

Wolkite University

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The practice of active learning Approach Tulu Milki secondary school

A Research Proposal Submitted to the Department of Pedagogical science for the Requirement of the Partial Fulfillment of Bachelor of Art (BA) Degree in Pedagogical science.

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DECLARATION

This research is my original work and has not been presented for a degree in any other university.

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ABSTRACT

The main purpose of this study was to assess the practices of implementation of active learning approaches in Tulu Milki Secondary School. To meet the objective of the study, a convergent parallel mixed design was employed. Lottery method was used to select, from which students were sampled. The academic director of the, eleven teachers and all 31 students from the secondary school in Tulu Milki were selected using availability sampling technique. Quantitative data were collected from all students and teachers using structured and pretested questionnaire. The academic director and selected teachers were interviewed using interview guide.

Data analysis was done in three phases. First, analysis of the quantitative data was done in Stata Version 20 and percentages, means and frequencies were used. Second, qualitative data was analyzed considering the research questions, using framework coding which is a deductive approach.

Finally, quantitative and qualitative results were merged. Almost all instructors and students had a positive perception of active learning. Teachers are practicing active learning sometimes but the level of their practice was not satisfactory. Teacher was found to be the most commonly employed teaching technique followed by individual assignments, group work/discussion and question and answer methods. Shortage of time, large amount of contents to be covered during one classroom and Teachers and students tendency towards the traditional teacher method were found to be the most serious factors among the problems that affects the practice of active learning negatively. It has been recommended that teachers should be committed to discharge their roles to exercise active learning methodologies. Additionally, to improve the level of implementation of active learning, the administration of the secondary school should continuously identify and solve those problems by developing a working group in coordination with teachers, students and other stakeholders.

Key words; active learning, qualitative data, quantitative data

Table of contents

DECLARATION II

ACKNOWLEDGEMENT III

ABSTRACT IV

Table of contents V

Lists of tables VII

ACRONYMS VIII

CHAPTER ONE 1

INTRODUCTION 1

1.1 Background 1

1.2 Statement of the Problem 3

1.3 Research Questions 3

1.4 Objectives of the study 4

1.4.1 General Objective 4

1.4.2 Specific Objectives 4

4.1 Significance of the study 4

4.2 Delimitation of the study 4

4.3 Limitation of the Study 5

4.4 Operational definition of key term 5

CHAPTER TWO 6

LITERATURE REVIEW 6

2.1 Concepts of active learning 6

2.2 Benefits of Active Learning 8

2.3 Common Techniques of Active Learning 9

2.4 Teachers and students conception and practices in active learning 10

2.5 Main challenges of active learning 11

CHAPTER THREE 12

RESEARCH METHODOLOGY 12

4.5 Research Design 12

4.6 Study Area 13

4.7 Data Sources 13
4.8 Population, Sample Size and Sampling Techniques 13
4.8.1 Population of the Study 13
4.8.2 Sample Size and Sampling Techniques 13
4.9 Data Collection Instrument's 14
4.10 Methods of Data Collection 14
4.12 Method of Data Analysis 15
4.13 Ethical Consideration 16
CHAPTER FOUR 17
RESULT AND DISCUSSION 17
4.1 Background of Respondents 17
4.2 Analysis of the main data 18
4.2.1 Perception of Students and Teachers about Active Learning Method secondary Classes 18
4.2.2 Perception of Teachers about Active Learning Method 19
4.2.2.1 Perceptions Students about Active Learning Methodology 20
4.2.2.2 Practice of Active Learning Methodologies in Secondary School 24
4.2.2.3 Analysis of data obtained on the current practice of specific active learning techniques 24
4.2.3 Factors Affecting the Practice of active learning methodologies 27
CHAPTER FIVE 30
Summary, Conclusion and Recommendations 30
5.1 Summary 30
5.2 Conclusions 32
5.3 Recommendations 33
Reference 34

Lists of tables

Table 4. 1: Background information of sample instructor 17
Table 4. 2: Frequency, Percentage and Mean value of data collected on instructor's perception of active learning 19
Table 4. 3: Frequency, Percentage and Mean value of data collected on students' perception of active learning 21
Table 4. 4: Frequency, Percentage and Mean value of instructors' opinion on their practice of different active learning techniques in the classroom 24
Table 4. 5: Frequency, Percentage and Mean value of student's opinion on the current practice of different active learning techniques in the classroom 26
Table 4. 6: Frequency, Percentage and Mean value of factors affecting the practice of active learning methods in teachers view 27
Table 4. 7: Frequency, Percentage and Mean value of factors affecting the practice of active learning methods in students view 28

ACRONYMS

HDP	Higher Diploma Program
ICDR	Institutes for Curriculum of Development and Research
MOE	Ministry of Education

CHAPTER ONE

INTRODUCTION

1.1 Background

Active learning is refers to the robust research finding that learning is more durable and lasting when students are cognitively engaged in the learning process (Bransford, Brown, & Cocking, 2000; Chinn, 2011). Education is a universal practice through which students acquire knowledge, develop skill and change in behavior. Long-term retention, understanding, and transfer have been found to be the result of effortful mental work on the part of learners who are engaged in active sense-making and knowledge construction (Bertsch, Pesta, Wiscott, & Mc Daniel, 2007).

The realization of objectives of any education is requires the effective of teaching and learning process which in turn needs the use of different teaching methodologies to meet the demand of the new generation of institutes for curriculum of development and research (ICDR, 1999).

Traditionally, education has been viewed through the banking metaphor in which the bank is a learner's mind and the possessor of the knowledge is the teacher (Aggrawal, 2006). In this Teacher Centered traditional approach, students are passive recipients of knowledge which leads to students with good short term retention.

People learn relatively little through passive learning methods. This approach may not be suitable for the current generation who lives in a dynamic world (Gezahegn, 2013). In the relatively new approach to modern education, namely active learning, students are not viewed as passive recipients of passive information.

Few educational interventions can match the power of active learning strategies in improving student academic outcomes (Hattie, 2009). Research has consistently found that higher student achievement and engagement are associated with instructional methods involving active learning techniques (Freeman, Eddy, Mc Donough, Smith, Okoroafor, Jordt, &Wenderoth, 2014; Umbach & Wawrzynski, 2005).

And also, students employing active learning strategies in the planning, monitoring, and evaluation of their learning progress have been found to outperform peers lacking these skills (Robbins, Lauver, Le, Davis, Langley). However, it is possible to provide its definition in some generally accepted ways. As a most widely used definition, Bonwell and Eisen(1991), describes that active learning is a process in which students engage in "doing things and thinking about what they are doing" in the class room.

We use the term 'Active learning' to describe that learners are active and more responsible in the learning process. In Active learning approach Student engagement encompasses much more than traditional student behaviors of listening, reading, writing or calculating. To be actively involved, students are expected to engage in higher order thinking tasks such as analysis, synthesis, and evaluation.

Today, active student engagement in the learning process is increasingly perceived as one of the key indicators of quality education. To improve the quality of education, in 2003 the Ministry of Education introduced a course for all teachers, known as the Higher Diploma Programmer (HDP) and Ministry of Education (MOE, 2004).

This face in Tulu Milki Secondary School is for all academic staff in secondary education institutions, as well as school teachers. A practice in active learning strategies is one of the five major components of HDP. The higher diploma program (HDP) is a nationally designed framework to Higher Education Institutions for implementing continuous professional development since (2003). The higher diploma program office is playing vital role in facilitating, supporting and evaluating the training process in order to ensure the recommended objectives as formulated here under. Despite the policy and all other efforts, the teaching learning process in most Schools, Colleges and Universities in Ethiopia has persisted to be teacher centered and more akin to passive learning.

Generally, an active learning methodologies students are engaged in different activities and involved in high order thinking more than listening. Great emphasis is placed on developing students' skills and exploration of their own attitudes and less emphasis is placed on transmitting information (Bonwell&Eison, 1991).

1.2 Statement of the Problem

It is highly believed that introducing active learning strategies in secondary school education is the best way to improve the quality of education by making students intellectually active (Dent & Harden, 2013). It is also highly promoted by Ethiopian Ministry of Education to be implemented in all stages of education (MOE, 2002).

Many local studies were conducted to assess the implementation of active learning in different education faculties of Tulu Milki secondary schools. Most of the studies indicate that teachers have perceived active learning positively, but, despite the policy and all other efforts, their practice of active learning was very low. Based on their findings the major factors affecting implementation of active learning were instructor's tendency toward the traditional method, lack of student's interest, shortage of time, lack of instructional material and large class size though the relative effects of these factors were different for different institutions (Teshome, 2012; Gezahegn, 2013; Edo, 2012; Gara&Asrat, 2011).

Clearly, the level of implementation of active learning practices are different in different institutions and perhaps implementation is increasing over time. But, to the knowledge of the researcher, there is no research work done in relation to implementation of active learning practices in Tulu Milki Secondary School.

By doing so, we can illustrate the possible challenges to effective active learning, identify the 'baseline' use of active learning strategies, and illustrate possible contextual factors that enable or prevent good active learning. The government of Ethiopian its Education policy and implementation strategies ministry of education (MoE, 2002) stated has been divided into two branches: general and specialized or vocational education.

1.3 Research Questions

The study aims to answer the following basic questions:

1. What are teaching approaches and techniques used in secondary school of Tulu Milki?
2. What are the current practices of active learning methods in secondary school of Tulu Milki?

3. What are the main factors that affect the practice of active learning Approach in secondary schools of Tulu Milki?

1.4 Objectives of the study

1.4.1 General Objective

The general objective of this study is to assess the practice of active learning approaches in Tulu Milki secondary schools.

1.4.2 Specific Objectives

2. To identify whether variety of teaching approaches and techniques are used.
3. To examine Perception of teachers and students towards active learning approaches.
4. To identify main factors that affect the implementation of active learning approaches.

4.1 Significance of the study

This study aims to assess the practice of active learning approaches in Tulu Milki secondary school. So, the result of this study may have the following significances. It may show the level of utilization of active learning approaches in the secondary schools. It may contribute to improve the teaching methodology in Garba Guracha Secondary schools by identifying factors that affect the effective use of active learning method.

It may help the teachers in secondary schools faculties to evaluate their usual teaching methods in Tulu Milki Secondary schools. As to this area coverage, due to shortage of time and resources, the study was confined to subject matters classes in secondary schools. Besides, the study focused on the practices of implementation of active learning methodologies in the above mentioned schools.

4.2 Delimitation of the study

The scope of this study is delimited to the assessment of the implementation of active learning methods in a single undergraduate program of Tulu Milki secondary school. As to its area coverage, due to shortage of time and resources, the study was confined to the governmental of school Tulu Milki secondary schools. Besides, the study focused on the practices of an implementation of active learning methodologies in Garba Guracha in secondary schools. The items which help to examine the teachers and students perception of active learning. What about

the current teachers and students practice of active learning strategies in Tulu Milki secondary schools? Therefore, the study do not explore the other aspects of activities of the secondary Schools

4.3 Limitation of the Study

It is obvious that research works cannot be totally free from limitation. For this matter, limitations might be observed in this study. Accordingly, some teachers were not ready to be questioned due to the fact that they were busy performing other activities. Therefore, the questionnaires were half filled as a result other information intended to be obtained were missing.

Parents were also busy for cultivating which made a researcher to go early in the morning so as to meet them. Therefore, it was very difficult to make them settle for the interview. This elongates the time for data collection more than the expected plan.

After finding that some subject teachers had problems, the researcher decided to take class teachers who knew well the characteristics of the students and by doing so they responded well as required. Very busy afraid of giving information, the researcher assured them confidentiality and for that for reason they responded as required.

Lack of sufficient time to study the problem deeply, Lack of up-to-date literature in the area, uncooperativeness of respondents, in filling the questionnaires and return on time were some of the problems the researcher has encountered while conducting this study.

Besides, the absence of local researches conducted in the area might have affected the detailed investigation of the problem.

Furthermore, the limitation of this study could be the fact that the findings cannot be generalized for all secondary schools in Tulu Milki. Because it focuses on only one secondary schools.

4.4 Operational definition of key term

Active learning - refers to any form of active participation of students in class. It can be in question and answer, group work, discussions, debating, role playing etc. In the class (Prince, 200). Implementation is how teaching-learning activity put into practice by teachers/instructors

in educational institutions. **Implementation -** is how teaching-learning activity put into practice by teachers/instructors in educational institutions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concepts of active learning

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. (Meyers & Jones, 1993, p. 6).

Active learning shifts the focus of instruction from what should you, the instructor, teach or deliver to students to what do you want students to be able to do with course material. Similarly, students must enter class prepared to use assigned readings and reviewed material from past classes, etc. Not only are students expected to be up-to-date on course material, but to have assimilated the material so they can use and build on it. When students recognize that your course involves active learning, they will also recognize that they must be active if they are to succeed in the course.

Active engagement of the students in the learning process is the main element of active learning. Introducing different student activities into the traditional lecture and promoting students engagement in this activities can be a simple example of active learning. In Student centered learning, student's play an active role in the learning process and the teacher plays as an activator of learning. Terms, 'student-centered' or 'learner-centered learning', are the other terminologies which describes active learning (Prince 2004).

Active learning is based on a theory of learning called constructivism, which stresses the fact that learners build their own understanding. According to Constructivism learning is a process of making meaning. Theory of constructivism says that learning happens primarily through social interaction with others, such as a teacher or peers (Alemu, 2010). Dee Fink, 1991 states that in order to create a complete set of learning activities capable of achieving significant learning , we

need active learning which includes getting information and ideas , experience and Reflection (Fink, 1991).

As Dee Fink explains, experience can be experience of observing or doing. Experience of observing is when a learner watches or listens to the teacher or someone else doing something that is important to what they are learning about. The act of observing may be direct or vicarious. A direct observation means the learner is observing the real action and a vicarious observation is observing a simulation of the real action. Doing refers to any learning activity where the learner actually does something.

(Fink, 1991) Regarding to reflection, Dee Fink states that students can achieve significant learning by dialoguing with their self and others. Dialogue with self is when a learner thinks reflectively about a topic they are learning and dialogue with others are when a learner have discussion and communication with other learners. (Fink, 1991).

In an active classroom, the teacher is a facilitator in the process of the learning who will strive to create a learning environment in which students can learn to restructure the new information and to analyze and practice it. Integration of visual aids, demonstrations and other teaching techniques in to class presentations are also the role of teachers in active classroom (Bonwell & Eison, 1991).

Use active learning principles to develop activities for your students that best reflect both your own teaching style and the material, types of thinking, and approaches to the subject necessary to comprehend and apply the topic. Doing so will make you an “active teacher,” and you will cross beyond the essential, but incomplete, role of content expert. Content expertise and active teaching will provide students the opportunity to become engaged learners and dynamic thinkers.

Generally in active learning methodologies students are engaged in different activities and involved in high order thinking more than listening. Great emphasis is placed on developing students’ skills and exploration of their own attitudes and less emphasis is placed on transmitting information (Bonwell & Eison, 1991).

2.2 Benefits of Active Learning

Many Studies shows that active learning has many benefits for students and teachers. It helps students to increase information retention and application of knowledge by improving their critical thinking and problem solving skills. It also promotes motivation and teamwork which leads to enhanced understanding of course content.

Additionally, active learning provides better confidence for students to use and improve their language proficiency. It also provides new learning resources and different learning styles which increases students engagement and course satisfaction (Yilma 2014).

Active learning allows for use of previous experience and knowledge to make connections with things which students are learning. It also encourages adoption of new perspectives by giving opportunities to open discussions and critical reflection of different perspectives on a particular topic (Alemu, 2010). Students in secondary schools of education, an active learning improves of subject matters competencies and enhance interpersonal and communication skills of students. It also encourages self-directed lifelong learning (Dent & Harden, 2013).

An active learning helps the teacher select proper objectives at the correct level of difficulty to the need of students. It also creates time for the teacher to perform helping instructor functions of facilitating, listening and advocating (Alemu, 2010).

Many studies from different parts of the world supported that active learning is important to increase level of students learning. Austen & Wylie (2006) finds out there are good improvement in students learning and teaching learning process we improve will use following the practice of active learning.

An active learning is clearly beneficial and it is important to be considered because teaching is effective only when students are learning and learning is effective only when is meaningful to students. Learning is meaningful only when students can use it than memorizing facts (ICDR, 1999).

2.3 Common Techniques of Active Learning

Dee Fink, 2003 in his book, a self-directed guide to designing courses for significant learning explains the difference between teaching techniques and instructional strategy as a Teaching technique is a discrete, specific teaching activity and instructional strategy is a set of learning activities. There are many techniques which promote students to have active learning in classroom and outside classroom. Following are the most common and widely utilized teaching techniques which encourage students to have active involvement in classroom and understand the subject in a better way.

A. Group Work/Discussion Groups

One of the most common techniques used in classroom is group work. In group works everyone in the group has a chance to participate and everyone has a role to play to accomplish the given task together. If it is properly organized and managed, group work enables students to learn more and to remind their interdependence (Alemu, 2010).

B. Questioning

Questioning is another active learning technique which promote students to actively participate in the teaching and learning process. It is an easy technique in which questions are asked during teachers hold student's attention and assess their understanding (Sahar, 2014).

C. Think-Pair-Share

It is one of the effective active learning techniques which allow students to think the solutions to a given problem individually and subsequently share their outcomes with a partner and larger group. With this technique, students will be active by having dialogue with self and others about the given problem (Fink, 2003).

D. Demonstration

This active learning technique is when the instructor demonstrates how to do something in front of students and let the students do something in front of their friends and the teacher. It enhances retention by showing the students how to do something in both words and actions. It needs good planning and the necessary equipment should be ready (Edo, 2012).

E. Brainstorming

Brainstorming is a technique used with a group to generate a large number of ideas quickly. It actively engages students in the learning process. Brainstorming is a valuable activity because it is unlikely that if students worked alone that they would come up with the same volume of ideas (Alemu, 2010). It can be used to introduce a new topic, revise a topic or solve a problem.

F. Peer teaching

Peer teaching is an instructional technique which results in deep learning. It is a participatory and active strategy in which students teach each other. It involves use of students in the class who have experiences and good background in particular area. Many studies proved that peer teaching is extremely effective for improving learning in the class room (Eresso 2015).2.4. Teachers and Students Conception and Practices in Active learning. Different teachers have different interpretations for teaching and learning.

G. Project Method

A project is a natural learning activity involving the investigation and solving of problems by individuals or a group of trainees. It should consist of a task in which a trainee sets out to achieve some definite goal of real personal value (ICDR, 1999).

2.4 Teachers and students conception and practices in active learning

Different teachers have different learning interpretation for teachings and learning .However, in the literatures there are agreed conceptual categories provided to describe how teachers interpret teaching. These are imparting information, transmitting structured knowledge, student teacher interaction, facilitating understanding and conceptual change. The first two categories are examples of teacher centered orientation and the last two refers to student-centered orientations (Zerihun 2011).

Teachers' conception of teaching reflects in selecting methods of teaching. Teachers who have a teacher-centered orientation believe that students learn better when much content is presented so, they are more likely to give lectures and encourage students to recall facts. On the other hand, those who have student-centered orientation employ various methods of active learning (Zerihun, 2011).

Some teachers discourage active learning because, they have the beliefs that active learning takes too much time and thus covering the portion is difficult (Eresso, 2015). These students come to the role of a teacher with their preexisting perceptions consists of false beliefs, misunderstandings and incomplete knowledge related to teaching and learning (Graffam, 2007).

2.5 Main challenges of active learning

There are many challenges which inhibit the implementation of active learning approaches. The challenges and their seriousness are different in different places and different time. These are quantity or quality of teachers' pre service training; the material conditions in classroom; the learning demands of curriculum and examinations and the cultural issue. The result of many studies in Garba Guracha secondary schools showed common major issues which inhibit the implementation of active learning methodologies such as are instructors tendency towards the traditional method; lack of students interest, shortage of time, lack of instructional materials and large class size (Alemu, 2010; Teshome 2012).

Other obstacles which are found to be common challenge for the implementation of active learning include instructors' lack of skill on active learning methodologies and lack of administrative support (Tedla & Sewasew, 20

CHAPTER THREE

RESEARCH 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 is based on data collected in one of the practice of active learning Approach in secondary schools found in Tulu Milki.

4.5 Research Design

In this study, descriptive survey was used to describe the current practice of active learning, to identify the main factors that affect implementation of active learning and to examine teachers and students perception of active learning, because the descriptive survey is cheap, can reach a large group of people and give us good measurement data on perceptions and practices. This is intended to describe the phenomenon the practice of active learning in Tulu Milki secondary schools.

This is a convergent parallel design mixed methods study which intended to describe the phenomenon of active learning in classrooms.

A convergent parallel mixed methods design was employed, and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately and then merged (Creswell, 2013).

In this study, survey was used to describe the current practice of active learning, to identify the main factors that affect implementation of active learning and to examine teachers and students perception of active learning because survey is cheap, can reach a large group of people and give us good measurement data on perceptions and practices.

4.6 Study Area

This researcher is conducting in North Shawa. Specific setting study area is Tulu Milki secondary school, which is found in the North Shao located in 158km far from Addis Ababa.

4.7 Data Sources

To achieve the purpose of the study the researcher were used employing both primary and secondary data sources. The primary sources of this study to be collecting from secondary school teachers, principals, and from members of the parent-teacher association of the study in Tulu Milki Secondary school.

The Secondary data to be collected from school, internal recorded documents, action researches, feedbacks, reports and school in order to identify the practice of active learning strategies in secondary schools.

4.8 Population, Sample Size and Sampling Techniques

4.8.1 Population of the Study

Tulu Milki in secondary schools. Thus, the target populations of this study are principals, teachers and students of the secondary schools. The population of the study consists of the Tulu Milki secondary school teachers and students who are in number 45.

4.8.2 Sample Size and Sampling Techniques

Both probability and non-probability sampling techniques were used. Lottery method used to select the class from are the students was use to select for the survey. For the qualitative part of the study, purposive sampling was used to select eleven teachers from different schools and units for additional interviews. The academic director of Tulu milki town in secondary schools was also the participant of the study. Different interview questions was used to interview the academic director. The researcher deter determines the sample respondents from the total population by using Yamani's formula (1995) by using 10% precision error.

$$n = \frac{N}{1+N(e^2)}$$

Where n = sample respondents

N = total population

e = error of precision.

Accordingly, the sample respondents become:

$$n = 45/1+45(0.1)\ ^2$$

$$n = 41.1$$

41.1 respondents are going to be asked to provide information for the effective conduction of the research.

4.9 Data Collection Instrument's

Data was used to collect by interviews and questionnaires. A set of questions are prepare and used to gather information from participants of the study. That means questionnaires is develop by the researcher and administer to the sample of the participants. The questionnaires contain open ended items. The researcher is checking the reliability and validity, before distributing the questionnaire that develop by researcher to the appropriate. From all students and teachers quantitative data are collect using self-administered questionnaires which are prepare separately for the students and teachers.

Interviews are employees to acquire in-depth qualitative data and data that cannot be handled by questionnaires. The academic director and selecting teachers are interview by using a semi structure interview guide which is prepares to separately for the academic director and teachers.

4.10 Methods of Data Collection

The researcher was used to questionnaires as the main method of collecting primary data. And secondary data used to gather from various documents of Tulu Milki town in secondary school, the internet and other sources.

4.11 Data Collection Procedures

All the questionnaires are distributed to the instructor and student participants after a precise introduction so as to let them know the purpose of the study. The participants to an encourager's

respond to all questions privately and put them in a sealed envelope before they returned them to the data collector.

i) Questionnaires

Questionnaire is the most important tool for collecting primary data. It is the common technique to gathering data for descriptive survey. It is widely used to obtain information about certain condition and practices to obtain opinion and attitudes of individual or groups (Koul, 1996). The questionnaire is prepare to be filled by teachers and principals of sample secondary schools. The questionnaire was preferred because is more reliable, encourages greater honesty, it is economical in terms of money and time, and that respondents have time to give thoughtful answers (Creswell, 2005).

ii) Interview

Interview is another tool for collecting primary data through interviewing those people who know about the problem being under study of active learning in secondary schools. It is an important tool to get information in depth to know people's awareness.

4.12 Method of Data Analysis

Depending on the practice of active learning approach in Tulu Milki secondary schools the nature of the problem and collecting the data. Different statistical methods was employee in the study. The data were using both qualitative and quantitative approach. The collection of quantitative data were entered, cleaned, coded and recoded using STATA Application software. Frequencies, percentages and means was used during the data analysis. In the qualitative data were analysis considering the research question, using framework coding, which is a deductive approach? After analysis of the quantitative and qualitative data separately, results were merges and there were a common interpretation phase to look for answers to the research questions and to yield insights for the discussion and conclusion of this study.

4.13 Ethical Consideration

At the data collection to ethical Consideration is very important. There in this study to explain clearly the objective and significance of the study were gives to respondent, the questionnaire were clear for understanding to the respondent and think, respect the respondents morality.

Verbal consent is obtained from each study subject. Participants are told the objective of the study and their right to refuse filling the questionnaires or participate in interviews any time they want. Participants are aware of that their answer would remain and confidential.

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CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Background of Respondents

The major categories of respondents involved in this study were students, instructors of secondary classes and the academic director of the school. A total of 45 participants were included in this study. Of these, 31were students, 11 were instructors and one was academic director of the school.

The questionnaires were administered to 31 students and 15 instructors. 31 students and 11 instructors have returned the questionnaire and this represents 100% and 91.1% response rate respectively.

Table 4. 1: Background information of sample instructor

Variables	Category		Frequency	Percent (%)
Subject	Geography		2	10.5
	Physics		2	10.5
	Mathematics		3	15.8
	Biology		1	5.3
	English		2	10.5
	History		1	5.3
	Total		11	100
Sex	Male		9	89.5
	Female		2	10.5
	Total		11	100
Age	<=29		1	9.1
	30-39		8	72.7
	40-49		2	18.2
	>49		0	0
	Total		11	100
Educational level	Level		1	9.1
	Master		10	90.9
	Degree		11	100
Teaching	1-5 years		8	57.9

experience	6-10 years		3	42.1
	>10 years		0	0
	Total		11	100

The background information of instructors (n =11) who completed the questionnaire are summarized in the table 1 above. As shown in the table, 89.5% of the instructors who filled and returned the questioner were males and the rest were females. Concerning the educational background of instructors, 10 (90.9%) instructors are master's degree holder and the rest 1 (9.1%) is diploma holder.

31 student respondents were the secondary school students of garba Guracha.10 (32.3%) of the student respondents were females and the remaining 21(67.7%) were male.

The interviews were conducted with 6 instructors and one academic director of the school. One instructor from each department was interviewed including from the departments of geography, Physics, mathematics, biology, English and history. All the instructors and the academic director were males and were qualified with second degree.

4.2 Analysis of the main data

This part deals with the analysis of the main data obtained from questionnaires and interviews. In line with the basic research questions formulated in the introduction part, major emphasis was given on the students and teachers perception of active learning, on extent of current practice of active learning and on identifying of main factors affecting the practice of active learning in the Secondary School of Tulu Milki.

The quantitative data which were collected through the questionnaires were presented with the help of tables and the results of the interviews were analyzed qualitatively and presented in statement forms.

4.2.1 Perception of Students and Teachers about Active Learning Method secondary Classes

To practice or hinder individual's activity, perception has a great role. Therefore, teacher's perception of active learning highly influences the implementation of active learning either

positively or negatively. Additionally the perception of students also affects the implementation of active learning (Eresso, 2015).

For the analysis and interpretation of teachers and students perception of active learning method, a five point Likert scale which ranges from strongly agree to strongly disagree was used. Scoring was made by assigning values of 5,4,3,2 and 1 for the strongly agree, agree, neutral, disagree and strongly disagree respectively for statements written in a way that agreement meant favorable perception. For statements where disagreement meant favorable perception, scoring was done simply by assessing the above point in reverse order.

4.2.2 Perception of Teachers about Active Learning Method

Table 4. 2: Frequency, Percentage and Mean value of data collected on instructor's perception of active learning

No	Items	Number of respondents and percentage					Mean
		Strongly agree 5	Agree 4	Neutral3	Disagree 2	Strongly disagree 1	
1	Active learning methods encourage students' self-directed learning and problem solving skills.	8 (72.7%)	3 27.3%)	-	-	-	4.7
2	Active learning creates the opportunities to share experiences and encourage friendship among the students.	9 (81.8%)	2 (18.2%)	-	-	-	4.8
3	Active learning enhances self-confidence and independent learning of students.	6 (63.2%)	2 (18.2%)	2 (18.2%	1 (9.1%)	-	4.2
4	Students should engage as fine listeners during learning.	1 (9.1%)	1 (9.1%)	3 (27.3%	1 (9.1%)	5 (45.5%)	2.8
5	The quality of education can be improved if teachers shift their instruction from teacher method to active learning approaches.	4 (36.4%)	4 (36.4%)	3 (27.3 %	-	-	4.1

	Grand Mean		4.1

To find out the perception of teacher, 5 items were presented to teachers their response was summarized in the table above.

As depicted in the above table 2, all of the statements appeared were positive statements about the assumptions of active learning except the statements appeared in item no 4.

All (100%) of the respondents have either agreed or strongly agreed to statements in item 1, 4 and 5 which say "Active learning enables learners to understand the ways of solving problems", "Active learning methods encourage students self-directed learning and problem solving skills" and "Active learning creates the opportunities to share experiences and encourage friendship among the students". This indicated that majority of the instructors agreed with the assumptions "Active learning enhances self-confidence and independent learning of student and "The quality of education can be improved if teachers shift their instruction from teacher method to active learning approaches".

Item 4 had negative statements about active learning as shown in the table. From the respondents, 45.5% of instructors showed their strong disagreement and 21.1% and 36.8% of respondents showed their disagreement for item 4.

The grand mean value of instructor respondents is 4.1. It is between 4 lies between agree and strongly disagree. This implies majority of the instructors have perceived active learning positively.

4.2.2.1 Perceptions Students about Active Learning Methodology

Eleven (5) items were presented to students to find out their perception of active learning and their responses are summarized in table 2 below.

Table 4. 3: Frequency, Percentage and Mean value of data collected on students' perception of active learning

No	Items	Number of respondents and percentage					Mean
		Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1	
1	Active learning enables students understand what they are learning.	21 (67.7%	6 (19.4%	2 (6.5%)	-	2 (6.5%)	4.4
2	Active learning involves a democratic relationship between the teacher and the student.	13 (45.0%)	10 (32.3%)	5 (16.1%)	1 (3.5%)	2 (6.5%)	4.0
3	Active learning method creates problems to classroom management and is not advisable to use it.	5 (16.1%)	3 (9.7%)	2 (6.5%)	10 (32.3%)	11 (35.5%)	2.7
4	Active learning methods related to the objectives of the lessons and the activities given are good to make the classroom teaching learning interesting.	10 (32.3%)	10 (32.3%)	4 (12.9%)	1 (3.5%)	6 (19.4%)	3.5
5	You and your friends think that when you do activities by yourself you learn best than simply listening to your teacher.	7 (22.6%)	11 (35.5%)	4 (12.9%)	3 (9.7%)	6 (19.4%)	3.3
	Grand Mean						2.7

This shows that students were agreed with the concepts that active learning enables students' better understanding, provides confidence, improve language proficiency, creates democratic relationship and makes the classroom interesting.

On the other hand, majority of the student respondents showed their disagreement to the item 4 and 5 of table2. Item 3which states, "Active learning is not an appropriate method to be practiced

in the school", was strongly disagreed and disagreed by 41.1% and 35.3% of the respondents respectively.

Item 4 that says "Active learning method creates problems to classroom management and is not advisable s and." were also disagreed by 72.9% and 54.3% of the respondents.

The grand mean value of student respondents were 2.7. Like the instructor respondents, majority of the students had a positive perception of active learning.

The interview report also approved that majority of the teachers and students mostly had a positive perception of active learning, even if some of them had some misconceptions about it.

The data obtained through interview with selected instructors indicated that majority of instructors had a perception of active learning method as a best methodology which enhances students learning and facilitate the teaching learning process in a best way. My interviewee instructors mentioned that active learning methodology or student centered approach are a good strategy which enables students to acquire the required knowledge, to develop skills and necessary competencies than a teacher centered approach.

The interviews also showed that instructors think as it was very hard to practice active learning methodology in secondary classes because it was the tradition in our schools.

The interview with the academic director of the secondary also showed that most of the instructors have a positive perception of active learning but some do not have positive understanding on

Active learning methodologies. Additionally the academic director also indicated that different regular courses, trainings and seminars should be designed and organized to raise the awareness of secondary instructors on active learning methodologies.

The academic director of the school expressed his judgment about the attitude of teachers and students towards active learning approach by saying:

Most of our teachers and students are familiar with the concept of active learning. They know that our education and training policy promoted to implement active learning methodology which is scientifically supported strategy to improve the quality of education. Despite their good

understanding of active learning, majority of our teachers and students tend to use the traditional method because they did nott bring attitudinal changes yet. (AD, 2018).

In consistent with other previous research findings, for example (Teshome, 2012; Tedla and Sewasew, 2016), the study revealed that majority of instructors and students mostly have a positive perception towards active learning methodology. This shows that students and instructors could be a good implementer if they are committed to implement active learning methodology and if conducive environment is created in the school.

The main target here is that there is a strong relationship between teachers and students attitude and their effort to practice active learning. Therefore, to implement active learning, proper measures should be taken to bring full attitudinal change in students and instructors by filling the gap on their perception of how to practice active learning.

4.2.2.2 Practice of Active Learning Methodologies in Secondary School

The main objective of this study was to assess the extent of practice of active learning by teachers and students. To meet this, teachers and students were asked about the current practice of their roles during active learning and the extent of their practice of different active learning techniques and their responses are discussed in this section separately.

Learning methods.

4.2.2.3 Analysis of data obtained on the current practice of specific active learning techniques

Teachers and students were also asked about the extent of their practice of different active learning techniques. Common instructional techniques were presented for respondents to indicate how frequently they employed each technique by saying always, frequently, sometimes, rarely and not at all.

Table 4. 4: Frequency, Percentage and Mean value of instructors' opinion on their practice of different active learning techniques in the classroom

No	Teaching techniques	How often you employed these techniques										Mean
		Always 5		Frequently 4		Sometimes 3		Rarely 2		Not at all 1		
		F	%	F	%	F	%	F	%	F	%	
1	Teacher	7	63.6	4	36.4	-	-	-	-	-	-	4.6
2	Group works/Discussion	1	9.1	3	27.3	7	63.6	-	-	-	-	3.5
3	Question and Answer	2	18.2	3	27.3	4	36.4	2	18.2	-	-	3.5
4	Peer teaching	-	-	3	27.3	4	36.4	4	36.4	-	-	3.0
5	Case study	3	27.3	4	36.4	1	9.1	2	18.2	1	9.1	3.5
	Grand mean											3.6

Instructors were asked to indicate how often they had been employing different active learning techniques in their teaching. From the analysis of instructors response (Table 4), teacher was found to be the most commonly used learning strategy that had been always utilized by

13(68.4%) of the instructor respondents and frequently utilized by 6(31.6%) of the instructor respondents. The mean value of the responses (4.74) shows that, the teacher method was the most frequently employed method. Group work/discussion was also another frequently used teaching technique. The mean value of (3.5) similarly shows the method is frequently used.

Teacher and Group work method were widely employed because instructors and students were very familiar with those teaching techniques.

Next to Group work/discussion, Individual Assignments, Question and Answer had been frequently used with the mean value of the responses (3.5) and (3.5) respectively.

Case study and Peer teaching has been employed by the instructors sometimes. The respective mean values of (3.5), (3.0), (2.73) is very close to 3 , which shows that those teaching methods were sometimes utilized by the instructors in the school.

The grand mean of the instructor responses was 3.6, which shows that the instructors were utilizing different active learning techniques sometimes.

The data obtained from the interviews that were made with selected teachers also showed that teacher was the most commonly used teaching technique followed by group works/discussions, individual assignments and 'question and answer' teaching techniques. However, instructors also indicate that their teacher were mostly non interactive and traditional type.

The interviews additionally revealed that, case study and peer teaching were the other commonly used techniques in the school.

Table 4. 5: Frequency, Percentage and Mean value of student's opinion on the current practice of different active learning techniques in the classroom

No	Teaching techniques	To what extent do your teachers use the following teaching methods in your classroom?										Mean
		Always 5		Frequently 4		Sometime 3		Rarely 2		Not at all 1		
		F	%	F	%	F	%	F	%	F	%	
1	Teacher	24	77.4	7	22.6	-	-	-	-	-	-	4.7
2	Group works/Discussion	5	16.1	5	19.6	14	45.2	7	22.6	-	-	3.3
3	Question and Answer	12	38.7	7	22.6	6	19.4	4	12.9	2	6.5	3.7
4	Problem solving	3	9.7	5	16.1	11	35.5	7	22.6	5	16.1	2.8
5	Peer teaching	3	9.7	6	19.4	2	6.5	13	41.9	6	19.4	2.4
6	Individual assignments/ HW	11	35.5	9	29.0	5	16.1	4	12.9	3	9.7	4.1
7	Case study	2	6.5	5	16.1	11	35.5	7	22.6	6	19.4	2.5
	Grand mean											2.5

As shown in table 5, the data obtained from student's questioner also witnessed that teacher was the most frequently used technique followed by individual assignments/home works, question and answer and group works/discussion.

Students also indicated that, instructors were employing problem solving, peer teaching, case study and sometimes.

In Similar with the teacher respondents, students also rated practice on real situations as the least employed teaching technique. The mean value of the item was 2.33.

The grand mean of the student's response is 2.5 which are almost equal with the grand mean of instructor's response (3.6). This indicates different active learning techniques including teacher method were employed in secondary classes sometimes.

Overall, both the quantitative and qualitative data which were collected from instructors, students and the academic director of the school indicated that teacher was the most employed teaching

technique followed by individual assignments (homework), group work/discussions and question and answer.

Based on the analysis of quantitative and the qualitative data, we can say that there were practices of implementation of active learning methodology but traditional teacher method was the most dominant methodology in the school. Therefore, we can say that the level of implementation of active learning strategies in the school was low.

4.2.3 Factors Affecting the Practice of active learning methodologies

Regarding factors which affect the implementation of active learning, instructors and students were asked to identify the most serious, serious and non-serious factors that affect the implementation of active learning. The responses of instructor and student responders are summarized in the following tables (table 6 and 7) separately.

Table 4. 6: Frequency, Percentage and Mean value of factors affecting the practice of active learning methods in teachers view

No.	Factors Affecting the Practice of Active Learning	Not serious (1)		Serious (2)		Most serious (3)		Mean
		F	%	F	%	F	%	
1.	Shortage of time	1	9.1	5	45.5	5	45.5	2.4
3.	Poor class room conditions	2	18.2	7	63.6	2	18.2	2.0
4.	Large number of students in the class	2	18.2	5	45.5	4	36.4	2.2
4	Lack of skill about active learning method.	4	36.6	6	54.5	1	9.1	1.7
5.	Lack of Administrative support	3	27.3.	6	54.5	2	18.2	2.0

According to instructors rating of the factors, the big amount of contents that needs to be covered during one class room and shortage of time to practice active learning were rated as the most serious factors that have been negatively affecting the utilization of active learning strategies. 45.5% of the respondents rated “The big amount of content that need to be covered during one class” as most serious and serious factor that hinders the implementation of active learning. “Shortage of time” was also rated by 45.5 % of respondents as serious and by another 45.5% of respondents as most serious factor. The mean values of the responses to the items, “The amount of content that needs to be covered during one class room” and “Shortage of time” 2.42, which

shows that, those factors were the most serious problems that hindered the implementation of active learning in the school.

As it is shown the table 6, other factors which were rated as serious factors by majority of, poor classroom condition, large class size, lack of skill about active learning methods and lack of administrative support.

Other serious factors that were rated by instructor respondents are also supported by student respondents.

Table 4. 7: Frequency, Percentage and Mean value of factors affecting the practice of active learning methods in students view

No.	Factors Affecting the Practice of Active Learning	Not serious 1		Serious 2		Most serious 3		Mean
		F	%	F	%	F	%	
1.	Shortage of time	8	25.8	20	64.5	3	9.7	1.8
2	Poor class room conditions	10	32.3	14	45.2	7	22.6	1.9
3.	Large number of students in the class	11	35.5	17	54.8	3	9.7	1.7
4.	Lack of skill about active learning method.	10	32.3	9	29.0	12	38.7	2.1
5	Lack of administrative support	13	41.9	10	32.3	8	25.8	1.6

Selected instructors and the academic director of the school were also asked about the factors that affects the implementation of active learning methodology in the school during the interview.

In the same way, the interviews with the selected instructors revealed the following problems as serious factors which hindered the implementation of active learning during their teaching. Shortage of time to cover bulky amount of contents by various methods Lack of skill to practice different teaching techniques due to lack of pre service trainings and inadequacy of in-service trainings on teaching method. Shortage of necessary resources, Lack of enough administrative support and large number of students in classroom.

The interview with the academic director additionally revealed that teacher and students tendency to use the traditional teacher method and lack of commitment to implement active learning methodology were the most serious factors that hindered their practice of active learning. The interview report also indicated that many but not all instructors had taken HDP and other trainings on active learning methodology. However, some instructors may lack some skills to practice active learning strategies because trainings on teaching methodologies were inadequate.

Other factors that were rated as serious factors by students and instructors were also revealed during the interview with the academic director. Shortage of time and administrative support were also the other serious factors that were raised by the academic director.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter deals with summaries of the major findings, conclusion and recommendations, that have been made on the basis of the results in chapter four.

5.1 Summary

The main purpose of this study was to assess the practice of active learning approaches in Tulu Milki Secondary School. In order to accomplish this objective of study, the following three specific questions were formulated.

1. What are the current practices of active learning methods in secondary school of tulu milki?
2. What are the main factors that affect the implementation of active learning?
3. How do instructors and students perceive active-learning?

To answer these research questions, a convergent parallel mixed methods design were employed.

Undergraduate Secondary School Tulu milki students, instructors and the academic director

Secondary school were the target population of the study were selected and all 31 students from

The academic director of the school and 11 instructors were also participated in the study. A total of 45 respondents were participated in the study.

Questionnaires and Interviews were the tools that were used to collect the data from the sample. Both quantitative and qualitative methods were used in analyzing the data obtained through questionnaires and interviews. The quantitative data were analyzed using frequencies, percentages and mean scores. On the other hand, the qualitative data were analyzed using framework coding and presented with descriptive statements. Finally, quantitative and qualitative results were merged to look answers for the main research question of the study and the following major findings were obtained.

A. Major findings on the current practice of active learning methods

In general, the analysis of data showed that there was some practice of active learning strategies during secondary classes in the school.

Based on the findings from the teachers and students survey, it is confirmed that there was a practice of different active learning techniques sometimes and that teacher method was the most frequently employed technique.

On the other hand, the interview reports indicated that traditional teacher method, which is non interactive, was regularly employed method and the practice of different active learning techniques were not satisfactory.

The study also revealed that individual assignment, group works/discussion and question and answer methods were the most frequently employed active learning techniques next to method teacher. Additionally, Demonstration, Case study, Problem solving, Peer teaching and Brainstorming have been used frequently.

B. Major findings on Factors affecting the implementation of active learning

The study revealed that various factors contributed to the low level of implementation of active learning methodologies during secondary classes in the school. Shortage of time and a large amount of content that needs to be covered during one class room were the most factors that have been hindering the implementation of active learning strategies.

Teacher and students tendency to use traditional teacher method was also another very serious factor that has been affecting the implementation of active learning negatively.

Other factors which have been seriously affecting the implementation of active learning strategies are listed in below.

- Lack of skill about active learning method
- Some student's dominance during group activities
- Lack of continuous administrative support
- Organization of curriculum materials

C. Major findings on instructors and students perception of active learning

The data from analysis of instructors and students questioner showed that high proportion of instructors and students showed their agreement with the majority of assumptions of active learning that was raised in the questionnaires.

Generally, it was found that majority of the instructors and students have a good understanding of active learning.

5.2 Conclusions

Based on the major findings of the study, the following conclusions were drawn:

Even though there are few practices of some active learning methodologies, the practice of active learning strategies during secondary classes in the school was found not satisfactory because almost all teachers and students confirmed that teacher method was the most frequently employed technique and the interview reports revealed that traditional teacher method, which is non interactive, was regularly employed method and the practice of different active learning techniques were not satisfactory.

Considering the level of utilization of different active learning techniques, individual assignments, group work/discussion and question and answer methods were found to be the most commonly employed techniques next to the teacher method.

Regarding to the factors that affects the implementation of active learning methodologies, shortage of time, the large amount of contents to be covered during one class room and teacher and students tendency towards traditional teacher method and lack of commitment to implement active learning, were the most serious factors. Additionally, lack of skill about active learning method, some student dominance during group activities, lack of continuous administrative support and organization of curriculum materials were also serious factors that hinders the implementation of active learning methodology.

With regard to instructors and students perception of active learning, the findings showed that almost all the instructors and students have perceived active learning positively but they do not practice it.

5.3 Recommendations

Based on the conclusions drawn, the following recommendations were forwarded to improve the implementation of active learning.

As the findings revealed, majority of the instructors have a positive perception of active learning but their practice of active learning methodology was not satisfactory. Thus, it is recommended that instructors should be committed to discharge their roles to exercise active learning methodologies. The level of utilization of active learning can be improved if the instructors are able to provide the situations that encourage active participation of students in the teaching learning process regularly. Additionally, the administration of the secondary should design and implement a mechanism to monitor the practice of active learning regularly.

The result of this study identified that shortage of time and large amount of content to be covered during one class room were the most serious factors which hindered the practice of active learning. So, the concerned bodies of the school should design different mechanisms to improve these problems by appropriately allocating the time, revising crowded materials and avoiding bulky and unnecessary contents.

Teacher and students tendency towards traditional teacher method was also another serious problem in the school. To improve this problem, the school should prepare different trainings, seminars and courses to bring attitudinal change in instructors and students of the college. Furthermore, FDRE Ministry of education should strengthen the implementation of active learning in the lower levels of the educational system, so that attitude of instructors' and students' and their traditional expectation will be changed.

Generally, to improve all factors that were contributing to the low practice of implementation of active learning methodologies, the administration of the school should continuously identify and solve those problems by developing a working group in coordination with teachers, students and other stakeholders.

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This is a part of my MSC research project. You are kindly requested to respond to every item in the questionnaire. Your responses are highly valuable to provide information on my thesis and will not be used for any purpose other than this