

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

PRACTICES AND CHALLENGES OF ACTIVE LEARNING METHODS IN SOME SELECTED PUBLIC SECONDARY SCHOOLS OF WOLKITE TOWN ADMINISTRATION.

PREPARED BY; KIBRYISFAW SIBANI

A SENIOR ESSAY RESEARCH SUBMITTED TO THE COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES IN PARTIAL FULFILLMENT OF BACHELOR DEGREE IN PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

ADVISOR: Mr.ETHIOPIA.E :(MA)

JUNE2022

WOLKITE ETHIOPIA

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

Approval Sheet of Senior Essay

As senior essay advisor, I hereby certify that I have read and evaluated this study prepared under my guidance by Kibiryisfaw sibani entitled practices and challenges of active learning methods in some selected public secondary schools of wolkite town administration recommend that it be submitted as fulfilling the requirements of senior essay.

Advisor_____Signature_____Date_____

As members of the Board of Examiners of the senior essay open defense examination, we certify that we have read and evaluated the thesis prepared by kibryisfaw sibani and examined the candidate. We recommend that the essay be accepted as fulfilling the requirements for the degree of Bachelors of pedagogical science English language and literature.

Approved by,

Advisor	Signature	Date
---	---	---
Examiner	Signature	Date
---	---	---
Department Head	Signature	Date
---	---	---

ACKNOWLEDGMENT

First of all, I would like to thank God for help me through conducting this research. Secondly, I would like to convey my deepest thanks to my advisor Mr., ETHIOPIA.E (MA). For given constructive advice and guidance starting from the proposal writing up to the completion of the research work.

Thirdly I would like to thank my family for their financial materials and psychological support in my academic success especially Beloved my mother, sisters brother and friends.

Finally, I would like to say thanks to Wolkite administration education office experts and I would like thank our respondent's, teachers, Students and principals in sampled public secondary schools Wolkite Town administration for their cooperation in filling out and returning questionnaires and for giving meaningful information on my questionnaire and interview.

Table of Contents

Content Page

ACKNOWLEDGMENTS II
List of table V
Acronyms and abbreviations VI
ABSTRACT VII
Key words VII
CHAPTER ONE 1
1. INTRODUCTION 1
1.1. Background of study 1
1.2. Statement of the problem 3
1.3 The objective of study 4
1.3.1 General objective 4
1.3.2 Specific objective 4
1.4 Significance of the study. 4
1.5 Delimitation of study 5
1.6 Limitation of the study 5
1.7 Organization of study 5
1.8 Definition of key terms 5
CHAPTER TWO 7
2. Review of related literature 7
2.1 Meaning and purpose of active learning methods 7
2.2 Characteristics of active learning methods 8
2.3 The learning structures which facilitate application of active learning methods 9
2.4 Teacher-Centered approach. 9
2.5 Student-centered approach 9
2.6 The role of teacher the in implementing active learning methods 9
2.7 Role of students in implementing active learning methods 10
2.8 Role of school administration in implementing active learning methods 10
2.9 Types of Active learning approaches instructional strategies 11
2.10 Active learning methods 13
2.10.1 Human related factors 13
2.10.2 Teachers Attitudes 13
2.10.3 Students knowledge and Attitudes 14
2.11 Non-Human related factors 15
2.11.1 The physical Environment and classroom conditions 15
2.11.2 Class size 16
2.11.3 Instructional material 16
2.12 Essential elements for implementing active-learning methods 17

2.13 Learner-centered Education in Ethiopia 17
CHAPTER THREE 19
3. Research Methodology 19
3.1. Research design 19
3.2 Sources of data 19
3.3 Population of study 19
3.4 Sampling Techniques and Sample Size 20
3.5 Data gathering Tools 22
3.5.1 Questionnaire 22
3.5.2 Observation 22
3.5.3 Interview 22
3.6 Methods of data analysis 22
3.7. Procedures of Data Collection 23
3.8. Ethical consideration 23
CHAPTER FOUR 24
4. Data analysis, interpretation and presentation 24
4.1 Characteristics of respondents 24
4.2 Analysis of data gathered 24
CHAPTER FIVE 39
5. Summary, conclusions and recommendations 39
5.1 Summary 39
5.1.1 Major findings 39
5.2 Conclusions 40
5.3 Recommendations 41
References 43
Appendix A 45
Appendix B 48
Appendix C 50
Appendix D 52

List of table

List Page

Table 3. 1 Size of population and sample students, teachers and principals by school 21

Table 4. 1.Teachers by sex, Age academic qualification, years of service in teaching and marital status 25
Table 4. 2.Students and teacher's interest towards active learning methods. 27
Table 4. 3 .Related to the physical of condition classroom and sufficient teaching materials. 29
Table 4. 4 .The role of teachers in encouraging and organizing student-centered learning. ... 31
Table 4. 5 the role of teachers to practice student centered in classrooms 33
Table 4. 6. Availability and feasibility text books and other school facilities for active learning practice. 34
Table 4. 7 View of Students responses on Active learning methods. 36

Acronyms and abbreviations

MOE: Ministry of educations

USADI: United states Agency international development

UNDP: United Nation Development Program

UNESCO: United Nation Educational science and culture organization

ABSTRACT

The main purpose of this research is to assess the practice and challenges of active learning methods in some selected public secondary schools of wolkite town administration. Teachers, principals and students were taken as sample subject of the study. To collect data from the respondent's instruments were used. They were questionnaires close and open ended and structured interview were administered to analysis the data collected, qualitative and quantitative analyze approach was used. That is data collected through close ended questionnaires were presented by using frequency and percentage, while they response, obtained from the open ended and structured interview were disturbed and discussed in the words. Therefore, analysis, major findings and conclusions were obtained. This were students have (37%) of medium interest of attending learner centered methods of teaching learning process. The availability of instructional methods was affected by the application of learner centered methods etc. And on other hand conclusions were made with school principals, teachers and students administration education office, etc., the school principal by connected with administration education office to fulfill the shortage of texts, class size and other school's facilities as much as possible.

Key words*; practice, challenges, active learning, implementation, secondary schools*

CHAPTER ONE

1. INTRODUCTION

This chapter consists of the topics background of study, statement of problem, objective of study, significances of study, delimitation of study, limitation of study, organizations of study and definition of key term.

1.1. Background of study

Active learning has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983). In other words, the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching (Cannon, 2000). Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997).

According to Felder (Felder & Brent, 2009:2), "active learning is anything course- related that all students in a class session are called upon to do other than by simply watching, listening and taking notes". According to Morris and Armbruster (in Collins& O'Brien, 2003:5), active learning is the process of learning by means of involving the students in some activity that requires from them to reflect upon their thoughts and how they are making use of those thoughts. It requires the students to regularly examine their own levels of comprehension and abilities of handling ideas or problems in specific subject areas. The knowledge is achieved by involvement or contribution. The process entails keeping the students mentally, and often physically, participatory in their learning through practices that include their thinking, problem-solving and grasping of information. In active learning instruction, the teachers‟ roles shift from delivering knowledge to facilitating and supporting learning, and to becoming resource persons (Westwood, 2008:4).

According to Aggarwal (2001) active learning method were improve instructional learning material and students direct use of available resources. On the other hand, teacher-center method (passive learning) is primarily responsible for all subject matter preparation.

In this schools selected there are many problems existed in teaching and learning activities and hinder to the quality of education like shortage of classroom, language problems, low class participation, Shortage of resources and facilities, poor class room practice and discipline, late coming to school, dropout repletion and others. However, among all this research study mainly intended to examine the impact of these problems on the implementation of learner-centered approach in class together with the solution that has to be taken to minimize the problems and also way of improving learner- centered approach at public secondary schools of wolkite town administration.

Supporting this idea checking and Gamson (1997) state that learning is not spectacular sport students do not learn much just sitting in the class listening to teachers, memorizing packaged assignment and spitting out answer. They must talk about what they learn write reflective about it to past experience and apply it to daily life. They must make what they learn part of themselves. That is to say the real life is situation is from basic of learning and teaching. In Ethiopia the new education and training policy of 1994 brought a view of education which promotes active learning methods. These methods help students not only to receive information from the teacher and written materials, but also they collect information, record it discuss it, analyze, it, draw conclusion from it and communicate it passive learning has been replaced with a commitment to active learning methodology. Prior to this policy, the teaching learning methodology in Ethiopian was learner-centered or teacher dominated. However, despite the potential benefit of active learning methods for students learning and quality of education, many schools and teachers are not using these effective teaching and learning practices as many studies have revealed, there are poor classroom practice, in particular there are reliance on the teacher- centered methods of learning. Teachers at all levels are hardily using active learning methods (MOE, 2006 and USAID, 2007) The active learning method describes conceptually the instructional process of information obtained from the teacher to the learner, but also how the leaner use it, interact with it and receive guidance(UNDP, UNESCO 1995**)**

1.2. Statement of the problem

The role of education as one of the major deriving force for economic, social and cultural development is beyond question Even though Ethiopia has been exposed to modern education century ago, is still background and the education was put into effect could not help much in the developing country's economy. This call for reform in educational system among the traditional approaches with the modern student-centered (active learning) approaches. Crow ford (1988) stated that our teaching will be based on the vision of the world. To this end we will alter our thinking as teachers. Learning is now viewed as conceptual tool for reasoning and problem solving, education does not operate, and alone rather it is part of total socio-economic and political system.

The education system of Ethiopia has and it still suffering from poor quality, insufficient resource, poor educational infrastructure and luck of relevance of curriculum (MOE, 1994) now there is tendency to change traditional methods of teaching with active learning. Supporting to this MOE (1994) in the new education and training policy stated to improve the relevant of curricula encouraging problem solving approach, learning and providing facilities. Active learning methods aim at the full of development of student personality, with the emphasis on self-reliance. It is becoming necessary in modern societies for teaching to help from individual judgment and sense of individual responsibility. Hence, public secondary school teachers are expected to implement or practice active learning methods to bring the desired goal. However, the implementation of these methods is affected by various factors, such as lack of interest of teachers in using this method, shortage of classroom, lack of school furniture, lack of teaching material, lack of student centered training etc. The main task of teaching students using active learning methods is needed to help students to reach their fullest potential and problem solving citizens in all aspects of development.

In this regard this study attempts to answer the following three basic questions for the practice and challenges of active learning methods in public secondary schools of wolkite town administration.

1.How active learning methods are being implemented in public secondary's schools of wolkite town administration?

2. What is the interest of teachers towards the implementation of active learning methods?

3. What factors that affect practice of active learning methods in the study area?

1.3 The objective of study

1.3.1 General objective

The general objective of this study is to identify factors affecting the application of active-learning methods in public secondary schools of wolkite town administration

1.3.2 Specific objective

- To investigate active learning methods are being implemented in public secondary's schools of wolkite town administration.
- To investigate the interest of teachers towards the implementation of active learning methods
- To identify factors that affect practice of active learning methods in the study area.

1.4 Significance of the study.

The central purpose of this study was to assess the practice of active learning and its potential to contribute the national endeavors of increasing quality of learning with particular reference to public secondary schools of wolkite town administration

This study was contributing vital information on implementation of active learning for teachers, students and principals. It is obvious that without active participation of learners in teaching learning process expecting self-confident, creativity, critical thinking as well as problem solving citizen is under question. For instance, conducting this study on the learning centered approach will have the following importance.

1. It benefits for students from active engagement, participation and sharing ideas with colleagues use for it add more to the already existing level of understanding.

2. It Benefits to schools, because it will bring change and improving quality in the teaching learning process.

3 It may indicate prevailing attitude of students towards active learning methods

4 It may serve us stepping stone for other researchers who are in need of conducing further study on the application of active learning methods in public secondary schools.

1.5 Delimitation of study

This study was delimited to wolkite town public secondary schools of yaberus secondary school, Hidasa secondary school, wolkite secondary school and Abafransua secondary school of wolkite town administrations because of time, financial, transportation access and other resource constraints. The study was delimited to only public secondary schools of wolkite town administration. But it will be better to include primary and private schools of wolkite town administration.

1.6 Limitation of the study

The researcher faced various challenges while conducting this study. The researcher effort to undertake the study as planned was constrained by factor which were beyond his reach one such was: lack of cooperation's of respondents in filling out the questionnaires properly, limitation of reference materials, shortage of time due to work load lack of awareness and responsibility of respondents.

1.7 Organization of study

This study is divided in to five chapters the first chapter deals with background of study, statement of problem, objective of study, significance of study, delimitation of study, limitation of study, organization of study, definition of key term is involved in this chapter. Second chapter deals with review of related literature. The third chapter deals with research methodology, research design, source of data, population, sample size and sampling techniques, methods of data collection, methods of data analysis and Ethical Consideration. Chapter four deals with presentation of data and interpretation of data, chapter five deals finally summary, conclusions, findings of study recommendations are presented in chapter five.

1.8 Definition of key terms

Practice: means action rather than ideas. (English oxford dictionary)

Challenges: means problems or difficult task that tests somebody ability or skill. (English advanced dictionary)

Active learning: -Learning which involves active participation on the part of the learner.i.e learning by doing (Henry Ellington Etal 1993)

Implementation: - An activity put in to practice in class room by the teacher (Lue skill 2000)
Method: -A process that involves student in doing things and thinking about what they are doing (Hennery Ellington Etal 1993)

Secondary school: -according to the new education and training policy of FDRE secondary education is from grade 9 to 12 levels

Town: -a large area with houses, shops, offices etc. where people live and work that is smaller than a city and larger than a village (Macmillan English dictionary)

CHAPTER TWO

2. Review of related literature

It consists the meaning and purpose of active learning, learning structures which facilitate the application active learning methods, the student- centered approach and the importance of student- centered approach, this types of learner- centered instructional strategies, essential elements for implementing active learning method, etc.

2.1 Meaning and purpose of active learning methods

Active learning method is not new approach or ideas; it went back at least as far as the time of Socrates and was a major emphasize among progressive educator. And yet, if we see it involves putting our students in situation which compel them to read, speak, listen, think deeply and write. While well delivered lecture are valuable and are not uncommon, sometimes the thinking required while attending a lecture low level comprehension that goes from the ear to the writing hand and leaves the mind untouched. Active-learning puts the responsibility of organizations what is to be learned in the hands of the learners themselves, and ideally lends itself to more diverse range of learning style.

The term active learning is defined as a process of learning which involves active participation on the learners, i.e. learning by doing (henry Ellington, et at 1993). This definition reveals that any process that involves student in doing things and thinking about what they are doing is considered as active learning approach or methods.

In the teaching learning process, active learning could be promoted if the teacher takes in to account the need to plan and prepare his work. Active learning requires active planning of lesson in advance. There is no teaching and learning unless there is systematic selection and application of methods and techniques in the overall strategy of instruction. Hence, to promote active learning methods it requires the identification,

Selection and organization of learning experience, student's motivation, selection of resources and activities, student's evaluation and giving feedback, and package the content for retention and later use (betsate 2006)

The whole part of the meaning of active learning shows that it is the way of developing students' knowledge, skill, attitude by their own actively or doing to themselves and self-learn regarding the teachers have to plan and prepare their work in advance as the facilitator to engage the students independent learning activities. An active learning structure is a content free way of organizing the interaction of individual in the class room (kagan 1997). Structure presents a serious five steps or actions that organize and focus class room social interaction on assigned content knowledge. Kagan's presentation of structured approach is ideal for most teachers beginning or experienced as it allows incremental implementation of student- centered approach. Teachers can add as few or as many structures to their daily routine as they are chosen. As their ability and comfort increase, so does their use active learning method (kagan 1997)

The student- centered approach implies the student's requirement are the most important consideration with all other components of the system being geared to assist students to achieve their particular learning objective as effectively as possible. In student-centered courses the individual course units are generally described in detail in the students themselves have high responsibility for many aspects of their learning, so motivation must of necessity be high (hennery Englliton,et al 1993)

2.2 Characteristics of active learning methods

- Generally, active learning methodology is an instructional approach that helps student to learn through thinking and doing. More specifically active learning:
- Engage students beyond reading, listening and note-taking.
- Promotes deep learning, not just acquisition of facts.
- Develops higher order thinking skill (e.g. analysis, synthesis, evaluation) through intentionally designed activities.
- Often involve interaction among students.
- Require student to take greater responsibility for their learning.
- Teacher helps students to monitor their own learning and discover what they do and do not understand.
- Helps students build competences (e.g. problem solving critical thinking communication) as well as content knowledge.

2.3 The learning structures which facilitate application of active learning methods

Many teachers who are just starting to use active learning methods feel over whelmed when trying to create original class room that engage their students, include meaningful content all the five essential elements of student centered methods. The use of student centered structure one of the way which reliving the class room teachers stress in creating original cooperative learning lessons (Kuret, 2008)

2.4 Teacher-Centered approach.

This is a teacher-dominated approach. The teacher monitors both their rate of class room activity and the pattern of classroom interaction, which will result in the immediate disappearance knowledge acquired. Some educators call this method as the authoritarian method for one person, the teacher set the task prescribe procedure and judge the result without permitting others to care in the decision process.

2.5 Student-centered approach

The student -centered approach is a way of class room instructions that focus on individual learners and understand the concepts by themselves. The teacher can act as facilitator and help them to engage in the activity. According to MOE (1999) in the student centered approach the learner are not merely receive information from lectures and texts but also collect information, record systematically integrate, discuss, compare, analyze and down conclusions from it and communicate about it independently. This approach gives emphasis on what; learners know and say by themselves rather than what the teacher knows. In this approach the learners active and the teacher become passive, thus it gives appropriate to the learners to read, to discuss, to practice, to solve problems.

2.6 The role of teacher the in implementing active learning methods

Broadly speaking many educators have strictly underlined the teacher play crucial role in the implementation of active learning pertaining to this issues, lue(2005: 5) has stated that the teachers task in this model is to use class room methods that encourage the pupils to be as active as by analyzing and interpreting knowledge through the use higher order thinking, skills, active learning, problem solving and communication based method in their teaching.

2.7 Role of students in implementing active learning methods

In the new approach to modern education often called active learning students not only receive information from lectures and books, they also collect information, record it systematically, discuss it compare it, analyze it and draw conclusion from it and communicate about it (ICDR 1999).

According to bernet et.al (1995) one important student's role of it is that explores interaction with the physical world and with other people allows students to discover concepts and apply skills.

According to Aaronson (1996) even beyond learning what they need to know students benefit from the methods of teaching. They learn how to feel good about them. As they take on new responsibility and succeeded with the responsibility they come to gain confidence in themselves as competent problem solves. In active learning approach it is the students themselves who are responsible for the success of their own learning.

It is true that students do more than just listening to teacher and note taking. They must read, write, discuss or to be engaged in problem solving. Most importantly to be actively involved students must engage in such higher order thinking as analysis, synthesis and evaluation (Dirribsa 2005)

2.8 Role of school administration in implementing active learning methods

Bolin (1989) states that "the role administrators to encourage teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach" (p. 82). To follow the above definition, administrators must be active in providing experiences for all teachers to grow as leaders. (Goldman 1998) stated that school administrators have responsibility to conduct themselves and exercise authority in an ethical manner to offer high quality towards active learning methods. And they promote the success of all students by acting with integrity, fairness and in an ethical manner. An understanding of school community also gives the school leader the opportunity to strengthen the relationship school and community (Hassel and Holloway 2002) school principals need to be able to bridge the gap between schools and community while uploading

the policies, structure, and climate of the school to bring change in the student's academic learning centered- methods (Arnold and Harris 200).

2.9 Types of Active learning approaches instructional strategies

Active learning approaches are based on involving the learner in learning process (sugauzzin and Grann 1998) using instructional techniques such as, group work, drama and role play, inquiry or problem solving and etc., active-learning can be realized. Frazee,et al (1995:205) stated that long-term occurs through active involvement in a variety of instructional strategies that are thoughtfully and purposely planned by the teacher hence, in this part of reviewed literature, some of basic ways of learner centered(active learning) instructional methods used in the classroom will be present.

The types of active learner- centered approaches show that based on the class room situation and studies behavior as well as attitude of learning all they gear the approach to be effective and emphasis on learner achievement as the main objective of the approach.

These are:

A. Inquiry learning

It is the process of learning of students learns by conducting an investigation (LCDR, 1999:72). The experience of itself is important rather than the answers that are found. Inquiry experience can take place in the class room, the library or outside or field trip. But just going on trip did not sufficient for a true inquiry based learning experience to take place. However, for and experience to be considered inquiry and discovery, there must be focus on some problem (Kaplan, 1990) one of the great strength of inquiry is its emphasis on experience.

B. Discovery learning

Discovery learning is another kind of learner-centered (active learning) approach burner (1960and 1970) the most advocate of discovery learning (as cited in kalan! 1991) argued that education should emphasis the structure of particular discipline and import case rather than facts. If instead of memorizing certain facts, students discover for themselves. They will be

interested the information will stay with them and most importantly they will know to learn more information.

C. Project methods

A project is a natural, lifelike learning activity involving the investigation and solving of problems by individual or group of students.

ICDR, (1999:4) ideally project work should consist of tasks in student set out to achieve some of tasks in student set out to achieve some definite goal of real personal value.

In the line with idea Haile and Kittle (200:17) have enumerated the project approach of instruction as follows: it is the do it yourself learning session to the students. This method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigation of real life situation in the student's immediate environment in individually and in a group. This strategy helps in developing skills and attitudes more than importing specific knowledge.

C. Problem solving approach

The problem solving approach is no single strategies rather it is a general strategy in which many different techniques are found.

Many educators and theorists feed that the problem solving is one of the most effective of all instructional strategies. It can be used for both group as well as individual learning.

Clark and Starr (1986) have said that" the problem is solved by and individual and group of learners. The general techniques of problem solving strategies are about the same. It seems the natural way to learn'' the learning through problem solving approach focus on activities that are relevant and useful to the life of the learner. The goal of the learning is to understand and making the learners life.

D. Role-playing techniques

It is deliberating acting of social role in a classroom. During role playing small number of small students present the content while others in the class observe. TShe students have opportunity to experience and analyze the specific situation being studied (Frazee etal 1995).

Role- playing fastens small group interactions. It allows students the opportunity to act out select to the text it also useful and enjoyable for learning about the people, place, event and time. Moreover, this method enables student to see the reality through eye of others.

Role-playing is small unrehearsed dramatization. Players try to act what they would do and how would they feel in certain situations (Clark and Starr, 1986).

E. Discussion method

Discussions in classroom are important kind of learner centered activity However, they need to be managed and organized well to be effective

Discussions can be categorized by group or for the whole class. (ICDR: 1999:92) it is a method that encourages students class participations. This approach gives a room for the students to exchange, explore and their views. (Nardos 2000:196). In order to develop a deep and broader understanding of the topic, however, students should have prior knowledge and experience with current topic for discussions to be successful. In line with this idea, Franzee etal (1995) argued that through discussion there is opportunity for higher order thinking and increased interactions among all teachers.

2.10 Active learning methods

There are some factors that hindered practice and implementation of active learning. Those are Human related factors and non-human related factor

2.10.1 Human related factors

2.10.2 Teachers Attitudes

Attitudes are also one factor that affects the practice of active learning of any educational program in general and active learning in particular. Teachers' attitude is basic ground to act in positive or negative way towards person, idea or event happening in the environment. A

successful innovation depends on substantially on teachers' attitude towards proposed curriculum alterations students with teacher's positive attitude towards teaching and curriculum are found to higher level achieves (keens 1986). Many educators have asserted that the attitude of teachers and school principals towards active learning methods is determining variable in their effective implementation.

According to Lue (2000) the teacher's attitude towards active learning methods largely depends on the epistemology they adhere. This is to mean that who strongly support positivist epistemology assume that knowledge exists separate from the learners. The assumption is that the teacher is the source of knowledge and knows best. Thus, teachers and principals who are in favor of positive epistemology could have negative attitude towards active learning.

So many prominent writers focus on the importance of teacher's attitude to real achievement of educational result. Selection and training provides qualified personnel to do each job. But to get the job the individual mist also want work. What the immediate superior or towards their fellow works and towards other aspects of the job. Low moral can make a brilliant person to well –high incredible feats (Walberg, 1986) as cited in Calhan, (1988) there may be many factors that contribute to low precipitation and negative attitudes of the teachers on active learning methods in the class room. Few of them as Temechegn Engida (2002) indicated as follows:

1. Inadequate teacher training
2. Teachers fear of losing their authority/control
3. Teachers resistance to change

Therefore, teachers cannot be effective in their teaching unless and otherwise they have positive attitude to the subjects and approaches of teaching and even to his/her learners. Negative attitudes harm to the whole process of teaching such as: The selection of the contents, Methods, planning activities, mechanism of evaluation and so on.

2.10.3 Students knowledge and Attitudes

Any types of educational program and innovation that implement in school by the teachers, school's principals are to produce knowledgeable students with positive attitudes towards their

learning outcome. The goal of any educational program is to produce knowledgeable students to develop moral of students and make over to make students high achievement in their academic outcome. The new instructional models active learning intends to produce active and motivated learners who can cope with demands of modern world. Active learning methods encourage student autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction more interaction with peers, promotion of shared activity and team work, greater opportunity to work with range of pupils and for all members of the class to contribute and respond (Cape et.al.1995)

2.11 Non-Human related factors

2.11.1 The physical Environment and classroom conditions

Silber man (1996) point out the physical environment in classroom can make or break active learning of course, no one set up or class arrangement is ideal; rather there are many options. The interior decorating of active learning is fun and challenging when the furniture is less than ideal. If the furniture is moveable it could be possible to use different lay outs for active learning even the most traditional classroom.

The same author has suggested ten different types of classroom layouts which facilitate active learning approaches. These lay outs U-shape, team style, conference table, circle, group on group work station, break out grouping, chevron arrangements traditional classroom and auditorium. Sguazzin ND graan (1998) have explained that in active learning communication is very important. The acts of the learner are doing learning and it may necessary for them to move around the classroom and even go outside to do part of an activity. This has two important implications for the classroom arrangement:

1. The arrangements of desks, Tables should allow movement and communication.

2. The arrangement should be changed whenever necessary so that it is appropriate for the learning experiences that they have planned. To sum up, the classroom conditions should stimulate learning and allow for aspects of problem solving and cooperate learning.

2.11.2 Class size

It refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section usually under the direct guidance of single teacher (Monere 1956). The class has its own impact in facilitating or influencing the activities of teaching and learning. The idea class size becoming a concern and essential point of discussion among scholars because it assumed as class size increase, student face any (or all) of the following problem as Gibbs cited in bernet et.al (1995).

- Lack of clarity of purpose
- Lack of knowledge about progress
- Lack of advice on improvement
- In ability to support independent study
- Lack of opportunity to discussion
- In ability to motivate students

2.11.3 Instructional material

It is also one of the factors that either facilitate or influence the practice of active learning methods. Instructional materials are all those that the teachers and students utilize in the classroom and out of the classroom, like text book, supplementary books, etc. Therefore, the availability and shortage of these materials can highly affect the practices of active learning methods. This material is critical ingredients in learning and the intended curriculum cannot be implemented without them. There are also Medias through which teachers and pupils communicate with each other in an effort carry forward the learning process. These materials can make an excellent base for building interesting higher order learning activities that calls for critical thinking and other higher mental process (Callahan 1988).

Mukales (1998) classifies instructional materials into three categories (1) visual aids (2) audio aides (3) audio-visual aids. These materials meant to enable learners to use more than one senses. Instructional materials enable to minimize the traditional centered methods of teaching which is dominated by talk and chalk. In generally the presence of instructional materials and its quality of preparation may facilitate or hinder the practice of active learning methods.

2.12 Essential elements for implementing active-learning methods

According to Johnson and Holubec (1994) in kuret (2008) the essential elements of active learning approaches are positive interdependence, individual accountability, group processing, social skill and face-to-face interaction.

As noted by Kuret (2008) face-to-face interaction as one of the essential elements for student-centered methods can be useful in the orally explaining how to solve problems, teaching one's knowledge to another; checking for understanding, discussing concepts being learning and connecting present with past learning

2.13 Learner-centered Education in Ethiopia

Ethiopia is multi-ethnic, traditional and one of the poorest least developed country in the world. Then, education for all and more special education system by students-centered is a vital factor in dealing with root cause for poverty and under development. Poverty eradication required a multi faced approach in which student-centered is very central.

After the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major paradigm shift in our thinking about education and the underlying ideas like active-learning approach, student-centered method, problem solving, student sensitive learning, the use of higher- order thinking skills etc. have been introduced through this reform. Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. Particularly, at present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MOE, 2003). This document states that in the teacher education program, passive learning has to be replaced by active, learner-focused education. The document advocates, a Teacher Education System that develops and inculcates higher- order thinking skills in graduates and emphasizes that, teachers are essentially agents for positive societal change. This document also strongly criticizes the previous teacher education system, which was traditional; where the

subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, the intention of the new Teacher Education Program is to prepare tea intention of the new Teacher Education Program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner- centered approach. In this assumption, teachers must be able to use a range of teaching strategies including active learning; interactive teaching and independent study and thus, be able to select strategies according to students‟ needs.

CHAPTER THREE

3. Research Methodology

This part includes research design, source of data, population of study, sampling technique and sampling size, data gathering tool, method of data analysis and ethical consideration.

3.1. Research design

The researcher used descriptive survey design of study method to address the basic research questions and corresponding objectives of the study. This method is believed to be appropriate and would help together and large variety of data pertinent to the study. Besides it was utilized due to the fact merely using either qualitative or quantitative approaches has its own limitations. In order to, compromise or neutralize the limitation, of either approach it was used so as to enrich the study.

3.2 Sources of data

For the purpose of this study both quantitative and qualitative data were collected from both primary and secondary sources. On the former case, the first-hand information was obtained from teachers, Students and school principals. The selection of this group of individuals were carried out deliberately because it was anticipated that they may give adequate information about the issues under consideration as well as their particular experiences about the problems in the school environment. The second information was collected from student document and other relevant materials which would go with the study topics so as to supplement data gathered from primary sources.

3.3 Population of study

Our populations of study are all students (9017), teachers (347) and principals (8) from selected public secondary schools of wolkite town administration. From this population because of money, shortage of time to study and resource constraints, researcher selected the population through sampling technique below.

3.4 Sampling Techniques and Sample Size

The target population of the study are 347, teachers both male and female teachers and 100(20%) students both male and female from four selected schools and 4 principals the total sample of teacher and principals included in the study are 100[30%] teachers and 4 [100%] principals respectively. The researcher selected teachers from sample schools using stratified sampling proportional to the number of teachers in the school. The reasons that it gives equal chance for respondents from the whole population to be selected whereas researcher use purposive sampling technique to select school principals because they were give adequate information about the issue under study, And the researcher select student's from sample school's using simple random method. The reason is very large number of student's and difficult to know back ground of the student's. There are around four public secondary schools in wolkite town administration such as yaberus secondary school, Hidasa secondary school, wolkite secondary school, Abafransua secondary school, those are public schools selected.

Table 3. 1 Size of population and sample students, teachers and principals by school

Number of school selected	Population									Sample size								
	Students			Teachers			Principal			Students			Teachers			Principals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.Yaberus secondary school	1628	2059	3687	106	48	154	2	0	2	12	13	25	14	12	26	1	0	1
2.Hidasa secondary school	989	1283	2272	51	24	75	2	0	2	12	13	25	17	15	32	1	0	1
3.wolkite secondary school	449	348	797	33	19	52	2	0	2	13	12	25	12	11	23	1	0	1
4.Abafransua secondary school	1241	1020	2261	54	12	66	1	1	2	13	12	25	10	9	19	0	1	1
Total.	4307	4710	9017	244	103	347	7	1	8	50	50	100	53	47	100	3	1	4

3.5 Data gathering Tools

In this study the instrument used to collect data were open ended and closed questionnaire, observation, and structured interview considerable questionnaires were prepared for teachers and student's while structured interview for school principals.

3.5.1 Questionnaire

Closed ended and open ended questionnaires are prepared for teachers and students using English language and the Amharic version respectively to find the major problems and factors that are hindering the effective practice of student centered approach of learning in wolkite public secondary schools.

3.5.2 Observation

Structured observation format is used conducted to observe the teaching learning processes in the class room to obtain more available and adequate information whether active learning methods are implement in public secondary schools or not.

3.5.3 Interview

Structured interview questions are conducted with school principals employed to obtain more adequate information about active learning method of teaching learning process in their respective schools.

3.6 Methods of data analysis

Having collected both necessary data from varies sources it was analyzed, summarized and presents the findings both quantitatively and qualitatively. In so doing based on the duties and responsibility of respondents, they were categorized in to three groups namely: teachers, Students and principals. It was used because varies information obtain from those groups respondents. The data obtained from each group was organized and present with the help simple statistical tools such as percentage and tables charts.

3.7. Procedures of Data Collection

The study would initially review related literature improved theoretical background and instruments of data's collections. Then researcher would have visited Abafransua secondary school, Hidasa secondary school,Yaberus secondary school and Wolkite secondary school of wolkite town administration schools to get current information's as introductory. Reviewed before to study the detail process of data's collection, researcher would contact with the facilitators of the secondary schools and would discuss with them about the importance of the study and starting point of particular time. The researcher would be given information on how to deal with questionnaires. The research questionnaires would be gathering and manage by quantitative and qualitative data's. Interviews and documents analysis would be gathering.

3.8. Ethical consideration

During conducting this study, the researcher was following the following ethics. Before collection data's from the selected schools teachers, principals and the sample students the objectives of the study were communicated for them clearly and get consents from them. Also the information's researcher has gathers from only voluntary individuals asking permissions from the schools to collect data's. The purpose of the study is explaining to the target population. The data's collection process takes place without interrupting the teaching learning process of the schools.

CHAPTER FOUR

4. Data analysis, interpretation and presentation

This chapter deals with data analysis, presentation and interpretation. It consists of two parts characteristics of the respondents and analysis of the practice and challenges of active learning methods public secondary schools of wolkite town administration.

4.1 Characteristics of respondents

The data for study were gathered from teacher's students and school principals. A total 204 questionnaires were distributed to the study sample of which (100) for a teacher and also (100) questionnaires for students and structured interview to 4 selected principals. From four selected school's researcher was prepared structured interview to 4 principals in each public secondary schools of wolkite town administration.

4.2 Analysis of data gathered

Under this practice and challenges of active learning methods were analyzed and discussed by consisting the teachers by sex, age, marital status, academic qualification and years of service in teaching related students and teachers interest and attitude towards active learning methods, related to the physical condition of class room and sufficient teaching materials the role of teachers encourage and organizing student centered learning, the role of teachers practice students centered in classroom and availability and feasibility text books and other school facilities for active learning practice and view of students response on active learning methods were classified by tabular and percentage.

Table 4. 1.Teachers by sex, Age academic qualification, years of service in teaching and marital status

No		Teachers	
		Frequency	%
1	Sex A. Male	53	53%
	B. Female	47	47%
	Total	100	100%
2	Age A.23-28 years	49	49%
	B.29-33 years	24	24%
	C.34-38 years	11	14%
	D.39-43 years	14	1%
	E.43 and above	2	2%
	Total	100	100%
3	Qualification		
	A. Diploma	---	--
	B. Degree	98	98%
	C. MS	2	2%
	D. Others	---	
	Total	100	100%
4	Years of service		
	A.1-5 years	48	48%
	B.6-10 years	37	37%
	C.11-15 years	7	7%
	D.16-20 years	4	4%
	E. Over 20 years	5	5%
	Total	100	100%
5	Marital status		
	A. Single	44	44%
	B ,married	54	54%
	C ,others	2	2%
	Total	100	100%

Table4.1. Shows teachers who participated and responded in the questionnaire by sex, Age qualifications, and years of service in teaching and marital status.

Accordingly, “1” item “2” respondent’s sex and Age are classified. Teachers respondent’s academic qualifications, years of service in teaching and marital status were indicated in the above table, terms order “3” 4”and “5 “

Besides teachers, was hold, questionnaires and others school management bodies such as school principal were hold structured interview in the sample of schools.

Classroom observation were made aiming to check the application were made aiming to check the application of active learning methods of some teacher in four schools totally (100) respondents were participated as informants for this research and the distributions would therefore be regarded as representative so as long as relevant people with adequate experience were participated to provide information regarding to improving application of active learning methods in teaching secondary schools.

Generally, above table showed that the teachers classified according to sex, age, years of service qualification and marital status. This indicated that the teachers were classified had more knowledge and experiences for they served long period of time in the teaching field. (49%) of teachers aged between 23-28 ages and, (24%) of the teachers aged between 29-33 years old in teaching field.

Table4.1 item 4 (48%) of the teachers served 1-5 years in teaching field and (37%) of the teachers served 6-10 years in teaching field. And (7%) of the teachers were served 11-15 years and others (9%) of teachers are 16 and above years. This indicated that if the teachers are served long period of time in teaching field they highly measure effectively the student’s attitude towards active learning methods because of they have adequate knowledge and experience in teaching their subject.

Table 4. 2.Students and teacher's interest towards active learning methods.

No	Items	Alternatives	Frequency of respondents	Percent(%) of respondents
1	Students interest in active learning methods	A. Very high	21	21%
		B.high	34	34%
		C.medium	37	37%
		D.low	8	8%
		E.very low	----	
	Total		100	100%
2	Teachers interest to prepare instructional aids	A.Very high	10	10%
		B.High	37	37%
		C.Medium	23	23%
		D.Low	30	30%
	Total	E.very low	----	---
			100	100%
3	Teacher interest to use instructional aids	A.very high	12	12%
		B.High	35	35%
		C.Medium	22	22%
		D.low	31	31%
		E.very low	--------	--------
	Total			100%

In table.4.2. items 1 shows that (37%) of teachers responded that their students have medium interest in teaching learning process through active learning methods/learner- centered approach and (34%) of them said that as their student have high interests towards active learning methods as well as a gain (21%) of the teacher responses indicated that there is very high student interest in teaching learning through this learner-centered approach. This indicated that medium of student interest in active learning methods are good but needs better encouragement to the practice implementation of active learning methods.

In the table 4.2. item 2 shows that (37%) of teachers responded that teachers interest to prepared instructional aides were high. (10%) of teachers were described that their interest is very high. (23%) of them were on medium in case of organization and motivating the student to prepare their own aids the teacher role also medium. Therefore, in table 4.2 item 2 most of teachers (30%) of teachers responded that teachers interest in preparing instructional aides is low because there is much problems in preparing instructional aids. This clearly indicates that the teachers do not prepare well and they cannot apply active learning methods.

They point out that at their interest is medium table 4.2. of item 2 indicate that this is to mean that theoretically support their preparing instructional aides. To implement active learning methods in their future career but they fail to implement active learning in their classroom practically.

In the table 4.2. item 3 shows that (35%) of teachers responded that teacher's interests to use instructional aides were high. (12%) of teachers were described that their interest is very high. (22%) of them were on medium in case of organization and motivating the student to use their own aids the teacher role also medium. Therefore, in table 4.2 item 3 most of teachers (31%) of teachers responded that teachers interest in using instructional aides is low because there is much problems in preparing instructional aids as explained in item three.

Generally, the information in table 4.2 described that teachers preparing and using instructional aides with necessary knowledge and skill on which practice implement active learning.

Table 4. 3 .Related to the physical of condition classroom and sufficient teaching materials.

No	Item	Alternatives	Frequency of respondents	Percent % of respondents
1	The physical condition of class room setting	A.yes	33	33%
		B,to some extent	47	47%
	Total	C.No	20	20%
			100	100%
2	Condition of class size	A.yes	28	28%
		B.to some extent	51	51%
		C.No	21	21%
	Total		100	100%
3	Class room arrangement	A.yes	55	55%
		B.to some extent	38	38%
		C.No	7	7%
	Total		100	100%
4	Teaching material in subject	A.Very high	8	8%
		B.high	30	30%
		c.medium	49	49%
		D. low.	13	13%
		E.Very low	-------	
	Total		100	100%

In table 4.3 items 1 shows that (47%) of teacher responded that physical conditions of class room sitting are to some extent good for students to practice active learning methods (implement learner-centered approach) and (33%) of the teachers responded that it is suitable for students but it needs again improvements to fulfill this deficiency that students have to develop practice of active learning methods in class room.

In table 4.3 items 2 revealed that (51%) of teacher responded that conditions of class sizes are to some extent good for students to practice of active learning methods and (28%) of the teachers responded that it is suitable for students but it needs again improvements to fulfill this deficiency.

In table 4.3 items 3 show (55%) of teacher responded that the class room arrangement, are too suitable for students to practice of active learning methods and (38%) of the teachers responded that to some extent good for students but it need little improvement.

Because the Teachers said that, who have many students in overcrowded class room often not suitable to provide practical activities and group works, problem solving investigations or to use other learner- centered approaches. Moreover, the finding of this study is found to be inconsistent with the promise of the new education and training policy with regard to class size, pertaining this issue, the new education and training policy (1994) noted that the number of students in class should be forty- fifty at secondary school level. But according to wolkite town administration majority of teachers reported and researcher observed in document analysis that the average number of students in the class was 55.

In same table item 4 shows that (49%) of teachers responded that there are medium teaching material in teaching learning through his/her learner- centered approach. About (30%) of the teachers responded that the teaching materials in their subject is high it refers to there is some availability of teaching material in the subject that they teach. And about (13%) of teachers responded that teaching material in the school are low because of lack of school budget and other facilities that school should fulfill in the future. According to the above table (8%) of teacher's respondents are replied there is very high teaching material in the school. But it is not sufficient for active learning because in some schools there are some facilities materials in teaching learning process. When researcher see their responses in generating teaching material are medium at all the schools that am selected. This indicates that, there is no sufficient teaching material in a subject and it is the other factor that affects the effective of practice active -learning method in the schools.

Table 4. 4 .The role of teachers in encouraging and organizing student-centered learning.

No		Alternatives	Frequency of respondents	Percent % of respondents
1	Student encouragement in group discussion.	A.Usually	5	5%
		B.Always	11	11%
		C.Rarely	64	64%
		D.Sometimes	20	20%
	Total	E.Never	------	-----
			100	100%
2	Demonstration of class work, home work, and assignment in teaching your subject	A.Usually	7	7%
		B.Always	39	39%
		C.Rarely	18	18%
		D.Sometimes	34	34%
		E.Never	2	2%
	Total		100	100%
3	The method you employed mostly in teaching your subject	A.lecture	56	56%
		B.Discussion	20	20%
		C.Group work	8	8%
		D.Question and answer	16	16%
	Total	E.if other specify	-------	
			100	100%

In table 4.4 item 1 shows that (64%) of the teachers responded that as they were encouraging their students rarely and (20%) of teaches answered that as they were encouraging their students some times in group discussion session.

Thus this shows that the teachers did not perform some of their basic tasks, particularly student's motivation in the classroom while the student centered method of teaching and learning is conducted. This indicates that, the students do not discuss and participated effectively in group discussion.

In the same table item 2 Show that (39%) of the teachers were responded that as they were used always and (34%) percent of the teachers answer some times. And (18%) of the teachers responded that they were used rarely in activity of the student centered teaching methods, such as group work, class work and assignment.

In the same table item 3 (56%) teachers responded that the method they mostly employed are lecture because of shortage of time to cover whole topics in specific period of time that was given to him/her. Because of shortage of time most teachers use lecture method rather than group discussion or others that highly guides students to active learning methods.

According to this responses (20%) of teacher's responses that the method they mostly employed are group discussion this method is the most important methods in active learning methods students able comprehend addition point from themselves in classroom during the time group discussion. The other (16%) of teachers responded the methods a question and answer. (8%) of teachers responded that methods they employed mostly are group work, it shows that the interest of students as need teach their students in group discussion, group work, question and answer if there is adequate time to cover all contents of text books.

Table 4. 5 the role of teachers to practice student centered in classrooms

NO	Item	Alternatives	Frequency of respondents	Percent % of respondents
1	Teachers relationship with them student's in classroom	A.very high	30	30%
		B.High	41	41%
		C.medium	28	28%
		D.low	1	1%
		E.Very low	------	
	Total		100	100%
2	Teachers practices of active learning method in classroom	A.Usually	17	17%
		B.Always	40	40%
		C.Rarely	36	36%
		D.Sometimes	7	7%
		E.Never	-----	---
	Total		100	100%

In the table 4.5 items 1 shows that (41%) of teacher responded that close relationship with that student in the class room and (30%) of very close relationship and (28%) of good relationship with their student in the class room therefore, teachers relationship with their student in the class room through learner centered approach is not good relationship to closely students asks the teacher unclear points of the topic because of lack of close relationship of students and teachers in the schools. It shows that lack of teacher's awareness on practice of active learning. In same table of items 2 show that (40%) of the teachers responded that they were practicing active learning methods in class room always. If possible to conclude that the result in table 4.5 items 2 that the teachers practicing present of active learning this has the tendency to advocate teachers centered or active learning rather than developing passive learning. Another (36%) of teachers responded that they are rarely practiced active learning methods in the class room this indicates incase different factors that affect the nature of learner in the classroom like disturbance and bad behavior that students display in the class room in this case teachers are

unable to practice active learning in the class. (17%) of the teachers responded that usually this not sufficient for student centered approach.

As a few of respondents (7%) were supported sometimes practicing active learning methods this is to mean that theoretically they advocate about practicing active learning methods.

Table 4. 6. Availability and feasibility text books and other school facilities for active learning practice.

No	Item	Alternatives	Frequency of respondents	Percent % of respondents
1	Student text book feasibility and preparation to enhance active learning methods	A.Very high	17	17%
		B.High	33	33%
		C.Medium	38	38%
		D.Low	12	12%
		E.Very low	-----	
	Total		100	100%
2	Availability of school facilities	A.very high	--	---
		B .high	---	---
		C.Medium	25	25%
		D. Low	65	65%
	Total	E. Very low	10	10%
			100	100%

In the table 4.6. Of item 1 indicated that most teacher's respondents is (38%) of students text books feasibility and preparation is medium whereas (33%) of respondents responded that high while the rest respondents responded (12%) of respondents is low. This emphasis there is some impact in student text feasibility and the preparation is low. This also emphasis that there is some impact in student text which is not continues environmental issues. In the same table item 2 clearly shows that the availability of school facilities which includes pedagogical center,

library, laboratory room and equipment's has a great role in the effective implementation of active learning methods.

Based on this idea, (25%) of teacher respondents point out that the pedagogical center availability is medium. (65%) Percent of them suggested it is low regarding library, laboratory room and pedagogical center is not suitable for students towards active learning methods. This shows that it's a great impact on implementation of active learning in the lesson. The observation check list by the researcher in all aspects showed the same result to that of teacher's suggestion.

In addition to open ended items the teachers were requested to list down major challenges or factors affecting the practice of learner-centered approaches.

Accordingly, they listed various challenges such as shortage of time, small class size, shortage of student's text books, shortage of references in the library, lack of school furniture and lack of academic background and attitudes of learner etc.

Table 4. 7 View of Students responses on Active learning methods.

No	Items	Alternatives	Frequency	% of student
1	What is your interest in active learning methods in class room?	A.Very high	31	31%
		B.High	50	50%
		C.Medium	18	18%
		D.Very low	1	1%
		E.low		
	Total		100	100%
2	What is your interest to follow teacher in class?	A.Very high	23	23%
		B.High	36	36%
		C.Medium	35	35%
		D.Very low	6	6%
		E.Low	-----	
	Total		100	100%
3	Is active learning methods highly implemented in classroom?	A.yes	42	42%
		B.No	58	58%
4	How often teacher gives basic short note of topics?	A.Usually	23	23%
		B.Always	11	11%
		C.Rarely	26	26%
		D.sometimes	35	35%
		E.Never	5	5%
	Total		100	100%
5	How often teacher's uses demonstration methods in the classroom?	A.Usually	5	5%
		B.Always	15	15%
		C.Rarely	10	10%
		D sometimes	65	65%
		E Never	5	
	Total		100	100%
6	What is your attitude towards Active learning methods?	A.Very High	10	10%
		B.High	70	70%
		C.Medium	20	20%
		D.Very low	---	---
		E.Low	---	---
	Total		100	100%
7	Is there an adequate learning material in the class room?	A.Yes	25	25%
		B.NO	75	75%
	Total		100	100%

According to this table item 1 (50%) of students responded that their interest towards active learning is high. But as teachers responded that (37%) of the student's interest in active learning methods is medium. And (31%) of student responded that their interest towards active learning methods is very high. This indicated that students have high interest in active learning methods if different facilities like class size, furniture, and etc. are fulfilled in the schools. (18%) of students responded that their interest in active learning methods is medium.

In the same table item 2 (36%) of student's interest to follow teachers in the classroom is high but similarly (35%) of student's responses is medium.

In the same table item 3 (58 %) of student's responses that an active learning method is not highly implemented in the classroom because of different shortages of materials in the schools.

In the same table item 4 (35%) students responded that the teacher's gives sometimes short note of topic that highly guides us in active learning methods. (26%) of students responded that the teachers are rarely gives short note of the topics that highly motivates students towards active leaning methods

In the same table item 5 (65%) of students responded that the teachers use sometimes demonstration methods in the classroom.

In the same table item 6 (70%) of students responded that their attitudes towards active learning methods is high. This indicates that a student in the schools selected has high attitudes in active learning methods.

In the same table item 7 (75%) of students responded that there is no adequate learning materials in the schools (25%) of students responded that there is adequate learning materials in the school. This indicates that there is no adequate learning material in these schools selected which are helpful in practicing active learning methods in the classroom.

Analysis of researcher direct to school environment observation

Accordingly, the physical conditions of the classroom were not suitable to practice of learner centered approach because: there were shortage of desks, class room and arrangement of the desk was not suitable for implementation of student centered approach. Therefore, the students have low interest to participate in asking questions and discussing with peers as well as low motivation to answer the questions. And also the teacher used lecture methods that student centered they were not also raised some discussion issue for students to discussion over it and

speak out what they feel as means for that discussion point so these factors are affecting the practice of learner centered approach.

In addition, school principals by structured interview revealed that the teacher includes student centered methods of teaching in the course of annual plan but the interest of the students was low.

On the other hand, respondents were requested to give reason why the interest of the students is low towards application of active learning methods. As pointed out by both school principals and teacher's respondents the major reasons are: unsuitability of seats and seating arrangements in the classrooms, lack of student's awareness towards benefits of or importance of active learning methods taking more class time in group work and other activities, domination of few students in the class work and other activities and lack of teacher's motivations and initiation to use appropriate techniques of active learning methods.

Furthermore, research participants were also requested to list out the hindering challenges for applying student centered methods in the classroom teachings. Accordingly, most of the respondents indicate the following points as hindering challenges for the practice of active learning methods in the classrooms or schools.

From these factors the major ones are listed out here as shortage of text books, text of adequate knowledge and skills for teachers, shortage of educational materials, lack of commitment among teachers, lack of awareness of the nature, sitting arrangement and shortage of teaching aids in the school's pedagogical center.

CHAPTER FIVE

5. Summary's, conclusions and recommendations

This chapter deals with the summary, conclusions and recommendations. In the first part of this chapter a brief summary on the general study and measure findings were presented. Secondly, conclusions of general findings were made. Finally, some possible recommendations were given based on the findings of the study.

5.1 Summary's

The main purpose of this study was to assess the application of learner-centered methods and challenges that affect the application of methods in public secondary school of wolkite town administrations. In order to meet these purposes three basic questions set were:

1. How active learning methods are being implemented in public secondary schools of wolkite town administration?

2 What is the interest of teachers towards the implementations of active learning methods?

3. What factors that affect the practices of active learning methods in study area?

5.1.1 Major findings

Based on the analysis made the following major findings were found.

1. The finding of the study shows that (40%) of respondents responded that teacher's role in implementation of active learning methods was always guiding students towards active learner centered methods. (56%) of teachers used lecture methods in their subject in order to cover the topics on time. The study also revealed that about (64%) of teachers replied that they encourage rarely students on student centered approach.

2. It was indicated from the study, that (37%) of students are medium interest of attending learner-centered methods of teaching learning process. The finding of study also revealed that, there were (37%) of teachers have high interest to prepare and (35%) use instructional aides that prepare students towards the practice of learner-centered approach.

3. The studies also revealed that unavailability of instructional materials has affected the application of learner- centered methods. About (38%) of students responded that learning materials like text books and references were medium. The findings of study revealed that there were (65%) of respondents responded that the school facilities were low. The findings of study

indicate that about (65%) of the school does not have free space to facilitate different sittings arrangements. Almost all secondary schools do not have laboratories equipped with necessary materials and libraries with no sufficient reading materials. The finding of the study revealed that the learner- centered strategies such as problem solving discover methods inquiry, project, and role play were not used by teachers of public schools of wolkite town administration.

Generally, the main factor affecting active learning methods obtained from the study were: shortage of classroom, an awareness of the teachers to implement active learning methods, limitations of motivations from school's principal and lack of instructional materials that hindered implementation of active learning methods.

5.2 Conclusions

From the study it can be concluded that, the teachers of public secondary schools of wolkite town administrations have low understanding of the learner- centered methods of teaching and learning. Similarly, perception of students towards the methods was unfavorable. Thus town administration education offices were providing the necessary support to secondary schools to practice the learner-centered methods. The instructional materials that can facilitate learner-centered methods of teachings were not available in public schools selected. According to study school facilities and classroom learning environment were not conductive to practice /implement the learner- centered methods of teaching learning process in the town administrations. The study revealed that the teachers were not applying strategies of learner centered methods. Strategies like problem solving, discovery, inquiry, project work and role play were not used by the teachers. Rather the teachers were using the traditional teacher-centered /lecture/ most of time.

Also this study indicates that the shortage of classroom, an awareness of teachers, limitation of knowledge on different active learning methods, unavailability of text books or references, absence of laboratory rooms were major challenges to implement active- learning methods. Therefore, discussions were made with teachers and schools principals to solve a problem of classroom shortage, should be prepared in service training problems for teachers to communicate with town education office to fulfill this shortage of text, reference books in the library as much as possible.

5.3 Recommendations

Teachers and school personnel's should have to involving staff in decision making and using their professional knowledge in formulations and critical evaluations of school policy, clear communications by senior management of clear vision and fostering staff commitment to the whole school based on good working knowledge among staff of school development priorities which their view as relevant and use full for teaching and learning process .It is good to provide formal and informal training opportunities for the teachers. For example, I can develop skills to assess their pupils work in ways that more than one in their learning's and observe learning as it happens in the class room. Information should be collected on practices of active learning methods. That staffs themselves should think to do effectively, and on informal teachers networking in which they play an active role, teachers are supported in sharing practice with other schools though networking. In addition to this based on the findings of the study it seems reasonable to suggest the following recommendations:

1. Research and experience shown by in the modern world were design learner- centered method of learning is more effective than teacher centered method of learning. But, the finding of study indicates that teachers were not using learner-centered method. This was due to low understanding of teachers that resulted from lack of appropriate training. School principals should change teacher's attitude, behaviors, new skill and teaching-learning strategy of teachers are the result of most in service training and continues professional development. In service training that focused on instructional skills, way that key element for teacher's mastery of instructional methods.

2. Learner centered method an imaginary without the optimum usage of instructional material should facilitate active learning: encourage critical thinking, related theory with practice and make learning more functional by increasing retention. However, the studies indicate that teachers were not using instructional aides. This indicate that, it seems important to strength school pedagogical centers, school principals should provide budget and initiate teachers and students to play their party in preparing instructional aides from the local materials to be used by teachers. Conductive school facilities are very important in implementing learner centered method of teaching-learning process. The physical environment in class room can facilitate or affect active learning. Again the studies indicate that, the schools do not have conductive

facilities for the application of learner centered methods. Does, it seems important to mobilize the school community, societies and parents etc. to play their role in improving school facilities.

3. Schools should perform better in teaching learning process to extent that education authority's outsider's schools provide support that includes information, training and resource regarding instructional practice. But the study indicates that the supervisions of administrations education office were not providing support to schools in practice of learner centered approach. Thus, it seems important in supervisors should support schools by providing advance and job training on the approach. Also they have to play a role in implementing the methods by providing professional assistance and guide classroom teachers by making continues follow up and inbuilt

References

B.mc comb and J.S whistler (1997) the learner-centered classroom: strategies for increasing student motivation and achievement sanfransisco, josey boa's publisher.
Borner jarome et al (1960). Principal of instructional design 4th edition USA
Clark and star (1986). Learner-centered instructional strategies (from Internet's search)
Chaet,et al (1993) Promoting active learning strategies for the college classroom sanfransisco,josey boas

D.Umar (2002) The basic of learning –centered instructional (from Internet's search)
D.Brandiseis and P.Ginnis(1986) A guide to student-centered learning ,UK
Ellington Henry et al(1993) Hand book of educational technology (3rd edition) kangan page itd London , Nichols publishing company.
Frazee (1995) Active learning strategies to teach and subject. Bacon: allyn and nacon .
Wolkite town administration Education office gathering information about public secondary schools in generally.
G.Borich (1998) Effective teaching method New York Merrill
Hinlo et al (1998) The learner centered classroom sanfransisco josey bas publisher.
J.C. Aggarwal (2001) principal method and technique of teaching (2nd edition) new deli vidas publishing hous PVTLTD
J.Silberman (2002) Active learning strategies New york: Long man
Kagan (2008) Cooperative learning London kagan press
Kuret (2008) "Cooperative learning classroom practice '' kampala kuret press
Mutasa etal (1994) The basic of learner-centered instruction.(From Internet's service)

MOE (1994) the education and training policy of federal republic of Ethiopia,Addis Ababa.

MOE (1999) Teacher Education hand book ICDR Addis Ababa: EMPDA.

MOE (1994) Educational sector strategy Addis Ababa:EMPDA.

M.K.James (1994) Curriculum action research. New York long man.

Nardos 2000 Element of teaching methods Addis Ababa University (unpublished).

Plaassis DU.(2002) In my classroom A guide to reflect practice. Arilingtone Virgina America institute of research.

V.K Rao A.K.N ayak (2004) classroom teaching and practice S.B Nagia A.P.H publishing cooperation New Delhi.

Appendix A

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

Dear teacher:

The purpose of this questionnaire is to investigate challenges of practice of Active-learning methods in public secondary schools of wolkite town administration

Hence, your response is important for the objective of Study.

Thank you for your cooperation.

General instruction

You are not requested to write your name in any part of the questionnaire.

Making thick for close ended questions.

Please give brief explanation for open ended questions.

Part one: Personal information

1. Sex A. Male ☐ B. Female ☐

2.Age A.23-28 years ☐ B.29-33 years ☐

C.34-38 years ☐ D.39-43 years ☐ E. above 43 ☐

3. Qualification A. Diploma ☐ B. Degree ☐ C.MS ☐ D. others ☐

4. Years of service A.1-5 years ☐ B.6-10 years ☐

C.11-15 years ☐ D.16-20 years ☐ E. over 20 years ☐

5.Marital status

A .single ☐ B. Married ☐ C. other ☐

II Teachers role and positive attitude in facilitating student-centered methods of learning.

1. What is your student's interest in active learning methods?

A. Very high ☐ B. High ☐ C. Medium ☐ D. Low ☐

E. Very low ☐

2. What is your interest to prepare instructional aides?

A. Very high ☐ B. High ☐ C. Medium ☐ D. Low ☐ E.Very low ☐

3. What is your interest to use instructional aides?

A. Very high ☐ B. High ☐ C. Medium ☐ D. Low ☐ E. Very low ☐

4. Do the physical condition of the classroom room setting are suitable to implement student-centered approach?

A. Yes ☐ B .to some extent ☐ C. No ☐

5. Do the physical condition of the class size are suitable to implement student centered approach?

A. Yes ☐ B .to some extent ☐ C. No ☐

6. Do the physical condition of the classroom arrangement are suitable to implement student-centered approach?

A. Yes ☐ B .to some extent ☐ C. No ☐

7. How often do you use Demonstration methods in class work, homework assignment in teaching your subject?

A. Usually ☐ B. always ☐ C. rarely ☐ D sometimes ☐ E. never ☐

8. Is there sufficient teaching Material in your subject?

A. Very high ☐ B. High ☐ C. Medium ☐ D. Low ☐ E. very low ☐

9. How is your friendly relationship with your students in your class room?

A. Very high ☐ B High ☐ C. Medium ☐ D. Low ☐ E. very low ☐

10. How often do you practice Active learning methods in class room?

A. Very high ☐ B. High ☐ C .Medium ☐ D. Low ☐

E. Very low ☐

11 How is Student text feasibility, preparation to enhance active learning?

A. Very high ☐ B. High ☐ C. Medium ☐ D. Low ☐ E. very low ☐

12. School facilities availability in order to enhance Active learning?

A. Very High ☐ B. High ☐ C. Medium ☐ D. Low ☐ E. Very low ☐

13. What is the method you employee mostly in teaching your subject?

A. Lecture ☐ B. Discussion ☐ C. Group work ☐ D. Question and answer ☐

E. if other society ☐

14.What factors affect active learning methods in your class room?

_____

_____

_____

15. How do you solve this factors that hindered students from active learning methods?

_____

_____

16. How do you measure the attitude of your students towards active learning methods?

_____

_____

Appendix B

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIE

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH

LANGUAGE AND LITERATURE

Dear Students:

The purpose of this questionnaire is to investigate challenges of practice of Active learning methods in public secondary schools of wolkite town Administration.

The questionnaire is prepared by two versions both Amharic and English. Students to have better understanding about the objective of the questionnaires
Hence, your response is important for the objective of Study.

Thank you for your cooperation.

General instruction

You are not requested to write your name in any part of the questionnaire.
Making thick for close ended questions.
Please give brief explanation for open ended questions.

Part one: Personal information

1. Sex A. Male ☐ B. Female ☐

2.Age A.15-20 years ☐ B.20-25 years ☐

C.25-27 years ☐ D.27-30 years ☐ E. above 30☐

Part two: Students interest and attitudes towards active learning methods in the class room.

1. What is your interest in active learning methods in the classroom?

A.Very high ☐ B. High ☐ C. Medium☐ D. Very low ☐ E. Low ☐

2. What is your interest to follow teacher instruction in classroom?

A. Very high ☐ B. High ☐ C. Medium ☐ D. very low ☐ E. LOW ☐

3. Is active learning methods highly implemented in the class room?

A. Yes ☐ B.NO ☐

If your answer is <<NO>> what is
problem_____
_____

4. how often teacher gives basic short notes of each unit that highly guides you for active learning methods?

A.Usually ☐ B. Always ☐ C. rarely ☐ D. sometimes ☐ E.Never ☐

5. How often teacher uses demonstration methods in classroom?

A. Usually ☐ B. Always ☐ C. rarely ☐ D. sometimes ☐ Never ☐

6. What factors hindered practice of active learning methods in the classroom?

1._____

2._____

3._____

7. What is your attitudes in active learning methods special while teacher in classroom?

A. Very high ☐ B. High ☐ C. Medium ☐ D. Very low ☐
E. ☐

8. Is there adequate learning materials in the classroom?

A. yes ☐ B. no ☐

Appendix C

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

Interview question

This interview was being made to public secondary schools of wolkite town principals.

The purpose of this interview was to obtain adequate information about the practice and challenges of active learning methods in secondary schools of wolkite town administration. It is believed that the school principals may be good source of information for this study. So it is expected that your response, were contribute to improvement can be made in the active learning process.

Thus, you are kindly requested to cooperate by giving relevant information

. **Thank you! For cooperation**

1. Personal information

1. Sex A. male ☐ B. Female ☐

2. Age A.24-26 ☐ B.27-30 ☐ C.31-35 ☐ E.above 41 ☐

3. Level of status

A. diploma ☐ B. Degree ☐ C.MS degree and above ☐

4. Position of school

Director/principal ☐ Vice principal ☐

Q.1 Do school teachers include student-centered methods of teaching in the course or annual plan?

_____

_____

_____

_____

_____

_____

Q.2 how often uses the teachers the method in the class room?

_____

_____

_____

_____

_____

Q.3 what challenges do think hindered the teacher from practicing/implementing the student centered method

_____

_____

_____

_____

_____

Q.4 Is there adequate teaching materials in your school?

Yes ☐ No ☐

If your answer is no, what is the reason? And list down the solution?

Appendix D

ወልቂጤ ዩንቨርስቲ

የትምህርትና ስነ_ባህሪይ ኮሌጅ

የፔዳጎጂ ትምህርት ክፍል

- ✓ **ውድ ተማሪዎች፡**

የዚህ መጠይቅ አላማ በወልቂጤ ከተማ አስተዳደር የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች ተማሪ ተኮር የመማር ዘዴዎችን የተግባር ተግዳሮቶችን ለመመርመር ነው።

ስለዚህ፣ የእርስዎ ምላሽ ለጥናቱ ዓላማ አስፈላጊ ነው።

ለትብብርዎ እናመሰግናለን

አጠቃላይ መመሪያ

በማንኛውም የመጠይቁ ክፍል ውስጥ ስምዎን እንዲጽፉ አልተጠየቁም።

ያለቀላቸው ጥያቄዎች በሳጥኑ ውስጥ ምልክት ያድርጉ።

ክፍት ለሆኑ ጥያቄዎች እባክዎን አጭር ማብራሪያ ይስጡ።

ክፍል አንድ፡ የግል መረጃ

1. ፆታ

ሀ.ወንድ ☐ ለ. ሴት ☐

2.ዕድሜ

ሀ.15-20 ዓመት ☐ ለ.20-25 ዓመት ☐ ሐ.25-27 ዓመት ☐ መ. 27-30 ዓመት☐

ሰ.ከ 30 በላይ ☐

ክፍል ሁለት፡ የተማሪዎች ፍላጎት እና በክፍል ውስጥ ተማሪ ተኮር የመማሪያ ዘዴዎች ላይ ያሉ አመለካከቶች.

1. በክፍል ውስጥ ተማሪ ተኮር የመማር ዘዴዎች ፍላጎትዎ ምን ይመሰላል?

ሀ. በጣም ከፍተኛ ☐ ለ. ከፍተኛ ☐ ሐ. መካከለኛ ☐ መ. በጣም ዝቅተኛ ☐

ሰ. ዝቅተኛ ☐

2. በክፍል ውስጥ የአስተማሪን መመሪያ ለመከተል ያሎት ፍላጎትዎ ምን ይመስላል?

ሀ. በጣም ከፍተኛ ☐ ለ. ከፍተኛ ☐ ሐ. መካከለኛ ☐ መ. በጣም ዝቅተኛ ☐

ሰ. ዝቅተኛ ☐

3. ተማሪ ተኮር የመማር ዘዴዎች በክፍል ውስጥ በከፍተኛ ሁኔታ ይተገበራሉ?

ሀ. አዎ ☐ ለ.አይደለም ☐

መልስህ <<አይደለም>> ከሆነ ችግሩ ምንድን ነው?

4. አስተማሪ ተማሪ ተኮር የመማር ዘዴዎች የሚመራበትን የእያንዳንዱን ምዕራፍ መሰረታዊ አጫጭር ማስታወሻዎች ምን ያህል ጊዜ ይሰጣል?

ሀ.ብዙ ጊዜ ☐ ለ. ሁሌም ☐ ሐ. አልፎ አልፎ ☐ መ. አንዳንዴ ☐

ሰ.በጭራሽ ☐

5. አስተማሪ በክፍል ውስጥ ምን ያህል ጊዜ መርጃ መሳሪያ ይጠቀማል?

ሀ. ብዙ ጊዜ ☐ ለ. ሁልጊዜ ☐ ሐ. አልፎ አልፎ ☐ መ. አንዳንድ ጊዜ ☐

ሰ. በጭራሽ ☐

6. በክፍል ውስጥ ተማሪ ተኮር የመማር ዘዴዎችን ለመተግበር ማነቆ የሚሆኑት ምክንያቶች ምንድን ናቸው?

ሀ. _____

ለ. _____

ሐ. _____

7.በክፍል ውስጥ በሚያስተምሩበት ጊዜ ተማሪ ተኮር የመማር ዘዴዎች ውስጥ ያለዎት አመለካከት ምንድን ነው?

ሀ. በጣም ከፍተኛ ☐ ለ. ከፍተኛ ☐ ሐ. መካከለኛ ☐ መ .እጅግ ዝቅተኛ ☐ ሰ. ዝቅተኛ ☐

8. በክፍል ውስጥ በቂ የሆነ የመርጃ መሳረያ ቁሳቁስ አለ?

ሀ. አዎ ☐ ለ. አይደለም ☐