



Collage of Educational and Behavioral Studies
Department of Pedagogical Science

**Practices of Student Centered Teaching Method in
Amanuel Secondary School**

By

Tirngo Tilahun

A Research Submitted to Department of Pedagogical Science for
Partial Fulfillment of the Requirements of Bachelor Degree in
Pedagogical Science

Advisor: Yohannes Z (MA).

October, 2020

Wolkite, Ethiopia

Table of Contents

page

Table of Contents	i
Acknowledgements	iv
Abstract	v
Chapter One	1
Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Research Question	5
1.4 Objectives of the Study.....	5
1.4.1 General objective.....	5
1.4.2 Specific objective	5
1.5 Significance of the study	5
1.6 Delimitation of the study	6
1.7 Operational Definition of important terms in	7
Research	7
Chapter Two	7
Review of Related Literature	7
2.1 Epistemologies of Learning and Teaching	7
2.2 Learner-Centered Teaching Approach	8
2.3 The teacher centered approach	9
2.4 The Teacher versus Student-Centered Approaches.....	10
2.4.1 The Teacher Approach	10
2.4.2 The Student-Centered Approach	11
2.5. Factors Affecting Active Learning Approach	12
2.5.1 The Training of Teachers	12
2.5.2 Classroom conditions	13
Chapter Three	14
Research Design and Methodology	14
3.1 Design of the Research.....	14
3.2 Research approach.....	14

3.3 Description of the Study Area	14
3.4 Population.....	14
3.5 Sampling Techniques and Sampling Size	14
3.6 Source of data	15
3.6 Data Gathering Instruments/ Tools	15
3.6.1 Questionnaires	15
3.6.2 Interview.....	15
3.6.3 Observation.....	15
3.6.4 Document Analysis	16
3.7 Procedures of data collection.....	16
3.8 Method of Data Analysis.....	16
Chapter Four	17
Data Analysis and Interpretation.....	17
4.1 Analysis of the Main Data.....	17
5.2. Major Findings	26
5.2.1. Training of Teachers.....	27
5.2.2. Factors affecting the implementation of active learning	27
5.3. Conclusion.....	27
5.4 Recommendations	28
5.4.1 Teachers' Training.....	28
5.4.2 Class size	28
5.4.3 Classroom conditions	28
References	29
Appendices	30

List of Tables

Table 4.1: The level of training on how to teach active learning	17
Table 4.2: The level of training on how to teach active learning	18
Table 4.3: do you prepare instructional materials from locally available materials	19
Table 4.4: To what extent you implement active learning in classroom	20
Table 4.5: Teachers interest towards the profession	21
Table 4.6: Qualities of school facilities	22
Table 4.7: Text book and teacher guide suitability to implement active learning	23
Table 4.8: Observation checklist for classroom facilities	23
Table 4.9: Observation checklist for instructional methods	24
Table 4.10: Observation checklist on utilization of instructional materials	24

Acknowledgements

I am greatly indebted and thankful to Ato Yohannes Z, my advisor who helped me from the selection of topic research proposal up to preparing research report writing for his unstained effort nicely to give a good suggestion and moral support.

I am also indebted to all persons who helped me directly or indirectly with their useful ideas and constant encouragement to carry out this research.

I also would like to extend my heartfelt gratitude to my friend Yesgat Enawgaw for assisting me in typing and editing starting from the proposal to finalize this research.

On the top of everything, I would like to thank the almighty God for giving the chance to learn in strength and endurance to accomplish the study.

Abstract

This study was conducted to assess practices of student centred teaching method in Amanuel secondary school in Debire Markos administrative town. The main purpose of this study was to assess the Practices of active learning, to identify factors affecting the implementation of active learning either positively or negatively in terms of teachers` commitment, classroom conditions, instructional facilities and teachers training. To analyze this descriptive survey design was employed. Data were collected from 32 teachers, 1school principal and 1 supervisor. In the selection of sample population purposive and random techniques were used. The instruments of data collection were questionnaire, interview and observation checklist. The data were analysed using percentage. The findings of the study proved that the implementation of active learning was low. Among the factors affecting the implementation of active learning, teachers training, teachers` commitment, classroom conditions, class size, beliefs and interests of teachers in their profession were the major ones. Finally, the following recommendations were forwarded, it is important to conduct in- service training so that their use of active learning strategies will be improved, Even if appropriate class size may not always be possible, the implementers of active learning should see alternative solutions such as, dividing students into groups, demonstration fields, field trip, laboratories and others.

Chapter One

Introduction

1.1 Background of the Study

Education contributes a lot in solving poverty problems, realization of economic, potential and cultural development G.M Coverdale (1973), remarks about the greater profitability of investment in primary schools than investment in any other educational level, for it is the basis of all educational endeavor aimed at inculcating the young generation for better life.

In modern world, there is a shift from learning that capitalizes on memorization and rote learning isolated bits and pieces of information, primarily for the purpose of passing examination, to learning that emphasizes understanding, making connections in the world around us, collecting information, using and communicating in active manner Lue, (2001: 10).

This shift was required because, memorizing facts and bits of knowledge is not effective learning and does not prepare learners to understand their environment or function in it effectively. To put differently, teacher centered approach does not prepare learners to understand and participate in complex world. However, in learner centered approach the purpose of education is not to ensure success in exam. It is rather to help the learners learn what is useful in their life and to develop the individual ability to learn independently, to enjoy learning and continue to learn throughout life Margaret, (1988).

As modern method of teaching, active learning approach has got worldwide acceptance and are being exercised in all parts of the world. As indicated by Peter et al., (2002) an example of problem-based learning curricular or courses can now be found in almost all parts of the world (North America and South America, Europe, Africa, the Middle East, Asia, Australia and South Pacific). More emphasis was given to active learning method in the world because,

learning is meaning full when it is relevant to students` lives, needs and interests and when the students themselves are actively engaged in preparing. Thus, as a part of the world Ethiopia cannot remain an exceptional to implement this method.

Studies shows that the best designed active learning approach is more effective than traditional method of teacher centered approach of teaching. For instance, Peter et al., (2002) indicated that student from learner centered curricula are superior to their counter parts from traditional curricula with respect to their approach, perceptions of their education, long term retention of knowledge and motivation for learning. The learner centered method is based on the fact that, students who are given the freedom to explore areas based on personal interests, and who are accompanied in their striving for solutions by a supportive understanding facilitator, not only achieve high academic results but, also experience and increase in personal values, such as flexibility, self-confidence, social skills and problem solving capacity.

In the Ethiopian context the new Educational Training Policy of Ethiopia emphasizes the development of problem-solving capacity and culture in the context of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum Ministry of Education, (1994). Also, the general objective of education has stated that education is geared towards the development of physical, mental, potential and problem-solving capacity of individuals by expanding education and in particular by providing a basic education for all. Furthermore, the policy indicates that the general objective of the education and training policy is to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and social needs MOE, (1994). Therefore, the new education policy calls for active learning method as the basis of the teaching and learning process.

Therefore, active learning approach enables the learning process be unified around purpose and to bring about a creative self-responsible learner. It also produces a citizen who can integrate what is learned with his/ her dynamic personality and will become truly part of him/ her and not something memorized for the purpose of repetition. The learning approach helps

to weave the skills and abilities, attitudes and principles learned in to the already existing fabric of the student`s knowledge and abilities.

Even though learner centered method is widely accepted, and given due attention by our Educational and Training Policy and helps to prepare learners to solve problems, makes them creative and use of information from their environment and other sources to make better life for themselves and the society and as a whole the country, its proper implementation is doubtful and might not go beyond lip service. Therefore, assessing the implementation of active learning approach is found to be crucial.

1.2 Statement of the Problem

In teacher centered approach, the teacher is considered to hold most of knowledge necessary for students and student`s success in school was measured only by-passing examination. The teacher uses chalk and talk method of teaching in which the teachers are active and the students are passive. This leads the students to the memorization of information and facts from their textbooks and notes. This was considered to be the most ineffective method of teaching. This, however, is the lowest level in the development of cognitive abilities. That is why Amare, (2000) noted the absence of appropriate balance between the concrete and the abstract experiences as one weakness of the teacher centered approach.

Therefore, a thoughtful and scholarly approach to skillful teaching requires that teachers become knowledgeable about the many ways or strategies promoting student`s active learning and problem-solving abilities. With this in view, what are the practices of teaching learning process in Ethiopian schools? In relation to this earlier observation by Wilcox, (1980) noted that teaching in most of Ethiopian schools is heavily stereotype. Fixed patterns of lecture, recitations, and drill predominate. A formal classroom atmosphere prevails, sometimes accompanied by a heavy-handed branded brand of discipline. With the constant focus on the right answer to an examination question, students commit large chunks of information to memory in the hope that it can be repeated on the day. The notion of discovering information is linked with the idea of teachers failing to their jobs properly or as evidences of the teacher`s ignorance.

In a way to fill such gap and bring about significant changes that the 1994 educational reform, among other things, demanded a new paradigm of teaching and learning, the development of new strategies of teaching and learning based on active learning and student-centered approaches Ministry of Education, (1994).

The active learning approach aimed at producing people with sound knowledge, practical skill, and positive attitudes about themselves, as about the society and environment as a whole. Considering that the nation`s future will be shaped through its programs of education and as well-being of its citizens, by employing active learning approach is a sound decision. In practice, the policy document does not seem to be practical appropriately by engaging students in activities of these natures.

Even though the learner centered method is theoretically advanced, in practice the teacher centered method may predominant in the most cases. The term child centered method is one of the most misunderstood in the whole of education Schofield, (1972). In addition, regarding teaching learning process in primary schools, Pollard et al., (2000) indicates that, teaching in today`s primary schools is very much a matter of teachers talking and children listening. Classroom practices in primary schools are intense and more teachers controlled. Pupils are less autonomous in their use of space and time and in their choice of activities.

Moreover, the old method of focusing on lecture, chalkboard, and text book skill prevails the majority of teachers not utilize the new approaches as intended. The absence of qualified professional assistances, lack of pre and post training in implementation of active learning and absence of instructional facilities the instruction process hinders the progress Amanu Oligira, (2005).

Therefore, based on the above mentioned experiences, The researcher doubt in the following points: Teaching in Amanuel Secondary School may/ may not be a matter of teachers talking and children listening, Classroom practices in Aba Fransua Secondary School may/ may not be intense and more teachers controlled and there may/ may not be absence of qualified

professional assistances, lack of pre and post training in implementation of active learning and absence of instructional facilities the instruction process hinder the progress of active learning.

Thus, it was very essential to conduct research in Amanuel Secondary School, to assess practice students centered teaching method in Amanuel Secondary School, because any problem and misunderstanding committed at high school level affect the whole educational system. Based on the above purposes, this study was expected to find some possible solutions to the following research questions.

1.3 Research Question

- How do teachers perceive student centered teaching method?
- To what features of implement student centered teaching method?
- To what degree student centered approach is applicable in class?

1.4 Objectives of the Study

1.4.1 General objective

The general objective of the study is to assess the extent to which student-centered teaching method practiced in Amanuel Secondary School.

1.4.2 Specific objective

- To identify teacher's perception toward student centered teaching method.
- To identify the extent of student-centered teaching method implementation.
- To identify factors that affects the implementation of student-centered teaching method.

1.5 Significance of the study

It is proved to that the students centered method of teaching prepares the learners to solve problems, makes them creative and use information from their environment and other

sources to make a better life for themselves and society. Based on this notion, assessing the status of practice students centered teaching and identify the major factors that hinder practice student centered teaching method. Therefore, the result of this study has the following significances: -

- It may help planners, educational officials, and policy makers to be aware of the problem of practice student centered teaching method and thereby to seek solutions.
- It will enable the concerned educational officials and teachers to gain valuable information on the actual status of teaching learning process and the practice method.
- It may initiate other interested researchers to carry out extensive studies in the areas. It may encourage other interested bodies to be involved in strengthening implementation of the approach to practical conditions.

1.6 Delimitation of the study

The scope of this study was delimited to teachers` readiness, commitment and facilities which deserve the practice student centered teaching method in Amanuel secondary school.

1.6.1. Limitation of the study

The researcher strongly agrees that the inclusion of a large part of Debire markos administrative town school and population size in the study could help to get more relevant and order information however because of time, financial, and other resource concentrate the researcher could not able to conduct the study in depth. The researcher also believes the important of including content analysis on the study is more reliable and stronger.

1.7 Operational Definition of important terms in Research

Student centered teaching: methods of teaching that shift the focus of instruction from the teacher to the student

Practice: refers to the actual use of active learning approach for realizing the actual planned curriculum into practice.

Chapter Two

Review of Related Literature

2.1 Epistemologies of Learning and Teaching

Learning is a journey not a destination (Holzer, 1992); and it involves much more than an interaction with an extent body of knowledge. Thus, learning takes place when the learner has to make sense of things that confront him/her self- Ministry of Education, (2003).

Similarly, in (Silberman 1996: ix) it is stated that learning is not automatic consequence of pouring information in to students` head. It requires the learners` own mental involvement and doing. Explanations and demonstrations by themselves will never lead to real learning only learning that is active will do it (ibid: ix). Moreover, expression telling by itself does not always produce the desire result (learning), teachers` understanding and conclusions cannot be transferred directly in to pupil`s understandings and conclusions.

Real learning is not memorization, due to the fact that most of what we memorize is lost in hours, that is, learning cannot be swallowed (Cape et al, 1995). Thus, to retain what has been thought, students must chew on it, they must put what they hear and see in to a meaningful whole, they should get the opportunity to discuss, debate, argue, do, perhaps even teach someone else, so that, long lasting and real learning occurs, which represents active learning (Ibid).

Similarly, (Cobern, 1993) stated that learning does not occur by transmitting information from the teacher or the textbook to the children brain. Instead, each child should construct his/her own meaning by combining prior information with the new information such that the new knowledge provides personal meaning to the child.

2.2 Learner-Centered Teaching Approach

Weimer (2002) described five learner-centered practice areas that need to change to achieve learner-centered teaching: The Function of Content, the Role of the Instructor, the Responsibility for Learning, the Processes and Purposes of Assessment, and the Balance of Power. The functions of the content in learner-centered teaching include building a strong knowledge foundation and to develop learning skills and learner self-awareness. The roles of the instructor should focus on student learning. The roles are facilitative rather than didactic. The responsibility for learning shifts from the instructor to the students. The instructor creates learning environments that motivate students to accept responsibility for learning. The processes and purposes of assessment shift from only assigning grades to include constructive feedback and to assist with improvement. Learner-centered teaching uses assessment as a part of the learning process.

The balance of power shifts so that the instructor shares some decisions about the course with the students such that the instructor and the students collaborate on course policies and procedures. While Weimer's model appeals to faculty, they find that is less pragmatic in describing ways to implement change (Wright, 2006). Since these five practices are broad abstract categories, they do not identify specific learner centered behaviors for many instructors. To assist faculty, I defined each practice into specific components and incremental steps between instructor-centered and learner centered teaching. Incremental steps allow instructors to make changes gradually over time. These incremental steps define a manageable transition process from instructor centered to learner-centered teaching.

2.3 The teacher centered approach

This approach gives the priority role and responsibility to the teacher. The teacher is considered as the source and the student as a recipient. This approach includes methods like recitation and classroom lectures. Some people agree that this method, if properly handled by experienced teachers, it can give students the necessary knowledge. However, many scholars in the field of pedagogy emphasize its disadvantages rather than its advantages. Accordingly, the following points are some of the shortcomings mentioned by scholars. Since traditional methods have no variety, they became monotonous and boring the learning process depends on the talking of the teacher where the learner becomes a passive listener. Moreover, it inhibits active participation and ability of the learner and encourages him or her to be submissive (Yallew, 1999).

The teacher-centered approach gives emphasis to the teacher as a knowledgeable person of the subject matter. Although the role of the subject matter specialist cannot be underestimated, equally important factors are the students and their experiences whose role have not been recognized. Yet, the recognition of student activities in learning does not go beyond lip service by educational authorities (Elizabeth, Leu 1999).

The teacher-centered approach focuses on content, emphasizes knowing what student works as individuals and often in competition with each other. Students are highly dependent on the teacher's activities and learning objectives are imposed; lecture dominates as the mode of curriculum delivery. The teacher's role is that an expert (Ellis, 1995). Therefore, the role of traditional method of teaching in the current world is decreasing in its relevance. Rather it seems as problem endangering for fruitful results of education. Although education is fundamental to social regeneration, yet there is a danger that it will fail to play the role to bring about changes.

2.4 The Teacher versus Student-Centered Approaches

2.4.1 The Teacher Approach

The underlying principle of the teacher/expert approach to education is rooted in the psychology of behaviorism and of positivism philosophy. Behaviorism understands learning as a system of behavioral responses to physical stimuli, driven by reinforcement, practice and external motivation. Applied to the educational sphere, educators devote their time and resources to deconstructing subject matter into its constituent parts and developing a sequenced, well-structured curriculum. This method is based on the Mastery-learning Model (Bloom, 1976), which assumes that just as wholes can be broken into parts; skills can be broken into sub-skills. In this context, successful learning is associated with the mastery of specific designated skills and behavior. With this teacher approach, learners are viewed as relatively passive, and their behavior needs to be shaped by external reinforcement controlled by teachers (Skinner, 1953). Learners need an „„expert““ to fill them with information: they are „„empty vessels to be filled with knowledge““ (Garfield, 1995; Moore, 1997). Knowledge is defined as an entity that can be given or transmitted and absorbed by students. Popper, for example, labeled this „„the bucket theory of knowledge““ (Popper, 1986). A good teacher is therefore someone who transfers information clearly and at the right pace (Moore, 1997). Learning is viewed as a linear process, progressing steadily from „„not knowing““ to „„knowing““.

The teacher approach is characterized by the predominant use of traditional methods of teaching such as formal lectures, seminars and examinations. The teacher provides structured material during lectures, where students listen while taking notes. Then, during seminars, the teacher asks students the extent to which they understood this material. Finally, received knowledge is tested by administering examinations several times during the term. This approach is relatively efficient since it allows educators to teach many students within a rather short period of time. Unfortunately, in most situations such conditions may promote a „„surface““ rather than „„deep““ level of understanding and orient students towards

performing only at the minimal level required to obtain a good grade in the course (Biggs, 1999).

2.4.2 The Student-Centered Approach

Practices associated with the teacher approach are opposed by the school of “constructivism” (Piaget, 1973; Vygotsky, 1978), that we refer here to as the student-centered approach. Constructivism proposes that people have no veridical access to objective reality, but are constructing their own version of reality while at the same time transforming it, and themselves in the process. Concept development and deep understanding are given priority over specific skills and behaviors as the goal of instruction. It is a theory of learning, not a description of teaching, and hence not a „„cookbook teaching style““ (Fostnot, 1996). The theorizing of Piaget, whose main goal was to understand the mechanism of learning, is fundamental to constructivism. Piaget’s contribution to the learning process has been applied extensively in education (Panofsky et al., 1990). Piaget’s core idea was that children are active thinkers, constantly trying to construct a more advanced understanding of their world. He focused on the development of logical or systematic concepts through social exchange. Similarly, Vygotsky (1978) considers the articulation of systematic concepts to be developmental. Emphasis is placed on the social environment surrounding children as a model for the development of many of their thoughts, beliefs and behaviors. According to scientists (Cobb et al., 1992), the individual’s cognitive structures cannot be understood without observing the individual having commerce with their social environment. From a constructivist perspective, students are actively and individually constructing their own social knowledge, rather than merely copying knowledge (Garfield, 1995).

In the educational context, ideas and concepts of constructivism led to the development of a student-centered approach to learning. Learning is considered to be a complex process that is not possible to deconstruct into logical parts. The learner is not a passive receiver of knowledge but, rather, an active participant. The learner has the responsibility to accommodate the learning process to his/ her own unique learning style in order to structure his/her own learning. The teacher’s role is that of a guide who assists the learner in the

difficult process of constructing his/her individual system of knowledge. For instance, teachers will need to show students how to become responsible for their learning by giving them opportunities to frame questions effectively on their own, to see how problems can be represented, and to determine how to gather information relevant to these problems (Burbules and Linn, 1991). Another example highlighting the role of the teacher in the student-centered approach ensures that children operate within their zone of next development. More precisely, teachers need to shape expectations so that students can recognize relevant information as it emerges, as well as to interpret new data in constructive and organized ways. These actions will contribute to their capacity to retain knowledge over time and to have an active role in it.

2.5. Factors Affecting Active Learning Approach

2.5.1 The Training of Teachers

The success of educational process depends to a greater extent on the character and ability of teachers. Teaching in modern school must be vastly enabled to produce better educated person than was formerly. Found. Teaching demands the ability to adapt boldly, invent, create procedures and to meet the ever-changing demands of learning situation. Teachers must know much more subject matter, method of teaching the learner and his growth, the settings for and environment of learning, about the interaction between learner and environment. Therefore, the modern professional teacher must possess a system of principles and habits of thinking which guide the operational process. Scholars have suggested that, if education is to be successful, next to curriculum, teacher training is of special significance, which needs considerations so as to maximize the development and changes in education (Gerhard 1982:21).

2.5.2 Classroom conditions

2.5.3. Class size

Class size refers to the number of pupils regularly scheduled to meet the in the administrative and instructional units, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956:212). Class size concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for the student and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning. The central problems of class size relate to the effects upon administrative efficiency, pupil's achievement, teacher health and moral in addition to this as Monre further noted that, there are significant correlation`s between class size and student achievement (Ibid. 213).

A universal complaint, even among teachers with usual success in large section, was in ability in such classes to find adequate time to treat individual differences in pupils (Ibid. 214). Studies made in United States of America as in the policy of 1960`s indicated 35 students is the maximum limit for effective primary school classes. Harries (1960: 1497) also mentioned that the class size in elementary school teacher taught 30 to 34 students each in 27% of states, while in the other 18% states fewer than 25 students, 11% of them 40 or more students to be taught. The average was 31 students in one class.

2.5.4. Classroom Facilities

There are numerous ways to think about classroom. One way is to think about them as ecological system in which a set of inhabitants' teachers and students interact with a specific environment (classroom) for the purpose of completing value activities and tasks (Arendes, 1997:17). A rich learning environment promotes independent and self-regulated learning. Stimulating bulletin boards, displays, and serves as motivates for independent inquiry. The physical environment should also communicate clearly to students the importance of teacher attaches to self-regulated learning. Effective teachers accomplish to this end by displaying the results of the students work and by encouraging students to the results of the students work and by encouraging students to displaying their own work when they think they have done good job (Ibid, 268).

Chapter Three

Research Design and Methodology

3.1 Design of the Research

As mentioned in the introduction, the aim of this study was to assess the status of Practice students centered teaching in Amanuel secondary School. To analyze this descriptive survey design was employed. Descriptive survey method was employed because, it helps to explain educational phenomena in terms of the condition that exist, opinions that are held by students, teachers and directors, possesses that are going on, effects that are evident, or trends that are developing. At times descriptive survey was the means through which opinions, attitudes, suggestions for educational practices can be obtained.

3.2 Research approach

The research was used both quantitative and qualitative approach which was procedure for collecting and analyzing of practices student centered teaching method.

3.3 Description of the Study Area

The study was conducted in Amanuel secondary school which was established in 1994 that found in East Gojjam Zone, Amhara regional state of Ethiopia

3.4 Population

The target population for this study was the Amanuel secondary school teachers, principal and supervisor. That means the total population of the teachers were 66 out of this 2 are principal and supervisor.

3.5 Sampling Techniques and Sampling Size

The sample size corresponds to 100 percent of total teachers of Amanuel secondary school, which were 32 teachers out of 32, 1 supervisor and 1 principal. With regard to determining the composition of the sample, both purposive and random sampling techniques were used to select participants for the proposed study. First, purposive sampling technique was used to select the school principal and second random sampling technique was used select teachers.

3.6 Source of data

The main sources of data for this study were primary and secondary sources. Primary sources are first-hand information. Among types of primary sources the researcher used school's supervisor, principal teachers, and students as primary source. The secondary source of data for the study was school documents, like annual plan, and students result.

3.6 Data Gathering Instruments/ Tools

3.6.1 Questionnaires

The researcher used close ended questionnaires. The questionnaires were used to enable respondents to express their feeling with restriction. The questionnaires were prepared for the principal and teachers and were requested to respond about the school suitability and facilities, their training background, their attitude to the profession, how they implement the approach and the content and organization of the textbooks as well as teacher's guide. In addition to this, teachers and students of the sampled school were requested to give ideas about resource and instructional material availability supplementary instructional materials.

3.6.2 Interview

Interview was used to collect information from school's principal and supervisor. This was important to discover supplementary information to the main task (direct observation). Through interview valuable information about the classroom activities teachers and their opinion regarding issues, relating to the use of active learning method was obtained.

3.6.3 Observation

Relevant data related to student centered teaching method were collected through the completion of observation/ interaction analysis record sheets. As neatly stated in the introduction part, classroom observation using observation/interaction analysis record sheet will be the focus of this study.

3.6.4 Document Analysis

The researcher was analyzed the teaching methods and lesson-plan performed by Amanuel secondary school office, and different years students result.

3.7 Procedures of data collection

The first step that the researcher did in collecting the pertinent data was making a contact with school principals in order to introduce them with the purpose of the study. Then the researcher with the school principal arranged time and place to get the participants. Accordingly, he first distributed the questionnaire for the students after class time. Questionnaire items are distributed in the presence of the researcher. The need to distribute the questionnaire papers in the presence of the investigator was to avoid any ambiguity that might affect the study negatively. Before letting them fill the questionnaire, short explanation on how to fill the questionnaire was given by the researcher.

3.8 Method of Data Analysis

To analyze the collected data both qualitative and quantitative data analysis techniques were used. For the quantitative data collected through observation analysis record sheet can be systematically organize and the summary was presented using percentage. Information obtained from interview was presented in support of the major findings obtained from class room observation. On the other hand, the qualitative data gather through observation, textual content analysis was used. To minimize error of qualitative information, consideration was given for careful records of notes and observations.

3.9. Ethical consideration

At the time of data collection ethical consideration is very important. there in this study to explain clearly the objective and significance of the study will gives to respondents, the questionnaire will be clear for understanding to the respondent and think, respect the respondent's morality.

Chapter Four

Data Analysis and Interpretation

4.1 Analysis of the Main Data

Under this chapter, data analysis, interpretation and major findings of the study can be presented. This can be done through; questionnaires, observation checklist and interview are presented using tables.

4.2 Responses obtained from supervisor and principal

Table 4.1: The level of training on how to teach active learning

Question	No of respondents		Very high		high		moderate		Low	
	No	%	no	%	no	%	no	%	no	%
Commitment of teachers to implement active learning?	2	100							2	100
Adequacy of training books or text Books	2	100							2	100
Teachers` tendency to the traditional lecture or explanation method has affected the implementation of active learning	2	100	2	100						
The level of Students` lack of interest in affecting implementation of active learning approach in your class	2	100	1	50	1	50				
The level of shortage of time to practice active learning	2	100			2	100				
The level classroom condition to Implement active learning.	2	100	1	50	1	50				

According to table4.1, for the question, the level of commitment of your teachers to implement active learning, both the supervisor and the principal of the school responded that commitment of teachers to implement active learning is low.

For the question, Adequacy of training books or text books, both the supervisor and principal of the school responded that the adequacy of training or text book is moderate.

For the question, Teachers` tendency to the traditional lecture or explanation method has affected the implementation of active learning, both respondents responded that teachers tendency to the traditional lecture has very highly affected the implementation of active learning.

For the question, the level of Students` lack of interest in affecting implementation of active learning approach in your class, the supervisor responded “very high”, and the principal responded “High”.

Both the respondents responded “High” for the question, shortage of time to practice active learning.

The school’s supervisor responded “very high” and the school’s principal responded “High” for the question, the level of classroom condition to implement active learning.

4.3 Responses obtained from teachers

4.3.1 Teachers Training how to Implement Active Learning

Table 4.2: The level of training on how to teach active learning

	Question	No of respondent		Very high		High		Moderate		Low	
		no	%	no	%	no	%	no	%	no	%
1	The level of training on how to teach active learning	32	100	4	12.5	5	15.6	8	25	15	46.8
2	The level of having special training how to teach active learning in large class size	32	100			4	12.5	10	31.3	18	54.2

According to Table 4.2, 12.5% of teachers were responded “Very high”, 15.6% of teachers were responded “High”, 25% of teachers responded “Moderate” and 46.8 % of teachers

responded “Low” about the level of active learning training. And also , none of teachers was responded “Very High”, 12.5% of teachers were responded “High”, 31.3% of teachers responded “Moderate” and 54.2 % of teachers responded “Low” about the level of having special training how to teach active learning training in large class size.

Therefore, as collected data the study shows that the level of in-service and short term training is insufficient. Hence, the absence of organized training negatively affected the implementation of active learning.

4.3.2 Teachers commitment to implement active learning

Table 4.3: do you prepare instructional materials from locally available materials?

If No, why?

Question	No of respondents		Yes		No	
	No	%	no	%	no	%
Did you prepare instructional materials from locally available materials? If No, why?	32	100	11	34.4	21	65.6
Have you ever tried to improve your teaching skill on the active learning by your own? If No, why?	32	100	9	28.1	23	71.9
Did you bring variety of teaching techniques to the classroom to motivate your students? If No, why?	32	100	8	25	24	75

Based on table 4.3, 34.4% of teachers responded “Yes”, whereas, 65.6% of teachers responded “No” for the question do you prepare instructional materials from locally available materials. They also mentioned the lack of material preparation skill and shortage of hand tools as the cause of why they are not preparing.

According to the teachers response 28.1% of teachers tried, whereas, 71.9% of teachers have never tried to improve teaching skills on active learning. The reason they raised for the question were, the shortage of time, the lack of willingness, the absence of awareness how to improve by their own and lack of access.

According to teachers'' response 25% of teachers were brought variety of techniques to the class whereas, 75% of teachers responded as they are not using variety of teaching techniques. They reasoned out that they have no adequate knowledge of teaching methodologies in a large class size.

The study shows that most of the teachers do not prepare instructional materials from locally available materials. This is because of lack of material preparation skill and shortage of hand tools. Most of the teachers do not tried to improve their teaching skill on active learning. They mentioned the reason as shortage of time, lack of willingness, the absence of awareness how to improve by their own and lack of access. And also the study shows most of the teachers do not apply or use variety of teaching techniques. This was because they have no adequate knowledge of teaching methodologies in a large class size.

Committed teachers may have strong psychological ties to their school, students or their subject areas in loosely coupled organization like schools where there considerable disagreement on what outcomes should be accomplished and great difficulty in inspecting and controlling work (Bidwell, 1965; Weick, 1976) voluntary commitment is especially important. Recent attempts to tighten couplings in education through tough standards and increased tastings for both teachers and students might seem to lessen the need for teacher commitment (Firestone, Fuhrman and kirst,1991)

Table 4.4: To what extent you implement active learning in classroom?

Question	No of respondents		Always		sometimes		Not at all	
	no	%	no	%	No	%	no	%
To what extent you implement active learning in classroom?	32	100	8	25	14	43.8	10	31.2

Based on table 4.4, for the question, the level of commitment of your teacher to implement active learning, 25% of the respondents responded “Always”, 43.8% of teachers responded “Sometimes”, 31.2% of students responded “Not at all”.

Committed teachers may have strong psychological ties to their school, students or their subject areas in loosely coupled organization like schools where there considerable disagreement on what outcomes should be accomplished and great difficulty in inspecting and controlling work (Bidwell, 1965; Weick, 1976) voluntary commitment is especially important. Recent attempts to tighten couplings in education through tough standards and increased tastings for both teachers and students might seem to lessen the need for teacher commitment (Firestone, Fuhrman and kirst, 1991)

4.3.3 Teachers Interest towards the Profession

Table 4.5 Teachers interest towards the profession

Question	No of respondents		Very high		high		Moderate		Low	
	no	%	No	%	No	%	no	%	no	%
The level of your belief and interest towards teaching profession	32	100	4	12.5	5	15.6	10	31.3	13	40.6
Your interest towards the subject you are teaching	32	100	3	9.4	6	18.8	11	34.4	14	43.6

According to table 4.5, for the question, your interest and belief towards the teaching profession and subject you are teaching, 12% of teachers responded “Very high”, 17% of teachers responded “High”, 31% of teachers responded “Moderate” and 40% of teachers responded “Low” meaning they do not have interest in the subject they are teaching. For the question, your belief towards the teaching profession, 9% of teachers responded “Very high”,

18% of teachers responded “High”, 36% of teachers responded “Moderate” and 38% of teachers responded “Low” interest towards the teaching profession.

There has been convergence of available research data pertaining to the question of what factors contribute to teachers` effectiveness over decades some of the factors fall under the heading of characteristics (Anderson, 2004). And he further states teachers characteristics are related to and influence the way they practice their profession. In this light, most research reports suggests that teacher`s beliefs related to their classroom practice. According to Brophy and Good (1974) in MC Kenzie and Turbil (1999) a better understanding of teacher`s belief system or conceptual base will significantly contribute to enhance educational effectiveness. As the study shows most of the teachers cannot have interest towards the teaching profession and the subject they teach.

Therefore, teachers` lack of interest towards the profession negatively affects the implementation of active learning.

4.3.4 Factors that affect the implementation of active learning

Table 4.6 Qualities of school facilities

Question	No of respondents		Very high		high		moderate		Low	
	no	%	no	%	No	%	no	%	No	%
Qualities of school facilities like library, laboratory and pedagogical center	32	100	3	9.4	6	18.6	12	37.5	13	40.6

Based on table 4.3.1, 9.4% of teachers responded “Very high”, 18.6% of teachers responded “High”, 37.5% of teachers responded “Moderate”, whereas, 40.6% of teachers responded “Low” the quality level of school facilities.

4.3.5 Factors related to instructional materials

Table 4.7 Text book and teacher guide suitability to implement active learning

Question	No of respondents		Yes		No	
	No	%	no	%	no	%
Do the text book and teacher guide suitable to implement active learning?	32	100	23	71.9	9	28.1

Based on table 4.7, 71.9% of teachers responded ``Yes``, whereas, 28.1% of teachers responded ``No`` for the suitability of text book and teacher guide to implement active learning.

4.4 Presentation and analysis of data obtained through observation

The analysis and presentation obtained through observation is presented below. To fulfil the observation, 7 (seven) randomly selected teacher were observed. The data based on the requirement of the classroom observation checklist (see appendix D) were collected. They are analysed in separate tables. The observation was conducted by the researcher and the result of observed cases were added up and presented in the following table.

Table 4.8 Observation checklist for classroom facilities

No	Observation items	Level of quality						Remark
		High		Moderate		Low		
		No	%	No	%	No	%	
1	The classroom and setting Arrangement	--	--	2	29	5	71	
2	Condition of the chalk Board	--	--	4	57	3	43	
3	Enough light to see in the Class	--	--	3	43	4	57	

As depicted in table 4.8 the data obtained from classroom observation proved that the classroom size and sitting arrangement are not convenient to implement active learning.

Majority 71% of the observation result indicates that the classroom design is not arranged to facilitate active learning. Regarding the physical environment of the classroom do not reflect enough light for active learning process.

Table 4.9 Observation checklist for instructional methods

No	Observation	Level of rating						Remark
		High		Moderate		Low		
		no	%	No	%	No	%	
1	Problem solving					7	100	
2	Group work					7	100	
3	Pair work					7	100	
4	Panel discussion					7	100	
5	Case study					7	100	
6	Role model					7	100	

In the table 4.9 the classroom observation result indicates that majority of the activities expected to be practiced by teachers were not observed. For example, 100% of the observed classes did not show the use of different instructional methods to implement active learning.

Table 4.10: Observation checklist on utilization of instructional materials

No	Observation	Level of rating						Remark
		High		Moderate		Low		
		no	%	No	%	no	%	
1	Availability of textbook	7	100	--	--	--	--	--
2	Availability of teacher guide	7	100	--	--	--	--	--
3	Availability of charts, posters	--	--	3	42.9	4	57.1	--
4	The quality of library, laboratory and pedagogical centre	1	14.3	1	14.3	5	71.4	--

Availability of instructional materials in classroom is the major factors to enhance the whole process of education, whereas, in table 4.5.3 the observation result indicates that in 64.5% of the observed classes, there was low availability of instructional materials.

Moreover, in 100% of the observed classes, the teachers do not use instructional materials. Regarding the availability of textbook and teacher guide 71% of teachers and students have it to implement active learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and major findings are made. Second, conclusions of the basic findings are drawn. Lastly, some possible recommendations are forwarded on the basis of the findings off the study.

5.1 Summary

The objective of this study was to assess practices of student-centered teaching method in Amanuel secondary school in Gurage zone. In order to achieve this objective, the following questions were raised in the study.

- To what extent do teachers gain the necessary knowledge in implementation of student-centered teaching approach during their pre- and in-service training?
- What are the factors that affect positively or negatively practices student centered teaching approach in Amanuel Secondary School in terms of?
 - ✓ Instructional facilities?
 - ✓ The level of commitment of teachers

The sample size corresponds to 50 percent of total teachers of Aba Fransua secondary school, which were 32 teachers out of 64, 1 supervisor and 1 principal. With regard to determining the composition of the sample, both purposive and random sampling techniques were used to select participants for the proposed study. First, purposive sampling technique was used to select the school principal and second random sampling technique was used select teachers.

5.2. Major Findings

The data were gathered mainly through questionnaires observation check list and interview from all respondents. The data obtained were analysed in percentage. Based on the analysis of the data the following findings were obtained from the study.

5.2.1. Training of Teachers

The analysis of data indicates that almost all of the respondents of the study have confirmed training on active learning was insufficient.

5.2.2. Factors affecting the implementation of active learning

The findings on eight factors indicated how active learning is affected in various ways. Some of them were presented below.

1. Large class size is indicated as major problem in practicing active learning.
2. Teachers' commitment is also another dominant factor in implementing active learning.
3. Teachers' interest towards the teaching profession is also among the major factors in implementing active learning.

5.3. Conclusion

Based on the findings of the study, the following conclusions were drawn.

- The commitment of teachers in practicing active learning is low. Thus, it can be concluded that teachers commitment negatively affect the practice of active learning.
- The quality of library, pedagogical centre and laboratory are the major component in the implementation of active learning. But the findings of the study have shown that there is shortage of the above mentioned centre in active learning class rooms.
- Concerning the key factors that affect the implementation of active learning, the following are found to be negatively affecting.
 - ✓ Teachers interest towards the teaching profession.
 - ✓ Teachers interest towards the subject he/she teaches.
 - ✓ Lack of instructional materials
 - ✓ Large class size
 - ✓ Shortage of time
 - ✓ Teachers commitment

5.4 Recommendations

5.4.1 Teachers' Training

It is difficult to realize the intended objectives and practices without considering various factors that could contribute in one way or the other to enhancing learning at any level.

This is because educational achievements are the outcomes of interwoven factors. Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of the practices of active learning. From the study, the majority of teachers did not get training on active learning. This hinders the implementation of active learning. Therefore, it is important to conduct in service training so that their use of active learning strategies will be improved.

5.4.2 Class size

Class size was one of the major factors which hinder the practice of active learning. The condition of the classrooms and the number of students do not match in the study area and this affects the practice of active learning. Even if appropriate class size may not always be possible, the implementers of active learning should see alternative solutions such as, dividing students into groups, demonstration fields, field trip, laboratories and others. In addition to this, government bodies and stake holders have to construct extra classes to solve the problem.

5.4.3 Classroom conditions

The result of this study revealed that the classroom condition to practice active learning tends to be low. The major reasons appear to be, large class size, lack of resources and students related factors. Hence, an overall assessment and discussion is needed between implementers of active learning (teacher and students) to enhance the practice of active learning. In order to solve the problems of teachers' commitment and lack of interest in the profession, school administrators, wereda educational leaders, and other concerned bodies have to do different awareness creation programs.

References

- Adams, R. (1983). "A status Report of Teacher Education Program Evaluation" in Journal of Teacher Education. Vol. 34, No 2.
- AED /BESO/. (2004). `` **Teacher`s Module one: How to Help Students Learn More Effectively Using Active Learning Approaches`**`. Addis Ababa (unpublished).
- Aggarwal, J.C. (1996). **Principles, Methods and Techniques of Teaching, New Delhi, S.n. Printers**. Albanese and Mitchell (1973) and Miller (2004) **Problem Based Learning**. In Journal of Education
- Amare Asgedom. (2004). **Debates in Research Paradigms Reflection in Qualitative Research in Higher Education**. In Journal of Education. Vol. 6 No. 63.
- Amenu Oljira (2005) **The Implementation of Active Learning Approach in the Teachers College of Oromia** M.A Thesis (Unpublished).
- Anderson. (2004) **Teachers characteristics**. In Journal of Education
- Arends, R. (1991). **Learning to Teach** (2nd ed). New York: Mc Graw –Hill.
- Azeb Desta. (1984). `` **Elements of General Methods of Teaching** `` Addis Ababa: A.A.U.
- Bennet et al (1996) **Researching in to Teaching Methods in Colleges and Universities**. London: Kogan Page.
- Bid Well and Weick. (1965). "Commitment and Its Effectiveness" In Journal of Education
- Bleich and Boland, (1998) **Teacher Centered Instruction Vs Student Centered Instruction:**
Armuchee High School. American Government Schools
- Bonwell, C and Elison, A (2003). **Active Learning Creating Excitement in the Classroom**.
- Brophy and Good (1974). **Belief and Interests of Teachers**. In Journal of Education
- Bruner, J.S. (1966). **Towards a Theory of Instruction**. Harvard University Press.
- Calahan, J. et. al. (1988). **Teaching in the Middle Secondary Schools: Planning for Competence**, New York: Macmillan.
- Cross, P. (1996). "Key Note Address at Federal Service Academic Conference" in Teaching and Learning 21th century. New York: West Point.
- Rhen: Grips Borich, G. D. (1984). **Effective Teaching Methods**. New York: Macmillan Publishing Company.

Appendices

Appendix – A

Wolkite University

Collage of Educational and Behavioral Studies

Department of Pedagogical Science

I am under graduate student at Wolkite University. The purpose of this questionnaire is to gather information on the teaching learning process. Hence, to make the study complete your honesty reaction is highly desirable. You are, therefore, kindly requested to give genuine information. Be also informed that the response you give is only for study and it will be kept confidential. Remember that the truthfulness of response you give contributes a lot to the success of the study. You do not write your name.

Thank you in advance

Part one; questionnaire to be filled by School principal and supervisor.

A. Background information.

Instruction; the characteristics of School principal and supervisor are provided below please, select the appropriate answer and encircle it.

1. City----- 2. Sub city ----- 3. Wereda-----

4. Sex -----

5. Age. A. 18-25 years B. 26-33 years. C. 34-41years. D. 42-49 years. E. 50 and above

6. Qualification: - A. T.T.I B. Diploma C. Degree D. Master

E. If any other, specify-----

7. Area of study: - A. Biology B. Mathematics C. Physics

D. If any other, specify-----

8. Leading experience outside this wereda

A. 4years and below

C. 9 – 12 years

B. 5 – 8years

D. 13-16 years

E. specify if any-----

9. Leading experience in this wereda

A. 4years and below

C. 9 – 12 years

B. 5 – 8years

D. 13-16 years

E. specify if any-----

B. Main data

Instruction: items related with practice of active learning and perceptions of in the school are provided below. Please, select the appropriate answer based on your experience and encircle it.

1. Commitment of teachers to implement active learning?

A. Very high B. High C. Moderate D. Low

2. Adequacy of training books or text books.

A. Very high B. High C. Moderate D. Low

3. Your tendency to the traditional lecture or explanation method has affected the implementation of active learning

A. Very high B. High C. Moderate D. Low

4. Teachers` tendency to the traditional lecture or explanation method has affected the implementation of active learning

A. Very high B. High C. Moderate D. Low

5. The level of Students` lack of interest in affecting implementation of active learning approach in your class.

A. Very high B. High C. Moderate D. Low

6. The level of shortage of time to practice active learning

A. Very high B. High C. Moderate D. Low

7. The level classroom condition to implement active learning.

A. Very high B. High C. Moderate D. Low

Appendix – B

Wolkite University

Collage of Educational and Behavioral Studies

Department of Pedagogical Science

I am under graduate student at Wolkite University. The purpose of this questionnaire is to gather information on the teaching learning process. Hence, to make the study complete your honesty reaction is highly desirable. You are, therefore, kindly requested to give genuine information. Be also informed that the response you give is only for study and it will be kept confidential. Remember that the truthfulness of response you give contributes a lot to the success of the study. You do not write your name.

Thank you in advance

Part two: A questionnaire to be filled by teachers.

A. Background information of teachers

Instruction: the characteristic of teachers are listed below. Please, select the appropriate answer form alternatives given and encircle it.

1. City----- 2. Sub city ----- 3. Wereda-----

4. Sex -----

5. Age. A. 18-25 years B. 26-33 years. C. 34-41years. D. 42-49 years. E. 50 and above

6. Qualification: - A. T.T.I B. Diploma C. Degree D. Master

E. If any other, specify-----

7. Area of study: - A. Biology B. Mathematics C. Physics

D. If any other, specify-----

8. Teaching experience outside this wereda

A. 4years and below

C. 9 – 12 years

- B. 5 – 8years
- D. 13-16 years
- E. specify if any-----

9. Teaching experience in this wereda

- A. 4years and below
- C. 9 – 12 years
- B. 5 – 8years
- D. 13-16 years
- E. specify if any-----

10. Teaching load per week

- A. Below 10
- C. 16 – 20
- B. 11 – 15
- D. 21 and above

Instruction II. Research related information direction give your appropriate answer for the following questions. In some of the items it is possible to give more than one another.

Teacher related questions

1. The level of training on how to teach active learning

- A. Very high
- B. High
- C. Moderate
- D. Low

2. The level of having special training how to teach active learning in large class size

- A. Very high
- B. High
- C. Moderate
- D. Low

3. To what extent you implement active learning in classroom?

- A. Always
- B. sometimes
- C. Not at all

4. Did you face problem while implementing active learning?

- A. Yes
- B. No

4.1. If Yes, list the problems? -----

5. Did you prepare instructional materials from locally available materials?

- A. Yes
- B. No

5.1. If No, why? -----

6. Have you ever tried to improve your teaching skill on the active learning by your own?

- A. Yes
- B. No

6.1. If No, why? -----

7. Do you bring variety of teaching techniques to the classroom to motivate your students?

A. Yes B. No

7.1. If No, why? -----

8. The level of your belief and interest towards teaching profession

A. Very high B. High C. Moderate D. Low

9. Your interest towards the subject you are teaching

A. Very high B. High C. Moderate D. Low

10. Qualities of school facilities like library, laboratory and pedagogical center

A. Very high B. High C. Moderate D. Low

11. Do the text book and teacher guide suitability to implement active learning?

A. Yes B. No

Appendix – C

Wolkite University

Collage of Educational and Behavioral Studies

Department of Pedagogical Science

I am under graduate student at Wolkite University. The purpose of this questionnaire is to gather information on the teaching learning process. Hence, to make the study complete your honesty reaction is highly desirable. You are, therefore, kindly requested to give genuine information. Be also informed that the response you give is only for study and it will be kept confidential. Remember that the truthfulness of response you give contributes a lot to the success of the study. You do not write your name.

Thank you in advance

Classroom observation checklist

1. General information

1.1. Observers name -----

1.2. Name of school-----Grade-----

1.3. Subject observed-----

2. Teachers information

2.1. Qualification (state qualification(s) of teacher (current studies) -----

3. Classroom observation scale indicators. Please, ask for a lessons plan before the lesson starts use (√) mark for the answer you assume it appropriate.

3.1. Relevant experiences in teaching -----

Observation checklist for classroom facilities

No	Observation items	Level of quality						Remark
		High		Moderate		Low		
		No	%	No	%	No	%	
1	The classroom and setting arrangement							
2	Condition of the chalk board							
3	Enough light to see in the Class							

Observation checklist for instructional methods

No	Observation	Level of rating						Remark
		High		Moderate		Low		
		No	%	no	%	no	%	
1	Problem solving							
2	Group work							
3	Pair work							
4	Panel discussion							
5	Case study							
6	Role model							

Observation checklist on utilization of instructional materials

No	Observation	Level of rating						Remark
		High		Moderate		Low		
		no	%	no	%	no	%	
1	Availability of textbook							
2	Availability of teacher guide							
3	Availability of charts, posters							
4	The quality of library, laboratory and pedagogical centre							

