

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

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THE IMPLEMENTATION OF STUDENT-CENTERED TEACHING METHOD: THE CASE OF COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES, WOLKITE UNIVERSITY(CEBS)

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Letter of approval

This is to certify is a senior essay prepared by Bekele Deresa entitled "The Implementation of Student-centered Teaching Method: the case of College of Education and Behavioral Studies, Wolkite University" is submitted for the impartial fulfillment of requirements for the bachelor of art degree in Pedagogical Science and English Language and Literature and complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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Abstract

The main purpose of this study was to assess the effective implementation of student-centered teaching method, to identify factors affecting the implementation of student-centered teaching method. To this end mixed approach (quantitative and qualitative approaches) were used to conduct the study. The study was conducted in Wolkite University, College of Education and Behavioral Studies third year students. Data were collected from 20 instructors including the department heads and 60 students. In the selection of the sample, simple random sampling technique was used. The instruments of data collection were questionnaire, interview and observation. The collected data through close ended questionnaire were analyzed using percentage and number, however data collected through open ended questionnaire, interview and observation were analyzed qualitatively by using word explanation. The findings of the study proved that the implementation of student centered method was low due to several factors affecting the implementation of student centered teaching method, including vast content, shortage of time, providing most courses in modality, low instructors' and students commitment, unconducive classroom environment ,class size, students` unwillingness to learn cooperatively, weak perceptions of instructors` and students towards the method, and poor seating arrangements were the major ones . Finally, the following recommendations were forwarded, it is important to conduct short- and long-term training, avoiding block courses and preparing in a semester based, should motivate students, create awareness are some of the recommendations forwarded on this paper.

Acronyms abbreviatians

CEBS College of Education and Behavioural Studies

MoE Ministry of Education

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CHAPTER ONE
INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research question, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

1.1 Background of the study

For the past decades, there has been a call-in higher education for a teacher centered method of instruction to learner centered pedagogy (Brown, 2003; Crick & MC Combs 2006; Harris & C0llen,2008). Educator who uses learner centered model view learning as non-learner, multi-dimensional and phenomenal that occur relationally with in a social context (Cornelius White, 2007).

Dupin-Bryant (2004) defines learner centered method as a style of instruction that is responsive, collaborative, problem centered and democratic in which both learners and the instructor decide how, what and when learning occurs. On the other hand, teacher centered is considered as a style of instruction that is formally controlled and autocratic in which the instructor directs how, what and when learners learn. Teacher centered instruction is often associated with "transmission" models of teaching (lecture methods), which includes drill and practice. Typical characteristics of teacher centered instruction include more teacher talk and question that student talk and reliance on textbooks. Therefore, learner centered learning puts pupils first in teacher centered approach. Student centered learning is focused on the learners` needs, abilities, interests and learning styles with the teacher as a facilitator of learning (Weimer, 2002).

Student centered 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 actively 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 connecting to knowledge (Mc Combs & Whistler, 1997).

According to learner centeredness, the instructors` role has evolved from delivery of content and control of the learning environment to actively involving learners in creating their own learning. In the learner-centered environment, teachers and learners work together in stimulating and interactive environment (Mahendra, Bayles, Tomeda& Kim, 2005).

In learner centered teaching, instructors do not employ a single teaching method but use different types of methods that shifts the role of instructors from givers of information to facilitators of students learning (Blumberg, 2008).

Learner-centeredness considers learning and the learner in terms of their experience, backgrounds and needs (Mc Combs & Whisler, 1997). Learner-centered instruction is based on learners` individual choices, interests, needs, abilities, learning styles, types of intelligence and educational goals (Weimer, 2002; Mc Combs & Whisler, 1997). Building on the knowledge, skills, beliefs and attitudes that learners bring to the school is a basic trait of learner-centered instruction (Weimer, 2002).

In addition, learner-centered teaching helps students to take responsibility for their learning, emphasizes high level of thinking, focus on intrinsic rather than extrinsic motivation and help the students remember the important information. Learner-centered teaching such as cooperative learning (Wachanga & Mwangi, 2004) and inquiry approach produce higher learning achievement and higher motivation (Kim, 2005 in Li, 2012).

According to the learner centered approach, learners have more choices and are afforded more control over learning experiences, which have more active, as opposed to being passive experience (oneill& Mc Mahon, 2005). Learners may take an active role in assessing their own learning and that of their peers. This process may require a change in the instructors' perception about their own roles as they gathering information about learner-centered teaching activities (Bayat& Naicker, 2012).

1.2 Statement of the problem

Different research findings on the implementation of student-centered approach of instruction (e.g., Ambelu & Gebregziabiher) revealed that teachers are very weak in using the student-centered approach. For instance, the research documented by the MOE (2003), cited from Ambelu (2003), has shown that teachers in Ethiopia were weak at practical teaching using

student -centered learning methods. In one of his articles entitled, “teachers’ belief, knowledge and practice of learner-centered approach in school of Ethiopia” Yalew (2004), reported that the teachers mere apt to employ frequently the traditional teacher-centered approach of teaching.College of education and behavioral studies selected as the focus of this study. Since the researcher was a student in this college for three years. This helped to clearly understand how instructors implement student-centered teaching method effectively, what challenges they face and the gaps which were found in the implementation of student-centered teaching method.

Therefore, in Wolkite University, college of education and behavioral Studies the delivery is modular approach (most of the courses were given in blocks) that makes it challenging for the students as they were expected to do so many works in very little time, and for instructors` difficult to cover the content on time. Since there is shortage of time to implement student centered teaching method, weak perception of teachers and students towards student centered teaching method, lack of interest of students, class rooms were not conducive to implement student centered teaching method. By this and other factors, student centered teaching method was not implemented effectively in the Education and Behavioral Studies college. This problem motivated the researcher to assess the implementation and factors that hinder the implementation of student-centered teaching method in the college of education and behavioral studies. Therefore, the following questions has raised to get the final answer at the end of this study:

1.3 Basic research question

1) To what extent is student centered teaching method implemented in the college of education and behavioral studies.

2) What factors affect the implementation of student-centered teaching method in the college of education and behavioral studies.

1.3 Objectives of the Study

1.3.1 General objectives of the study

This study was attempted to assess the extent of implementation of student-centered method teaching and major factors that affect the implementation of student-centered teaching method.

1.3.2 Specific objectives of the study

The specific objectives of this study are:

- To assess how student-centered method of teaching is practiced in the class room.

- To assess the current implementation status of student-centered teaching method.

- To identify major factors that hinders the implementation of student-centered teaching method

1.4 Significance of the study

This study was designed to identify factors that hinder the implementation of student-centered teaching method in the College of Education and Behavioral Studies, Wolkite University. It would help the college dean, department heads and instructors of this college to solve the major problems. It would implement student centered teaching method by using findings and recommendations forward by the researcher. It would also help as someone who want to conduct research on the topic to have a clear understand.

1.5 Delimitation of the study

Conceptually, this study was delimited to the investigation of factors to implementing student centered teaching and to what extent student centered teaching method is implemented in Wolkite University, college of education and behavioral studies.Geographically this study was delimited to college of education and behavioral studie, Wolkite University.

1.6 Limitation of the study

In this study, data obtained from one college. It would have 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 Wolkite University, college of education and behavioral studie.

1.7 Operational definition of terms

Student centered teaching: is active method of instruction that is concerned with high Participation of students.

Implementation: refers to the actual use of instructional method for realizing the actual Planned curriculum in to practice.

Effective implementation: An appropriate utilization of an instruction method.

1.8 Organization of the study

This research paper has been organized into five chapters. The first chapter deals with problem and its approach. The second chapter contains review of related literature. The third chapter contains the research methodology. The fourth chapter provides analysis and interpretation of the data. The fifth chapter provides summary of the finding, conclusion and recommendation of the study and finally least of reference with the important information of the paper in the appendix.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Concepts of student-centered teaching method

Student centered learning also known as learner centered education, broadly encompasses method of teaching that shift the focus of instruction from the teacher to the student. In original, student centered learning aims to develop learner autonomy and dependence (Jones, Leo.(2007). By putting responsibility for the learning path in the hands Pedersen, Iiu,m. (2003). Student centered instruction focuses on skills and practices that enable life-long learning and independent problem solving. Young, Iynne. E.JPterson, Barbara I.(2007). Student centered learning theory and practices are based on the constructivist learning theory that emphasizes the learners` critical role in constructing meaning new information and prior experience. The student-centered instruction approach includes such as techniques as substituting active learning experience from lectures, assigning open ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulation and role plays, and using self-paced and or cooperative (team based) learning. Properly implemented student centered instruction can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and mere positive attitudes towards the subject being tough (Colins & O`Brien, 2003).

In student centered class room, student capitalizes on student interests. The students are encouraged to reflect their own learning share their insights with their peers, and apply new learning to real life, authentic experiences, when learners are the focus, they become fully engaged in the process (Mc Combes & Miller, 2007). Julie Brown describes student centered classroom is an article “student centered instruction is: involving students in their own education,” where she writes, put simply, student centered instruction is when the planning, and assessment revolve around the needs and abilities of the students” (Brown, 2008,p.1).

According to Kember (1997) stated that knowledge is constructed by the student while the teacher is only a facilitator of learning rather than presenter of information. According to Iea et al (2003, p.322), highlighted some important points about student learning such as interdependence between teacher and learner, emphasis on deep learning and understand, a reflect approach to the

teaching and learning process on both teacher and learner and mutual respect between learner and teacher.

And also, learner centered method of content delivery allow students the opportunity to control their learning since they require students to be responsible for their learning by being actively involved in learning process rather than simply passive receiving information from a lecture (Slunt & Giancairo, 2004).

For collaborative work to have an impact, teachers must design effective learning tasks. The tasks must have clear out comes and be interdependent among the students. The teacher needs to carefuly monitor activities and give constant feedback (Darling, Hammand, & Branstord, 2005).

A common concern for teacher regarding student centered including cooperative learning activities is that lower achieving students will “hitchhike”, getting credit for work done in which they did not actively participate (Brent,1996).

2.2 The Implementation of Student-Centered teaching method

In student centered teaching, teachers are as a facilitator of learning where student are Permitted to move around freely, use of time is flexible rather than structured, and evaluation compares to themselves rather than to peers, with a de-emphasis on formal testing (Chall, 2000).Another explanation of student learning can be found in the greenwood dictionary of evaluation (Collins, 2003) which describes is as an instructional approach in which students learn influence the content, activities, materials, and peace of learning. This learning model places the student (learner) in the center of learning process. The instructor provides students with opportunity to learn independently and from one to another and coaches those in the skills they need to do so effectively.

Successful implementation of student-centered learning requires enhancements to the learning environment that teachers and curriculum developers must integrate in to existing curricula (Hannafin& Land, 1997: Hawly& Duffy, 1997). These include problem contexts, evaluation mechanisms, and tools or scaffolds to support both student learning and teacher management (Hannafin et al, 1999: Brish & Saye, 1999). While student centered learning activities provide opportunities for addressing different types of learning activities goals, successfully

implementing student centered learning requires skills and resource that are very different from those required by more traditional, teacher centered activities.

The development and implementation of student-centered environment with in a class room context requires different roles and responsibilities for teachers. Often teachers find ill-equipped to deal with the requirement for managing student-centered activities, and thus have difficulties implementing student-centered learning in their classrooms (Glasgow, 1997; Hannafin

, Hill, & Land, 1997; Saye, 1998).

Using student-centered class room can be a frightening thought for teachers especially those who have perfected the art of lecturing over several years and are comfortable in that mode of instruction. Brent and Felder (1996) noted that there are step learning curves for both the instructor and students when implementing student centered learning. The initial experienced by teachers and hostility experienced by students are natural and common. It will help a great deal of teachers have a solid gap on how the student-centered learning process works before attempting in their class. Rodriguez and Plance (2013) argued that developing teaching practices that meet the learners need requires competent teachers who that know how to create a learning environment where learners discover, experience and knowledge rather than practicing skills. Learner-approach emphasizes a variety of different types of methods that focus on what the students are learning, it changes the role of teachers from a provider of information to facilitating student learning. Traditional teaching often leads to students who are passive learners and who do not take responsibility for their own learning, this traditional method ("instructor centered teaching".) In construct with, learner-centered teaching ("occurs when instructors focus on student learning. Learner-centered teaching places the emphasis on the person who is doing the learning (Weime, 2002).

2.3 Student Centered Teaching Methods Implementation Strategy

According to the learner centered approach learners have more choices and are afforded more control over learning experiences (Oneill & Mc Mahon, 2005). Learning may take an active role In the assessing their own learning and that of their peers. This process may require a change in the lecture's perception about their own roles as they gather information about learners learning in order to inform ensuring learner-centered teaching activities (Bayat & Naicker, 2012).

The environment where learner-centered instruction is experienced is different from the traditional teacher-centered class rooms. In the learner centered approach, learners play new learning roles and take responsibilities. They go beyond taking notes, listening to teachers teach, and passing exams. Learners take real control over their educational experience and are encouraged to make important choices about what and how they will learn (Doyle, 2008).

The learner-centered approach derives major attention in terms of considering the development of learners` collaboration, higher-order thinking, and problem-solving skills. In addition, it contributes to increase student motivation and learning. In class rooms, students feel accepted and supported, feel the responsibility for their own learning, and are actively involved in the learning process (Cornelius-White & Harbuagh, 2009; Bransford et al., 2000; Mc Combs & Whisler, 1997; Reigeluth, 1994).Learner-centered instruction strategies promote deep and lasting learning (Fahraeus, 2013).The active participation of students creates enjoyment in their learning through explanation and constructions of knowledge where the teacher encourages, mentors and engages them in critical thinking process to achieve the described objectives of learning(Law, 2007).Learner-centeredness considers learning and the learner in terms of their experiences , backgrounds, interests and needs(Mc Combs & Whisler, 1997).Learner-centered instruction is based on learners` individual choice, interests, needs, abilities, learning styles, types of intelligence and educational goals(Weimer,2002; Mc Combs & Whisletr,1997).Building on the knowledge, skills, beliefs and attitudes that learners bring to the school is a basic trait of learner centered instruction (Weimer, 2002).

The learner-centered education considers the learner as the center of the learning process. It emphasizes individual learners` needs, experience, backgrounds, talents, interests and capacities(Brown, 2003; Hewett, 2003). Learners learn best when they are involved as activeparticipations in the learning process, not passive and active members who just receivecontent that is not meaning full to their lives and experiences (Gandara, 2010;Gracuia&Kleifgen,2010; Olsen & Romero, 2006; Tomlinson & Mc Tighe, 2006). Anotherhelpful strategy is for teachers to implement student centered learning is an entirefaculty, an all class opposed to a single teacher. This would allow teachers to provide each other with peer support and sharing of ideas. This would also help students to be more engrossed in the student-centered environment and get more used to this method of learning (Brush, 2000).

2.4 Some Major Factors that Hinder the Implementation of Student-Centered Teaching Method

There are many challenges or barrier to implement student centered teaching. According to Lea, Stephenson, and Troy (2003) and O`Neill & Mc Mahon, i.e. "many institutions are educators claim to be putting student centered learning in to practice, but in reality, they are not"(2003,p.322).

Previous research has shed light on several barriers that would hinder the learner centered of instruction. The tremendous work load produced by multiple assessment that aim for a learner centered approach to learning in huge class and the inability to provide results timeously.

Joan and Reigeluth (2011) discussed several barriers to implementing learner-centered instruction. These include lack of time, assessment, instructional barriers, nature of subject matter, and teacher`s attitude towards learner centered instruction.

They also maintained lack of funding, student behavior, class size, inclusion of sever-needs students and parents who complain about challenging activities can be seen as other barrier to implementing learner centered instruction.

Similarly, Simon (1999) argues that the focusing every individual in such away is not possible in practice. For example, in a limited time period of time teacher give more focus on slow learners that may result in ignoring fast learners. However, it is very difficult to say such practices necessary reflect the essence of quality education if individuals are treated in such away (Ang etal.,2001). So, it may be quality education for children with learning difficulties but it may onlybe the loss of time for teachers in the same class.

As stated by Hamer (2001, p: 53)increasing and directing students' motivation is one of teacher`s responsibilities. In the sameyear, he also stated that there are areas where our behaviors can directly influence ourstudents such as goals and goal setting, learning environment and interesting class.

The selection of effective teaching and learning methods cannot be done without the availabilityof or facilities and conducive classroom and school environment.

As the study ofLamathaka (2000), educational facilities that provide the learners with a variety of experienceand knowledge about physical environment is very important.

In addition to abovedefinition Siliverman (1996), points out that the physical environment in the classroom canbe make or break active learning. This includes class room size, seating arrangement and soon.

2.4.1 Factor Related to School Facilities

Common sense suggests that smaller classes can offer teachers the chance to devote more time to each student so as to improve their learning and a number of research studies support the small size class view (Archived information, 1999). For example, Salvin and Robin and Wittebols (as cited in

Archived information, 1999) noted a clear evidence of positive effects of reduced class size. However, the effects of reduced class size were also influenced by the teacher's instructions.

The positive effects of reduced class size were less effective if teachers did not change their instructional methods and classroom procedures when in smaller classes (Bohrnstedt & Stecher, as cited in O'Connell & Smith, 2000; Gilbert, 1995). But on the other hand, Achilles (as cited in O' Connell, & Smith, 2000) contends that because classroom management is easier with fewer students in small sized classes, teachers do not need to change their instructional practices, the benefit comes automatically.

Brain and Achilles (as cited in O' Connell, & Smith, 2000) are of the view that smaller classes increase the teacher's ability to monitor student behaviour and learning, help them to match their instruction with each child's ability and needs and use a variety of instructional approaches tomeet learners' needs.However, Gilbert (1995) found students in higher grades were supporters of large classes. According to Gilbert, as there is less pressure on individual students, large size classes can help in producing independent, self-directed and lifelong learners.

Nevertheless, classroom assessments are found to be negatively related to class size if the teacher is inexperienced.

In large classes students prefer experience, qualified and knowledgeable teachers. Therefore Gilbert concludes that smaller classes are more effective than larger ones particularly in using student-centered approach towards the teachingand learning process.

2.4.2 A Factor Related to Teacher Motivation

According to Leithwood (as cited in Brinkley, 1997), much of what happens in a school including the way people act and react, is dependent on the culture that evolves in the school. The school culture includes the underlying assumptions, norms, beliefs and values that guide the behavior of teachers, parents, administrators and students in a school.

Thus Brinkley (1997) suggests that a school culture should have a collaborative relationship among its staff members.

The principal is the most important person in developing collegiality among the staff members (Sidhu, 1996). The effectiveness of schools in educating students is highly dependent upon the nature of leadership present within the individual school (Cavanagh & Silcox, 2003).

The leadership of the

principal affects both the teacher's teaching and the student's learning directly or indirectly.

The teacher's classroom decision making is highly influenced by how the teacher perceives the principal's leadership.

Positive teacher perception of the principal's leadership can encourage the teacher to take initiative to adopt student-centered approach whereas negative teacher perception of the principal can inhibit teachers from adopting student-centered teaching approach. Brinkley (1997) identified three positive images of principals among teachers which include: (1) supportive of teacher decision-making; (2) facilitator of shared values; and (3) promoters of mutual respect.

A negative image of the principal's leadership according to Wallace and Wildy (1995) is the bureaucratic administrator. To encourage positive image of the principal, Crowther, Hann and McMaster (2001) have introduced the metaphor called parallel leadership.

The parallel leadership suggests sharing of European Journal of Social Sciences – Volume 28, Number 3 (2012) 386 leadership opportunities between the administrator-leaders and the teacher-leaders. Crowther, Hann and McMaster believe that when both administrator-leaders and teacher-leaders engage in parallel leadership they share sense of purpose.

That is, the teacher-leader assumes major responsibilities of pedagogical functions, including understanding school wide processes of professional learning and school's approaches to teaching, learning and classroom environment.

The administrator-leader (usually principal), on the other hand, assumes responsibilities of strategic functions such as visioning, culture-building, aligning school practices with vision of

the school and resource management. Crowther, Hann and McMaster further assert that parallel leadership connotes relationships that are grounded in mutual trust and such leadership value individual expression. Most recent literature heavily emphasized that the school leaders should get involved in school's instructional programme (Hargreaves, Earl, Moore & Manning; Hill; Schlechty; as cited in Cavanagh & Silcox, 2003).

Thus the literature supports instructional leaders (Murphy & Hallinger, as cited in Cavanagh & Silcox, 2003). Scheerens and Bosker (as cited in Cavanagh & Silcox, 2003) identified five dimensions of instructional leaders.

These dimensions include: (1) The principal as a metacontroller of classroom process; (2) The principal as a quality controller of classroom teachers; (3) The principal as a facilitator of work-oriented teams; (4) The principal as an initiator and facilitator of

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Design of the study

The main study of this study was to investigate the effective implementation of student-centered teaching method and factors affecting its implementation.

The reason was that the researcher used qualitative to get detail understanding of the implementation and challenges of implementing student centered teaching methods while quantitative approach to identify the extent of implementation and challenges(factors) that hinder the implementation of student-centered teaching method.

The approach of this study was 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.

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.

3.2 Description of the study area

The study would be be the effective implementation of student-centered teaching method in case of College of Education and Behavioral study,Wolkite University. And the study was done at Wolkite University which is found in Gurage zone of southern nations nationality and peoples region of Ethiopia 158kms away from Addis Ababa on the way to Jimma.

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 s teachers,students ,and department heads of college of education and behavioral studies

3.3.2 Secondary Source of data

The secondary data would be include student_centered related documents, check list of teachers portfolios, guide lines available in college of education and behavioral studies.

3.3 Population of the study

The study was conducted in Wolkite University in the college of education and behavioral studies third year students and instructors. The total number of third year students in the college were 120 students (i.e 81male & 39 female), and in terms of their department 40 of them are EDPM, 41 of them are PSYCHOLOGY, and 39 of them are CIS. And from 28 instructors in the college (i.e 23 male & 5 female).

3.4 Sample and Sampling Techniques

From the total number of third year students (120) in the College of Education and Behavioral Studies, 60 students are selected using simple random sampling technique. From these students, 34 are males and 26 are females, and in terms of their field of study 19 of them are CIS, 21 of them were PSYCHOLOGY, and 20 of them are EdPM. In addition, from 28 instructors in the college of education and behavioral Studies, 20 instructors (i.e., 18 male & 2 female) are selected by using simple random sampling technique. And also, in terms of their qualification 22 of them have master`s degree and 4 of them have PHD, and 2 of them have BA Degree.

3.5 Data collection instruments

To obtain adequate information, the researcher used questionnaire, observation and interview as data collection instruments.

3.5.1 Questionnaire

The researcher distributed questionnaire sheets to teachers, and students because the data provided from the questionnaire is the most comfortable to analyze and interpreted than data collected by other instruments. The researcher used questionnaire in order to obtain information from research participants. Regarding the content, the researcher was used both open (5 items) and close (40 items) ended questions.

3.5.2. Observation

Observation was used to collect the real information of the class room about the implementation of student-centered teaching method. The observation focus on class room facilities, teacher-

student interaction in relation to student-centered, instructor's and student's activities towards student centered teaching method. The researcher observed two classes for one time for each class and was conducted by the researcher actually by going to the class. The researcher prepared 6 items as observation checklist that focus on the implementation of student-centered teaching method.

3.5.3 Interview

The researcher used this instrument for additional information from the department heads about the implementation of student-centered teaching method and factors that affect the implementation of student-centered teaching method in this college. The data collected by using semi-structured interview from purposely selected respondents. The respondents were more experienced than others.

3.6 Data collection procedure

The data collected through questionnaires would be interpreted in the form of a table and interpretation. First, the questionnaire and interview prepared in English. Next**,** the questionnaires distributed to participants and collected by the researcher. Then the researcher interviewed the department heads of the College of Education and Behavioral studies, Wolkite University.

3.6 Validity of the instruments

The researcher validated the instruments developed for data collection at first with data wide range of review of literature. Then, the researcher would invite to colleagues who learned at different departments so as to sift out unclear items and correct items with ambiguities. Depending up on the comments on the strength and weaknesses of the items gained from the above people, the researcher made modifications and submitted to the advisor. Then, the advisor also evaluated and comments on the weakness of the items, concepts and grammatical orders.

3.7 Methods of data analysis

After the researcher collected data by using different data collection instruments, such as questionnaire, observation and interview, the responses from the teacher, students and department heads collected, analyzed using descriptive statistics such as percentage, and numbers. The completed sets of questionnaires data obtained from 60 students and 20 instructors concerning the implementation of student-centered teaching method was analyzed using frequency and percentage was used to determine whether there is statistically significant difference between the expected and observed means. While the completed sets of questionnaire data obtained from 60 students and 20 instructors regarding the implementation and factors affect the implementation of student-centered teaching method will analyzed using percentage. However, data from observation, interview and open-ended questionnaire items were analyzed qualitatively using word explanation.

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 have asked their willingness to answer the questions in the questionnaire and interview guide. The researcher also informed the participants that the information they provided would be only for the study purpose. Accordingly, the researcher used the information from participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies would be accomplished at their consent without harming and threatening the personal and institutional wellbeing

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND DISCUSSION OF THE FINDINGS

The part of the study deals with presentation, analysis and discussion of the findings obtained from instructors (including department heads) and 3rd year students in the college of Education and Behavioral Studies to get appropriate information about the extent of the implementation and some factors that affect the implementation of student-centered teaching method. Finding of the study divided in to such quantitative and qualitative approach according to the nature of data gathered. The chapter is divided into three sections. Background information of the respondents, analysis of the main data and discussion of the major results are presented respectively.

4.1 Background information of the Respondents

Table 1: Teachers` background information

№	Category	Group	№	%
1	Sex	Male	18	90
		Female	2	10
		Total	20	100
2	Service year	0-5	6	30
		5-10	8	40
		10-15	4	20
		>15	2	10
		Total	20	100
3	Qualification	BA	2	10
		MA	16	80
		PHD	2	10

		Total	20	100

Table 1 shows that, 18(90%) of the respondents were male and 2(10%) were females and regarding to their services year 6(30%) have 0-5 years' experience, 8(40%) had 5-10, 4(20%) had 10-15 and the rest 2(10%) had above 15 years experiences. And also 16 (80%) of them had master's degree, and the remaining 2(10%) of them had PHD, and 2(10%)of them had BA degree. This shows that majority of the respondents were male and had a master degree qualification.

Table 2: students` background information

№	Category	Group	№	%
1	Sex	Male	34	56.67
		Female	26	43.33
		Total	60	100
2	Department	CIS	19	31.67
		EdPM	20	33.33
		PSYCHOLOGY	21	35
		Total	60	100

From table 34 (56.67%) of the respondents were male and the rest 26 (43.33%) were female, and regarding to their department 19 (31.67%) of the respondents were from CIS, EdPM 20(33.33%), PSYCHOLOGY 21(35%).Generally, each department has received an opportunity to be included in the research.

4.2 The implementation of student-centered teaching method

The status of student-centered teaching method implementation (teachers` response)

Both teachers and students agreed on the implementation of student-centered teaching method are not implemented effectively in the college of Education and behavioral Studies because of different factors. Such as, poor skill of student to engage themselves, vast content, negative attitude of instructors and students towards the method, lack of commitment, lack of students` motivation to learn cooperatively, limited preparation of teachers`.To overcome those factors in implementation student centered teaching 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

4.3 challenges of implementing student centered teaching method

Table 3 Challenges of implementing student centered teaching method (Instructors` response)

№	ITEMS	SDA	%	DA	%	A	%	SA	%	Total (%)
1	Shortage of time	2	10	3	15	5	25	10	50	100
2	Class size	3	15	4	20	8	40	5	25	10
3	Lack of knowledge about student centered teaching method	9	45	4	20	4	20	3	15	100
4	Institutional barriers (schedule, university rule etc.)	1	5	5	25	8	40	6	30	100

5	Lack of adequate materials	3	15	4	20	9	45	4	20	100
6	Crowded classes	4	20	6	30	6	30	4	20	100
7	Seating arrangements(seats are fixed not movable)	2	10	6	30	4	20	8	40	100
8	Organization of subject matter	7	35	3	15	8	40	4	20	100
9	Students unwillingness to learn cooperatively	3	15	4	20	7	35	6	30	100
Aggregate value		3.77	18.8	4.22	21.66	6.55	32.77	27.77	5.55	100

Table 3, item 1 show that 2 (10%) of the Respondents replied strongly disagree, 3 (15%) of the respondents respond disagree, 5 (25%) of the respondents said agreed, and the rest 10 (50%) of the respondents replied strongly agreement. This shows that the majority of the respondents' respond strongly agreed on shortage of time affects the implementation of student-centered teaching method effectively.

Table 3, item 2 show that 3 (15%) replied strongly disagreed, 4 (20%) replied disagreed, 8 (40%) replied agreed, and the remaining 5 (25%) replied strong agreement. This shows that Class size affect the implementation of student-centered teaching method effectively.

Table 3, item 3 shows that the respondents replied 9(45%) of the respondents replied strongly disagreed, 4 (20%) replied disagreed, 4 (20%), and 3(15%) replied strongly disagreed towards lack of knowledge about student centered teaching method .This shows that the majority of instructors in the college of Education and Behavioral Sciences have enough knowledge about student centered teaching method.

Table 5, item 4 institutional barriers (schedule, university rule etc.) shows that 1(5%) of the respondents replied strongly disagreed, 5 (25%) replied disagreed, 8 (40%) respond agreed, and the rest 6 (30%) replied strongly agreed. In this item the researcher concludes that the institutional barriers such as scheduled, university rule etc are the factors that affect the effective implementation of student-centered teaching method.

Table 3, item 5 concerning lack of adequate materials the respondents replied 3 (15%) replied strongly disagreed, 4 (20%) respond disagreed, 9 (45%) replied agreed and the remaining 4 (20%) reported strongly agreed. On this, the majority of the respondents replied agreed on this idea. This shows that lack of adequate materials affects the implementation of student-centered teaching method effectively.

Table 3, item 6, crowded classes 4 (20%) of the respondents reported strongly disagreed, 6 (30%) replied disagreed, 6 (30%) replied agreed and the rest 4 (20) respond strongly agreed. This shows that the respondents responded that strongly agreed and strongly disagreed equally.

Table 3 item 7, show that 2(10%) of the respondents reported strongly disagreed, 6 (30%) replied disagreed, 4 (20%) replied agreed, and the rest 8 (40%) of the respondents replied strongly agreed that seating arrangement is a factor that affect the effective implementation of student-centered teaching method.

Table 5, item 8, organization of subject matter 7(35%) of the respondents replied strongly disagreed, 3 (15%) replied disagreed, 8 (40%) respond agreed and the remaining 4 (20%) respond strongly agreed. The majority of the respondents' respond agreed. This shows that organization of subject matter affects the effective implementation of student-centered teaching method.

Table 3, item9, show that 3 (15%) of the respondents respond strong disagreement, 4 (20%) replied disagreed, 7 (35%) reported agreed and 6 (30%) replied strongly agreed on student's unwillingness to learn cooperatively. In this item, the majority of the respondents respond agreed. This shows that students' unwillingness to learn cooperatively affects the effective implementation of student-centered teaching method.

4.4 Analysis of data received through open ended questions (instructors` response)

4.4.1. Value of student-centered teaching method

The majority of the respondents confirmed the value of student centered teaching method. Their reasons are as follows: -

Student centered method of teaching helps students to develop learner's confidence, increase their presentation skill, develop self-esteem, strengths their relationships with their peers. In addition to this student-centered teaching method make students' active participatory and good academic achievers. It also helps for reflecting their own ideas freely and it provides chance for students to get feedback. Developing learning by doing and good communication skill they also compute.

4.4.2. Effective implementation of student-centered teaching method

All most all the respondents stated that there is no an effective implementation of student-centered teaching method in their classrooms. And the respondents list down some factors that hinder the effective implementation of student-centered teaching method such as lack of students` interest, lack of time, shortage of adequate resources to deliver the method, poor skill of student to engage themselves, vast content, negative attitude of instructors and students towards the method, lack of commitment, lack of students` motivation to learn cooperatively, limited preparation of teachers` to implement the method, most of courses are given in modality, lack of administration support and attention, limited instructional time, frustration of students to present in front of their peer, passiveness of students, and the seating`s (chairs) are not appropriate.

4.4.3. Solutions to minimize challenges

The respondents suggested that some solutions to minimize challenges faced during implementing student centered method Such as awareness creation on students and instructors about the method, fulfillment of basic resources, provide relevant training for instructors, give support and follow up, encourages to instructors` to implement the method, increase students` commitment, support and initiate students, the class room should be comfortable, avoid block courses (modality) to overcome shortage of time, instructors` should teach in well- organized manner for implementing the method and sharing of experience among other departments and

other universities. All of these are solutions that the respondents suggested to overcome the challenges of the implementation of student-centered teaching method in Wolkite University eollege of education and behavioral studies

Table 4: Factors that affect the effective implementation of student-centered teaching method (students` response)

№	ITEMS	SDA	%	DA	%	A	%	SA	%	Total (%)
1	Shortage of time	15	25	12	20	18	30	15	25	100
2	Cass size	13	21.67	16	26.67	19	31.67	12	20	100
3	Lack of knowledge about student centered teaching method	10	16.67	16	26.67	14	23.333	20	33.33	100
4	Institutional barriers(schedules, university rules etc)	17	28.33	17	28.33	15	25	11	18.33	100
5	Lack of adequate materials	12	20	9	15	19	31.67	20	33.33	100
6	Crowded classes	11	18.33	15	25	19	31.67	15	25	100
7	Seating arrangements are fixed not movable)	10	16.67	11	18.33	20	33.33	19	31.67	100
8	Organization of subject matter	11	18.33	13	21.67	16	26.67	20	33.33	100
9	Students unwillingness	13	21.	11	18.	15	25	21	35	100

	to learn cooperatively		67		33					
Aggregate value		12.44	20.74	13.33	22.22	17.22	28.70	17	28.33	100

Table 4, item 1, shortage of time, shows that 15(25%) of the respondents respond strongly disagreed, 12(20%) respond disagreed, 18 (30%) said agreed and the remaining 15(25%) replied strongly agreed. This shows that the majority of the respondents reported agreement on the shortage of time to implement student centered teaching method effectively.

Table 4, item 2, class size, in this question 13(21.67%) of the respondents replied strongly disagreed,16(26.67%) replied disagreed 19(31.67%) respond agreed and the remaining 12(20%) of the respondents replied strongly agreed on the class size. This shows that the majority of the respondents reported agreed.

Table 4, item 3, regarding lack of knowledge about student centered teaching method shows that 10 (16.67%) of the respondents respond strongly disagreed, 16 (26.67%) of the respondents said disagreed, 14 (23.33%) reported agreed, and the rest of 20(33.33%) of the respondents reported strongly agreed. This shows that, the majority of the respondents respond agreed on lack of knowledge about student centered teaching method. This implies that lack of knowledge about student centered teaching method affects the effective implementation of student-centered teaching method.

Table 4, item 4, shows that concerning on institutional barriers (schedule, university rule etc.), the respondents respond 10(16.67%) said strongly disagreed, 16(26.67%) respond disagreed, 14(23.33%) replied agreed and the remaining 20(33.33%) of the respondents replied strongly agreed. These shows that majority of the respondent response agreed that institutional barriers (schedule, university rule etc.) affect the implementation of student-centered teaching method effectively.

Table 4, item 5, regarding on lack of adequate materials,12 (20%) of the respondents reported strongly disagreed,9(15%) replied disagreed,19(31.67%) respond agreed, and the rest 20(33.33%) of the respondents replied strong agreement. This implies that the majority of the respondents

respond agreed regarding to lack of adequate materials affect the implementation of student-centered teaching method.

Table 4, item 6, shows that 11(18.33%) of the respondents reported respond strongly disagreed, 15(25%) said disagreed, 19(31.67%) replied agreed and the remaining 15 (25%) respond strongly agreed on crowded classes. This implies that crowded classes are factors that affect the implementation of student-centered teaching method effectively.

Table 4, item 7, shows that 10(16.67%) of the respondents replied strongly disagree,11 (18.33%) replied disagreed, 20(33.33%) replied agreed and the remaining 19 (31.67%) replied strongly agreed on the seating arrangements (seats are fixed and rows not movable). The majority of the respondents respond agreed to the idea. This implies that seating arrangements (seats are fixed and rows not movable) are factors that affect the implementation of student-centered teaching method effectively.

Table 4, item 8, shows that 11 (18.33%) of the respondents replied strongly disagreed, 13(21.67%) replier disagreed, 16(26.67%) respond, and the rest 20(33.33%) of the respondents respond strongly agreed on the organization of subject matter.

Table 4, item 9, shows that 13(21.67%) of the respondents respond strongly disagreed, 11(18.33%) of the respondents reported disagreed, 15(25%) replied agreed, and the rest 21(35%) replied strongly agreed concerning on student's unwillingness to learn cooperatively. The majority of the respondents' response agreed on students' unwillingness to learn cooperatively. So, this show implies that students' unwillingness to learn cooperatively affects the implementation of student-centered teaching method effectively.

4.5 Analysis of data received through open ended questions (students` response)

4.5.1. Factors that affect the implementation of student-centered teaching method

Students` mentioned major factors that affect the implementation of student-centered teaching method Such as lack of commitment, lack of students` cooperation with their peers, inadequate educational resources, lack of students` prior experience, shortage of time to implement, lack of motivation, poor class room structure, class rooms are not conducive to implement, poor seating arrangements, vast content of courses, large class size, students depend only in handout rather

than reading additional materials and weak perception of instructors and students about the method, shortage of time, modular approach of the course delivery (block course), low students' interest, conducive learning environment, and lack of teachers` perception towards the method are the major factors as they mentioned.

4.5.2. Solutions to minimize the challenges in the implementation of the method

The solution that the respondents suggested that the teacher should facilitate the class in student centered approach by given the chance to perform their own activity by their own, should give participatory activities to increase students participation in the class room, building students capacity by allowing self-teaching ,arranging the time properly, reduce the content of the course ,arranging the class room, and the teacher should give support and follow up, not only the teacher but also from the administrative bodies and creating awareness towards student centered teaching method. In addition, making the class room environment conducive to implement, facilitate adequate materials, avoid block courses to overcome shortage of time, should motivate teachers and students to implement the method, teachers should create opportunity to participate actively in their task, and encourage students to do their work cooperatively with their peers.

4.6 Data analysis collected through observation

This observation was held in teacher education and curriculum study and adult education and community development third year students' class. According to the researcher`s observation, the class room activity most dominantly controlled by the teacher and students are mostly passive. The teacher controls the class room and for any few minutes the teacher raised some questions and group works, and from the two hours the teacher gives lecture for an hour or above in lecturing. So according to the researcher`s observation, the class room dominated by the teacher and seating arrangements are not appropriate for the instructional process to implement student centered teaching method effectively.

4.7 Data analysis received through interview (Department heads` response)

As the researcher tried to cross check by interview, department heads informed about the implementation of student-centered teaching method is not implemented effectively in the college. First things that it should be consider the interest and motivation of students. But to do these activities need conducive classroom, teachers should get training, fulfill available resources etc. The respondents replied that to some extent they implement student centered teaching

method by using different kinds of teaching strategies such as group discussion, reading assignment, brainstorming, presentation etc. However, it is very difficult to say there is effective implementation of student-centered teaching method. There are many challenges to implement student centered method teaching. Some teachers respond as follows:

The instructor (Godefa): student centered teaching method is implemented in some extent by using some kinds of teaching strategies such as group discussion, reading assignment, brainstorming, presentation etc. However, it doesn't implement effectively in the classroom due to different challenges. Such as shortage of time, inadequate educational resources, lack of students and teachers comment, lack of students' interest to work cooperatively, lack of students' competition, vast content, poor seating arrangements etc.

The instructor (Naoli): The implementation of student-centered teaching method is low. There are various challenges faced during implementing student centered teaching method. such as shortage of time, class size, lack of students' interest, lack of motivation, lack of conducive learning environment, lack of resources, weak perception of teachers and students, lack of students' prerequisite knowledge about the method and students expected everything from the teachers are some factors.

The instructor (Sena): It is very difficult to say there is effective implementation of student-centered teaching method due to different factors affect the implementation of the method. some of them are lack of students' interest, lack of resources, weak teachers and student's perception about the method, poor seating arrangements, lack of conducive classrooms, vast content, lack of administration support and attention passiveness of students etc.

The instructor (Joshoa): Student centered teaching method is not implemented effectively in the classroom. Different factors that affect to implement Such as shortage of time, lack of students motivation, lack of students prerequisite knowledge about the method, classrooms are not conducive, lack of students interest, lack of knowledge about the method, most of courses are given in modality, lack of adequate resources to deliver the method, student's grade arrangements, large class size are major factors that affect the effective implementation of student centered teaching method.

This shows that student centered teaching method is not implemented effectively in education and behavioral studies college as they mentioned .such as shortage of time, teachers carelessness', inadequate educational resources, lack of students competition, weak teachers perception towards their profession, students weak interest to work cooperatively, poor seating arrangement, lack of language, lack of teachers and students commitment, weak students experience towards student centered teaching method, large class size, negative attitude of teachers and students, lack of infrastructure, lack of conducive learning environment, course are given in modality, vast content, lack of competition, lack of motivation and students expected everything from the teacher's (e.g. handout and related materials)are the major factors as they mentioned.

They also suggest some solutions to minimize these factors by available appropriate materials and infrastructures, by promoting positive attitudes of teachers and students, create awareness, give training for teachers, motivate students to work cooperatively, and should give life learning skill for a long time. Additionally, they replied that the implementation of student-centered teaching method is conducted by the effort of students and teachers in the form of peer lead learning, module revision, mentoring activities, course cherish, online book reserve, teachers short term training and student's tutorial pregame. However, by different factors it is very difficult to say there is effective implementation of student-centered teaching method in Wolkite University, college of education and behavioral studie

4.8 Discussion of the results

In this part of the paper an attempt is made to explain the result of the study with reference to the basic questions formulated under the statement of the problem. The major ideas of the discussion are:

4.8.1The extent of the implementation of student-centered teaching method

The result of the study indicated that, the extent to which student-centered teaching method effectively implemented in the classroom is low. As collected data from questionnaire, interview and observation, the study shows that the majority of the teachers implement the method but it is not effectively due to teachers, student and other related factors affect the implementation of student-centered teaching method effectively. Research shows that there are crucial factors that should be considered while attempting to implement and evaluate student centered teaching methods. Some of these factors are: learners' perception, attitude and their characteristics, length of time needed, the appropriate instruments to be used, how student-centered methods are to be implemented (Ahmed and Mahmood, 2010; Sablonnaire, Taylor, and sadykova, 2009; Vavrus, 2009; Gravois et al., 2008; Schuh, 2004; O'Sullivan, 2003.

4.8.2 Factors affecting the implementation of student-centered teaching method.

The result of the study indicated that, the extent to which student-centered teaching method effectively implemented in the classroom is low. As collected data from questionnaire, interview and observation, the study shows that the majority of the teachers implement the method but it is not effectively due to teachers, student and other related factors affect the implementation of student-centered teaching method effectively. Some of these factors are: learners' perception, attitude and their characteristics, length of time needed, the appropriate instruments to be used, how student-centered methods are to be implemented. The finding of the study shown that student centered teaching method is not implemented effectively in education and behavioral studies college due to several factors that affect the method. Shortage of time to implement the method, class size, lack of conducive learning environment, weak perceptions of teachers and students towards the method, lack of commitment, vast content, inappropriate seating arrangements, lack of students interest, lack of students prerequisite knowledge, lack of teaching materials and most of courses are given in modality are found to be the major ones.

Several studies have identified that teachers perceive large class sizes as a barrier to the implementation of student-centered teaching .A lack of time is another factor to implement student centered teaching method effectively. Some teachers cited the lack of time to teach using student centered approaches due to an overcrowded.Supporting this fact, Farant (2000) explains the effect of time by stressing that shortage of time limits instructors and students from implementing student centered teaching method in the classroom.

They notice that unless learner considered the implication of the ideas their own lives and decided to act, know and believe in their ways, they are likely to adopt a passive acquiescence to the teacher's knowledge structure. And ultimately, this passive students' learning has not been transformed and at best resulted in some accretion of knowledge. Therefore, from the study collected from observation, questionnaire, and interview the researcher's point out that the student’s dependency on the traditional teacher mode of delivery highly affects the implementation of student-centered teaching method. Additionally, the data obtained from classroom observation provide that the classroom dominated by the teacher, and the classroom condition and seating arrangements is not conducive to implement student centered teaching method and students are unwillingness to learn cooperatively with their peers. Generally, although they lack necessary comment to implement student centered teaching method, the instructors in the college seem to be aware of the importance of student-centered teaching method. Thus, can be concluding that the instructors perceived active learning positively but they don’t implement in the classroom effectively. Student centered teaching method is implemented sometimes in the actual classes of the college but it is not effectively.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to assess the implementation of student-centered teaching method and the major factors that affect the effective implementation of student-centered teaching method in the college of education and behavioral studies. In to achieve this purpose, the following questions were raised in the study: -

1. To what extent is student centered teaching method implementation?
2. What factors affect the implementation of student-centered teaching method?

In leading with these basic research questions, the research approach was mixed or both quantitative and qualitative methods. The participants participate in this study was third year college of education and behavioral studies students, teachers including department heads of education and behavioral studies college. To this end, both quantitative and qualitative data had been gathered through questionnaires (open and close ended questions), interview and observation.

In line with this, quantitatively deceptive methods of data analysis like percentage and numbers had been employed so as to answer the research questions of the study. The qualitative data had been also analyzed through word explanation. Hence, the following findings summarized from the study:

5.1.1 The extent of student-centered teaching method implementation

The extent of student-centered teaching method implementation in the college of education and behavioral studies had been found at the lower stage because of the existence of different instructors`, students` and administrative related factors that hinder the implementation of student-centered teaching method effectively. Instructors and students weren't involved in implementation student centered method of teaching effectively as it had been expected them.

The data found from questionnaire, interview and observation shows that, the majority of instructors used student centered teaching method but it doesn't implement effectively.

5.1.2 Factors that affect the effective implementation of student-centered teaching method

The data found through questionnaire, observation and interview shows that, the major factors that hinder the effective implementation of student centered teaching method are lack of students interest, lack of instructors and students commitment, class rooms are not conducive, vast content, most courses are provide in modality, limited instructional time, lack students prior knowledge about the method, shortage of adequate resources to deliver the method, limited preparation of instructors to implement the method are major factors.

5.2 Conclusions

Effective teaching and learning process requires the use of different instructional methods and pedagogies to the difference individuals needs of learners to motivate students and instructors, to maximize opportunities for committed and to ever come changing learning environment. In this finding however, the study revealed that the majority of instructors' implemented student centered teaching method but it doesn't mean effectively implemented.

The result of the study revealed that, the knowledge of instructors towards student centered teaching method report was found to be high. But they were not implemented effectively in the classroom as expected from them due to instructors and other relate factors. Such as shortage of time, lack of students' interest to work cooperatively, classrooms are not conducive, lack of students' pretty request knowledge, lack of commitment, vast content, limited instructional time, organization of subject matter, modularization approach, large class size are the major challenges to implement student centered teaching method effectively.

5.3 Recommendations

The following are recommendations:

- Instructors should provide and arrange activities in line with learners' interest.

-The college encourages instructors to implement student centered teaching method effectively

-Instructors should involve students in active learning process and tasks.

-Instructors should fostered teamwork and cooperative learning.

-Gave students more responsibility for their learning.

-The college should prepare courses in a semester based.

-The college should fulfill adequate materials.

-The college should arrange the time table to cover the content of the course.

-The college should give training to create awareness and to increase their interests.

-The college should avoid block courses and preparing in a semester based.

-Instructors should establish a safe learning environment.

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Appendix 1

Wolkite university

College of education and behaviora studies

Department of pedagogical science

Questionnaire to be completed by instructors

Dear participant: the main purpose of this questionnaire is to identify the extent of the implementation and challenges that affect the implementation of student centered teaching method in education and behavioral studies college. This questionnaire has two parts: the first part deal with the general background information of the Respondent and part two contains items that deal with the extent of implementation and challenges that affect the implementation of student centered teaching method in college of education and behavioral sciences. We kindly request your cooperation to give your genuine response to the items as per directions for each part. Your response will be used for this research and purpose and it will also kept confidential.

THANK YOU FOR YOURE KIND IN ADVANCE!

PART ONE: Instructors background information

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

1. Sex: Male ☐ Female: ☐

2, service year: 0_5 year ☐ 5_10 year ☐ 10_15 year ☐ above 15 year ☐

3. Qualification: Bachelor ☐ Master ☐ PHD ☐

4. Field of study or department: EdPM CIS PSYCHOLOGY ☐

Part two: Close ended questions

DIRECTION: below are items which have been designed to assess the status of the implementation of student centered teaching method by instructors. Read each statement carefully and put a tick(√) mark in the five alternatives.

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

The extent of implementation of student entered teaching method						
№	ITEMS	1	2	3	4	5
1	I employ student centered teaching method					
2	I encourage students to do instructional process in group work					
3	I organize the class room in suitable condition to facilitate student centered teaching method					
4	I am interested to implement student centered student centered teaching method					
5	I assess my students to ensure equal participation in their group work					
6	I have enough knowledge about student centered teaching method					

7	Students are interested to do group work					
8	Class rooms are conducive to implement student centered teaching method					
9	I use diverse student centered teaching method					
10	I initiate students to actively in my classes					
11	I implement student centered teaching method effectively in my classes					

DIRECTION : The following items are designed to asses factors that hinder the implementation of student centered teaching method. Select your agreement or disagreement on the challenges that influence you to implement student centered teaching method and put a thick (√) in one of the four alternatives .

KEY: 1=STRONGLY AGREE 2=DISAGREE 3=AGREE 4=STRONGLY DISAGREE

1	Shortage of time	1	2	3	4
2	Class size				
3	Lack of knowledge about student centered method				
4	Institutional barriers(schedule, university rule etc)				
5	Lack of adequate materials				
6	Crowded classes				

7	Seating arrangements (seats are fixed not movable)				
8	Organization of subject matter				
9	Students unwillingness to learn cooperatively				

PART THREE: OPEN ENDEED QUESTIONS

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

1. Is it necessary to apply student centered learning? If your answer is yes give your explanation ……
…….....
.....

2. Is there an effective implementation of student centered teaching method in your class room instruction?

A. YES B. NO

If your answer student centered r for question № " 2" is NO what are the factors that hinder the effective implementation of centered teaching method

……
……
……
…….

3.If you feel challenges in implementing student centered teaching method please suggest some solutions to overcome these Challenges in implementation of student centered teaching method.

……
……
……

Appendix 2

Wolkite university

College of education and behaviora studies

Department of pedagogical science

Questionnaire to be completed by students

Dear participants: The main purpose of this questionnaire is to assess the extent of implementation and factors that hinder the effective implementation of student centered teaching method in education and behavioral studies college. This questionnaire has two parts: the first part deal with the general background information of the respondent and part two contains items that deal with the implementation of student centered teaching method in college of education and behavioral studies. I kindly request your cooperation to give your responses to the items as per direction for each part. Your responses will only be used for this research purpose only and it will also keep confidential.

Thank you for your kind in advance!

PART ONE: Students background

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

Sex: Male ☐ Female ☐

Department or Field of study: EdPM ☐ CIS ☐ PSYCHOLOGY ☐

PART TOW: CLOSE ENDED QUESTIONS

DIRECTIONS: below are items which have been designed to assess to what extent instructors implement student centered 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

The extent of the implementation of student centered teaching method						
1	I employ student centered teaching method	1	2	3	4	5
2	I encourage students to do instructional process in group work					
3	I organize class room in suitable condition to facilitate student learning					
4	I am interested to implement student centered teaching method					
5	I assess my students to ensure their equal participation in their group work					
6	I have enough knowledge about student centered teaching method					
7	Students are interested to do group work					
8	Class rooms are conducive to implement centered teaching method					
9	I use divers student centered teaching method					
10	I initiate students to actively participate in my class room					

11	I implement student centered teaching method effectively					

DIRECTION: The following items are designed to assess factors that affect effective implementation of student centered teaching method. Select your agreement or disagreement on the challenges that influence you to implement student centered teaching method and put a tick(√) mark in one the four alternatives.

KEY: 1= STRONGLY AGREE 2= AGREEE 3= DISAGREE 4=STRONGLY DISAGREE

№	ITEMS	1	2	3	4
1	Shortage of time				
2	Class size				
3	Lack of knowledge about student centered teaching method				
4	I institutional barriers (schedule, university rule etc)				
5	Lack of adequate materials				
6	Crowded classes				
8	Organization of subject matter				
9	Students unwillingness to learn cooperatively				

OPEN ENDED QUESTIONS

1. What factors do you think to prevent effective implementation of student centered teaching method? ……
……
……

2. If you feel challenges to implement student centered teaching method what are the things that need to be done for ensuring effective implementation of student centered teaching method?

……
……
……

Appendix 3

Wolkite University

College of education and behaviora studies

Department of pedagogical science

Observation items

NO	ITEM	Yes	No
1	Students participate actively		
2	The teacher is the dominant figure in classroom instruction		
3	The teacher gives chance for students during the process		
4	The seating arrangement of the students is suitable for the instructional process		
5	The teacher organized the class to improve student achievement by using centered teaching method		
6	Equitable students participation in the classroom		

Appendix 4

Wolkite University

College of education and behaviora studies

Department of pedagogical science

Interview items for department heads

1. How do you implement student centered teaching methods in your class room?
2. Do you believe that there is an effective implementation of student centered teaching method? If not why not?
3. If you feel challenges in the implementation of student centered teaching method what should be done to overcome these Challenges?