and inhibiting factors in using information technologies in education , E-school or e-learning initiatives in Ethiopia, the roles of teachers, students and college governing bodies in integrating ICTs in education and ICT in learner-centered education.

The third chapter covers the research setting the conceptual model of the study, there search design, and participants of the study. This section also presents information on data collection instruments validity and reliability of data collection instruments and data analysis technique used in the study. Finally, the chapter concludes with procedures of the study and ethical consideration.

The fourth chapter presents the results of the analyzed data of the study. It includes analysis and discussion results of the findings. The last chapter covers the summary, conclusions, recommendations and implications for future research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concepts of Teaching and learning

Teaching and learning have been described by different educators. These educators have been trying to define teaching and learning from their own perspectives. Stewart (2002) says that teaching and learning are inseparable, parts of a single continuum-more Mobius strip than a circle-of reciprocal giving and receiving. Stewart views teaching and learning to the extent of the Mobius strip-a two-dimensional surface that has only one side where the two surfaces are inseparable to one another. Tewodros and Admasu, (2008) also said that teaching and learning are two sides of the same coin, for lesson is not taught until it has been learned. Teaching, therefore, can be thought of as the process that facilitates learning Teaching is the stimulation, direction , direction and encouragement of learning.

2.1.1 Teaching

Teaching is an old age profession that has been existed for many centuries. Many would agree that teaching is a complex and cognitively demanding' activity (Mutton, Hagger, and Burn, 2011). Similarly, teaching is a complex act that requires situation specific decision making in which a point that leads to the conceptual framework of teachers as educational decision makers and provide an opportunity to emphasize the critical role that plays in the teaching-learning process (Jensen and Kileys, 2008). More popularly, teaching had been known as a planned action to bring about behavioral change in learners (Reda, 2001). Here, the act of teaching is facilitating things that bring up learners behavioral changes. In this case, teaching involves at least two persons: these are the teacher and the taught (Aggrawal, 2004).

The above given definitions, of teaching vary from imparting, guiding, to supporting activities. However, they have something in common that teaching is an integrated activity with learning. Teaching, therefore, can be thought of as the process that facilitates learning and provides stimulation, guidance, direction and encouragement to learners (Tewodros and Admasu, 2008). All the more, the above definitions emphasize teaching over learning that decision making or

planning has more to do with teaching than learning. Accordingly, Aggrawal tries to involve learning in teaching or teaching involves the activities of two individuals that are teacher and student. But his definition leaves little or no room for joint involvement of both teacher and student in planning a lesson. Thus, for this particular research teaching should be redefined to permit involvement of teacher trainees in planning and implementing a lesson as a means of promoting active learning.

2.1.2 Learning

Definitions for learning have been given by many scholars. In its wider sense, learning could be a process of bringing behavioral changes. In its narrower concept, learning could be taken to the extent possible some body's actual presence in the classroom, while teaching takes place where one has to be in the classroom, may doing activities and work assignments. But one's learning of something is only determined by the degree to which one's behavior is changed. Although h several definitions of learning are available, most would agree that: Learning is an active process of acquisition by which an individual gains knowledge, changes attitude, and develops habits & skills (Tewodros and Admasu, 2008). Woolfolk, (2001:200) argues learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior. It is quite clear that the act of learning is a means of transforming one's knowledge or experience but, what responsibilities of learners are, still yet not mentioned. If learning is to occur, careful organization of classroom activities, based on clearly stated objectives, content, and conclusion are essential (Kasambira, 1996).

From the above definitions of learning, the last but not the least, says more comprehensive substance of what makes learning a learning. In another word, kasambira's definition emphasized planning if a purposeful learning is to occur. Taken both teaching and learning together, it is by no means a mistake to conclude the occurrence of teaching is a necessary condition to the presence of learning. The researcher runs the full distance of reading over a considerable texts books and research findings from old to recent in search of a new concept of teaching and learning process. And finally, teaching and learning activities are integrated activities inseparable to one another to the extent possible; both can be taken as the typical examples of the law of

unity and struggle of opposites in social science particularly in education. A sense of unity is obvious between teaching and learning activities that they are integrated activities. The nature of being opposites can also be seen when they are considered as opposite sides of the same coin. In supporting this fact, Stewart, (2002) says teaching and learning are inseparable parts of a single continuum more than a circle of reciprocal giving and receiving. Contradictions between teacher and teacher trainees are summarized below as Freire (1993) says so:

- (a) The teacher teaches and the teacher trainees are taught;
- (b) The teacher knows everything and the teacher trainees know nothing;
- (c) The teacher thinks and the teacher trainees are thought about;
- (d) The teacher talks and the teacher trainees listen-meekly;
- (e) The teacher disciplines and the teacher trainees are disciplined;
- (f) The teacher chooses and enforces his choice, and the teacher trainees comply;
- (g) The teacher acts and the teacher trainees have the illusion of acting through the action of the teacher;
- (h) The teacher chooses the program content, and the teacher trainees (who were not consulted) adapt to it;
- (i) The teacher confuses the authority of knowledge with his or her own professional authority, which she or he sets in opposition to the freedom of the teacher trainees;
- (j) The teacher is the Subject of the learning process, while the pupils are mere objects.

Freire tries to show visible struggle between the opposites (teaching and learning). What Freire presented above, have carried contradictions or unfair relationships between teacher and teacher trainees. It is as the result of unfair relationships between teaching and learning that make learners alienated from planning their learning and that requires struggle to solve the contradictions. The above contradictions as Freire puts it well, (f) the teacher chooses and enforces his choice, and the teacher trainees comply or (h) the teacher chooses the program

content, and the teacher trainees (who were not consulted) adapt to it; are typical examples of the law of unity and struggle of opposites. According to the law of unity and struggle of opposites, there is conflict of interest or power between opposites as far as the relationships remain unequal interactions (Marx, 1977). If the teacher chooses the program, content, method, purpose and the activities alone far from the involvement of teacher trainees in decision making, teacher trainees are treated as passive receptacles. In this case it is active teaching but not active learning that takes place. This implies, active teaching alone does not guarantee active learning. Learning without teaching is possible, but lacks clear purpose, direction, and not measureable. Learning is personal and is affected by multiple factors: such as the role of the learner in planning and implementing activities, environment, teacher, materials, methods of teaching, etc (AEDIUSAID, 2008). Teaching without learning is impossible. Thus, teaching and learning are inseparable parts of a single continuum more than a circle of reciprocal giving and receiving (Stewart, 2002620).

If what has been said contradiction or reciprocals in teaching and learning process, viewed from the law of unity and struggle of opposites, it is a must to mention the teaching and learning process in the classroom, or the teacher and student activities in a given session as typical examples.

2.2 What is lesson plan?

In its broadest sense, lesson plan may refer to long-term (annual) and medium-term (unit) planning as well as short-range planning on a weekly and daily lesson basis. Annual planning helps organize the school year into manageable chunks. Units are also functional for teacher trainees because the components including goals or objectives, content, and activities are tied together in a logical, coherent manner, providing structure for the new material to be taught (Pratt, 1998).

According to Clark and Starr (1986: 174) lessons are the atoms that make up units, courses, and curricula. Lessons usually last for single period although sometimes it may be continued for several days. A Lesson is what a teacher teaches or what teacher trainees learn or experience about a certain specific instructional topic or issue. It is a smaller part of instruction dealing with

a very specific topic that is taught, or learned in a relatively shorter period of time. Lessons could vary in their duration (Tewodros and Admasu, 2008). From the above sayings, lesson plan refers to annual, unit, and daily lesson plans. However, from now on wards, the present emphasis is on the later one perhaps to daily lesson plan only.

A Lesson Plan is a very small but much specific and detailed plan of instruction. It is a plan prepared for teaching one or two specific topics. Lesson planning is the final step in the planning process and generates specific plans of action for a specific class period (Biadgilign, 2010). A daily lesson plan is a short carefully developed and usually written outline designed to help the teacher to achieve the objectives of specific topic, skill or idea (Kasambira, 1996: 17).

Definitions on the area of a daily lesson plan vary from time to time perhaps even from school to school. A close examination on such definitions of a daily lesson plan given above provides, the definitions have the tendency to alienate teacher trainees from being partners in planning a lesson. Consequently, none of the above definitions of a daily lesson plan fit for this particular study. But by making a little rearrangement over Kasambira's definition, the problem can be fixed.

Thus, here it runs: a daily lesson plan is a short carefully developed and equally shared outline between teacher educator and teacher trainees designed to help both teacher educator and teacher trainees. This definition tries to view lesson plan from two equally inseparable partners of teaching and learning activities. Obviously, the definition reveals teacher trainees have equal right, duty, or responsibility of being involved in planning and implementing a lesson as a means of facilitating their learning. Abdurrahman (1983), Kasambira (1996), HDP (2008), AEDfUSAID (2008), Biadgilign (2010), Tewodros and Admasu (2008) Clark and Star (1986), and Larson and Keiper (2007): include the most common components or elements of the daily lesson plan in their works where both teacher and teacher trainees can be involved in the teaching and learning process.

These include: topics, objectives, introduction, presentation, conclusion, or stabilization, teacher activity, student activity, assignments/ homework, teaching and learning methods, teaching

and learning resources, and lesson plan evaluation. The formats of a daily lesson plans tend to vary according to the teacher and the situation, but all deal, either explicitly or implicitly, with the fundamental questions of what to teach, how to teach, and why. Any given lesson plan no matter what kind of format it may be the basic or didactic elements are compulsory. The commonest of the lesson plan used in Ethiopian schools include preliminary sections, body and appendix of the lesson (see appendix A).

As it has been seen, the commonest points reviewed above, of a lesson plan, are traditionally monopolized by teachers having alienated teacher trainees as if it were not their business. But few research evidences have been explored which partially call for teacher trainees' involvement in planning a lesson to promote active learning.

Besides, differences are observed about involving teacher trainees in planning a lesson among scholars particularly in the components of lesson plan. Some have the tendency to involve teacher trainees in stating and formulating objectives. Specially, Clark and Starr (1986) suggest the lesson objectives should describe precisely what is to be learned in the lesson. By this act alone, Clark and Starr are exceptional scholars who acknowledge the presence of teacher objectives and student objectives. It is the student's objectives that cause the teacher to act accordingly in the teaching learning process.

It is excellent policy to inform teacher trainees early in the lesson, unit, or course just what it is teacher trainees are supposed to gain learning is worthwhile. According to Clark and Starr, there are student objectives and teacher objectives consequently, it is, if the teacher trainees think teachers objectives are desirable and adopt as their own, the learning process is well on its way. Kasambira (1996:20) defines lesson objectives as precise statements of what teacher trainees are to learn from the lesson. Kasambira actually, confirms objectives are what teacher trainees are expected to learn, however, he did not think of involving teacher trainees in stating objectives like, Clark and Starr say so. All the more he claimed student objectives are set forth by the teacher for teacher trainees to accomplish.

Generally speaking, the act of setting specific objectives is a decisive part of any daily lesson plan. Objectives are expected to indicate what teacher trainees should be able to do, not what the teacher educator will do. It is a wise decision of the teacher to involve teacher trainees in planning and implementing a lesson as a means of promoting active learning. From the teacher experience point of view, specific objectives should be told and retold throughout the class time. Others like Suzane (2011), Luces (2009), Stiggins and Chappuis (2004), and Eastmond, Bartlett and Terblanche (1997), preferred to involve teacher trainees in assessment/assignment part of the lesson as a means of promoting active learning.

None of the above research evidences could satisfy teacher trainees' involvement in planning and implementing a lesson as a means of promoting active learning. Because teacher trainees make few of the planning activities in components of a daily lesson plan (call it the topic, or objectives, introduction, presentation, conclusion, or, stabilization, teacher activity, student activity, assignments/ homework, teaching and learning methods, teaching and learning resources, or lesson plan evaluation). Therefore, it is hardly to say it has promoted active learning as far as teacher trainees are not fully involved in planning and implementing a lesson.

2.3 Why is lesson plan preparation needed?

Careful planning is absolutely essential for effective teaching. It helps to produce well-organized classes and a purposeful class atmosphere since it reduces the likelihood of discipline problems. Also, it helps to ensure that the teacher knows the subject and method of teaching (Callahan and Clark: 1988: 21). Then after, Callahan and Clark remind that well-written lesson plans have many uses.

Primarily, the teacher and perhaps student as well should ask themselves what they want to accomplish, how can they accomplish, who is to do what, when and in what order should things be done, what resources are available, what materials and resources are needed, how will they get things started, how shall they follow up and how can they tell whether they have accomplished their goals or not. Similarly, Clark and Starr (1986) generalized the essentials of planning to teachers and teacher trainees because it helps create correct discipline, a pleasant atmosphere in the class and purposeful teaching-learning activity free from dead spots.

Essentials of planning are also voiced by Pratt (1994), Woolfolk (2001) and Biadgilign (2010). They advised lesson plan enabled teachers to be systematized; where to begin, what to follow, how to go through, where and when to end; avoid unnecessary repetition; give stress on only topics which are relevant saves time, energy, or resources; explain to others as to why they are teaching the topic.

2.4. The Roles of Information and Communication Technologies in Education

Education is essential for addressing development issue such as unemployment, poor health and gender inequality. Therefore, more efficient and effective educational projects are always needed for national development. Unsurprisingly, for this purpose, ICT has gained more and more attention, and the use of ICT including radio and television for education has a long history (Grace and Kenny 2003). Furthermore, the strong connection between education and ICT is seen in the comment about MDGs by the former secretary general of the UN, Kofi Annan. One of the Millennium Development Goals is achievement of universal primary education by 2015. We must ensure that information and communication technologies are used to help unlock the door to education“ Kofi Annan (2005: para 2).

To achieve improvement of the educational situation, several kinds of ICT4E projects such as New Partnership for Africa's Development (NEPAD's), e-school initiative and One Laptop per Child (OLPC) have been implemented. Though the projects are different, the reasons why ICT is expected to „unlock the door to education“ have the same rationales, such as, more access to education, better quality of education (Cawthera, 2001; Wims and Lawler 2007) and motivation for students to study (Wims and Lawler, 2007).

Achievement of universal primary education, which is one of the basic Millennium Development Goals, can be facilitated by emerging technologies, as well as the old ICTs such as radio and television. The main barriers to achieving universal primary education are issues such as lack of proper transport facilities, lack of adequate teachers and gender sensitive education, but the introduction of ICTs can improve education provision. The usage and impact of ICTs needs to be carefully monitored to ensure that they are used effectively.

There is a growing need for cross-nationally comparable indicators in the area of information and communication technologies (ICTs) in education. The Plan of Action that was decided at the Geneva phase of the World Summit on the Information Society (WSIS) in 2003 identified two targets which are directly related to education.

- To connect universities, colleges, secondary schools and primary schools with ICTs
- To adapt all primary and secondary school curricula to meet the challenges of the information society, taking into account national circumstances. The development of indicators that monitor such targets can facilitate policy makers to design and monitor need-based programs targeted at improving the economic and social development of the country.

Thus ICTs can be used in education to improve administrative efficiency, disseminate teaching and learning materials to teachers and students, improve the ICT skills of teachers and students, allow teachers and students access to sources of information from around the world, share ideas on education and learning, collaborate on joint projects and conduct lessons from a remote location. ICTs have the following roles in the education world.

2.4.1. ICT Enhancing Teaching and Learning Process

ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

Many different types of technology can be used to support and enhance learning. Everything from video content and digital moviemaking to laptop computing and handheld technologies has been used in classrooms. Similarly, new uses of technology such as pod casting are constantly emerging (Marshall, 2002).

To Marshall, various technologies deliver different kinds of content and serve different purposes in the classroom. Word processing and e-mail promote communication skills; database and spreadsheet programs promote organizational skills; and modeling software promotes the understanding of Science and Mathematics concepts. It is important to consider how these

electronic technologies differ and what characteristics make them important as vehicles for education (Berker, 1994).

According to Murphy, e al., (2001), the primary form of student learning from computers is described as Discrete Educational Software (DES), Integrated learning system (ILS), Computer-assisted Instruction (CAI), and Computer-based instruction (CBI). These software applications are also the most widely available applications of educational technology in schools today, along with word-processing software, and have assisted in classroom for more than 20 years (Becker, Ravity and Wong, 1999).

Murphy et al., (2001) explains that teachers use DES not only to supplement instruction, as in the past, but to introduce topics, provide means forSelf-study, and offer opportunities to learn concepts otherwise in accessible tostudents. The software also manifests two key assumptions about how computers can assist learning. First, the users“ ability to interact with the software is narrowly defined in ways designed specifically to promote learning with the tools. Second, computers are viewed as a medium for learning, rather than as tools that could support further learning.As Discrete Educational Software is recognized as the commonly used approach to computer use in student learning, in more recent years, use of computers in schools has grownmore diversified as educators recognize the potential of learning with technology as a means for enhancing students reasoning and problem solving abilities. Zhang (2005) notes thatthis shift which has been driven by the plethora of new information and communication devices nowincreasingly available to students in school and at home, each of which offers new affordances to teachers and students alike for improving student achievement and for meeting the demand for 21stcentury skills.” It should be noted at this juncture that there appear to be three main approaches to ICT taken by teachers according to (UNESCO, 2004). These are:

Integrated approach: planning the use of ICT within the subject to enhance particular concepts and skills and improve students“ attainment. This involves a careful and considered review of the curriculum area, selecting the appropriate ICT resource which will contribute to the aims and objectives of the curriculum and scheme of work, and then integrating that use in relevant lessons.

Enhancement approach: planning the use of an ICT resource which will enhance the existing topic through some aspect of the lessons and tasks. For example, using of an electronic whiteboard for presenting theory about a topic. In this approach, the teacher plans to complement the lesson with an innovative presentation method to promote class discussion and the visualization of problems.

Complementary approach: Using an ICT resource to empower the students' learning, for example by enabling them to improve their class work by taking notes on the computer, or by sending homework by email to the teacher from home, or by word processing their homework. All three approaches can enhance attainment, but the effects may be different. In the integrated approach, students' learning is enhanced because they are confronted with challenges to their existing knowledge and given deeper insights into the subject being studied.

The enhancement approach could improve students' learning through presenting knowledge in new ways, promoting debates among students, and encouraging them to formulate their own explanations. The complementary approach draws on the approach that suggests that learning can be enhanced by reducing the mundane and repetitive aspects of tasks such as writing essays and homework by hand, freeing the learner to focus on more challenging and subject-focused tasks (Kemmis et al., 1977 in UNESCO, 2004). These different types of use require the teacher to have an extensive knowledge of ICT and to be able to fit its use either into their existing pedagogy or to extend their pedagogical knowledge so they can accommodate ICT effectively in their teaching.

2.4.2. ICT Enhancing the Quality and Accessibility of Education

ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning. In concert with geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs (Moore & Kearsley, 1996).

Students are starting to appreciate the capability to undertake education anywhere, anytime and any place. One of the most vital contributions of ICT in the field of education is- Easy Access to Learning. With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments (Young, 2002).

Wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching. ICT also allows the academic institutions to reach disadvantaged groups and new international educational markets. As well as learning at any time, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support teaching and learning.

Thus, ICT enabled education will ultimately lead to the democratization of education. Especially in developing countries like Ethiopia, effective use of ICT for the purpose of education has the potential to enhance the quality of education. People have to access knowledge via ICT to keep pace with the latest developments (Plomp, Pelgrum & Law, 2007). ICT can be used to remove communication barriers such as that of space and time (Lim and Chai, 2004). ICTs also allow for the creation of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time (Bhattacharya and Sharma, 2007; Cholin, 2005). Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. This avoids duplication of work (Cholin, 2005). ICT eliminates time barriers in education for learners as well as teachers, It eliminates geographical barriers as learners can log on from any place (Sanyal, 2001; Mooij, 2007; Cross and Adam, 2007; UNESCO, 2002; Bhattacharya and Sharma, 2007).

ICT provides new educational approaches (Sanyal, 2001). It can provide speedy dissemination of education to target disadvantaged groups (UNESCO, 2002; Chandra and Patkar, 2007). It can

also enhance the international dimension of educational services (UNESCO, 2002), and can be used for non-formal education like health campaigns and literacy campaigns (UNESCO, 2002). Use of ICT in education develops higher order skills such as collaborating across time and place and solving complex real world problems (Bottino, 2003; Bhattacharya and Sharma, 2007; Mason, 2000; Lim and Hang, 2003).

What is more, ICT improves the perception and understanding of the world of the student. Thus, ICT can be used to prepare the workforce for the information society and the new global economy (Kozma, 2005). In line with this, Plomp et al (2007) state that, the experience of many teachers, who are early innovators, is that the use of ICT is motivating for the students as well as for the teachers themselves.

Bottino (2003) and Sharma (2003) mention that the use of ICT can improve performance, teaching, administration, and develop relevant skills in the disadvantaged communities. It also improves the quality of education by facilitating learning by doing, real time conversation, delayed time conversation, directed instruction, self-learning, problem solving, information seeking and analysis, and critical thinking, as well as the ability to communicate, collaborate and learn (Yuen et al, 2003).

A great deal of research has proven the benefits to the quality of education (Al-Ansari 2006). Hepp, Hinostroza, Laval and Rehbein (2004) stated that the literature contains many unsubstantiated claims about the revolutionary potential of ICTs to improve the quality of education. They also note that some claims are now deferred to a near future when hardware will be presumably more affordable and software will become at last an effective learning tool.

CHAPTER THREE

. RESEARCH DESIGN AND METHODOLOGY

This chapter of the study describes the methods used, subjects included in the study, the instruments and procedures used for data collection, and the techniques employed for data analysis. The study will be based on data collected in one government Rejji secondary school found in West Shewa zone, Oromia Regional State.

3.1 Design of the study

In this study descriptive survey research design would be employed because major goals of this study is to describe the role of technology in lesson planning, it is also relevant to gather detailed information concerning about this topic. Moreover, descriptive research design makes possible the prediction of the future on the basis of finding on prevailing conditions.

3.2. Study Area

The setting of this study would be situated in Rejji secondary school of governmental school, found in west shewa zone. The study would conduct Rejji secondary school which found in West shewa zone. This school was established in 2000 E.C and gives educational services in 2003 E.C.

3.3 Sampling

3.3.1 The Population of the study

As Rejji secondary school teachers who expected to integrate ICT during lesson plan preparation are population of study, in teaching year 2012. The questionable and difficult thing was how to select sample from these population or teachers. It is collect all the information would be by random - sampling. This was because; first the research has to wait until June in order to collect all the lesson plans from these teachers. Second, there was no habit in most of our teachers to file and keep daily lesson plans till the end of the school year. Considering that there would not be much difference if one collects all the lesson plans and takes out sample lesson plans, or if one takes consecutive lesson plans of a month or two, the researcher found the second alternative easier and more appropriate. And, fortunately, this is

proved in the analysis in that all plans of teacher almost followed the same pattern; what varied is the objectives and contents.

3.3.2 The Sampling of Secondary Schools Teachers for Observation

Since observation was time consuming, all the teachers whose lesson plans are included in the analysis are involved in the observation. With regard to the selection of these secondary schools teachers. Simple random sampling technique would be applied among the secondary school's teachers from the total observation of 57(11or19.3% female and 46or80.7% male) teachers used for observation ordered. Then according to my research I would take observation from total teachers female 11and male 46 would be taken. I select 19.3% teachers randomly.

3.4 Methods of Data Analysis

To conduct the analysis of data, descriptive statistical analysis would be mainly used. The qualitative analysis of the lesson plans is based on one of the formats given by Clark and Starr (1986: 183).This format encompasses five components in a lesson plan. These are: instructional objectives, content, procedure, instructional materials and assessment techniques. Data will be obtained through different methods: the analysis of the lesson plans, and observation of teachers' usage of lesson plans, using questioner and using by interview.

3.5 Data Source

To achieve the purpose of the study the research was employed both primary and secondary data source. primary sources of this study are from secondary school teachers, principal and supervisor of Reejjii. The secondary data are collected from school internal recorded documents, action research, books and report.

3.6. Data Collection Tools

3.6.1 Observation

Observation as a method of data collection for this study. I would be crucial to see if teachers make use of their lesson plans in their presentation of lessons. It was not only planning that matters, teachers should also refer to their notes in the lesson plan to ensure effective presentation. The observer was assigned to sit at the back of the class and fill in the observation

sheet. It was not only the activities which conform to the observation sheet that were noted down, the observer might also take down relevant information to the study.

3.6.2 Questionnaire

Questionnaire was designed to obtain relevant information about the role of technology in lesson planning. Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each item genuinely and return the questionnaire.

3.6.3 Interview

Interview would be get full information. The research would be preparing interview to obtain qualified data from the teachers who teaching Reejiii secondary school. Because it was used to obtain detail and adequate information. Interview would be preparing in English because the respondents would be ability to answer it.

3.6.4 Data Collection Procedure

In the present study three major data gathering tools were employed. Data collection process comprised the following, observation, questioner, interview. Observation, observations were important in this study because it was source of actual data as to involve teacher implementing ICT and lesson plan preparation. Questionnaires, were deign by English .It based on the basic research question of study. Questionnaire to be filled by a teacher who teaches grade 9. 12 under the department of natural and social science.

3.7 Reliability and Validity of instruments

Validity refers to the degree to which a study accurately reflects the specific concept that the researcher was attempting to measure or describe. In order to keep the validity of the study, researchers should be concerned with both external and internal validity. Internal validity refers to the extent to which the researcher can demonstrate that he has reliable and adequate evidence for the statement (Grix, 2004). External validity on the other hand stands for the extent to which the conclusion is generalized to the population (Yin, 1994).

Yin (1994) suggested using multiple sources of evidence as the way to ensure construct validity. This study used multiple sources of data including document review, interview and questionnaire that helps to cross validate the data. In addition, the study used instruments developed by Iyoha and Faboyede (2011), and Sharif (2010). Since questions are tested up on their clarity and understandability and significant conclusions are drawn using those questions, it adds both to the

internal and external validity of the study. In order to keep the validity the researcher chose representative respondents which are familiar with the issue and are experts in the field, which enhance the external validity of the result.

3.8 Ethical Considerations

I have tried to establish good relationship with all the interviews by making herself clear where I comes from, why I decide to conduct the research. Why I choose the interviews for the study etc. I have also arranged the interview time without affecting or without consent of each informant and interview.

CHAPTER FOUR

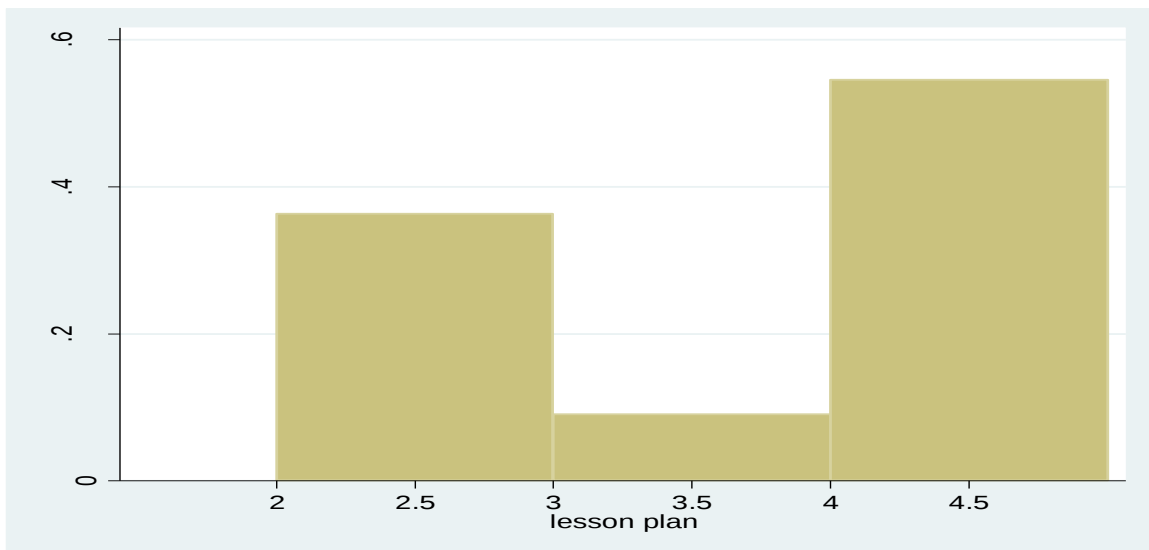
DATA ANALYSIS, INTERPRETION AND PRESENTION

4.1 Descriptive Statistics

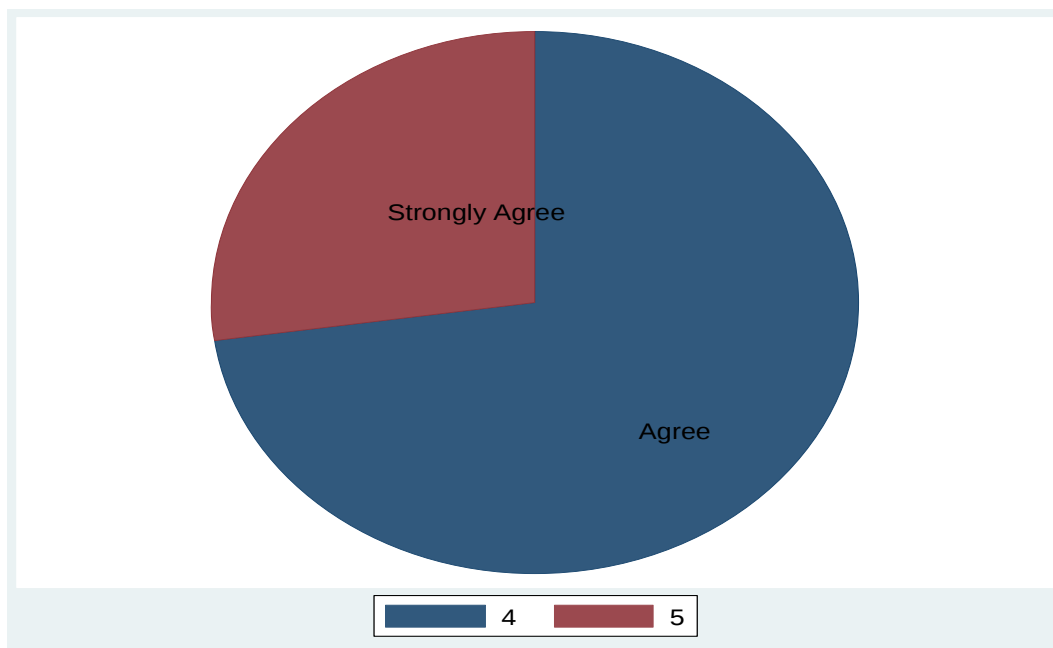
The main objective of this study were to assess the role of technology in lesson planning in case of Rejji Secondary schools. The summary statistics was obtained from the questionnaires distributed to Rejji Secondary school teachers was given table 4.1

Variable	Obs	Mean	Std. Dev.	Min	Max
age	11	2.454545	.522233	2	3
Experience	11	1.909091	.3015113	1	2

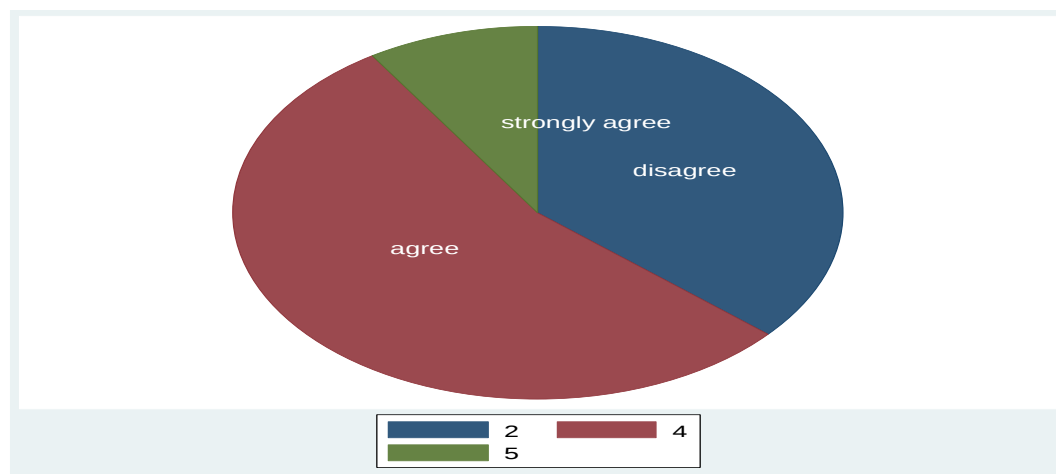
Based on STATA 13 out put the average age of teachers in Reejiii Secondary Schools is between 26 and 30 years (2.454) and their experience in education is above five year (1.91). The minimum and maximum age and experience of teachers between 26 and 30, and above 30 years and 2 and above years respectively.



This histogram shows that from 11 teachers 3 teachers and 5 teachers disagree and agree that usually lesson planning is based on ICT respectively. It showed that more of the teacher lesson planning based on ICT.



From this pie chart around 90% is of teacher agree that use of computer is develop their lesson and around 10% also strongly agree lesson is can be improve lesson planning.



From this pie chart from 11 teachers around 36%, 55% and 9% teachers were disagreeing, agree and strongly agree that there is computer access in Rejji Secondary Schools respectively. This implies above 60% there is computer access in schools used for lesson planning.

Discussion of the result from interview and oral question

There was the big difference among the department during lesson planning and utilization of ICT. Because there was no availability of ICT, lack of awareness, lesson plan was concerning to context of the topic to teach and its subjective and rarely utilization of ICT.

Based on sample data about 55% of teacher argued that use of ICT was regarding to teaching and learning process, were 45% were not argued this idea. Around 91% teachers reported that were not using plasma during theirs lesson and 64% also were not use lab class. Due to this the teachers were no assist with internet for additional access from internet. And also, about 65% teachers were cannot use this access due to it lack and go with lesson planning.

There was the high challenge in using those materials because of the following problem such as shortage of computer, lack of usage of computer and other resource.

4.2 Document analysis

The secondary data was document analysis were the teachers lesson planning based on traditional way of planning and it's also subjective. There is no utilization of ICT in lesson planning due to access of computers and awareness of technology in lesson planning in Rejji Secondary Schools.

Table 4.2

Demographic Elements	Characteristics	Number of Respondents	Percentage
Gender	Female	0	0
	Male	11	100
Academic Level	BA or BSc	6	55
	MA or MSc	5	45
	PHD and above	0	0
Working Experience	less than two years	0	0
	2 to 5 years	1	9
	over 5 years	10	91
Marital status	Single	7	64
	Married	3	27
	Windowed	0	0
	Divorced	1	9
Department	Natural science	4	36
	Social science	3	28
	Language stream	4	36
	Others	0	0

Source[survey]

From the above table the respondent were only male teachers were participated in this analysis and more of them were becholer degree about 55%. They were also more experienced in education above five years about 91% of the teachers. This implies there were no update of the educational level and stay in same manner for long time, but about only 45% were they done theirs MA/MSc with few years of experience. Based on sample were 36% both natural and language stream teachers and were 28% social science teachers.

1. There is difference among the department during lesson preparation and ICT utilization give additional idea about the difference?

2. If can't use those material in teaching and learning process, what are the major challenge that affect use of ICT implementation?

Table 4.3 ICT implementation

Lesson plan	Frequency	Percent	Cumulative Percent
	0	0	0
Strongly Disagree	4	36.36	36.36
Disagree	1	9.09	45.45
Undecided	5	45.46	90.91
Agree	1	9.09	100
Strongly Agree			
Total	11	100.0	100.0

From table 4.3 based on sample of 11 teachers more teachers were agree about 45.5% lesson plan is papered based on ICT, and 36.4% were disagree lesson plan prepared were based on ICT, this showed that above 50% were lesson plan prepared were based on ICT. So, ICT can improve to develop the lesson plan to handle time and cost.

1. Usually prepare ICT based on lesson plan?

2. I have an access of computer in my school?

Table 4.4 Access of computer

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	0	0	0	0
Disagree	4	36.36	36.36	36.36
Undecided	0	0	0	36.36
Agree	6	54.55	54.55	90.91
Strongly agree	1	9.09	9.09	100
Total	11	100		

From table 4.4 based on sample of 11 teachers more teachers were agree about 55.5% there were access of computer in the Reejjii Secondary school to paper lesson plan based on ICT.

But 36.4% were disagree there were no use of computer in the Reejjii Secondary school to prepared lesson plan based on ICT, this showed that above 50% were there were access of computer in the Reejjii Secondary school to prepared lesson plan were based on ICT.

1. I have my own website from which my students could browse what they learnt at classroom?

2. To give additional information about that subject to use YouTube or to download from YouTube?

Table 4.5 Website at Class room

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	54.55	54.55	54.55
Disagree	3	27.27	27.27	81.82
Undecided	1	9.09	9.09	90.91
Agree	1	9.09	9.09	100
Strongly agree	0	0	0	100
Total	11	100		

From table 4.5 based on sample of 11 teachers more teachers were disagree about 81.8% there were own website from which students browse what they learnt in the classroom in the Reejjii Secondary school to praper lesson plan based on ICT, and 9% were only agree there were own website from which students browse what they learnt in the classroom in the Reejjii Secondary school to prapered lesson plan based on ICT, this implies that were no own website from which students browse what they learnt in the classroom in the Reejjii Secondary school to give additional education to students.

1. No use of computer to develop my lesson?
- 2.Does use ICT regarding to teaching and learning process?

Table 4.6 Use of computer

	Frequency	Percent	Valid Percent	Cumulative Percent
Stongly disagree	0	0	0	0
Disgree	0	0	0	0
Undecided	0	0	0	0
Agree	8	72.73	72.73	72.73
Strongly agree	3	27.27	27.27	100
Total	11	100		

From table 4.6 based on sample of 11 teachers more teachers were agree about 72.73.% there were no use computer to develop lesson plan in the Reejjii Secondary school to praper lesson plan based on ICT, this implies that were teacher no use computer in the Reejjii Secondary school to develop lesson plan.

1.I believed that I have incorporated ICT in my routine?

Table 4.8 ICT Incorporated

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	0	0	0	0
Disagree	5	45.46	45.46	45.46
Undecided	3	27.27	27.27	72.73
Agree	2	18.18	18.18	90.91
Strongly agree	1	9.09	9.09	100
Total	11	100		

From table 4.8 based on sample of 11 teachers more teachers were disagree about 45.5% and about 27.3% were undecided incorporated ICT in the Reejjii Secondary school to praper lesson plan based on ICT, this implies that were no incorporated ICT in the Reejjii Secondary school to death with technology based education.

1.Ifrequanantly use ICT in my lab class?

2.To use lab class?

Table 4.9 ICT in Lab class/

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	27.27	27.27	27.27
Disagree	3	27.27	27.27	54.54
Undecided	0	0	0	54.54
Agree	2	18.18	18.18	72.72
Strongly agree	3	27.27	27.27	100
Total	11	100		27.27

From table 4.8 based on sample of 11 teachers more teachers were strongly disagree about 27.3% and about 27.3% were also disagree ICT were used in lab class in the Reejjii Secondary school to praper lesson plan based on ICT, this implies that were no ICT lab class in the Reejjii Secondary school to use computer to improve performance of computer skill.

Chapter five

5. Conclusion and Recommendation

This study was assessing the role of ICT (technology) in lesson planning in Reejjii secondary school and its Challenges. The study used document analysis (annual reports and other documents), interview with financial. Questionnaire data were analyzed using descriptive statistics, and data from interview and document reviews were interpreted qualitatively. To achieve this objective the study raised and answered basic research question .

Depend on the finding of the study, indicated about 72% the teachers were no use computer to develop lesson plan. The factors affecting role of ICT in lesson Planning incase of Reejjii secondary school were, no available of ICT, learning and teaching cannot applicable easily and lack of awareness, ICT material, budget and lack of skill to use ICT that cause the difference among department to use ICT in lesson plan. The others factors no promotion with technology, and Problem of internet access those were the major challenge use of ICT implementation.

Recommendation

Based on the finding of the study and the conclusion draw above the following recommendation forwarded.

- ✓ All stake holders must participate to give our contribution.
- ✓ Invite different NGO.S.
- ✓ Enough human source must be applied.
- ✓ Update Yourself with education instruction.
- ✓ Practice always.
- ✓ Enough computer, plasma and other technology must there.
- ✓ Asking fund from different education instructional.
- ✓ Working with telecommunication in order to repair the connection after funding the budget.

- ✓ All concerned bodies should be participate to facilitate the necessary learning materials..
- ✓ The government should be giving attention to this problem.
- ✓ As much possible the government should give more budget for education purpose regarding to ICT implementation.

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APENDEX

COLLEGE OF EDUCATIONAL AND BEHAVIORIAL STUDIES

DEPARTEMENT OF PEDAGOGICAL SCIENCE

Subject: questionnaire

Dear respondent:

The main purpose of this questionnaire is getting your opinion to prepare the research paper on the topic of **“the role of technology in lesson planning in case of Reejjii secondary school”**. Therefore, you are highly requested that to fill each question true and cridebile response assure you that your response will be used only for academic purpose truly and sensitively to give acceptability for this

General direction

- You do not need to write your name on the questionnaires
- Specifying is more important
- For choice part please mark **‘circle on the letter alternative represent your opinion**

Part I Demographic information

1) Gender A) Male B) Female

Age: A) below 20 yrs B) 21-25yrs C) 26-30yrs D) above 31 yrs

2) **Marital status:** A) Single B) Married C/ Windowed D/Divorced

3) **Qualification or education level** A) BA degree B) MA/MSc C) PhD
D/above

4) **Department**

A) Natural science B) Social science C) Language stream D) Others

Introduction

The term technology is an important issue in many fields of education. In fact, technology has become the knowledge transfer high way between the schools.

ICT refers the use of computer based on commination that incorporates into a daily classroom.

ICT is capable in providing dynamic and proactive teaching and learning process. ICT

integration improves and increase quality of education, accessibility and cost efficiency ICT

integration is technology means of teaching and learning process that closely relates to utilization of learning technology in learning style.

What is ICT implementation?

- ✓ The implementation of ICT concerns with the authors and affiliation.
- ✓ The plasma needs the time fixation for distribution overall so that compromising such technology is an important issue.

USE 1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Part II Questionnaires related to ICT implementation?

1. Usually prepare ICT based on lesson plan?

A) Strongly disagree B) disagree C) Undecided D) agree E. Strongly agree

2. I have an access of computer in my school?

A) Strongly agree B) disagree C) Undecided D) agree E. Strongly agree

3. I have my own website from which my students could browse what they learnt at classroom?

A) Strongly disagree B) strongly disagree C) Undecided D) agree E. Strongly agree

4. No use of computer to develop my lesson

A. Strongly disagree B. disagree C. Undecided D. agree E. strongly agree

5. I believed that I have incorporated ICT in my routine?

A) Strongly disagree B) disagree C) agree D) Undecided E. Strongly agree

6. If frequently use ICT in my lab class ? A) strongly disagree B) strongly agree C) agree

D) disagree. E. Undecided

7) There is difference among the department during lesson preparation and ICT utilization give additional idea about the difference ?

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.....
.....

8.If can't use those material in teaching and learning process, what are the major challenge that affect use of ICT implementation?

.....

.....

.....

9) How to solve this problem?

.....

.....

.....

ORAL QUESTION	Yes	no
1.Does use ICT regarding to teaching and learning process		
2.when you teaching students to use the plasma		
3.To use lab class		
4.To give additional information about that subject to use YouTube or to download from you tube		
5. For example when we teaching Biology subject course through theory to practically to use microscope		
6.If can use those material it can go with lesson planning? Or its miss match?		
7.If cannot use those material, what is the reason or problem		

