

COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE DEPARTMENT OF PEDAGOGICAL SCIENCE

PERCIEVED PRACTICE AND CHALLENGES OF ACTIVE LEARNING METHOD IN YABERUS SECONDARY AND PREPARATORY SCHOOL

A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF PEDAGOGY FOR THE PARTIAL FULFILLMENT OF BACHELOR OF EDUCATION DEGREE IN PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

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Declaration

I declare this research entitled as Perceived Practice and Challenges of Active Learning Method in Yaberus Secondary and Preparatory School is my original work carried out at Wolkite University under the guidance of Instructor Mr. Ethiopia Ergogo during the whole research time.

Approved by

…… ……

Advisor **Signature**

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Examiner **Signature**

Abstract

The purpose of this study was to assess the implementation of active learning and to identify the major factors that hinder the effective implementation of active learning method in Yaberus secondary and preparatory school. The sampling technique used in this study were purposive sampling, simple random sampling, and comprehensive sampling technique. The data were collected through questionnaire and interview. The collected data through close ended questionnaire were analyzed quantitatively using percentage, whereas data collected through open ended questionnaire and interview were analyzed qualitatively. The findings should that the majority of teachers employed different active teaching methods such as: group discussion, brainstorming, role playing, questioning and answering, presentation etc. To improve students' knowledge, skill and attitude. However, the result should that it is difficult to confidentially say active leaning method is implement effectively due to various factors ,such as shortage of time ,low interest of students, lack of adequate material ,possible solutions to the problems sought are suggested. It has been recommended that create awareness, fulfill adequate materials, continues and intensive training should be offered for teachers and students to overcome the challenges and school staff and principals should create conducive environment.

Keywords: Perceived Practice Method, Challenges of Active Learning Method, Perceived Practice Method in Yaberus Secondary and Preparatory School.

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Acronyms

MOF: - Ministry of Education.
A.L.M:- Active Learning Method.

CHAPTER ONE

1. INTRODUCTION

In this chapter the background of the study, statement of the problem, research question, objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of key terms have been treated one after the other.

1.1 Background of the study

The contribution of Education to economic, social and political development is quite significant and this makes education a priority issue for developing countries like Ethiopia (MOE, 2009).This means the key instrument in Ethiopia development because education and development are closely related endeavors.

Heelai, (2014), citing perkiness and Wirth (2008), discussed that until several decades ago, it was considered that students are only receivers and knowledge can be delivered to them by those who are knowledgeable. In contrast their own understanding of knowledge by their personal experiences, not are captive process.

Active learning is a natural process through humans comes to known things. Whether how to use fire, care for children and do algebra (Barbara, 2013).In the broad sense, active learning includes learning that happens during lecturing and it requires deeper planning than simply leading students through a classroom behavior. To create participation and drown on the wisdom of all the learners the classroom arrangement needs to be flexible seating to allow for the creation of small groups (Bens, 2005).

The traditional methods that do not encourage students participation in the teaching learning process because lessons are focused on the teacher have been used as dominate educational strategy (Brockliss, 1996:p.565). In the traditional approach to higher education, the burden of communicating course material resides primarily with the instruction, in active learning; some of this burden is shifted to the students (Flder and Berent, 1996).

Active learning is not a new idea, in fact, preparatory school education provides a relatively good example of active learning in motion, demonstrating how more social and active learning process

promotes a deeper level of learning supporting this Bonwell and Eison, (1991), states that active learning entails involving students in doing things and thinking about the things they are doing.

All learning is active in the sense of changing long term memory. Active learning is any learning activity engaged by students in a classroom other than listening passively to teacher lecture (Faust and Paulson, 1998).

According to Mayer (2004), learning may be best supported by methods of instruction that involve cognitive activity.

Active learning approach serves a double purpose: the students gain more skill; confidence and the teacher gain a classroom of teaching assistance that can help each other learn. By the end of the course some of them may be performing at a surprisingly high level (Felder and Brent, 1996).

Active learning has received considerable attention over the years often presented as a radical change from traditional instruction, active learning has attracted strong advocates a looking for alternative to traditional teaching methods also some are see active learning as one more in a long line of education fads (prince, 2004:223).

Traditional lectures are still widely used "one should not give the impression that it is impossible to give a good lesson or that good teachers should not teach, although there should do it less and for shorter periods "(Ramsden, 1992:p.154). Active learning method are existing before (not recent) teaching method that brings with a wide range of important student benefits that are increasingly relevant in the modern world(Cherney,2011).

According to Beichner (2014), students are encouraged to talk their peers for a minute .This type of instruction promotes active discussion. In addition to this it, also provides the instructors with immediate feedback on how misunderstandings can persists even after students listen to their carefully crafted lectures. Spaces and Furnishings within them are carefully designed that enables students to meet the goal of instruction this increasingly includes 21th century skills like problem solving. (chris Joynes, August 2019).

In Ethiopia, students spend much time in copying and taking notes, which tend to be loosely connected terms that they passively take in for testing purposes they get little opportunity to create new ideas in order to describe their own thoughts (MOE, 2002). Significant education

expansion has been made still the country need more efforts to achieve the required internal efficiency because of less attention to participatory. Establishing more inclusive democratic learning environment is receiving renewed attention in today's education climate and students should be "active learning, visible member of the learning community" (MOE, 2006).

The modern curriculum adapts the principle of active leaning and competency based approach to education because active learning is necessarily lead to understanding and the ability to apply knowledge success fully to meet the challenges of modern society and the modern teaching method recognizes that there is a need to give students the chance to think about what they are being taught or what they are learning. This means that it is essential that teachers do not spend whole lessons talking, but plan in opportunities for class discussion in which students can exchange idea, make sense of engage in a variety of different activities. (MOE, 2009).

1.2 Statements of the problem

Taye (2013), citing Lemma and Derbessa (2006), in some preparatory schools of Ethiopia the utilization of active learning is very poor on the other hand, traditional lecture method is dominated. Constructivist learning theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to form new understanding (Bransfored et al, 1999). Therefore, when teaching any idea or skill a teacher should try to understand the previous and prior knowledge of students. There are some major challenges to implement active learning approach. These are problems related to adequate material, large class size, problems related to educational management; lack of time to actively involve students in the classroom (Alemu, 2010).

Finally, the research tries to answer the following basic questions

1. What are the major challenges of implementing active learning in Yaberus secondary and preparatory school?

2. How far is active learning implemented in Yaberus secondary and preparatory school?

1.3 Objective of the study

1.3.1 General objective

The general objective of this study was to assess how active learning is being practiced and to identify the major challenges to implement active learning in Yaberus secondary and preparatory school.

1.3.2 The specific objectives of the study:

- To examine how far active learning is being implemented in Yaberus secondary and preparatory school.
- To identify the challenges of that hinder active learning implementation in Yaberus secondary and preparatory school.

1.4 Significance of the study

The significance of this study was expected to encourage teachers and educational experts to be involved in the strengthening the implementation of active learning and create awareness to school principals' teachers' student and other stakeholders on the use of active learning. It helps to solve the challenges of active learning by using the findings and recommendations forwarded through the research.

1.5 Delimitation of the study

The scope of this study is delimited to the practice and challenges of active learning methods in Yaberus secondary and preparatory school.

1.6 Limitation of the study

The researchers may face many difficulties in order to conduct the research effectively. Some of this was some of the teachers were not interested to fill the questionnaire. In addition some students were not understood what the question says. Data is only obtained from one school. It would have been better to include other school to make the research finding more valid. However, due to lack of money, shortage of time, lack of rich research experience of the researchers this study is limited only in Yaberus secondary and preparatory school.

1.7 Operational definition of terms

Active learning –refers any instructional method that engages students in the learning process.

Implementation –refers how teaching learning activity put into practice by teachers and Students.

Challenges – refers something which is difficult to practice A.L.M and might be resolved.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Concepts of active learning method

According to Jess Gifkin (2015), active learning is the process of learning via engaging with course related contents. It means students are interacting with the material in any way that can promote active though, via activities for learning, via ramming the note taking process to encourage thinking about the material rather than transcribing the content. Active learning is pedagogy or a teaching method that brings increasingly relevant skills in the modern world (Cherney, 2011).

Active learning has gained popularity as a teaching method that students must do more than just listen; they must read, write, discuss and actively participate in the learning process (Mayer and Jones, 1993). Active learning is anything that involves students in doing things about the things they are doing (Bonwell and Eison, 1991). According to Gudwin, (2015); prince (2004:224) Active learning is the technical term for a set of pedagogical practices that address the students learning process under a different perspective from that of classical methodologies.

2.2 Methods of implementing active learning method

Different literatures are stated different type of active learning method. George, E (1998) and Marton T.(1998) have distinguished that the most appropriate method of active learning .This are :

I. Brainstorming

Taye (2013) citing Bonwell and Eison, (2003:132), discussed that when the students generate as many ideas as possible about the topic .It can be a great way to start a class on any given topic. It may be done in a number of deferent ways in groups recording their ideas on chart paper in pairs, or has a whole class, with the teacher (student) writing the idea on the broad or chart paper .It is a great way of finding out what the students already known on a subject as well as an excellent review activity.

II. Problem solving Method

In this method, attempt is made to train the minds of students by comforting them with team really problems and giving the appropriate and have freedom to solve the problem. It is an intellectual learning through supervised problem solving. Students might, for example, design a straw built to be as a strong as possible, given the use of a certain number of straws. (MOE, 2009).

III. Group Discussion

Discussion in groups does not have to always be followed by debate. Each group could summarize their views in written form. According to Brown (2003), Group discussion is a method of learning was the learners are committed to take roles in their own learning. In this method students influence the content, activities, materials and peace of learning. This method places the student center of learning process.

Iv. Peer instruction

Peer instruction exercise: one minute paper reflections or peer to peer discussion can be a very effective teaching method. Up on completion of the question at list one interaction tally the answer. Ones the result are in explaining the correct answer and demonstrate why the other option is miss leading (Mazur, 1997). One of the best ways to improve understanding is to teach material to a peer (Topping and Stewart, 1998). Build this exercised in to year classes through presentations ,study groups and quick , break out have teaching sessions ,such as the one described above.

V. Role playing

A group of students would act out a situation or event in front of the class. It is the powerful method of instruction and a deliberate acting of a social role in classroom. During this a small number of students presents content while others in the class observe .students have the opportunity to experience and analyze the specific situation being studied Taye(2013)citing (Frazee,et. al 1995:155).

VI. Cooperative learning

According to Murdoch and Wilson (2004), emphasize that cooperative learning is not merely having students sitting together and talking about their individual need but it is a process of sharing of idea and thoughts among each members in the group.

VII. Demonstration

A good demonstration should be clearly seen by all and should make the students think (MOE, 2009). For example: In a science the teacher could show students that flour in a bag does not explode when a match is placed near, but flour mixed with air does explode the students have to make suggestions as a top why this happened with support from the teacher.

VIII. Independent Work

Students can work their own avariety ways. For example: to research information or make a model students need to engage in a balance of group work and independent wok (MOE, 2009).

2.3 Benefits of active learning

According to Svinicki (2001), Bonwell and Eisen (1991), Hoehwarth and Moelter (2011), active learning has a number of positive aspects:

- Active learning improves the retention of new information, reinforces important insights and skills and improves level of understanding.
- It crates personal connections to topics, thus increasing student's intrinsic motivation and engagement with lesson contents.
- Active learning offers opportunities to practice important interpersonal skills such as collaboration ,team work
- Active learning helps develop higher order thinking skills such as analysis ,evolution ,refection and synthesis
- It builds self-esteem and personal agency through activities and interactions
- It creates a sense of community in classroom
- Active learning accommodates a variety of learning style and personal preference

Active learning promotes deep and higher level learning (Fahaeus,2013).The active participation of students crates enjoyment in their learning through expiation, demonstration and constructions of knowledge where the teacher encourages, mentor and engages them in critical thinking process to achieve the desired objectives of leaning (LOW,2007). According to Anderso, Mitchell and Osgood (2005), active learning provides an opportunity for the professor as well as the students to determine what has been learned, where there are gaps in the learning as well as identify weakness. This can help target the learning activities more appropriately and effectively.

2.4 Challenges to implement active learning method

There are many major factors that affect the implementation of active learning method some of them are: problems related to educational management, large class size, lack of adequate teaching materials, shortage of time to cover the content (Cherney, 2011; Eison, 2010).

2.4.1 Problems related to educational management

The problems related to educational management requires short and long term training activities to improve performance abilities of school director's (MOE, 2002). Most teachers prefer the transition of information in hierarchical way rather than using active method. This is to seek for states and respect for authority. On the other side there is fear of teachers for the reason using individual or group work in the class can case for losing control of class room. Then the class room teacher should avoid this condition and should reluctant to use participatory learning method with starting with very simple short group work activities and slowly expand in to more complex and longer ones. The principal (school management) should make educational system democratic effective (Ibid).

2.4.2 Problems related to large class size

Using active learning method in a large class size also one factor to implement active learning method. The strategies employed by critical pedagogy are particularly use full in small class seating as critical pedagogy as a learning tools recognize and values and various experienced student Bering to learning environment and provides seating. For this to be utilized to enhance

the learning process Varan(2002).using active learning method in large class is challenging to give chance for every students to participate and actively involved In the class(Tsegaye,2001).

2.4.3 Related to Lack of teaching martial and equipment

Simon (1999) highlighted that if each learner is unique and each requires specific pedagogical appropriate materials to learners, if there is no the construction of all embracing pedagogy of the teaching become impossible.

2.4.4 Problems Related to Shortage of Time

Simon (1999), argues that the focusing every individuals in such away is not possible in limited time for example if in a limited time period teachers will give more focus on low participant learners that may result in ignoring fast learners however, it is very difficult to experience and senior teachers and it is also difficult to say such practices necessarily reflect the essence of quality education if individuals are treated in such away (Ang et al,2001).so it may be quality education for children with learning difficulties but it may be the loss of time for others in the same class.

2.5 Teachers role in active learning method

In active learning, the teacher's role changes from a deliverer of information to facilitator of leaning. Supporting this Zhang.y. (2010), the role of teachers in the class room as facilitator who should put his learners in the right path of how to reach their educational goals. In addition to this Harel (1992), defines the teacher role in the class room are interest refocuses, equations, clarify, supports, expands and empathizes. According to Svinicki (2001), teachers should be willing to entertain alternative solution , explanation in case the students go in a different , but reasonable direction and identify the real objective of learning example the why and how .

2.6 The role of students in active learning

Students collaboratively searching for information Beicher et. al. (2007, p.11). In these class rooms' conceptual understanding increases, learning attitude improves performance. Mayer and Jones (1993), suggests that in active learning students are directed to write, explore, take short note a topic or a class materials for specific rhetorical contexts, situations and purpose.

Therefore, students must do more than listen i.e. they must read, wrighte brainstorm and actively participate in the learning process. Students consider the various ways that is communicated in different genres and asked to carefully analyze particular artifacts (Anglo & Cross 1993). In active learning students who are excited about learning will be passionate about learning. When students excited about atopic and committed to acquiring competence in their chosen field, they become more invested in the learning process (Taylor, 2014).

2.7 The practice of active learning

Any form of instructional practice must involve teachers and must senuinely support their effort in introducing active learning practice in the class room environment (Cherney, 2011). During the learning process students who actively use higher order thinking skills such as analysis, synthesis evolution and planning. This practice associated with higher academic achievement (Freeman et. al, 2014; prince, 2004; Mayer and Jones, 1993).

"Teaching practice congruent with meta cognitive approach to learning include those that focuses on sense making , self-assessment and reflection on what worked and what needs improving this practice have been shown to increase the degree to which students transfer their learning to new setting and events '' (Bransfored ,2003; 12).

According to Astin (1993; p.34), students involvement in the process of active learning is important academic success, student must be always active and motivated. Therefore, the teacher should encourage students to search for information in the libraries and develop new approaches to solve problems and consistently question their own level of understanding.

In active learning teachers need to be ready to master new pedagogies and to put them in to practice in the class room (Eison, 2010).

CHAPTER THREE

3. METHODOLOGY

3.1 Design of the study

To conduct this study the researcher was used descriptive survey design to generate idea, opinion and a deep study of relatively large number of respondents and diverse groups (cresswell, 2003).

3.2 Description of study area

Yaberus secondary and preparatory schools are located in Wolkite Administrative town in, SNNP region of Ethiopia. The town situated far away from Addis Ababa by 157 km to north. To the left hand direction of the road from Addis Ababa to Wolkite town, near to Wolkite FM 89.2 Radio station

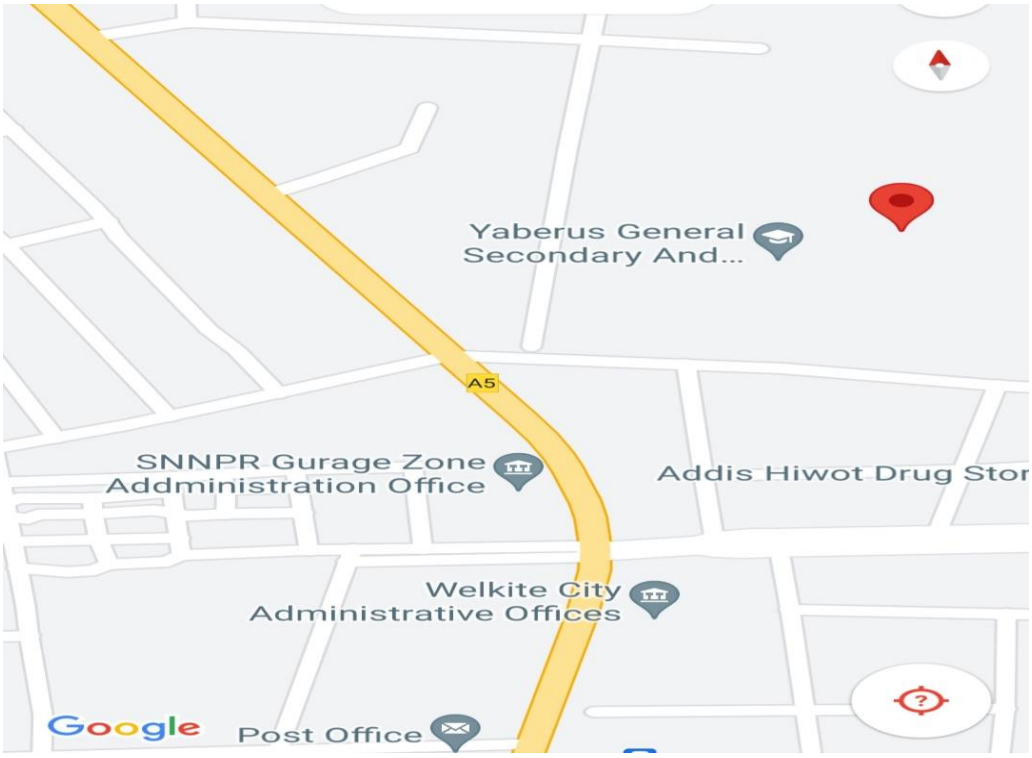


Figure 3. 1 map of the yaberus secondary school location

3.3 population, sample and sampling technique

The researcher select Yaberus secondary and preparatory school by using purposive sampling technique. The reason is the school workers are voluntary to give information and a good reception for the students compared to other schools.

The population for the study includes teachers, students and principals. The population of the school are 32 female and 40 male totals of 72 teachers, 2 male principal and 130 male and 100 female totals of 230 grade 11^{th} students. From the total number of teachers the researcher select 30 teachers by using simple random sampling technique. Two principal was selected as a sample by using purposive sampling technique. From the four grade $9^{th,}$ 10^{th}, 11^{th}, and 12^{th} students the researcher selected grade 11^{th} students by using purposive sampling technique, because they are more experienced than grade 9^{th} and 10^{th} students. There are 6 sections for grade 11^{th} students from this sections the researchers select section A and B by using simple random sampling technique. From the total number of 50 students in section A the researcher select 10 male and 13 female totals of 23 students by using simple random sampling technique. And from the total number of 47 students in section B the researcher was select 9 male and 14 from female total of 23 students.

3.4 Data gathering tools

In line with the objective of this study and the research questions the researchers was use questionnaire and interview as a data collection instrument.

Questionnaires: - is used to collect the information from the teacher and student, for many reasons, the researchers were use questionnaire in order to obtain information to present the same question for all subjects. The researcher was use both close ended and open ended question.

Interview: It is one of the commonly used instruments for data collection through oral communication. Hence, in this study the researcher was used semi-structured interview to collect data from principals.

3.5 Method of data analysis

The data analysis technique of this study was done through qualitative. The responses from teachers, students were analyzed by using descriptive or quantitative statics such as percentage. And the principal data through interview. The data from interview and open ended item analyzed qualitatively or word explanation.

3.6. Ethical Consideration of the Study

Ethical permission sought from the respective of Wolkite University; a formal letter submitted to all the concerned bodies to obtain their co-operation. Besides the interviewers, they get informed from the study subjects prior to the study. Furthermore, the researcher assure confidentiality of inform responses of the questionnaires and interviews and thanks respondents at the beginning and at the end of the data gathering process/responses. This study respect other ethical issues i.e. data interpretation is free from biasness of the researcher and including others previous study or literatures were acknowledged, referred and respected to protect plagiarism due to this study

CHAPTER FOUR

4. DATA ANALYISIS AND INTERPRTATION

This chapter deals with presentation and analysis of the data collected. It describes the findings of the study in view of the research questions. The data obtained from the questionnaire were first presented in table and analyzed by using percentage.

4.1 Demographic characteristics of the respondents

Table 4.1: Teachers' background information

No.	Items		Respondent	
1	Sex		No	%
		Male	20	67%
		Female	10	33%
		Total	30	100%
2	Qualification	Degree	24	80%
		Masters	6	20%
		Total	30	100%
3	Teaching experience	0-5 year	18	60%
		5-10 year	3	10%
		10-15 year	3	10%
		>15 year	6	20%
		Total	30	100%
4	Field of specialization	Language	4	13%
		Social science	12	40%
		Natural science	14	47%
		Total	30	100%

As it is shown in Table1, from the total of 30(100%) teacher respondents, 20 (67%) of the teachers were males and 10 (33%) were females. This shows the participation of Males were more than that of female. When we see the qualification of the respondents, 24(80%) of them

had First Degree and 6(20%) of them had Masters. This table show that majority of the respondents were First Degree holders. When we see the respondents in terms of experience, 18(60%) of them had 0-5 years of experience, 3(10%) of them had 5-10 years, 3(10%) of them had 10-15 years and 6(20%) of them had above 15 years of teaching experience. From this, the researchers conclude that majority of the respondent teachers had low teaching experiences. Moreover, subject or field of specialization of the respondents showed that 4(13%) of them had language specialization, 12(40%) of them had social science and 14 (47%) of them had natural science.

Table 4.2, Students Back ground Information

NO	Item		Respondents	
1	Sex		No	%
		Male	22	48.20%
		Female	24	52%
		Total	46	100%
	Grade level	11^{th} A	23	50%
		11th B	23	50%
		TOTAL	46	100

As it is shown in table 2, from the total number of 46(100%) student respondents 22(48%) of the student were male and 24(52%) of the student were females .this shows the participation of females more than that of males.

4.2. Teachers response towards the practice of active learning method

Table 4.3: Teachers response towards the practice of active learning method In Yaberus secondary and preparatory school

No	Item	Responses							
		Always		Usually		Sometimes		Never	
		No	%	No	%	N o	%	No	%
1	I employ active learning strategy	10	33%	14	47%	-	-	6	20%
2	I initiate students to participate actively in my class	17	57%	9	30%	3	10%	1	3%
3	I use divers active learning method	8	26.60%	14	46%	2	6.60%	6	20%
4	I implement active learning method effectively	15	50%	8	26.60%	1	3.30%	6	20%
5	I assess my students to ensure equal participation in the class	11	36.60%	12	40%	2	6.60%	5	16.60%

Table 3, item (1) shows that 10(33%) of the respondents were using active learning method always, 14(47%) of the respondents said usually, and 6 (20%) of the respondents reported that they never used active learning. This show that most of the respondents usually used active learning method in the classroom.

In the same table above, item (2) shows that 17(57%) of the respondents reported that they always initiate students to participate actively, 9 (30%) of the respondents practiced it usually, 3(10%) of the respondents said sometimes and 1(3%) of the respondents reported that they never used it before. This shows that majority of the respondents always initiated students to participate actively in their class.

In the same table item (3), shows that 8(26.6%) of the respondents disclosed that they always use diverse active learning methods, 14(46.6%) of the respondents attest that they use it usually, 2(6.6%) of the respondents said some times and the rest 6(20%) of them reported that they never used diverse active learning methods before. This show that majority of the respondents were usually used diverse active learning methods.

In the same table item (4), shows that 15 (50%) of the respondents disclosed that they always use active learning methods effectively, 8(26.6%) of the respondents said usually, 1 (3.3%) of the respondents reported sometimes and 6(20%) of them disclosed that they never used it effectively before. This show that majority of the respondents responded that they always implement this method effectively.

In the same table, Item (5), shows that 11(36.6%) of the respondents were able to assess always the students to ensure equal participation, 12(40%) of the respondents said usually, 2(6.6%) of the respondents reported some times and 5 (16.6%) of them disclosed that they never assess the student to ensure equal participation.

This shows that most of the teacher respondents usually assess their students to insure equal participation in the class.

4.3. Teachers response regarding to the factors affecting the implementation of active leaning

Table 4.4, Teachers response regarding to the factors affecting the implementation of active leaning In Yaberus secondary and preparatory school

No	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	Shortage of time	3	10%	15	50%	6	20%	6	20%
2	Low interests of student	5	16.66%	17	57%	4	13%	3	10%
3	Lack of knowledge about active learning	5	16.66%	9	30%	10	33%	6	20%
4	Large Class size	1	3.3%	15	50%	11	36.66%	3	10%
5	Lack of adequate material	6	20%	16	53%	6	20%	2	7%
6	Unsuitable seating	7	23.33%	13	43%	5	17%	5	17%
7	Problems related to educational management	2	6.6%	20	66.6%	2	6.6%	6	20%

Table 4, item 1, shows that 3(10%) of the respondents were strongly agree with shortage of time as hindering factor of implementing active learning, 15(50%) of the respondents expressed their agreement, 6(20%) of the respondents were disagree and 6(20%) of them strongly disagree with shortage of time as a factor to implement active learning method. these shows almost the majority of the respondents indicate shortage of time as a factor to implement active learning method.

In the same table, item 2, shows that 5(16.66%) of the respondents were strongly agree with low of interest of students as a hindering factor to implement active learning, 17(57%) of the respondents were expressed their agreement, 4(13%) of the respondents responded disagree and 3(10%) of them were strongly disagree with low interests of students as a factor to implement this method. This shows that the majority of the respondents agree with low interests of student's greater factor to implement active learning.

In the same table, item 3, 9(30%) of the respondents were expressed their agreement, 10(33%) of them were respond disagree, and 6(20%) of them said strongly disagree. this shows that the majority of respondents were disagree with lack of knowledge about active learning method is as a factor.

In the same table above, item 4, 1(3.3%) respondents were strongly agree with large class size a factor that hinder the implementation of active learning,15(50%) of the respondents were expressed their disagreement and the rest 11(36.66%) respondents were strongly disagree. This shows that the majority of respondent were agree with large class size have a great factor that affect the practice of active learning.

In the same table above, item 5, shows that 6(20%) of the respondents were strongly agree with lack of adequate material as factor affecting the implementation of active learning method, 16(53%) of the respondents expressed their agreement, 6(20%) of the respondents were respond disagree and 2(7%) of them were strongly disagree. this figure shows that the majority of respondents pointed out lack of adequate material as the most serious problem to implement active learning method.

In the same table above, item6, shows that 7(23.33%) of the respondents were strongly agree with unsuitable seating as a factor, and 13(43%) of the respondents were disagree and 5(17%) of them strongly disagree. This show that the majority of the respondents pointed out unsuitable seating has a greater factor to implement active learning method.

In the same table, Item 7, shows that 2(6.6%) of the respondents strongly agree with problems related to educational management is one factor that hinder the practice of active learning,20(66.6%) respondents respond disagree and the rest 2(6.6%) of them were pointed out strongly disagree. This shows that the majority of respondent agree with problems related to educational management has a greater factor that affect the practice of active learning method.

4.4. Analysis of Open-ended Items

In This part the researcher analyzed open ended questions filled by teachers.

On the other hand, in this part the researchers analyzed the open ended question. The question was what method of teaching do you implement in your class? According to the respondents there were many method of teaching they use.

The method that the respondents use were pair work, group work, role playing, demonstration, presentation, questioning and answering ,lecturing were used to empower active learning strategy.

They also list down some challenges that affect the practice of active learning method in Yaberus secondary and preparatory school. The challenges were from students, teachers, and school environment. From students like lack of interest, unsuitable sitting arrangement, lack of coordination, carelessness in group assignment. On the other hand from teachers like, teachers only used lecture method, lack of motivation, some teachers considered themselves as a good lecturer, shortage of time. In addition, from school environment like lack of adequate material, lack of awareness, poor infrastructure.

According to the respondents the possible solution for those challenges : create an awareness for both teacher and students about active learning method of teaching, create conducive and suitable school environment , minimize the number of students in class ,create effective educational management system, reduce work load.

Table 4.5, student's response regarding to the practice of active learning method In Yaberus secondary and preparatory school

No.	Item	Respondent							
		Always		Usually		Sometime		Never	
		No.	%	No	%	No	%	No	%
1	Active learning highly practiced in our school	10	21.73%	20	43.47%	5	10.86%	11	24%
2	The teacher use active learning method in classroom	6	13%	18	39%	7	15%	15	33%
3	Teacher encourage student to do group work	15	32.60%	21	45.60%	4	7%	6	13%
4	Teachers use diverse active learning method	12	26%	20	43.40%	6	13%	8	17.30%
5	Teachers appreciate students to participate actively in classroom	21	45.60%	16	34.70%	4	8.60%	5	10.80%
6	Teacher assess students to ensure there equal participation in the classroom	13	28.20%	11	23.90%	2	4.30%	20	43.40%

As shown in the table 5, item1, 10(22%) of the respondents were reported that always active learning practiced in that school, 20(43%) of the respondents reported that teachers practiced it usually, 5(11%) of them respond sometimes and 11(24%) of the respondents said that teachers never practiced it before. This shows that the majority of the respondent's pointed out teachers practice active learning method usually.

In the above table, item 2, 6(13%) of the respondents disclosed that teachers always use active learning method in the classroom, 18(39.1%) of the respondents said usually, 7(15.2%) of the respondents reported sometimes and 15(32.6%) of them respond never. This show that the majority of the teacher were usually use active learning method in the classroom

In the same table item 3, 15(32.6%) of the respondents disclosed that the teacher always encourage students to do group work, 21(45.6%) of the respondents reported the teacher usually

encourage students to do it, 4(8.6%) of the respondent said sometimes and 6(13%) of them respond never. This means majority of respondent said teacher usually encourage students to do group work.

In the some table above item 4, 12(26%) of the respondent reported that teachers always use diverse active learning method, 20(43.4%) of them respond usually, 6(13%) of the respondents said sometimes, and 8(17.3%) of the respondents respond never. This shows that most of teachers use diverse active learning method.

In the above table, item5, 21(45.6%) of the respondents reported that teachers always appreciate students to participate actively in the classroom, 16(34.7%) of the respondents said usually, 4(8.6%) of them were respond sometimes, 5(10.8%) of the respondent disclosed that teachers never appreciate students in the classroom. This shows majority of respondents pointed out teacher appreciates students to participate actively in the classroom.

In the above table, item6, 13(28.2%) of the respondents respond always, 11(23.9%) respondents said usually, 2(4.3%) of the respondent respond sometimes and 20(43.3%) of them were respond never. This figure shows that the majority of respondent expressed that teachers never assess their students to ensure their equal participation in their class.

Table 4.6, student's response towards the challenges that affect the practice of active learning method in Yaberus secondary and preparatory school.

No.	Item	Strongly agree		Agree		Disagree		Strongly disagree	
		NO	%	No	%	No	%	No	%
1	Shortage of time	18	39.13%	12	26%	6	13%	10	22%
2	Large class size	10	22%	20	43%	10	22%	6	13%
3	Lack of knowledge about A.L.M	16	35%	12	26%	6	13%	12	26%
4	Unsuitable seating	14	30.43%	2	4%	12	26%	18	39.13%
5	Low interest of students	14	30%	17	37%	6	13%	9	20%
6	Lack of adequate material	8	17%	18	39%	11	23.90%	9	20%

As indicted in the above table 6, item 1, show that 18(39.13%) of the respondents strongly agree with shortage of time is one factor to implement active learning method, 6(13%) of them respond disagree and 10(22%) of the respondents were respond strongly disagree. This show that the

majority of respondents pointed out shortage of time greatly affects the practice of active leaning.

In the same table, item2, show that 10(22%) of the respondents respond strongly agree with shortage of time as a factor to implement it, 20(43%) of the respondents expressed their agreement, 10(22%) of the respondent respond disagree and 6(13%) of them were respond strongly disagree. This show that the majority of respondent agree with large class size most serious challenge for the practice of active learning method.

In the same table above, item3 shows 16(35%) of the respondents strongly agree with lack of adequate material affects active learning method, 6(13%) of the respondent respond disagree and 12(26%) of the respondent respond strongly disagree. This show that the majority of respondents were strongly agreed with lack of adequate material affects the implementation of active learning method. This means students to be active learner they need sufficient adequate material.

In the same table item4, shows 14(30.43%) of the respondents pointed out lack of seating arrangement to practice active learning method as a factor, 2(4%) of the respondents expressed their agreement,12(26%) of the respondents respond disagree, 18(39.13%) of them disclosed that lack of seating arrangement as a factor to implement it. This means lack of seating arrangement is may or may not challenge for the practice of active learning method.

In the same table item5, shows 14(30%) of the respondents generally expressed low interests of students as a hindering factor of implementing active learning, 17(37%) of the respondents said agree, 6(13%) of the respondents expressed their disagreement and the rest 9(20%) of the respondents respond strongly disagree. This shows that the majority of respondents were expressed their agreement with low interest of students affect the implementation of A.L.M .This means interest of students is a greater contribution to the practice of active learning.

In the same table above, item 6, show that 8(17%) of the respondents strongly agree that lack of adequate material as a factor, 18(39%) of the respondents expressed their disagreement, 11(23.9%) of them were respond strongly disagree. This figure show that the majority of respondents pointed out that lack of adequate material is the major challenge to implement active learning method. This means adequate material have a greater contribution for the practice of this method.

On the other hand, in this part the researchers analyzed the open ended question. The question was what method of teaching do you implement in your class? According to the respondents there were many method of teaching they use.

The method that the respondents use were pair work, group work, role playing, demonstration, presentation, questioning and answering ,lecturing were used to empower active learning strategy.

They also list down some challenges that affect the practice of active learning method in Yaberus secondary and preparatory school. The challenges were from students, teachers, and school environment. From students like lack of interest, unsuitable sitting arrangement, lack of coordination, carelessness in group assignment. On the other hand from teachers like, teachers only used lecture method, lack of motivation, some teachers considered themselves as a good lecturer, shortage of time. In addition, from school environment like lack of adequate material, lack of awareness, poor infrastructure.

According to the respondents the possible solution for those challenges : create an awareness for both teacher and students about active learning method of teaching, create conducive and suitable school environment , minimize the number of students in class ,create effective educational management system, reduce work load.

As the researcher tried to cross check by interview principal informed us active learning method is important for their school. Because, it used to improve students' academic achievement, to reduce students' academic achievement gaps (very low achiever becomes medium), to create problem solver and creative learners. Howe ever it is difficult to say there is effective implementation of active learning, because there are many challenges to practice this task. Such as low interest of teachers and students, shortage of time, lack of adequate material, seating arrangement not appropriate, large size are the major factors as they mentioned. They also try to minimize this factors by giving training for teachers to create awareness about active learning method of teaching and to some extent teachers use different method of teaching, such as, group work ,questioning and answering, project work ,reflection etc .regarding to this (Jones,2007.p.2) argued that the role of teacher is more that of a facilitator the students are active participant in the

learning process the teacher help to guide the students, manage their activities and direct there learning

4.5 Analysis of Open ended Items

In this part the researcher analyzed the open ended question filled by students.

The open ended question was, do you thing active learning is useful and valuable? Students response were yes, because it increases students' performance, ability and problem solving skill, it used to create active, knowledgeable creative learner, it used to develop self-confidence, to increase students interest to learn and motivation, used to do more involved in activities than passively listen, help to collaborate with other students to discover.

Regarding to students response there are many challenges that could affect the practice of active learning method. some of them are : from teacher: only use lecture method, some teachers show low interests to teach, most teachers think of themselves as being good lecture. From students: most of students need spoon feeding from teachers, low interest of students most students are listener rather that participator, carelessness in group assignment and other work and from school environment: lack of adequate material, poor tutor relationship, lack of follow up, poor infrastructure.

Possible solution: according to the student the solution for this challenge were provide training for teachers to use diverse teaching method, balancing the students classroom ratio, the school could fulfill educational material.

As the researcher tried to cross check by interview principal informed us active learning method is important for their school. Because, it used to improve students' academic achievement, to reduce students' academic achievement gaps (very low achiever becomes medium), to create problem solver and creative learners. Howe ever it is difficult to say there is effective implementation of active learning, because there are many challenges to practice this task. Such as low interest of teachers and students, shortage of time, lack of adequate material, seating arrangement not appropriate, large size are the major factors as they mentioned. They also try to minimize this factors by giving training for teachers to create awareness about active learning method of teaching and to some extent teachers use different method of teaching, such as, group

work ,questioning and answering, project work ,reflection etc. regarding to this (Jones,2007.p.2) argued that the role of teacher is more that of a facilitator the students are active participant in the learning process the teacher help to guide the students, manage their activities and direct there learning.

4.6 DISCUSSION

In this part the data has been gathered and analyzed by discussed under two leading research questions. The leading research questions of the discussion are:

1. How far is Active learning method implemented in Yaberus secondary and preparatory school?
2. What are the major challenges that affect the implementation of Active learning method in Yaberus secondary and preparatory school?

The analysis of the data in question one, shows the implementation of A.L.M in Yaberus secondary and preparatory school. The school teacher practices active learning method in a proper situation. They uses different A.L.M. assess the students to participate actively in the classroom and they let students to conduct group works both collaboratively and independently. In addition to this the teachers and students served A.L.M as a method to create confidentiality, creativity, and effective learners. In line with this, Svinicki (2001), Bowell and Eison (1991), suggests that A.L helps to develop higher order thinking skills such as analysis, evaluation, demonstration and thinking skills. With regard to question two, the data obtained from both teachers and students shows that there is inadequacy of materials, shortage of time, low interests of both students and teachers, large class size. In line with this Simon (1999), highlighted that if each learner is unique and each requires specific pedagogical appropriate materials to learners. In addition to this finding is supported by Simon (1999), argues that the focusing every individuals in such away is not possible in limited time.

CHAPTER FIVE

5. SUMMARY, CONCIUSSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study was to assess how active learning is practiced and to identify the major challenges that that hinder the implementation of Active learning method in Yaberus Secondary and Preparatory school. In order to achieve this purpose the study attempt to answer the following basic research question.

1. What are the major challenges of implementing active learning in Yaberus Secondary and Preparatory school?
2. How far is active learning implemented in Yaberus Secondary and preparatory School?

In dealing with this basic research questions the search revised review of related literature: the research approach was mixed or qualitative and quantitative (Descriptive survey design) were employed. Teachers, students and principals were involved in providing real information.

In order to collect relevant information questionnaire and semi structured interview were used. The questionnaire was distributed to both teachers and students and interview for principals. The returned questionnaire was statistically analyzed by using percentage. In addition to this semi structured interview and open ended questions analyzed by using qualitative method. Therefore, based on the data analysis of the respondent's response from questionnaire and interview, the following findings were summarized.

5.2. Major Findings

- Regarding to the implementation of active learning method the majority of teachers appreciate students to participate actively in the classroom were found to be the most frequently as reported both groups of respondents.
- In addition, the teacher used active learning method to enhance student's academic achievement frequently like brainstorming, role playing, dramatization, group discussion etc. To summarize the response of both teachers and students there were expressed their agreement with the implementation of active learning method.

The research finding reveals that the implementation of active learning method in F.H.M Secondary and preparatory school was seriously affected by various factors. Those factors are presented below:

- The subject of respondents both students and teachers asserted that Large class size, Low interest of students, and Lack of adequate material are the most serious factors each by 95%, 94%, 94% of the subjects which have been negatively affect the implementation of A.L.M.
- Shortage of time, unsuitable seating and Lack of educational management, lack of knowledge about A.L.M rated as a factor by 80%,84%, 66.6% 35% of the subjects which have been negatively affect the implementation of A.L.M.

5.3 Conclusions

Based on the analysis and interpretation of the data the study has come up with the following conclusion:

- With regard to the level of utilization of active learning method: Lecture, group discussion, problem solving, role playing, co-operative learning method, group work and student independent work methods were found to be the most frequently employed methods of teaching as compared to others.
- Regarding to the factors that affect the implementation of active learning: Large class size, low interest of students, shortage of adequate material was serious factors that affect the implementation of A.L.M.

5.4 Recommendations

Based on the above findings, the following recommendations have been for warded. Most of teachers and students identified shortage of time, lack of interest of students, lack of adequate material, lack of awareness are factors, to solve this problems the recommendation were:

- Create awareness for teachers and students and increase interests by providing training on the area of A.L.M to ensure fully understand the purpose of this method and to integrate the regular teaching activities.

- The school principals Fulfill adequate materials
- The school principal should Adjust the time table to cover the content
- Managing the classroom: the school principals must be manage the number of students in one class.

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APPNEDEIX A

WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHEVIORAL STUDIES

DEPARTEMENT OF PEDAGOGICAL SCIENCE

QUESTIONNAIRY FILLED BY TEACHERS

The purpose of this questionnaire was to investigate the practice and challenges of active learning in Yaberus secondary and preparatory school.You are kindly asked to respond the following questions. All information you provide will kept confidential and will not be used for other purpose except this research papers. Please do not write your name.

Thank you for cooperation!

Part one: Teachers Background information

Direction one: please write your answer in the space or put a tick mark (√)

1. Sex: Male ☐ Female ☐
2. Qualification: Degree ☐ Masters ☐
3. Teaching experience: 0-5 ☐ 5-10 ☐ 10-15 ☐ >15 ☐
4. Field of specialization: Language ☐ Social science ☐ Natural science ☐

Part Two: Close ended questionnaires

Direction one: from the given rating scale please choose one of the alternatives and put a tick mark (√)

For the response of you feel is appropriate.

Key: 1 .Always 2.Usually 3.Sometime 4.Never

Table 1. Items Related to The Practice of Active Learning Method In Yaberus secondary and preparatory school

No	Items	1	2	3	4
1	I employ active learning strategies				
2	I initiate students to participate actively in my class				
3	I use diverse active leaning method				
4	I implement active learning method effectively				
5	I encourage students to ensure equal participation in the class				

Direction Two: for the given rating scale please choose one of the alternative and put a tick mark (√) for the response you feel is appropriate.

Key: 1. strongly disagree 2.Disagree 3. Agree 4. Strongly Agree

Table 2.Items related to the major challenges that affect the practice of active learning method in Yaberus secondary and preparatory school

No	Item	1	2	3	4	5
1	Shortage of time					
2	Low interest of students					
3	Lack of knowledge about active learning method					
4	Large Class size					
5	Lack of adequate material					
6	Unsuitable seating					
7	Problems related to educational management					

Part Three: Open ended questions

Direction one: For the following questions give your response in the given provided space.

1. What method of teaching do you implement in your class?

……
……...

……

2. What are the major challenges that are not mentioned in the above table that affect the practice of active learning method?

   ……
   ……
   ……..

3. What do you suggest the possible solutions to overcome those challenges?

   ……
   ……
   ……

APPENDEX B

WOLKITE UNIVERSITY

COLLEGE OF EDUCATOINAL AND BEHAVIORAL STUDIES

DEPARTEMENT OF PEDAGOGICAL SCIENCE

QUATIONNAIR FIELED BY STUDENTS

The purpose of this study was to investigate practice and challenges of active learning in Yaberus secondary and preparatory school. You are kindly asked to respond to the following questions. All information you proved will be kept confidential and will not be used for other purpose except for this research paper. Please do not write your name.

Thank you for your cooperation!

PART ONE: Back ground information

Direction one: please write your answer in the space provided or tick mark (√) in the box you choose.

1. sex: Male Female
2. Grade level: 11th 12th

PART TWO: close ended questions

Instruction one: to respond this questionnaire please put a tick marks ( ) in the appropriate box to indicate your level of agreement and disagreement with the statement.

KEY: 1.Always 2. Usually 3. Sometimes 4.Never

Table 3. Items related to the practice of active learning method in Yaberus secondary and preparatory school.

No	Item	1	2	3	4
1	Active learning highly practiced in our school				
2	The teacher always use active learning method in the class room				
3	Teachers encourage student to do group work				
4	Teachers use diverse active learning method				
5	Teachers appreciate students to participate actively in the classroom				

6	Teachers are interested to implement active learning method				
7	Teachers asses students to ensure their equal participation in their class				

DIRECTION TWO: for the given rating scale please choose one of the alternative or put a tick mark (√)for the response you fell is appropriate.

KEY: 1. strongly disagree 2.disagree 3. Agree 4.strongly agree

Table 4. Item related to the major challenges that affect the practice of active learning method in Yaberus secondary and preparatory school.

No	Item	1	2	3	4	5
1	Shortage of time					
2	Large Class size					
3	Lack of adequate material					
4	Lack of seating arrangement					
5	Lack of knowledge about active learning					
6	Shortage of adequate material					

PART THEER –OPEN ENDED QUESTION

Direction one –please give your responses in the space provided.

1. Do you think active learning is use full and valuable?
.....
.....

2. What are the possible challenges that are not mentioned in the above table that affect the

Effective implementation of active learning method?

……
……..

3. What are the solutions to overcome those factors?

……
……

APPENDEX C

WOLKITE UNIVERSITY

COLLEGEOFEDUCATIONANDBEHEVIORALSCIENCE

DEPARTMENT OF PEDAGOGICAL SCIENCE

GUIDED INTERVIEW FOR PRINCIPALS

First of all we would like your assessment and willingness to our interview.

The purpose of this study was to investigate practice and challenges of active learning in Yaberus secondary and preparatory school. Thus, Your contribution of paramount importance for the quality of the paper. Confidentiality is guaranteed. So, please answer the question openly and honestly. Please do not write your name.

Thank you for your cooperation!

Part on: Background information

1. Sex: Male Female

2. Academic qualification: Master's Degree

3. Year of experience: 0-5Years 5-10Years 10-15Years Abave15Years

Direction: please answer the questions by giving your relevant information.

1. Do you think active learning method is important for your school? How?

2. What do you think are the major challenges that affect the practice of Active learning method in your school?

3. Do you think that there is an effective implementation of active learning method in your school? Why?