



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF PEDAGOGICAL SCIENCE

ASSESSING THE IMPLEMENTATION OF ACTIVE LEARNING METHODS
IN WOLKITE UNIVERSITY, IN THE CASE OF COLLEGE OF EDUCATION
AND BEHAVIOAL STUDIES

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LANGUAGE AND LITERATURE

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Acronyms and Abbreviation

CEBS: College of education and behavioral science

ICDR: Institute for curriculum development and research

WKU: Wolkite University

MOE: Ministry of education

Abstract

The main purpose of this study was to assess the implementation of active learning method in Wolkite University, college of education and behavioral studies. To be successful in the study two basic questions were raised mixed approach was used to conduct the study. College of education and behavioral studies students and instructors were the source of data for this study. The researcher was employed stratified random sampling technique to select 60 students from three departments and selected three experienced mentors from each department and select 20 instructors from 28instructors by simple random sampling techniques. The instruments of data collection were questionnaire (open ended and close ended questions) and interview. The data were analyzed by using frequency, percentage and word narrations. The finding of this study provided that active learning method was practiced but it is not at effective level because of the following factors. Lack of administration support and attention, vast content, limited instructional time, low interest of student, un conducive class room conditions are some of the factors that hinder the effective implementation of active learning. Thus, to alleviate those problems it was recommended that, the college should give gap filling to create awareness for both students and instructors to increase the student's interest, the college should fulfill adequate materials and arranging the time table to cover the contents of the course and create conducive environment. The curriculum should be revised to minimized content coverage are some recommendations for effective implementation of active learning method.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is universal practice through which student acquire knowledge, develop skills and ultimately change their behavior. To do so, however, the practices made by teachers and students are very important. It is because the realization of objective of any education requires effective teaching and learning process which in turn needs the use of different teaching methodologies to meet the demand of the new generation (ICDR.1999)

Traditionally educational has been viewed through the banking metaphor in which the bank is learners' mind and the possessor of the knowledge is the teacher (Aggrawal.2006). In this teacher centered traditional approach, students are passive recipients of knowledge which leads the students to have short term retention. Though teacher centered methods can be used when used sparingly in the classroom, people learn relatively little through passive learning method. Particularly, this approach if dominantly used may not be suitable for the current generation who lives in a dynamic world (Gezahegn 2013).

In the relatively new approach to modern education namely active learning, students are not viewed as passive recipient of information; instead, students are actively engage in constructing knowledge such as recording it systematically, discuss it, compare it , analyze it, draw conclusions from it and communicate (ICDR 1999). It is hard to provide universally accepted standard definition for active learning since different authors in the field have interpreted differently. However, it is possible to provide its definition in same generally accepted ways as a most widely used definition (Bonwell& Elson, 1999). It is described as a process in which students engage in doing things and thinking about what they are doing in the classroom. The term is used “to describe that learners are active and more responsible in the learning process”.

In active learning approach students engagement encompasses much more than traditional student behavioral of listening, reading, writing or calculating. Students are actively involved and are expected to engage in higher order thinking task such as analysis, synthesis and evaluation. Today, active learning student engagement in the learning process is increasingly

perceived as one of the key indicators of quality education. Ethiopian education and training policy also promotes the implementation of active learning in all educations including in university settings (MoE, 2002).Regardless of this wide spread endorsement by relevant authorities and stakeholders, however, there are many challenges to effectively practice active learning to determine that extent of its impact after implementation. Challenges to conditions of schools, the inconsistency between active learning and school assessment as well as cultural appropriateness (See Alexandr,2000). According to prince (2004) determining the impact of active learning has been difficult because it affects more than one learning outcome. Do to this, obtaining comprehensive data on the outcomes of this type of learning methods has remained elusive and inclusive. .

1.2 Statement of the Problem

In order to train competent, versatile and relevant people to the need of the nation, it is very important to improve the quality of education. It is highly believed that introducing active learning strategies in education is the best way to improve the quality of education by making students intellectually active (Dent &Harden, 2013). It is also highly promoted by Ethiopia minister of education to be implemented in all stage of education including in higher education institutions (MoE, 2002).

Many local studies were conducted to assess the implementation active learning in different education faculties of Ethiopian university. Most of these studies indicate that teachers have perceived active learning positively. But, despite the policy and other efforts, the practice of active learning appears to be very low. Previous findings show that the major factors affect tendency towards active learning include lack of students interest, shortage of time, lack of instructional material and large class size though the relative effect of those factors were different from institution to institution (Teshome 2012;Gezahegn, 2013; Gora &Asrat, 2011). On the other hand, there are also institutions in which research shows teachers are implementing active learning methods which the above mentioned challenges not issues (Yilma,2014; Tedla&Swasch, 2016).

Clearly the level of implementation of active learning practice at different institution and perhaps implementation it increasing over time but to the knowledge of the researcher, there is no

research work done in relation to implementation of active learning practice in universities particularly on those institutes or colleges of education that teach active learning methods. Thus, in the context of WKU college of education and behavioral study may provide an opportunity to explore the implementation of active learning. By doing so, we can illustrate the possible challenges to effective active learning, identify the basis for use of active learning strategies and identify possible contextual factors that enable good active learning process.

1.3 Research Questions

- 1) To what extent do teachers at WKU utilize active learning methods in the teaching learning process in CEBS?
- 2) What challenges do teachers and students face to implement active learning methods in CEBS?

1.4 Objective of the study

1.4.1 General objective

This study was attempted to assess the extent of the implementation of active learning method and factors that affect the implementation of active learning method.

1.4.2 Specific Objectives

- ❖ To explain the status of implementation of active learning methods in CEBS
- ❖ To identify the challenges affecting the practice of active learning method in CEBS.

1.5 Significance of the study

The study is significant to students and teachers of CEBS as it provides evidence of the status of implementation of active learning methods. When active learning method is given high emphasis in the College and is implemented properly students can be benefited as it helps students make their own effort in order to become a good academic achiever. Understanding the challenges and status of active learning methods also help teacher revisit their practice and do their best to improve the performance and the general learning of their students. Moreover, the study was significance to the College and University administration to take

necessary measures to improve the provision of active learning methods thereby improve the quality of students' learning.

1.6 Delimitation of the Study

Geographically, the study delimited to Wolkite University, College of Education and Behavioral Studies. This study was conceptually delimited to assess the implementation of active learning methods in Wolkite University, CEBS.

1.7 Limitation of the study

In this study, data were obtained from one college. It would have been better to include other college and faculties to make the research finding more generalize able. But, the purpose is to see the implementation of active learning in the college where active learning is taught as instrument for improving quality education. That is, looking its implementation in the College unique for it teaches active learning as an important aspect of pedagogy is worthwhile to understand the extent of the problem in implementing active learning methods. Moreover, shortage of time and lack of rich research experience of the researcher have limited the researcher to delimit the study to one of the colleges of WKU, College of Education and Behavioral Studies.

1.8 Operational Definition of Terms

Terms and phrase are usually understand the way are used contextually in a writer work like wise this term was defined

- **Active learning strategies** -is an active method of instruction that is concerned with high participation of students.
- **Active learning** refers to any form of active participation of students in class. it can be in question and answer, group work, discussion, debating, role play etc... in the classroom.

1.9 Organization of the Study

This study was organized in to five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study and operational definition terms or concepts. The second chapter contains review of related literature pertinent to the research. The third chapter deals about research methods that incorporate, research design, source of data, population, sample size and sampling technique, Instrument of data collection, procedures of data collection, methods of data analysis, and ethical consideration. The fourth chapter presents data analysis and interpretation. Finally, the last chapter was about summary, conclusion and recommendation

CHAPTER TWO

LITERATURE REVIEW

2.1 Concepts of active learning

Multiple approaches to teaching and learning exist in the learning environment. Traditionally teaching consisted mostly of lectures and the role of the students in this approach is to be passive listener. Such methods have their own advantages but mostly leave student's passive. In this teacher center approach the prior role and responsibility is given to the teacher. The teacher is more active and acts as director of learning and the learners listen passively and copy notes from the chalk board (ICDR.1999).

Recently, research in the area of cognitive science, psychology and neuroscience demonstrate that active teaching learning approaches are more effective than traditional approaches in the process of teaching learning (Joyce, Anna,Eizabeth& Shelly,2011).

It is hard to get a single universally accepted definition to active learning because different authors have interested it and its components differently but commonly the term active learning "is used to describe a teaching –learning approach which acknowledges that simple listening to the lecture in active learning student are stimulated to interact and share as part of their learning process (Prince, 2004).

Active engagement of student in the learning process is the main element of active learning introducing different student activities in to the traditional lecture and promoting students engagement in this activities can be a simple example of active learning students play an active role in the learning process and teacher plays as an activator of learning terms, student –centered or learner-center learning are the other terminologies which describe active learning (prince. 2004).

Active learning is based on authority of learning called constructivism which stresses the fact that learners build their own understanding. According to constructivism learning is process of making meaning. Theory of constructivism says that learning happens primarily through social interaction with other such as a teacher or peers (Alemu, 2010).

Fink (1991) states that in order to create a complete set of learning activities capable of achieving significant learning. We need active learning which includes “getting in far motion and ideas “experience and reflection” (Fink. 1991).

As Fink explains, experience can be experience of observing a learner watches or listen to the teacher of someone else doing something that is important to what they are learning about. The act of observing may be “direct “or “vicarious”. Direct observation means the learners is observing the real action and a vicarious observation is observing a simulation if the real action. Doing refers to any learning activity where the learner actually does something (Fink, 1991).

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

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

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

2.2 Benefits of Active Learning

Many studies show that active learning has many benefits for students and teachers. It helps students to increase information retention and application of knowledge by improving their critical thinking and problem solving skills. It also promotes motivation and team work which leads to enhanced understanding of course content. Additionally, active learning provides better confidence and different learning style which increase students’ engagement and course satisfaction (Yilma, 2014).

Active learning allows for use of previous experience and knowledge to make connections with things which students are learning. It also encourages adoption of new perspectives by giving opportunities to open discussion and critical reflection of different perspectives on particular topics (Alemu, 2010).

Many studies from different parts of the world supported that active learning is important to increase the level of students' learning. Austen and Wylie (2006) found out there were good improvements in student learning and teaching learning process due to the practice of active learning. Active learning is clearly beneficial and it is important to be considered because teaching is effective only when students are learning and learning is effective only when it is meaningful to students. Learning is meaningful only when students can use it rather than memorizing facts (ICDR, 1999).

2.3 Strategies and practice in active learning

There is general understanding that approaches involve the systematic influence and support of the cognitive, emotional and motivational development of learners to enhance the learning process in addition to 'learning by doing'. However, it is hardly possible to find a common strategy or model that constitutes what active learning is in practice. One main reason may be the fact that different theories and philosophies of education recognize the significance of learners' active participation in the process of active learning. As Kolb [1982] indicates, the idea that the learner should be an active participant in the learning process is not unique to active learning approach; it cuts through several philosophies and approaches, such as experimental learning and action learning.

To exhaustively elaborate active learning strategies, Silbermann (1996) has presented 101 strategies of active learning to teach any subject. These strategies are structured into five main areas; arrangement of the physical environment, getting students to become active from the start, helping student to acquire knowledge, skill and attitude actively, and making learning unforgettable. Each of these main strategies was operationalized into main activities and sub-activities. Referring to evidence in classroom situation, Prince (2004) includes four strategies in active learning; introduction of student activities into traditional introduction of lecture/instruction, promotion of student engagement, collaborative learning,

cooperative learning and problem based learning. of student activity into traditional instruction involves a pose procedure whereby student are given some activity interrupting instruction. Students engagement involves designing activities and around important learning outcomes and promotes thoughtful engagement on the part of the student. In collaborative learning the central element is the working together of students in small groups towards a common goal. Cooperative learning is a form of structured group work where student pursue common goal while being assessed individually. Problem solving learning is instructional method where relevant problem are introduced at the beginning of the instruction cycle and used to provide the context and motivation for learning that follows. It is always active and usually , but not necessarily, collaborative or cooperative and involves significant amount of self-directed learning on the part of students.

Bell and kozlowiski (2007) also provided a framework of active learning strategies in the context of training programs. Their framework includes exploration, framing, emotion-control and integration. Their focus in exploration is the emphasis on meta- cognitive, exploratory and ability based learning. in framed learning, they indicate the importance of motivation, achievement and goal orientation of learning as well as the provision of feedback by way of error farming. With reference to emotion control, these authors indicate how reduction of anxiety and management of susceptibility to influence from outside situation are significant in active learning. Bell and kozlowiski (2007) also note that positive influences using active learning method are enhanced if distinct strategies and process pathway are summarized and integrated.

2.4 Implementation of Active Learning

Practicing and promoting active methods pose enormous challenges in the classroom. According to Alexander (2000) and UNESCO (2000) for broad categories of challenges can be identified; teacher, material condition, curriculum and culture. Issues related teacher training revolve around the quantity/quality of pre-services preparation and the effectiveness of in services professional development that teacher receive. Leu (2005) points that in many countries pre-service teacher education is based on traditional models while the curriculum is changing to constructivist approach based on child centered pedagogies. While this mismatch between the level of teacher' prior education and training represents

a challenge to effort to promote the use of active-learning, research indicates that such challenges can be overcome. Evidences from studies conducted by AIR under (American Institution for Research) and academy for educational development (AED) under the EQUIP indicate that in-service education program especially ones which are school- and school cluster-based, extended over a period of time, and actively engage participants in learning and doing - can develop the commitment and knowledge of even less formally educated teachers that is a pre-requisite for implementation active-learning, student centered pedagogies (Abd-EI-Khalick et al., 2006; Amare Asgedom et al., 2006; Barrow et al. 2006; Van Graan and Leu 2006). Material conditions (poor facilities, equipment, and number of students) in classrooms where teachers are asked to implement active-learning pedagogies may certainly be significant determinants of learning. According to a study in Uganda by Siraj-Blatchford et al. (2006) the utilization of child-centered pedagogy was more sporadically implemented both because of the inadequacy of the furnishing and equipment in because of large classes.

Another source of challenge for implementing active learning methods emanate from the mismatch between the information-memorization orientation of the curriculum and examinations and the constructivist notion of knowledge and understanding associated with active-learning with active-learning (AIR and AED,2006). Parents and other key stakeholders may not believe that the use of active learning would enable their children to succeed in schooling given the demands of the curriculum and examination and rote learning. As Hopkins (2002) observes from case studies in Uganda, Kenya and Tanzania, one of the threats to child-centered learning is the narrowing of the definition of effective student learning to test scores. Teacher in these countries are subject to significant expectations and pressure to ensure student success on national examination rather than understanding their lessons. Active-learning methods built on cultural value of relatively democratic or egalitarian (I.e., less authoritarian and unequal power) between adults and young as various studies (Bernstien,1971; Eggleston, 1977;AIR; and AE D,2006) indicate, however, this might contradict with cultural values where authoritarian cultures predominate or there exist (dies) continuity between home or school cultures. For instance, Bernstein (1971) indicates how it may be easier to implement active-learning and student-centered pedagogies for teachers serving working class families than it is for teachers serving middle class families

while AER and AED (2006) indicate that implementing active learning methods are challenging in Islamic and confidential -influenced cultures.

2.5 Common techniques of active learning

Fink (2003) in his book “a self-directed guide to designing course for significant learning” élans the different between teaching techniques and instructional strategy as teaching techniques is a discrete, specific teaching activity and instructional strategy is a set of learning activities. There are many techniques which promote student to have active learning in class room and out Sid classroom. The Following are the most common and widely utilized teaching techniques which encourage students to have active involvement in class room and understand the subject in better way.

A. Group work /Discussion groups

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

B. Questioning

Questioning is another active learning techniques which promotes students to actively participate in the teaching and learning process. It is an easy technique in which questions are asked during lecture to hold students attention and assess their understanding (Saarh, 201

C. Role play

Role playing is powerful technique for motivating learners and developing or changing learners’ attitude (Gezahegn, 2013). Role playing is unrehearsed dramatization of a certain situation in which players try to act what they would do and how they would react in that situation.

D. Brain storming

Is a technique used with a group to generate a large number of ideas quickly, it actively engages students in the learning process. Brain storming is a valuable activity because it is unlikely that if students worked alone that they would come up with the same volume of ideas (Alemu, 201.

E. Project method

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

F. peer teaching

Peer teaching is an instructional technique which results in deep learning. It is a participatory and active strategies in which student teach each other. It involves use of students in the class who have experiences and good background in particular area. Many studies provide that peer teaching is extremely effective for improving students' interaction and engagement in learning in the classroom (Eresso, 2015).

2.6 Teachers and Students' Conception and Practice in Active Learning

Different teacher have different interpretations for teaching. However, in the literatures there are agreed conceptual categories provided to describe how teacher interpret teaching. Are important information, transmitting structured knowledge, student teacher interaction, facilitating understanding and conceptual change?

Teaching conceptual of teaching reflects in selecting method of teaching. Teacher who have a teacher – centered orientation believe that students learn better when much content is presented so they are more likely to recall facts. On the other hand, those who have student –centered orientation employ various methods of active learning (Zerihun, 2011).Some teachers discourage active learning because they have the beliefs that active learning takes too much time and thus covering the portion is difficult (Eresson, 2015).

Studies on teacher perception of active learning methods are conducted in different Ethiopian universities. Most of the studies indicated that instructors perception of active learning was low (Gra&Asrat, 2011; Teshome, 2012; Tedla&Sewasew, 2016).

When we see students' perception of learning, those who consider learning as increasing in knowledge or memorization, always tries to memorize facts but those who conceive learning as

abstraction of meaning or understanding concepts. They apply a deep approach while learning (zerihune, 2011).

2.7 Main Challenges of Active Learning

There are many challenges which inhabit the implementation of active learning approaches. The challenges and their seriousness are different in different place and different time. In the issue paper “challenge to promoting active learning, led by (ATR in 2006) in the most common challenges faced by the government, educators and international aid organizations against implementation of active learning were categorized in to four categories. Those are: quantitative and quality of teachers’ pre service training; the material conditions in classroom; the learning demands of curriculum and examinations and cultural issue.

There are many challenges surrounded the higher education system in Ethiopian. The result of many studies in Ethiopian universities showed common major issues which inhabit the implementation of active learning methodologies. Such as instructors tendency towards the traditional /lecture method; of student interest shortage of time; lack of instructional materials and large class size (Aemu, 2010; Teshome, 2012).Other obstacles which are found to be common challenges for the implementation of active learning include instructors’ lack of skill on active learning methodologies and lack of administrative support (Tedla&Sewasew, 2016).

Studies on active learning methods conducted in the country so far indicated that the practice of active learning methods is low (Daniel, 2007; ministry of education, 2002, 2006, and 2007). Furthermore, (taye,2008) in his thesis for his master degree fulfillment he studies the perception and practice of active learning method of English as foreign language class of WKU -Ethiopia he revealed the instructors and students though they have positive attitude towards active learning their practices active learning was found to be low. Although the employment of active teaching and learning is emphasized in Ethiopia policies, traditional lecture methods, in which lectures talk and students listen, dominate most classrooms. Relatively little use is made of active learning methods such as cooperative learning, inquire-based learning, discovery learning, problem based learning a discussion methods.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Design of the Study

. Thus design of the study is descriptive survey because the study design was useful in open information that describes the existing phenomena through asking individuals about the implementation of active learning methods.

The approach of this study was use mixed approach; this means both qualitative and quantitative approaches were applied. It is because mixed approach is useful as both approaches can provide a good understanding of research problem than using them separately.

3.2 Description of the study area

Wolkite University is found in south nation and nationalities and peoples region in Gurage Zone. It is located at distance of 168km from the capital of Ethiopia Addis Ababa. The Wolkite University to possess a complex mix of highland climate Zone (kohola climate) with unique biome, its temperature ranges between 7c-10 0c, with annual rain fall between 600-1000mm.

3.3 Sources of data

The relevant data was generated from both primary and secondary source of data.

3.3.1 Primary source of data

The primary source of this study were teachers, students, and department heads of college of education and behavioral studies

3.3.2 Secondary Source of data

The secondary data implementation active learning methods related documents check list of teacher's portfolios, guide lines available in college of education and behavioral studies.

3.4 Population, Sample and Sampling Technique

This study was conducted in WKU in College of Education and Behavioral studies. Thus, the populations of this study were including all teachers and students in the College. This College selected purposely because the very purpose of this study is to assess the practice of active learning methods. It is because this College is unique that its staff and all departments support and teach active learning methods as a key for improving the quality of classrooms and students' learning. Thus, looking into the practice of active learning in the College were given an interesting experience to the College, the University and other institutions that work on active learning methods and pedagogy in general. The sample for this study was become instructors and third year students. According, to the information obtained from the register office of the college in (2014) E.C academic year, the total number of third year student in the college is 120 students and there are 28 instructors. From the total number of student (120) in the college of education and behavioral science third year students, 60 students selected by using stratified random sampling. In addition, from 28 instructors in the college of education and behavioral science 20 instructors was selected by using simple random sampling technique.

Table 1: Selected samples from the departments in the College of Education and behavioral Studies students

Department	Total number of third year students available			Population selected sample
	Female	Male	Total	
Curriculum and instructional supervision	6	33	39	19
Educational planning and management	18	23	41	21
Psychology	15	25	40	20
Total	39	81	120	60

A total of 60 students were selected by using stratified random sampling from all departments.

Table 2: selected samples of instructors from the department in the college of education and behavioral studies

Department	Total number of instructors			Selected sample
	Male	Female	Total	
Educational planning and management	9	2	11	8
Psychology	10	1	11	8
Curriculum and instructional supervision	4	2	6	4
Total	23	5	28	20

A total of 20 instructors were selected by using simple random sampling technique from all departments in college of education and behavioral studies

3.5 Data Gathering Instruments

To obtain the relevant data two types of data gathering instrument, questionnaire and interview, were used.

3.5.1 Questionnaire

A questionnaire with both open ended items and closed ended items was developed by the researcher based on instructors and students the research questions from literature. The data were gathered mainly through questionnaire 19 items of close- ended and three items of open-ended for students and instructors.

3.5.2 Interview

The researcher used Semi-structured interview (4 questions) .Besides this, semi structured interview is used to get supportive idea from the instructors. Interview is a systematic way talking and listening of people and another way to collect data through conversation. The researcher was interviewing the way to collect data as well as gain knowledge from individuals' .Thus, in addition to data gather through interview is from instructors who are serving as mentors for third year students.

3.6 Data Gathering Procedure

In order to assess the implementation of active learning method based on the two questions in chapter one, the researcher was prepare items that consist of close ended and open ended for questionnaire that can be filled by students and interview items for instructors. After preparing the questionnaire the researcher has checks the validity and reliability of the items. Items for interview were also check by the advisor.

3.7 Methods of data analysis

The researcher was analyzed the data both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires and interview questions. The data collected by questionnaires was analyzed by using quantitative and qualitative method depending on the respondents answer .On the other hand the data collected by interview was analyzed by qualitative method. The data analyzes by use of quantitative means that through number and percentage. The data was collected through questionnaires interpreted in the form of table and interpretation. On the other hand, qualitative method means interpretation of ideas. The interpretations of the analyzed data only focused on the expected result.

3.8 Ethical considerations

The researcher kindly and respectfully communicated with participants in the study area, which help to collect reliable data from the respondents to make the research result successful. In addition, the purpose of this study explained to the participants and the researcher would have asked their willingness to answer the questions in the questionnaire and interview guide. The researcher also was inform the participants that the information they provided would be only for the study purpose. Accordingly, the researcher would used the information from participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies been accomplished at their consent without harming and threatening the personal and institutional wellbeing.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, AND PRESENTATION

The part of the study deals with presentation, analysis of data obtained from instructors and 3rd year students in the college of Education and Behavioral studies to get appropriate information about the extent of the implementation and barriers that affect the implementation of Active learning teaching method. And discussion of the finding divided in to quantitative and qualitative approach according to the nature of data gathered .the chapter is divided into two sections. Background information of respondent and analysis of main data are presented respectively.

4.1 Background Information of Respondents

Table 3: students background information

No	Category	Group	Respondent no of students	%
1	Sex	Male	40	66.67
		Female	20	33.33
		Total	60	100
2	Department	CIS	19	31.67
		psychology	20	33.33
		EdPM	21	35
		Total	60	100

From table3, 40 (66.67) of the respondents were male and the rest 20(33.33) were females and regarding to their department 19(31.67%), of the respondent were CIS, EdPM 21 (35%), and rest PSYCHOLOGY 20(33.33), The majority of respondents were male students generally, each department get the opportunity to include the research

Table 4: Background information of instructors

No	Category	Group	Respondent no of instructors	%
1	Sex	Male	18	90
		Female	2	10
		Total	20	100
2	Service year	0-5	4	20
		5-10	10	50
		10-15	2	10
		15 and above	4	20
		Total	20	100
3	Qualification	Bachelor	2	10
		Master's degree	16	80
		PhD	2	10
		Total		100

Table 4 show that, 18(90%) of the respondent were male and 2(10%) were females and regarding to their services year 4(20%) have 0-5, and also 2(10%) of them have bachelor degree, 16(80%) of them have master's degree, and the remaining 2(10%) of them have PHD. This shows that the majorities of the respondents were male and have master degree qualification

4.2 The implementation of active learning method

Table 5: student's response to wards the implementation of active learning method.

No	Items	Very low		Low		Medium		High		Very high	
		No	%	No	%	No	%	No	%	No	%
1.	Instructors employee active learning strategies	9	15	11	18.33	18	30	12	20	10	16.67
2.	Instructors use diversity active learning method	13	21.67	13	21.67	15	25	10	16.67	9	15
3.	Instructors encourage to do group work	7	11.67	10	16.67	18	30	17	28.33	8	13.33
4.	Instructors assess their students to insure equal participation in their class	6	10	14	23.33	25	41.67	11	18.33	4	6.67
5.	Instructors initiate students to actively participate in their class	7	11.67	12	20	14	23.33	12	20	11	18.33
6.	Instructors have enough knowledge to implement active learning method	0	0	5	8.33	30	50	15	25	10	16.67
7.	Class rooms are conducive to implement active learning teaching method	5	8.33	11	18.33	22	36.67	13	21.67	9	15
8.	Students are interested to do group work	8	13.33	10	16.67	18	30	17	28.33	8	13.33
9.	Instructors are interested to implement active learning	6	10	11	18.33	19	31.67	15	25	9	15
10.	Instructors implement active learning method effectively in class room	7	11.67	10	16.67	17	28.33	15	25	11	18.33

Table 5: Item 1, shows that the respondents were respond 9(15%) were very low, 11(18.33%) were low, 18(30%) of the respondent were medium, 12(20%) were high, and 10(16.67%) of the respondents were very high on instructors employ active learning strategies to implement active learning method. In his item the majority of the respondents were medium. This shows that, instructors employ active learning strategies is getting in average. That means instructors not employ effectively in implementation of active learning.

Table 5: Item 2, shows that the respondent were respond 13(21.67%) were very 13 (21.67%) were low,15(25%) of the respondent were medium, 10(16.67%) were high and 9(15%) were very high on instructors use divers active learning method of teaching. In this item the majority of the respondents were medium. This shows that, the use of instructors on divers' active learning method is medium level.

Table 5, Item 3 instructors encourage to do in group work show that the respondents respond 7(11.67) were very low, 10 (16.67%) of the respondents were low, 18(30%) of the respondent were medium, 17(28.33%) were high and the remaining 8 (13.33%) were very high. This shows that instructors encourage to group work is implemented at good level.

On the other hand Table 5Item 4 shows that 6(10%) Of the respondents were very low, that instructors assess their students to ensure their equal participation in their class. 14 (23.33%) of the respondents were low that instructors assess their students to ensure their equal participation in their class. and 25 (41.67%)of the respondent medium to the idea, 11 (18.67%) of the respondent were high that instructors assess their students to insure equal participation in their class and the rest 4(6.67%) of the respondent were very high that instructors assess their students to ensure their participation in their class. This shows that instructor assess their students to ensure their equal participation in their class to implement active learning method is not effective.

As table 5: Item 5 shows that the respondent were respond 7 (11.67%) were very low, 12(20%) were low, 14(23.33%) of the respondents were medium,12 (20%) of the respondent were high, and 11 (18.33%) of the respondent were very high on the instructors initiate students to actively participate in their class. in this item the majority of the respondents were medium. This shows that instructors initiate students to actively participate in their class is done in the average level.

Table 5: Item 6 shows that the respondent were 0 (0%) were very low, 5 (8.33%) were low, 30(50%) were medium, 15 (25%) were high, and 10(16.67%) of the respondent were very high on the instructors have enough knowledge to implement active learning method. In this item the majority of the respondents were medium. This shows that instructors have enough knowledge to implement active learning method is implemented in half.

Table 5: Item 7 shows that the respondent were respond 5(8.33%) were very low, 11 (18.33) were low, 22(36.67%) were medium, 13 (21.67%) were high, 9 (15%) of the respondents were very high on the class rooms are conducive to implement active learning method. in this item the majority of the respondents were medium. This Shows That Class rooms are not more conducive.

Table 5: Item 8 shows that 8(13.33%) of the respondents were very low that students are interested to do group work, 10(16.67%) of the respondent were low that students are interested to do group work. 8 (13.33%) of the respondent were medium to the idea and 17 (28.33%) of the respondent response high that students are interested to do group work and the rest 8 (13.33%) of respondents very high that students are interested to do group work. So this response indicates

That student is not more interested to do group work. In the same table 3, Item 9 indicate from the respondent response 6(10%) of respondent very low that instructors are interested to implement active learning, 11(18.33%) of the respondent were low that instructors are interested to implement active learning. 19(31.67%) of the respondent were medium that instructors are interested to implement active learning. 15(25%) of the respondent were high to the idea and 9(15%) of the respondent were response very high that instructors are interested to implement active learning. This response implies that instructor's interest is not effective to implement active learning.

Table 5: Item 10 shows that the respondent were respond 7 (11.67%) were very low, 10 (16.67%)were low, 17(28.33%) were medium,15 (25%) were high,11 (18.33%)of the respondent were very high on the instructors implement active learning method effectively in class room. In this item the majority of the respondents were medium. This shows that instructors implement active learning method effectively in class room is at the medium level

4.3 Barriers of active learning method

Table 6: Students response on the barriers of active learning teaching method

No	Items	Strongly disagree		Disagree		Agree		Strongly agree	
		No	%	No	%	No	%	No	%
1.	Shortage of time	5	8.33	20	33.33	22	36.66	13	21.66
2.	Low interest of students	11	18.33	19	31.66	18	30	12	20
3.	Lack of knowledge about active learning method	6	10	17	28.33	27	45	10	16.66
4.	Instructional barriers schedule, university rule	4	6.66	21	35	24	40	11	18.33
5.	Large class size	8	13.33	18	30	22	36.66	12	20
6.	Lack of adequate	6	10	15	25	20	33.33	19	31.66
7.	Crowded class	5	8.33	17	28.33	23	38.33	15	25
8.	Seating arrangement	7	11.66	19	31.66	26	43.33	8	13.33
9.	Nature of subject	4	6.66	22	36.66	23	38.33	11	18.33

Table6: Item 1 shows that the respondents response 5 (8.33%)were strongly disagree that there is no shortage of time.20 (33.33%)were disagree that there is no shortage of time.22 (36.66)were agree that there is shortage of time. the rest 13 (21.66%) of the respondent response were strongly agree that there is shortage of time. This implies the majority of the respondents response were agree on shortage of time that affect the implementation of active learning teaching method effectively.

Table 6: Item 2 shows that the respondent were respond 11 (18.33%)were strongly disagree, 19 (31.66%)were disagree,18 (30%)were agree, and the same 12 (20%)of the respondent were strongly disagreed. in this item the majority of the respondents were disagree on low interest of

student. This Shows low interest of students is not affect the implementation of active learning method.

Table 6: Item 3 shows that the respondent response 6(10%) of the respondents were strongly disagree that on lack of knowledge about active learning method.17 (28.33) of the respondents were disagree that lack of knowledge about active learning.27 (45%) of the respondent were agree, 10(16.66%) of the respondent were strongly agree that lack of knowledge about active learning method. This shows that the majority of the respondents were agreed. The researcher concludes that lack of knowledge about the method is effect on the implementation of active learning method effectively.

On the other hand Table 6: Item 4 shows that the respondent response 4(6.66%) of the respondents were strongly disagree that there is no instructional barriers are affect the implementation of active learning. 21(35%) of the respondent were disagree that there is no instructional barriers are affect the implementation of active learning. 24 (40%) of the respondent were agree that there is instructional barriers are affect the implementation of active learning. The rest 11 (18.33%) of the respondent were respond strongly agree with the idea. As the majority of the respondents indicate that there is instructional barriers are affect the implementation of active learning.

As table 6: item 5 shows that the respondents response 8 (13.33%) of the respondents were strongly disagree that there is no affect large class size. 18 (30%) of the respondents were disagree that there is no affect large class size.22 (36.66%) of the respondents were agree that there is large class size.12 (20%) of the respondents were strongly agree on large class size. As the majority of the respondents respond that there is agreed on it large class size is effect of active learning method.

On the other hand table 6: Item 6 shows that the respondent response 6(10%) of the respondents were strongly disagreeing that the lack of adequate materials.15 (25%) of the respondents were disagree that the lack of adequate materials.20 (33.33%) of the respondents were agree on the idea. The rest 19 (31.66%) of the respondent were strongly agree that the lack of adequate materials. As the majority of the respondents were agreed on lack of adequate materials affect the implementation of active learning method effectively.

Table 6: Item 7 Shows that the respondent response (8.33%) of the respondents were strongly no crowded class. and also 23 (38.33%) of the respondents were agree that on the idea.15(25%) of the respondents were strongly agree that on the crowded class. In this item the majority of the respondents were agree on crowded class affect the implementation of active learning method.

Table 6: Item 8 shows that the respondent were respond 7(11.66%) were strongly disagree, 19 (31.66%) were disagree, 26(43.33%) were agree, and the rest 8(13.33%) of the respondent were strongly agree on seating arrangements. In this item the majority of the respondents strongly agreed on seating arrangements. This shows that seating arrangements are highly affect the implementation of active learning method. As table 7: Item 9 indicate from the respondents response 4 (6.66%)of the respondents were strongly disagree that nature of subject matter.22(36.66%)of the respondents were disagree that nature of subject matter.23 (38.33%)of the respondents were agree on the idea. The rest 11 (18.33%) of the respondent were strongly agree on nature of subject matter. In this item the majority of the respondents were agree on nature of subject matters. So I conclude that the nature of the subject matter was affecting the implementation of active learning method effectively.

4.4 Analysis of data received through open ended questions students ‘responses

1. What are the practical problems that affect instructor’s effective implementation of active learning method?

The respondent list down some problems that affect instructor’s effective implementation of active learning method as follows:-

internal Motivation of students, the performance of teachers in order to deep knowledge about active learning is low, lack of time management on the educational activates like group discussion, class work and lecturing periods. And the something lack of collapse initiatives to active learning, unwillingness to work cooperatively with their peers and teachers, sometimes instructors behavior is not fit with students and unable to share their knowledge and ideas properly, lack of adequate materials, shortage of time are different problems that affect instructors effectively implement active learning method.

2. Please suggest solution to those factors facing on the implementation of active learning method of teaching?

To overcome those factors in implementation of active learning method, the respondent suggested some solution such as:

Create strong relationship between the students and instructor, communicate on each other on what is not clear in the class room, use appropriate time schedule, students choose of profession has given by the institutions, give training and psychological awareness about the essence of active learning, proper suitable environment, materials, class room conditions, time and other academic related problems, change students and instructors attitude towards active learning method, facilitate resources follow up, all of those are solutions that the respondents suggest to overcome the factors of the implementation of active learning method in Wolkite University, College of Education and Behavioral Studies.

Table 7: Instructor's response related to the implementation of active learning method

No	Items	Very low		Low		Medium		High		Very high	
		No	%	No	%	No	%	No	%	No	%
1.	I practiced active learning strategies	0	0	4	20	10	50	6	30	0	0
2.	Encourage students in active participation	0	0	3	15	6	30	9	45	2	10
3.	I assess my students to insure their equal participation	0	0	2	10	10	50	5	25	3	15
4.	I have enough knowledge to implement active learning method	0	0	7	35	5	20	8	40	0	0
5.	Class rooms are conducive to active learning method	0	0	10	50	8	40	2	10	0	0
6.	Students are interested to different active learning method	0	0	9	45	6	30	5	25	0	0
7.	I am interested to implement active learning method	0	0	4	20	7	35	9	45	0	0
8.	I implemented active learning method effectively in my class	0	0	5	25	11	55	4	20	0	0

As presented table 7: Item 1, the teachers practiced on active learning strategies. As a result at the majority of the respondent 10 (50%) were at the medium level with the idea of practice of

active learning strategy. This implies that some respondents were high, very high, low, very low as teachers practiced active learning strategy. But it is expected that the highest level of the respondents have to at medium level.

On the other hand, as indicated on item 2, the aggregate percentage of the majority of the respondents 9(45%) were high level with teachers encourage students in active participation. This conducts that teachers believed that they encourage students in active participation.

Regarding in table 7, item 3 majority of the respondents 10 (15%) were medium levels with the idea of I assess my students to ensure their equal participation. While the rest of the study was high, very high, low and very low respectively on teachers assess their students to insure their equal participation. There for This shows that instructors assess their students to equal participation is no at adequate level.

The data in Table 7: item 4 respondents that 8 (45%) of the participants of the study were high with ideas I have enough knowledge to implement active learning method This indicated that since majority of respondents were have enough knowledge to implement active learning method

The data in table 7 : Item 5 respondents that 10 (50%) of the participants of the study were low with ideas of class rooms are conducive to implement active learning teaching method. This implies that the majority of the respondents were repose that class rooms are not conducive to implement active learning method.

As regarding to table 7:item 6 majority of the respondents of response 9 (45%) were low students are interested to different active learning method. This implies that the interest of the students to different active learning method is not at appropriate level.

Table 7: item 7 shows that the respondent were respond 0 (0%) ,0(0%),7(35%), 9(45%), 4(20%) of the respondents were very low, low, medium, high and very high respectively to instructors interested to implement active learning method. This shows that the majority of the respondents were response high on instructors interested to implement active learning method.

Table 7 item 8 shows that the respondent were respond 0(0%), 5(25%),11(55%), 4(20%),0(0%)of the respondents were very low, low, medium, high, very high on the

implementation of active learning method effectively in the class. in this item the majority of the respondents were medium. so the implementation is not more effective.

Table 6: Instructor’s response on the barriers of active learning methods

No	Items	Strongly disagree		Disagree		Agree		Strongly agree	
		No	%	No	%	No	%	No	%
1.	Shortage of time	0	0	5	25	8	40	7	35
2.	Low interest of student	0	0	6	30	9	45	5	25
3.	Lack of knowledge about active learning method of teaching	10	50	4	20	2	10	4	20
4.	Instructional barriers (schedule ,university rule)	2	10	3	15	9	45	6	30
5.	Large class size	2	10	3	15	11	55	4	20
6.	Lack of adequate materials	3	15	5	25	7	35	5	25
7.	Crowded class	4	20	6	30	8	40	2	10
8.	Seating arrangement	2	10	3	15	12	60	3	15
9.	Nature of subject mater	9	45	4	20	4	20	3	15

Table 8: Item 1 shows that 0 (0%) of the respondent were replied strongly disagree,5 (25%)of the respondent were disagree, 8 (40%)of the respondent were agreed, and the rest 7 (35%)of the respondent were strongly disagreed. This shows that the majority of the respondents were agreed on shortage of time affect the implementation of active learning method.

Table 8: Item 2shows that the respondents response 0 (0%) were strongly disagree,6(30%) of the respondent were disagree,9 (45%)of the respondent were agreed, and the remaining 5 (25%)of the respondent are strongly agreed on item. So low interest of students is affect the implementation of active learning method effectively

Table 8: Item 3 shows that the respondents response 10 (50%) were strongly disagree, 4 (20%) of the respondent were disagree, 2 (10%) were agree, and the rest 4 (20%) of the respondent were strongly agree. The majority of the respondent’s response strongly disagrees. This shows

that lack of knowledge about active learning method is not affect the implementation of active learning method. Or there is no lack of knowledge about the method.

Table8:Item 4,shows that there spondent 2(10%)were strongly disagree,3 (15%)were,disagree,9(45%)were,agree,6(30%)of the respondent were strongly agreed on the instructional barriers (schedule university rules). In this item the majority of the respondents were agreed. These shows affect the implementation of active learning method effectively. That instructional barrier

Table 8:Item 5, shows that the respondent 2 (10%)were strongly disagree,3(15%)were disagree,11(55%)were agree, 4 (20%)of the respondent were strongly agreed. the majority of the respondents were agreed on large class size. This shows that large class size is affect the implementation of active learning method effectively.

Table 8: Item 6, shows that the respondent 3 (15%) were strongly disagree, 5 (25%) of the respondent were agree, 7(35%) of the respondent were agree, and 5(25%)of the respondent were strongly agree on the item. In this item the majority of the respondents were agreed on lack of adequate materials. This shows that lack of adequate materials affect the implementation of active learning method effectively.

Table 8, Item 7, shows that the responses 4 (20%) of the respondent were strongly disagreed, 6(30%) were disagree, 8(40%) were agreed, and the remaining 2 (10%) of the respondent were strongl8 agreed that crowded class is factor that affect the effective implementation of active learning method.

Table 8: Item8, on seating arrangements 2 (10%) of the respondent were strongly disagree, 3 (15%) of the respondent were disagree, 12 (60%) of the respondent were agree, and the rest 3 (15%) of the respondent were strongly agreed. The majority of the respondents were agreed on seating arrangements are factors that affect the implementation Of active learning method effectively.

Table 8: Item 9 shows that the respondent 9(45%) were strongly disagree, 4(20%) were disagree, 4(20%) were agree, 3 (15%) of the respondent were strongly agree. In his item the majority of

the respondents were strongly disagree on nature of the subject matter. This shows that nature of subject matter is not affect to implement active learning method effectively.

4.5 Analysis of data received through open ended questions instructors' response

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

The majority of the respondents are stated that using group discussion, brain storming, independent study, jigsaw method, role play, question and answering, project method, oral presentation by students are some method of active learning that instructors implement in their class. 2. Is there an effective implementation of active learning method in your class room instruction? If your answer for questions numbers two is NO, what are the factors that hinder the effective implementation of active learning methods?

The majority of the respondents replied no. their response are as follows:- lack of students interest poor time management, shortage of resources nature of subject matter and some teachers can not interested to apply active learning because of its time consume the majority of the courses are block course and interest of students especially high achiever students are not interested.

3. Please suggest solution to overcome those challenges in implementation of active relearning teaching method?

The solution that the respondent suggested, work cooperatively for active learning, give support and follow up, conduct action research, avoid course modality, work on practical issues parallel with lecturing, the class room should be comfortable, awareness creation on students and instructors about the method are solutions that the respondent suggest to overcome the changes of the implementation of active learning method.

4.6 Analysis of data based on interview questions which prepared for instructors

1. How do instructors implement active learning method in your department?

The majority of instructors responded that most of the time instructors in the college deliver their course using mixed approach (mainly lecture method).in their opinions the implementation of active learning method is weak or not effective.

2. Do you believe that there is an effective implementation of active learning method? Why?

The Respondents responded that No, as elaborated above the implementation is not effective because of shortage of time, inadequate educational resources, lack of teachers experience, lack of motivation and students expected everything from the instructor are the factors as they mentioned.

3. What are the major challenges that hinder to implementing active learning method effectively?

The respondent's response that:-

- Lack of commitment
- Limited instructional time
- Vast content
- Poor skill of students to engage themselves
- Lack of administration support and attention
- Most of courses are given in modality
- Limited preparation of instructors to implement it is the major challenges that hinder to implement active learning method effectively.

4. What do you suggest minimizing the challenges in the implementation of active learning method? They suggest some solutions to minimize the above factors by available appropriate materials, promoting positive attitudes of instructors and students, initiate students to work cooperatively, monitoring activities, creating awareness and give training for instructors are received from interview items the solutions to minimize the challenges that affect the implementation of active learning method in Wolkite University College Of Education and Behavioral Studies

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Summary

The objective of this study was to assess the implementation of active learning and factors that hinder the effective implementation of active learning method in college of educational and Behavioral Studies. In order to achieve this objective the following leading questions were raised in the study.

1. To what extent do teachers at Wolkite University utilize active learning methods in the teaching learning process in CEBS?
2. What challenges do teachers and students face to implement active learning method in CEBS?

To answer the research question mentioned above, the researcher employed mixed approach which holds both qualitative and quantitative approach. Teachers and students as well as mentors in college of education and behavioural studies were the subject of the study. A purposive sampling technique was used to select instructor, whereas students were selected through using stratified random sampling techniques. Accordingly 20 instructors were taken from 28 instructors and use 60 students from 120 students as participation of this study. According to interview I used mentors in the college of education and behavioural studies. The data were gathered mainly through questionnaire 19 items of close- ended and three items of open-ended for student and teacher and also four items interview for mentors. The data collected via through close ended questionnaire was analysed using frequency and percentage besides the data gathered via open- ended questionnaire and interview were analysed through narration and word explanation. Therefore, the data analysis of the respondent's response from questionnaire and interview the following findings were analysed:

- Regarding to the implementation of active learning method the majority of instructors were used active learning method to enhance students capability by using group discussion, brainstorming, jigsaw method, oral presentation,

group discussion etc. were used to empower active teaching strategies. However to summarize the response of both teachers and there students were medium (average) implementation of active learning i.e active learning method doesn't implement effectively.

- Major factors that affect the effective implementation of active learning method are lack of commitment, limited instructional materials, vast content , poor skill of students to engage themselves, lack administration support and attention, most of courses are given in modality, limited preparation of instructors to implement it, lack of time etc. are the major factors.

5.2 Conclusion

Based on the finding the following conclusion

The majority of instructors were used diversity active learning strategies such as group discussion, role playing; problem solves, cooperative learning method, group work, seminar question and answer etc. were used. However, majority of instructors and students response show that they cannot say there is effective implementation of active learning method. There are also a number of factors that are identified by instructors and students. Those are work load, low interest of student lack of instructors commitment, lack of adequate materials, lack administration support and attention, most of courses are give in modality and the like were identified as factors that affects the implementation of active learning method.

5.3 Recommendation

Based on the above findings the researcher would like to forward the following recommendations for the better implementation of active learning in Wolkite university CEBS

Most of instructors and students identified low interest of students, class rooms are not conducive, modular approach etc. are factors. To solve those problems:

- To increase interest of students and to improve teachers commitment the college should give gap filling training to create awareness for both instructors and students

- The college should fulfil adequate materials and arranging the time table to cover the content of the course and create a conducive environment
- The curriculum should be revised to minimized content coverage.
- The college should preparing courses in a semester based

Most of the teachers and students mentioned that low interest of students were the major factor. However, to increase students interest and motivation instructors should initiate them to reading other materials from different sources and instructors should arrange group study and students participatory activates and also instructors should take in to account for different learning style of students.

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APPENDIX A

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE

Questionnaire to be completed by instructors

Dear participant: the main purpose of this questionnaire was to identify the major factors that affect the effective implementation of active learning method in college education and behavioral studies. This questionnaire has two parts: the first part deals with the general background information of the respondent and part two contains items that deal with the implementation of active learning method in college of education and behavioral studies. I kindly request your cooperation to give your genuine responses to the items as per directions for each part. Your responses will only be used for this research purpose and they will also be kept confidential.

Thank you in advance for your cooperation!!

Part one: instructors background information

Direction: please put your choice a tick (✓) mark in the box.

1. Sex: A. male B. female
2. years of service: A. 0-5 B. 6-10 C. 11- 15
3. Qualification: A. bachelor B. master C. PHD
4. Field of study or department A. CIS B. EPDM C. PSYCHOLOGY

Direction1: below are items which have been designed to assess the status of the implementation of active learning method by instructors.

Read each statement carefully and a tick (✓) mark in one of the five alternative

KEY: 1= very low 2= low 3= medium 4= high 5= very high

The extent of implementation of active learning						
No	Item	1	2	3	4	5
1	I practiced active learning strategies					
2	I encourage students in active participation					
3	I assess my students to ensure their equal participation					
4	I have enough knowledge to implement active learning method					
5	Class rooms are conducive to implement active learning teaching method					
6	Students are interested to different active learning method					
7	I am interested to implement active learning method					
8	I implemented active learning method effectively in my class					

Directions2: the following items are designed to assess factors that implementation of active learning method. Select your agreement on the challenges that influence you to implement active learning method of teaching and put a thick mark (✓) in one of the four alternatives

- KEY: 1=strongly disagree 2= disagree 3= agree =4 strongly agree

Challenges of implementation active learning method of teaching					
No	Item	1	2	3	4
1	Shortage of time				
2	Low interest of student				
3	Lack of knowledge about active learning method of teaching				
4	Institutional barriers (schedule, university rule...)				
5	Large Class size				
6	Lack of adequate material				
7	Crowded class				
8	Seating arrangement				
9	Nature of subject matter				

PART THREE: OPEN - ENDED QUESTION

Direction: For the following open-ended question

1. What method of active learning method of teaching do you implement in your class?.....
.....
2. it is possible to say, there is an effective implementation of active learning method in your class room instruction? A, YES B, NO

if Your answer for question Number 2 is NO what are the factors that hinder the effective implementation of active learning method

.....

.....
.....

3 please suggest some solution to overcome those challenges in implementation of active learning teaching method

.....
.....
.....

APPENDIX B

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE

Questionnaire to be completed by students

Dear participants: the main purpose of this questionnaire was to identify the major factors that affect the implantation of active learning method in college education and Behavioral studies. This questionnaire has two parts: the first part deal with the general background information of the r despondent and part two contains items that deals with the implementation active learning method in college of education and behavioral. The researcher kindly, request your cooperation to give your genuine responses to the item as peer directions for each part. Your response will only be used for this research purpose and it will also be kept confidential.

NOTE:

- Do not write your name on the questionnaire
- Please give appropriate answer by putting a tick mark (√) or write in the space provided according to the instruction.
- Please read all the questions before attempting to answer the question.
- Please do not leave any question an answered.
- For any additional or explanation you are kindly requested to write briefly on the provided.

Thank you in advance for your cooperation!!

Part one: Background information of respondent

Direction: please put your choice a tick (√) mark in the box

- 1. Sex: A. male B. female
- 2. Department or field of study A .CIS B. EdPM
C.PSYCHOLOGY

Part two: close-ended questions

Direction 1: below are items have designed to assess to what extent instructors implement active learning teaching method effectively : read each statement carefully and show your choice by putting a tick (√) mark in one of the five alternatives.

Key: 1= very low 2= low 3= medium 4= high 5= very high

To what extent do instructors implement active learning teaching method						
No	Item	1	2	3	4	5
1	Instructors employ active teaching strategies					
2	Instructors use diversity active learning method of teaching					
3	Instructors encourage to do group work					
4	Instructors assess their students to ensure their equal participate in their class					
5	Instructors initiate students to actively participate in their class					
6	Instructors have enough knowledge to implement active learning teaching method					
7	Class rooms are conducive to implement active learning					

	teaching method					
8	Students are interested to do group work					
9	Instructors are interested to implement active learning					
10	Instructors implement active learning method effectively in class room					

Direction 2: the following items are designed to assess factors that hinder effective implementation of active learning method of teaching. Select your agreement or disagreement on the challenges that influence you to implement active learning method and put a thick (√) in one of the four alternatives.

Key; 1= strongly disagree 2=disagree 3=agree 4= strongly agree

Barriers of implementing active learning teaching method						
No	Item	1	2	3	4	
1	Shortage of time					
2	Low interest of student					
3	Lack of knowledge about active learning teaching					
4	Institutional barriers (schedule, university rule. Etc)					
5	Large Class size					
6	Lack of adequate material					
7	Crowded class					
8	Setting arrangement(sets are fixed not movable)					
9	Nature of subject matter					

PART THREE: OPEN-ENDED

Direction: for the following open-ended questions give your response in a space provided.

1. What are the practical problems that affect instructor's effective implementation of active learning method of teaching?

.....
.....
.....

3. Please suggest solution to those factors facing the implementation of active learning method

teaching.....
.....

APPENDIX C
WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF PEDAGOGICAL SCIENCE

Interview items for mentors

- 1 How do instructors implement active learning method in your department?
2. Do you believe that there is an effective implementation of active learning method? Why?
3. What are the major challenges that hinder implementing active learning method effectively?
4. What do you suggest to minimize the challenges in the implementation of active learning method?