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PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

PRACTICE OF ACTIVE LEARNING METHOD IN CASE OF DIMTU SECONDARY SCHOOL, THAT
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Table of Contents

Content	pages
LIST OF TABLE	v
Acronyms and Abbreviations:	vi
ABSTRACT	2
UNIT ONE	3
1. Introduction.....	3
1.1. Background of the study	3
1.2. Statement of the Problem	4
1.3. Research Questions.....	6
1.4. Objectives of the study.....	7
1.4.1. General Objective	7
1.4.2. Specific Objectives	7
1.5. Significance of the study.....	7
1.6. Delimitation of the study.....	7
1.7. Limitation of the study.....	8
1.8. Operational Definition of key terms	8
UNIT TWO.....	9
2. Related literature review	9
2.1. The ideas of active learning	9
2.2. The advantages of active learning	10
2.3 Implementation of Active Learning in Ethiopian Education	11
2.3.1 The Need of Educational Reform and Teacher Training	11
2.4 Role of the Teachers and students to assist active learning	13
2.4 .1 Role of the Teachers to assist active learning	13
2.4.2 Role of the students to assist active learning.....	13
2.5. Common Techniques of Active Learning	14
2.6. Factors Affecting Active Learning Approach	16
2.6.1. Human Related Problems	16
2.6.2. Non Human Influencing Factors.....	17
UNIT THREE.....	19

3. RESEACH DESIGN AND METHODOLOGY	19
3.1 Research design	19
3.2 DESCRIPTION OF THE STUDY AREA.....	19
3.3. Sources of Data.....	19
3.3. Study Population	20
3.4. Sampling Method.....	20
3.4.1 Sample size.....	20
3.4.2 Sampling Techniques	20
3.5 Data Collection method	21
3.5.1 Questionnaire.....	22
3.5.2 Class room observation	22
3.6 Data Analysis	23
3.7. Ethical Consideration.....	23
CHAPTER FOUR.....	25
4. RESULTS AND DISCUSSION	25
4.1 RESULTS	25
4.1.1 Background of Respondents.....	25
4.2. Perception of Students and Teachers about Active Learning Method.....	26
4.2.1. Perception of Teachers about Active Learning Method.....	27
4.2.2. Perceptions of Students about Active Learning Methodology	29
4.2.3. Practice of Active Learning Methodologies In study area	32
UNIT FIVE.....	41
5 SUMMARY, CONCLUSION AND RECOMENDATIONs	41
5.2. Summary	41
5.3. Recommendations	41
6. References.....	43
Appendixes	45
Appendix - 1	45
Appendix - 2	49
Appendix - 3	53
Appendix - 4	54

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LIST OF TABLE

Table 1. Demographic characteristics of respondents (Teachers)	21
Table 2.Data collected on teachers' perception of active learning.....	23
Table 3 .data collected on students' perception of active learning.....	25
Table 4.Data collected from students on the current practice of active learning.....	28
Table 5.Data collected from teachers on the current practice of active learning.....	30
Table 6. Teachers' opinion on their practice of different active learning techniques.....	31
Table 7.Students' opinion on the current practice of different active learning techniques	32
Table 8.Factors affecting the practice of active learning methods in teachers view.....	34
Table 9.Factors affecting the practice of active learning methods in students view.....	35

Acronyms and Abbreviations:

SPSS- Statistical Package for Social Science

SRS-Simple Random Sampling

MOE-Ministry of Education

Fr –frequency

ABSTRACT

The main purpose of this study was the practices of active learning approaches in Dimtu Secondary School .To meet the objective of the study; a convergent parallel mixed design was employed. Lottery method was used to select the section from which students were sampled. The director of the school, 9 teachers and all 80 students from grade 9-12th were selected using availability sampling technique. The Sampling Technique that used in this study was simple random sampling(SRS).The reason the researcher prefer the SRS Technique was due to: each number of population under the study was have an equal chance to be selected, the probability of the member of the population that selected was not affect by selection of other member with in the population and each selection was completely independent of the next when drawing out the name or code that represent each number in the entire population. Quantitative data were collected from all students and teachers using structured and pretested questionnaire. The academic director and selected teachers were interviewed using interview guide. Data analysis was done in three phases. First, analysis of the quantitative data was done in SPSS and percentages, and frequencies were used. Second, qualitative data was analyzed considering the research questions, using framework coding which is a deductive approach. Finally, quantitative and qualitative results were merged. Almost all teachers and students had a positive perception of active learning. Teachers are practicing active learning sometimes but the level of their practice was not satisfactory. Lecture was found to be the most commonly employed teaching technique followed by individual assignments, group work/discussion and question and answer methods. Shortage of time, large amount of contents to be covered during one classroom and lecturers and students tendency towards the traditional lecture method were found to be the most serious factors among the problems that affects the practice of active learning negatively. It has been recommended that teachers should be committed to discharge their roles to exercise active learning methodologies. Additionally, to improve the level of active learning, the administration of the school should continuously identify and solve those problems by developing a working group in coordination with teachers, students and other stakeholders.

UNIT ONE

1. Introduction

1.1. Background of the study

Active learning method is a process where a learner takes a dynamics and energetic role in his or her education. In active learning the students were partners in the process, while passive learning requires little personal involvements from a student. Active learning, through which students become active participants in the learning process, is an important means for development of student's skills. In this process, students move from being passive recipients of knowledge to being participants in activities that encompass analysis, synthesis and evaluation besides developing skills, values and attitudes. Active learning is shift the focus of activity from the teacher to the learners (Kaplan, 2014).

These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges (ICDR, 2008). The Student engagement encompasses much more than traditional student behaviors of listening, reading, writing or calculating. To be actively involved, learners are expected to engage in higher order thinking tasks such as analysis, synthesis, and evaluation. These methods leave students with a greater level of knowledge and better learning skills (Graffam.B, 2007).

Many studies show that students learn more when they actively participate in generating knowledge than just listen. They must read, write, discuss and engage in solving problems (Austen & Wylie, 2006; Alemu, 2010).

The role of the teacher is to assist students in this construction process to acquire knowledge however, it is quite clear that simply talking and showing no matter how qualitatively it may be, probably will not significantly improve their learning of such abstract topics. It is recommended that student acquire knowledge by them. Thus, the primary role of a teacher in implementation active learning approach in teaching in secondary school is to try to move students to take an

active part during the class concerning important and difficult concepts either through the form of individual opinion or through the form of group discussions (Sivan, 2016).

Now a Today, active 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 educational institutions including Universities (MOE, 2002).

Despite the policy and all other efforts, the teaching learning process in most Schools, Colleges and Universities in Ethiopia has persisted to be teacher centered and more akin to passive learning. There are many studies done in educational faculties regarding implementation of active learning approach. In most of the cases its implementation is found to be low and student's involvement during class was minimal.

Teshome (2012) and Gezahegn (2013) show that the practice of active learning was low. In Teshome's study, he did a descriptive survey to examine teachers practice of active learning in haramaya secondary school and he founds that teachers have perceived active learning positively but their practice of active learning was low and Gezahegn (2013), in his descriptive survey in combined arms academy, founds that traditional lecture method is the most commonly employed method in the academy.

Challenges of practicing the active learning are thus common to Ethiopian schools and would likely face Dimtu secondary school. As these professions expand in Ethiopia, better teaching and use of active learning principles will increase the effectiveness of graduates. However, to meet this core principle of teaching, we must understand how active learning is currently implemented and the barriers to doing effective student centered teaching practice.

Therefore, the purpose of this study was to assess the practices of the of active learning approaches in Dimtu secondary school. By doing so, I generate the necessary recommendations that might help the school and other similar school to follow practice of active learning approach.

1.2. Statement of the Problem

In teacher centered approach, the teacher is considered to hold most of knowledge necessary for students and student's success in school was measured only by passing examination. The teacher uses chalk and talk method of teaching in which the teachers are active and the students are passive. This leads the students to the memorization of information and facts from their

textbooks and notes. This was considered to be the most ineffective method of teaching. This, however, is the lowest level in the development of cognitive abilities. That is why Amare, (2000:10) noted the absence of appropriate balance between the concrete and the abstract experiences as one weakness of the teacher centered approach

Based on the general curriculum reform in the country, there have been continuous and revisions in the instructional approach to offer quality learning and practical active learning method. The researcher of this study is doubtful whether or not the underlying paradigm shifts in the methods of teaching and learning, that have been introduced recently to secondary schools are well understood by all groups implementing them, particularly, school principals, school supervisors and learners. However, the old method of focusing on lecture, chalkboard and textbook still prevails and the majority of teachers do not utilize the new approaches. Classroom conditions and school facilities do not permit the practical application of the new approach

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

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

The active learning approach aimed at producing people with sound knowledge, practical skill, and positive attitudes about themselves, as about the society and environment as a whole. Considering that the nation`s future will be shaped through its programs of education and as well-being of its citizens, by employing active learning approach is a sound decision. In practice,

the policy document does not seem to be practical appropriately by engaging students in activities of these natures.

Even though the learner centered method is theoretically advanced, in practice the teacher centered method may predominant in the most cases. The term student centered method is one of the most misunderstood in the whole of education Schofield, (1972:78). In addition, regarding teaching learning process in primary schools, Pollard *et al.*, (2000:60) indicates that, teaching in today's secondary schools is very much a matter of teachers talking and children listening. Classroom practices in secondary schools are intense and more teachers controlled. Pupils are less autonomous in their use of space and time and in their choice of activities.

Moreover, the old method of focusing on lecture, chalkboard, and text book skill prevails the majority of teachers not utilize the new approaches as intended. The absence of qualified professional assistances, lack of pre and post training in implementation of active learning and absence of instructional facilities the instruction process hinder the progress Amanu Oligira, (2005:23).

Therefore, based on the above mentioned experiences, the researcher doubt in the following points: Teaching in Dimtu secondary schools may/ may not be a matter of teachers talking and student listening, Classroom practices in Dimtu secondary schools **may or may not** be intense and more teachers controlled and their may or may not be absence of qualified professional assistances, lack of pre and post training of active learning and absence of instructional facilities the instruction process hinder the progress of active learning in Dimtu Secondary Schools

The above and related problem initiated the researcher to investigate the major problems associated with the Practice of active learning method in Dimtu secondary schools which found in Tiro Afeta Districts, Jimma Zone, Oromia Regional State of Ethiopia.

1.3. Research Questions

1. What are the current practices of active learning methods in Dimtu secondary school?
2. How do teachers and students perceive active-learning?
3. What are the factors influencing the practice of active learning methods in teaching classes?
4. What are the (expected) outcomes of active learning?

1.4. Objectives of the study

1.4.1. General Objective

To assess the practice of active learning methods in Dimtu secondary school?

1.4.2. Specific Objectives

- ✓ To examine Perception of teachers towards active learning approaches.
- ✓ To assess how teachers apply the practice of active learning methods in classrooms.
- ✓ To assess the necessary skills and capability of teachers on teaching through active learning methods.
- ✓ To identify factors influencing the practice of active learning methods in secondary school of Dimtu

1.5. Significance of the study

It is proved to that the learner centered method of teaching prepares the learners to solve problems, makes them creative and use information from their environment and other sources to make a better life for themselves and society. Therefore, the result of this study has the following significances:-.

1. It may contribute to improve the teaching methodology in Dimtu secondary school
2. It may help planners, educational officials, and policy makers to be aware of the problem of implementation and thereby to seek solutions.
3. It will enable the concerned educational officials and teachers to gain valuable information on the actual status of teaching learning process
4. the study was expected to find out factors that affect the implementation of active learning method, it may indicate areas that need remedies, and may create awareness among teachers, educational officials and concerned bodies to take corrective action
5. It may initiate other interested researchers to carry out extensive studies in the areas.
6. It may encourage other interested bodies to be involved in strengthening implementation of the approach to practical conditions.

1.6. Delimitation of the study

The scope of this study was delimited to teachers` readiness, commitment and facilities which deserve the utilization of the active learning approach the case of Tiro Afata Distiric Dimtu High School which is governmental schools. The logistic and time constraints have forced the

researcher to delimit this study to one secondary school instead of considering Five secondary School.

1.7. Limitation of the study

The researcher strongly agrees that the inclusion of a larger part of the district and population size in the study could help to get more relevant and broader information. However, because of time, financial and other resources constraints the researcher could not able to conduct the study in depth. The researcher also believes the importance of including content analysis on the study is more reliable and stronger in its evidences but due to time and other resources constraints the study data has been limited on questionnaires, interviews and classroom observation.

1.8. Operational Definition of key terms

Active learning: - requires students to do meaningful learning activities and think about what they are doing.

Student-centered: is an instructional approach in which students influence the content, activities, materials, and pace of learning.

High school: refers to grade levels 9-12

Pedagogy: instructional science of teaching and learning method

UNIT TWO

2. Related literature review

2.1. The ideas of active learning

Active learning is defined as, any instructional method that engages students in the learning process. Active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor (Ellis, 1995).

Active learning is a broadly inclusive term, used to describe several models of instruction that hold learners responsible for their own learning. The leaders in the field of active learning, (Bonwell and Eison, 1991) have contributed heavily to its development and to the acceptance of active learning as a viable approach. Proponents of active learning describe a process in which students engage in “doing things and thinking about what they are doing” in the classroom (Bonwell & Eison, 1991).

Active learning encompasses various practices, such as pausing in lectures for students to consolidate their notes, interspersing short writing exercises in class, facilitating small-group discussions within the larger class, incorporating survey instruments, quizzes, and student self-assessment exercises into the course, leading laboratory experiments, taking field trips, and using debates, games, and role play (Bonwell & Eison, 1991). (Bonwell and Eison, 1991) suggest that active learning provides the following benefits: students are more involved than in passive listening; students are engaged in activities such as reading, discussing, and writing; student motivation is increased; students can receive immediate feedback; and students may engage in higher-order thinking, such as analysis, synthesis, and evaluation. In order to have a positive effect on students, the management educator must apply the principles of active learning to the practical setting of the classroom.

Recently, researches 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, Elizabeth and Shelly, 2011).

It is hard to get a single universally accepted definition to Active learning because different authors have interpreted it and its components differently. But commonly the term “active learning” is used to describe a teaching-learning approach which acknowledges that the learners are active in the learning process than simple listening to the lecture. In active learning students are stimulated to process, interact and share as part of their learning process (Prince 2004).

Active engagement of the students in the learning process is the main element of active learning. Introducing different student activities into the traditional lecture and promoting students engagement in this activities can be a simple example of active learning. In Student centered learning, student’s play an active role in the learning process and the teacher plays as an activator of learning. Terms, ‘student-centered’ or ‘learner-centered learning’, are the other terminologies which describes active learning (Prince 2004).

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

2.2. The advantages of active learning

Many Studies shows that active learning has many advantages 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 teamwork which leads to enhanced understanding of course content. Additionally, active learning provides better confidence for students to use and improve their language proficiency. It also provides new learning resources and different learning styles which increases 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 discussions and critical reflection of different perspectives on a particular topic (Alemu, 2010).Active learning helps the lecturer select proper objectives at the correct

level of difficulty to the need of students. It also creates time for the teacher to perform helping instructor functions of facilitating, listening and advocating (Alemu, 2010).

Many studies from different parts of the world supported that active learning is important to increase level of students learning. Austen & Wylie (2006) finds out there were good improvement in students learning and teaching learning process were improved following 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 is meaningful to students. Learning is meaningful only when students can use it than memorizing facts (ICDR, 1999).

Over time, learning became easier and faster with the help of different tools and methods. Blackboards have been used for at least a millennium, books and pamphlets have held a prominent role in education. Now we have innovated technologies that can be used for quicker and easier learning of every student. Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources (Reyes, 2016).

2.3 Implementation of Active Learning in Ethiopian Education

This sub-section focuses on through which ways active learning is implemented in Ethiopian primary education. It starts with why educational reform was needed and what this implied for the school, the curriculum and for teachers in Ethiopia. It is followed by the role of students in the implementation of active learning.

2.3.1 The Need of Educational Reform and Teacher Training

The government of Ethiopia has determined that the quality of education must be improved because of its low level of quality and the difference between the cognitive level of students when they leave primary school and the requisite cognitive level at the end of primary education. In order to achieve this, money is invested in education and implementation of interactive learning methods. Meanwhile, active learning is a widely known concept in education in Ethiopia, but in reality it is understood by few. According to some studies, in practice, teachers do not know how to use, apply and implement it. The implementation of active learning is mandatory by the Ethiopian government, but the problem is that they only provide limited and insufficient trainings. This makes the implementation a complex process (Serbessa, 2006).

In addition, Coe (2005) in Chisholm & Leyendecker (2008) states that at school level various international, national and local discourses coexist within the same school. Due to the absence of a uniform policy, traditional education may persist. UNICEF (2012) claims that there is also a noticeable difference in the degree of implementation of active learning methods between urban and rural areas in Ethiopia. In rural areas, active learning is less often implemented due to the limited resources.

Progress has been seen in the accessibility to primary education in Ethiopia. The most powerful way to improve the quality of education is investing in teachers and student teachers. The majority of the teachers in Ethiopia teaches the traditional teacher-centred way as they were taught in their schools, mostly church schools, and at the teacher training colleges (Serbessa, 2006). The improvement of quality education means a shift from the teacher-centred approach to the learner centred approach, but still traditional, cultural, and social values are deeply rooted in the daily education of Ethiopia. Traditional beliefs serve and have served as the cultural frame in modern teaching and learning in Ethiopia. Student teachers at Teacher Training Colleges (TTC) hardly gain knowledge related to active learning. TTCs claim that they educate student teachers in active learning methods and learner-centred education but in practice these institutes have little understanding about what these terms actually mean.

The concept of active learning is therefore understood in many different ways and, as a result, is practiced in many different ways. The challenge for the current older and younger generations of teachers in Ethiopia is to shift from the approach they have been thought at TTC into the approach of active learning. The difficulty is to transfer theoretical knowledge about active learning into practice. These factors make that the implementation of active learning is a complex process in the Ethiopian primary education (Edukans, 2014, Hoeksma & Sieswerda, 2010; Serbessa, 2006;). This is also an endorsed and recognized problem in other sub-Saharan countries according to Rogan & Grayson (2003), who argue that the complexity of implementing a new curriculum is caused by the teachers' own background, training level and knowledge about education. These factors are directly related to the extent in which teachers are accepting and implementing a new policy. This partially explains the difficulties of implementing active learning in Ethiopia.

The current situation in Ethiopian education regarding the improvement of teacher skills is that the government distributes guidelines about active learning throughout schools. Besides, they are

providing teachers certificate and diploma programs. This has not resulted in the broad implementation of active learning methods in education (Hoeksma & Sieswerda, 2010). In addition, a quarter of the teachers who are working in primary education are even under qualified for carrying out their jobs (UNICEF, 2012).

2.4 Role of the Teachers and students to assist active learning

2.4.1 Role of the Teachers to assist active learning

In the specific case of active learning teachers should have the role of a facilitator which is an important element? The teacher in the role of facilitator supports students when they are learning and developing skills like having discussions, solving problems, working in groups and working independently. The teacher needs to decide which role is appropriate for the particular situation and the ability of the students. This means that teachers need to have extended knowledge about and experience in the roles (Northern Ireland Curriculum, 2007; Linton, Farmer & Peterson, 2014).

Bransford, Brown & Cocking (2000) argue that these requirements have implications on the work of a teacher. First, teachers have to draw out and work with the pre-existing understandings that their students bring with them into the classroom. Second, teachers must teach some subject matter in depth, providing many examples for the same concept and provide a firm foundation of factual knowledge. Finally, they need to integrate the teaching of meta-cognitive skills into The Implementation of Active Learning in Ethiopia curriculum in various subject areas (p. 19-21). Moreover, teachers need to know everything about their students' learning styles and mediate and adjust the lesson's content according to it (Bransford, Brown & Cocking, 2000).

2.4.2 Role of the students to assist active learning

The other important group which is involved in the implementation of active learning in Ethiopia are the students themselves. For students too, the learner-centred approach is sometimes challenging and does not correspond with their social and cultural background. This is caused by different family traditions and values. One of the core family values in what parents teach their children is obedience and politeness towards adults. Children are being taught that they accomplish tasks assigned by adults without any resistance. This results in avoidance of any form of interaction with the teacher, because it is perceived by students as rude. This contradicts with one of the goals that active learning stands for, namely promoting interaction between students and the teacher (Prince, 2004; Serbessa, 2006).

Active learning stimulates self-initiated generating of knowledge and skills for searching external information in order to develop the learning process. The student is stimulated to use resources of knowledge rather than just consult the teacher and the textbook for information

(Prince, 2004). In Ethiopian context, this is assumed to be the failure of the teacher in carrying out his task as an educator which inhibits students of taking own initiatives in order to develop knowledge and skills (Serbessa, 2006).

All these socio-cultural factors show that the current educational practice may not be the ideal situation for implementing active learning. Serbessa (2006) argues that the resistance is changing and acceptance is slowly taking root but active learning does not seem the suitable pedagogical approach in the Ethiopian cultural educational context. That is exactly what this research tries to investigate.

2.5. Common Techniques of Active Learning

Dee Fink, 2003 in his book, “A self-directed guide to designing courses for significant learning” explains the difference between teaching techniques and instructional strategy as a Teaching technique is a discrete, specific teaching activity and instructional strategy is a set of learning activities.

There are many techniques which promote students to have active learning in classroom and outside classroom. Following are the most common and widely utilized teaching techniques which encourage students to have active involvement in classroom and understand the subject in a 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).

Teshome (2014) finds out group work and discussion were the most commonly employed active learning techniques in Haramaya University next to lecture method.

B. Questioning

Questioning is another active learning technique which promote students to actively participate in the teaching and learning process. It is an easy technique in which questions are asked during lecture to hold student’s attention and assess their understanding (Sahar, 2014).

C. Think-Pair-Share

It is one of the effective active learning techniques which allow students to think the solutions to a given problem individually and subsequently share their outcomes with a partner and larger group. With this technique, students will be active by having dialogue with self and others about the given problem (Fink, 2003).

D. Demonstration

This active learning technique is when the instructor demonstrates how to do something in front of students and let the students do something in front of their friends and the teacher. It enhances retention by showing the students how to do something in both words and actions. It needs good planning and the necessary equipments should be ready (Edo, 2012).

E. Role play

Role playing is the other important teaching technique which is a 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.

F. Brainstorming

Brainstorming is a technique used with a group to generate a large number of ideas quickly. It actively engages students in the learning process. Brainstorming 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, 2010). It can be used to introduce a new topic, revise a topic or solve a problem.

G. Case Studies

A case study is a real or imaginary scenario which describes an event or situation which students are required to read, understand and solve problems/questions based on the case study. Students can work on the case study individually or in small groups. Case studies can be used across all course areas and it gives students the opportunity to be realistic, creative and practical (Alemu, 2010).

H. Project Method

A project is a natural learning activity involving the investigation and solving of problems by individuals or a 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).

I. Peer teaching

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

2.6. Factors Affecting Active Learning Approach

2.6.1. Human Related Problems

2.6.1.1. The Training of Teachers

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

Teacher's pedagogical skills can be improved by emphasizing courses that develop the teacher's ability to reason about the content of instruction. As already has been discussed teachers should have a sound knowledge of the curriculum and be able to transfer it to the students. They must be able to analyze critically the material to the interest and abilities of their students. Teachers must be able to organize and manage the classroom evaluate discipline, and encourage students in manner that promotes better learning.

Teachers are central to the delivery as well as the quality of education. The academic and professional training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students (Lockheed 1991:62-63, and 16

Gerhard 1982:23). Effective teaching is determined by the individual teacher knowledge of the subject matter and mastery of pedagogical skill Ibid). The above scholarly ideas support the need for a sound training of teachers in order to change the curriculum to real situations in the classroom teaching.

2.6.2. Non Human Influencing Factors

2.6.2.1. Classroom conditions

➤ Class size

Class size refers to the number of pupils regularly scheduled to meet the in the administrative and instructional units, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956:212). Class size concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for the student and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

Most pedagogues agree about the population in the classroom to be manageable size 20-35 students (Marry Print, 1993:253, Andrew Pollard, 1994:154). Furthermore, studies made in various countries like Sweden the classroom population was 24, Japan 30, china 40-50 were mentioned in the works of Nobuk,(1998: 168).

The Ethiopian primary school standard allows 50 students per class while in the high schools 60 students. This is stated in the Ministry of Education school standard documents as the maximum limit, with the understanding of they, classrooms to be conducive, manageable and create interactive situations for the process of teaching and learning (MOE, 1988:20).

The large number of students requires more resource materials to use for practical activities, and makes difficult for the teacher to select and apply which method for whom? Because as the number of students in a classroom increases, complexity of the students personality is also demanding serious attention.

2.6.2.2. Classroom Facilities

There are numerous ways to think about classroom. One way is to think about them as ecological system in which a set of inhabitant`s teachers and students interact with a specific environment (classroom) for the purpose of completing value activities and tasks (Arendes, 1997:17). A rich learning environment promotes independent and self-regulated learning. Stimulating bulletin

boards, displays, and serves as motivates for independent inquiry. The physical environment should also communicate clearly to students the importance of teacher attach to self regulated learning. Effective teachers accomplish to this end by displaying the results of the students work and by encouraging students to the results of the students work and by encouraging students to displaying their own work when they think they have done good job (Ibid, 268).

Building, grounds, supplies and equipments should correspond to both the educational purpose and the means by which teachers and students achieve. Making schools more child- centered would require the use of large rooms (J. Crag, Helen et al 1998:49).

UNIT THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

In order to get the required information the researcher was used survey method and cross-sectional study design was employed. Survey study design was used in the study. The survey was the most widely used design in much study. This was a convergent parallel design mixed methods study which intended to describe the phenomenon of active learning in classrooms. A convergent parallel mixed methods design was employed, and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately and then merged (Creswell, 2013). In this study, survey was used to describe the current practice of active learning, to identify the main factors that affect implementation of active learning and to examine teachers and students perception of active learning because survey is cheap, can reach a large group of people and give us good measurement data on perceptions and practices.

3.2 DESCRIPTION OF THE STUDY AREA

The study was conducted in Oromia Regional State in Jimma Zone, Tiro Afeta Woreda, in Dimtu secondary school which is found in Dimtu Town. Dimtu Town is located at 354km away from Addis Abeba to the west, the capital city of Ethiopia and 72km from Jimma to East. Dimtu secondary school was established in 1996 E.C. geographically; Dimtu town is located at latitude and longitude of 6 °54'N 37 °45'E respectively with an elevation between 1200 and 2100meters above sea level. Geographically; Dimtu town is located at latitude and longitude of 6 °54'N 37 °45'E respectively with an elevation between 1200 and 2100meters above sea level. It is located in the tropics at high altitudes. Dimtu possesses a well moderate sub-tropical highland climate with a pronounced pattern of wet summers and dry winters. Despite being located in the southern hemisphere, Dimtu Town is actual cooler in the summer than the winter due to much higher rainfall in the higher-sun season. According to the national census conducted by (CSA, 2007), Tiro Afeta has total population 50,000 from whom 26000 women and 24000 male. The study was conducted from December to January 2012 E.C.

3.3. Sources of Data

The main source of data was obtained from students who were learning in grade 9th up to 12th and teachers who were teaching in that grade level, in the year of (2012 E.C.). Primary and

secondary sources of data were employed in this study. The primary sources of data were collected from school director, teachers, and students. Secondary source of data was obtained from school report and roster report sheets.

3.3. Study Population

Representative samples from regular students, teachers, and director's were included in the study. In this study, one sample of Dimtu Secondary School of grade 9th up to 12th students who have registered in 2012ec academic year and teachers who were teaching in that grade level, was selected as participants. There were a total numbers of 1,914 with 925 female and 989 male students were registered in 2012E.C academic year and 75 teachers of different teaching professional. The number of students differ from grade to grade, for instance in grade 9th there were 680 students that they distributed in to section 11 each section 62, in grade10th 564 students of section 9, each section with 62, in grade11th, 380 students, 6 section, each section 63 and in grade 12th, 290 students that they dispersed in to 5 section each section 62 students were attending their education. To obtain accurate data four (4) sections was randomly selected from grade9th up to 12th, (one section from each grade) because of unfavorable environmental situation and lack of time the researcher minimized number of participant in to 40 Female and 40 Male, totally 80 students means 20 students from each section were selected.

3.4. Sampling Method

3.4.1 Sample size

Ninety (90) people have participated during the time of the study. The number of director was 1. The number of participating teachers was 9. The number of students sampled was 80. The researcher has limited the number of participants to a more manageable number of people. Therefore, from 1,914 total number of students, 4% of the students were become representative sample, whereby proportional number of males and females were given due attention. Regarding teachers, 12% of them, i.e., 9 teachers were drawn randomly for the study.

Moreover, to get valid and representative samples a minimum 12% of the sections mean that 4 sections out of 31 sections were selected randomly using lottery method.

3.4.2 Sampling Techniques

The Sampling Technique that used in this study was simple random sampling(SRS).The reason the researcher prefer the SRS Technique was due to :Each number of population under the study

was have an equal chance to be selected, the probability of the member of the population that selected was not affect by selection of other member with in the population and each selection was completely independent of the next when drawing out the name or code that represent each number in the entire population. Both Probability and Non probability sampling techniques were used.

Lottery method was used to select the section, from where the students were selected for the survey. From the selected sections, which was one section from each grade (9-12), using purposive sampling method. All 80 selected were sampled for the survey using availability sampling technique. The researcher believed that the selected students were providing sufficient information about the practice of active learning on survey questionnaire. For the survey, all 9 teachers of the school who teach grade 9-12 were selected using availability sampling technique because their number was small.

For the qualitative part of the study, purposive sampling was used to select four additional teachers from different grade and units for additional interviews. The academic director of Dimtu Secondary School was also the participant of the study. Different interview questions were used to interview the academic director.

3.5 Data Collection method

The data were collected by interviews and questionnaires. From selected students and teachers quantitative data were collected using questionnaires which were prepared separately for the students and teachers. A number of questions that can address the objective of the study were gathered and adopted from previous similar studies (Gezahegn, 2013 and Mijena, 2015).

To obtain reliable and accurate data for the achievement of objectives of the research, primary data was collected. The data was collected through open and close ended question including the questionnaire and interview from the students and teachers. The researcher was gives Priority to the data collection, first of all permission letters was obtained from the school's director's and informed about the study to the administrative bodies of the school. Then, the data collection procedure for the actual study was started after three weeks of the pilot study.

The data was collected by the researcher from the selected class of grade 9th up to 12th. Before distributing the questionnaires to complete, the researcher was explained the purpose of the study

to the selected section. The questionnaires, the teachers interview and class room observation were based the objective of the study.

Next, the researcher explained how to complete the questionnaires and the participants were told to forward questions that they were confused. Finally, the researchers explicitly request them to complete the questionnaires as truthfully as they could. Thus, the students were completed the questionnaires more sincerely.

3.5.1 Questionnaire

The questionnaires were prepared in English language but it translated in to Afan Oromo because students are more proficient in Afan Oromo than English. The questionnaires had 2 sections. The first section was intended to gather background information of the teachers and student. The second section of the questionnaire was designed with 4 parts to gather the main data. The first part had items which help to examine teachers' and students' perception of active learning. The second and third parts were about the current teachers and students practice of active learning and the forth part was about the challenges in implementation of active learning. The researcher used both close and open-ended questionnaires. The open-ended questionnaires were used to enable respondents to express their feeling without restriction. Two types of questionnaires were prepared. The questionnaires were prepared for the students and teachers and were requested to respond about the school suitability and facilities, their training background, their attitude to the profession, how they implement the approach and the content and organization of the textbooks as well as teachers guide. In addition to this, teachers and students of the sampled schools were requested to give ideas about resource and instructional material availability supplementary instructional materials.

3.5.2 Class room observation

Another instrument used to collect data in this study was Observation. Observation was purpose full systematic and selective ways of watching and listening students and teachers in the class when it was take place and the class was observed five times.

The researcher was planed the observation time schedule with different department in the school and prepare the observation check list which was used to assess.

3.5.3 Interview

A semi structured interview containing 17 questions were prepared. The formulated questions, and questions rose depending on responses of an informants were focused on strategies to get brief information on practice of active learning method in the study site. Questionnaires were constructed in English language, but translated in to local peoples language (Afan Oromo) and the time and place for interview was selected based on the interest of the informants. The interview questions also distributed to fifteen teachers who were teaching in grade 9-12, in order to get teachers personal view in implementation of active learning, teaching activity and their role.

3.6 Data Analysis

The data were analyzed qualitatively through descriptions or narrations based on the themes formulated under each section. After the questionnaires were completed by the students, they were collected and check for completeness. Then, the Items was organized and were subject to statistical procedures using Statistical Package for Social Science (SPSS). The illustrative tables and graphs were also used to summarize the data in precise form using the software programs such as Microsoft Excel

3.7. Ethical Consideration

The study protocol was approved by Wolkite University College Of Educational And Behavioral Sciences Department Of Pedagogical Science And English Language And Literature And The Director At Dimtu Secondary School received a written ethical clearance letter from Wolkite University and they expressed their willingness after they received the letter and informed about the whole purpose of the research project.

Special ethical considerations were taken from the beginning to the end of data collection. These special ethical considerations were taken based on the rule and regulation view of the school in the study area. In view of these considerations, approaching of the informants was very systematic. Participants were told the objective of the study and their right to refuse filling the questionnaires or participate in interviews any time they want. Participants were aware of that their answer would remain anonymous and confidential they were also informed that the objective of the research is not for commercial purposes but for academic reasons. This was confirmed by showing different official documents from Wolkite University and different

concerned sector offices of the study wereda. Finally, most informants accepted the idea and came to reach an agreement.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 RESULTS

4.1.1 Background of Respondents

The major categories of respondents involved in this study were students, instructors of preclinical classes and the academic director of the school. A total of 90 participants were included in this study. Of these, 80 were students, 9 were teachers and one was academic director of the school.

Table 1 demographic characteristics of respondents (Teachers)

Variable	Category	Frequency	Percent (%)
Subject	English	3	10%
	Biology	4	13.7%
	Mathematics	2	10.5%
	Physics	4	13.7%
	History	3	10%
	Geography	2	10.5%
	Civics	3	10%
	Chemistry	4	13.7%
	Afan oromo	4	13.7%
	Total	29	100%
Sex	Male	6	66.7%
	Female	3	33.3%
	Total	9	100%
Age	<=30	4	44.4%
	31-40	3	33.3%
	41-50	2	22.2%
	>50	0	0
	Total	9	100%

Educational level	BSC	7	77.8%
	MSC	2	22.2%
	PHD	0	0
	TOTAL	9	100%
Teaching experience	1-5	3	33.3%
	6-10	4	44.4%
	>10 years	2	22.3
	TOTAL	9	100%

The background information of instructors (n=9) who completed the questionnaire were summarized in the table 1 above. As shown in the table, 66.7% of the teachers who filled and returned the questioner were males and the rest were females. Concerning the educational background of instructors, 7 (77.8%) teachers are degree holder and the rest 2 (22.2%) is MSC holder.

All 80 student respondents selected from different four sections. Thirty (37.5%) of the student respondents were females and the remaining 50(62.5%) were male.

The interviews were conducted with 2 teachers and one academic director of the school. One teacher from each grade level was interviewed. All the teachers and the academic director were males and were qualified with second degree.

4.2. Perception of Students and Teachers about Active Learning Method

To practice or hinder individual's activity, perception has a great role. Therefore, teacher's perception of active learning highly influences the implementation of active learning either positively or negatively. Additionally the perception of students also affects the implementation of active learning (Eresso, 2015).

For the analysis and interpretation of teachers and students perception of active learning method, a five point Likert scale which ranges from strongly agree to strongly disagree was used. Scoring was made by assigning values of 5,4,3,2 and 1 for the strongly agree, agree, neutral, disagree and strongly disagree respectively for statements written in a way that agreement meant favorable

perception. For statements where disagreement meant favorable perception, scoring was done simply by assessing the above point in reverse order.

4.2.1. Perception of Teachers about Active Learning Method

No	Items	Number of respondents and percentage				
		Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1	Active learning enables learners to understand the ways of solving problems.	7(77.8%))	2(22.2%))	-	-	-
2	Active learning creates a democratic relationship between the teachers and the students.	5(55.5%))	4(44.5%))	-	-	-
3	Interaction and active participation of students is one of the most important for the effectiveness and quality of education.	6(66.7%))	2(22.2%))	1(11.1%)	-	-
4	Active learning methods encourage students self-directed learning and problem solving skills	8(88.9%))	1(11.1%))	-	-	-
5	Active learning creates the opportunities to share experiences and encourage friendship among the students.	6(66.7%))	3(33.3%))	-	-	-
6	Active learning enhances self-confidence and independent learning of students.	7(77.8%))	2(22.2%))	-	-	-
7	Students learn best when they actively involve and practice.	9(100%))		-	-	-
8	Lectures are the most valuable teaching method.	1(11.1%))	1(11.1%))	1(11.1%)	3(33.3%)	3(33.3%)
9	Group work discourages students basic sciences insight	-	-	-	1(11.1%)	8(88.9%)

10	Students should engage as fine listeners during learning	-	-	1(11.1%)	2(22.2%)	6(66.7%)
11	Students should be encouraged to make decisions about the what, how and when of learning.	7(77.8%)	2(22.2%)	-	-	-
12	The quality of education can be improved if teachers shift their instruction from lecture method to active learning approaches	6(66.7%)	3(33.3%)	-	-	-
13	Students should be lectured to recall facts.	-	-	-	4(44.5%)	5(55.5%)

Table 2 – Frequency and Percentage of data collected on teachers’ perception of active learning

As depicted in the above table 2, all of the statements appeared were positive statements about the assumptions of active learning except the statements appeared in item no 9, 10 and 13.

All (100%) of the respondents have either agreed or strongly agreed to statements in item 1, 4 and 5 which say “Active learning enables learners to understand the ways of solving problems”, “Active learning methods encourage students self-directed learning and problem solving skills” and “Active learning creates the opportunities to share experiences and encourage friendship among the students”. Additionally, high proportion of teachers showed their agreement or strong agreement to those items in no 2, 3 and 7. Statements in item no 6, 11 and 13 were strongly agreed by (77.8%) of the respondents. This indicated that majority of the instructors agreed with the assumptions “Active learning enhances self-confidence and independent learning of students”, “Students should be encouraged to make decisions about the what, how and when of learning” and “The quality of education can be improved if teachers shift their instruction from lecture method to active learning approaches”.

Item 12, the quality of education can be improved if teachers shift their instruction from lecture method to active learning approaches, was strongly agreed and agree by (66.7%) and 3(33.3%) respectively

Item 9 states “Group work discourages students’ basic sciences insight”. For this item, (88.9%) of respondents showed their Strongly Disagree and (11.1%) of teachers respondents whereas Disagree and no neutral idea with the statement respectively.

Item 10 and 13 also had negative statements about active learning as shown in the table. From the respondents, (66.7%) and (55.5%) of teachers showed their strong disagreement and (22.2%) and (44.5%) of respondents showed their disagreement for item 10 and item14 respectively.

4.2.2. Perceptions of Students about Active Learning Methodology

Eleven (11) items were presented to students to find out their perception of active learning and their responses are summarized in table 3 below.

Table 3 - Frequency, and Percentage of data collected on students' perception of active learning

No	Items	Number of respondents and percentage				
		Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1	Active learning enables students understand what they are learning.	55(68.8%)	25(31.4%)	-	-	-
2	Active learning provides better confidence for students to use and improve their language proficiency	70(87.5%)	10(12.5%)	-	-	-
3	Active learning involves a democratic relationship between the teacher and the student.	40(50%)	40(50%)	-	-	-
4	Active learning is not an appropriate method to be practiced in the secondary school.	-	-	-	5(6.4%)	75(93.6%)
5	Active learning method creates problems to classroom management and is not advisable to use it.	6(7.5%)	4(5%)	10(12.5%)	26(32.5%)	44(55%)
6	Active learning method creates a heavy load on the part of the student, and it is difficult to practice.			15(18.8%)	20(25%)	45(56.3%)
7	Active learning methods consume much of teachers' time and results in difficulty to cover the	15(18.8%)	12(15%)	20(25%)	13(16.25%)	20(25%)

	content.)
8	Active learning methods related to the objectives of the lessons and the activities given are good to make the classroom teaching learning interesting.	75(93.6%)	(6.4%)			
9	It seems that your teachers have good interest to let you work activities in the classroom than presenting the lesson themselves.	70(87.5%)	10(12.5%)	-	-	-
10	Most of the students in your class feel happy when the teacher gives you some activities to be done and presented soon.	7(8.75)	34(42.5%)	6 (7.5%)	19(23,75%)	14(17.5%)
11	You and your friends think that when you do activities by yourself you learn best than simply listening to your teacher.	39(48.75%)	30(37.5%)	4(5%)	6(7.5)	2(2.5%)

As indicated in the table 3, above high proportion (100%) of the student respondents showed either agreement or strong agreement with the statements in item no 1, 2, 3, 8, and 9 of table 3, which have a positive statement about the assumption of active learning.

This shows that students were agreed with the concepts that active learning enables students' better understanding, provides confidence, improve language proficiency, creates democratic relationship and makes the classroom interesting.

On the other hand, majority of the student respondents showed their disagreement to the item 4, 5 and 6 of table3. Item 4 which states, "Active learning is not an appropriate method to be practiced in the secondary school", was strongly disagreed and disagreed by 75(93.6%) and 6.4% of the respondents respectively.

Item 5 and item 6, that says "Active learning method creates problems to classroom management and is not advisable to use" and "Active learning method creates a heavy load on the part of the student, and it is difficult to practice." were strongly disagreed by 55% and 56.3% of the respondents.

The interview report also approved that majority of the teachers and students mostly had a positive perception of active learning, even if some of them had some misconceptions about it.

The data obtained through interview with selected teachers indicated that majority of teachers had a perception of active learning method as a best methodology which enhances students learning and facilitate the teaching learning process in a best way. My interviewee teachers mentioned that active learning methodology or student centered approach are a good strategy which enables students to acquire the required knowledge, to develop skills and necessary competencies than a teacher centered approach.

The interviews also showed that teachers think as it was very hard to practice active learning methodology in secondary school because it was not the tradition in our schools. Some teachers were also indicated that active learning creates a heavy load on both instructors and students side. and is time and resource intensive and it needs special skills to practice, which leads them to think as it is very difficult to implement active learning methodologies in their classroom.

The interview with the academic director of the school also showed that most of the teachers have a positive perception of active learning but some don't have positive understanding on active learning methodologies. Additionally the director also indicated that different regular subject, exercises and discussions should be designed and organized to raise the awareness of instructors on active learning methodologies.

The director of the school expressed his judgment about the attitude of teachers and students towards active learning approach by saying: Most of our teachers and students are familiar with the concept of active learning. They know that our teaching and exercise strategy stimulated to implement active learning methodology which is scientifically supported strategy to improve the quality of education. Despite their good understanding of active learning, majority of our teachers and students tend to use the traditional method because they didn't bring attitudinal changes yet.

In consistent with other previous research findings, for example (Teshome, 2012; Tedla and Sewasew, 2016), the study revealed that majority of teachers and students mostly have a positive perception towards active learning methodology. This shows that students and teachers could be a good implementer if they are committed to implement active learning methodology and if conducive environment is created in the school.

The main target here is that there is a strong relationship between teachers and students attitude and their effort to practice active learning. Therefore, to implement active learning, proper

measures should be taken to bring full attitudinal change in students and instructors by filling the gap on their perception of how to practice active learning.

4.2.3. Practice of Active Learning Methodologies In study area

The main objective of this study was to assess the extent of practice of active learning by teachers and students. To meet this, teachers and students were asked about the current practice of their roles during active learning and the extent of their practice of different active learning techniques and their responses are discussed in this section separately.

4.2.3.1 the teachers and students character in the current practice of active learning methodology

To find out teachers and students current practice of active learning in my study area, 6 items were presented to students and another different 6 items were presented to teachers and their responses were summarized in separate tables below.

Table 4 – Frequency (Fr) and Percentage (%) value of data collected from students on the current practice of active learning

No	Items	Number of respondents and percentage									
		Strongly agree 5		Agree 4		Neutral 3		Disagree 2		Strongly Disagree 1	
		Fr.	%	Fr	%	Fr	%	Fr	%	Fr	%
1	It seems to you that your teachers have good knowledge of teaching students involving them in active learning methods.	31	38.75	23	28.75	6	7.5	1	1.25	5	6.25
2	Your teachers regularly motivate you to ask questions and to practice different activities in the class room	29	36.25	41	51.25	7	8.75	3	3.75	0	0
3	Your teachers encourage participation of students in different activities.	19	23.75	38	47.5	1	1.25	8	10	4	5

4	Students frequently discuss in pairs or groups in your classes	13	16.25	16	20	20	25	30	37.5	1	1
5	Your teacher arranges students for different classroom activities like discussion, debating, presentation, peer-teaching, group work etc.?	16	20	27	33.75	17	21.25	14	17.5	4	5
6	Teachers come to the classroom having different teaching materials like Videos, PowerPoint presentations, Models etc. to motivate their students to the subject.	11	13.75	23	28.75	18	22.5	16	20	1	1

As it was presented in table 4, which summarize the result of data from students' questioner, the first item says "It seems to you that your teachers have good knowledge of teaching students involving them in active learning methods". About 38.75% and 28.75% of respondents showed their strong agreement and agreement to the item respectively. On the other hand, 18.75% and 6.25% of the respondents showed their disagreement and strong disagreement respectively. The rest 7.5% of the respondents were neutral to this item. This shows that majority of the students think that their teachers have good knowledge of teaching using active learning methods.

However, the data obtained through interview with the academic director shows that many teachers may had no enough knowledge and required skills to effectively exercise active learning methods in the class room because teachers had no adequate trainings on teaching methodologies.

The second item says "Your teachers regularly motivate students to ask questions and to practice different activities in the class room". Majority of the students supported this idea. About 36.25%, 51.25 and 8.75% of the respondents showed their strong agreement, agreement and neutral to the idea respectively. Only 3.75% of the respondents disagree with the idea. Similarly, the third item, which says "Your teachers encourage participation of students in different

activities”, was also supported by the majority of the respondents. This indicates that teachers were trying to actively involve students in the teaching-learning process.

Table 5 - Frequency and Percentage of data collected from teachers on the current practice of active learning

No	Items	Number of respondents and percentage									
		Always 5		Frequently 4		Some time 3		Rarely 2		Not at all 1	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Arranging students for different classroom activities	2	22.2	6	66.7	0		1	11.1	0	0
2	Encouraging students to ask questions and become actively participate in the classroom	4	44.4	4	44.4	1	11.1	0	0	0	0
3	Invite students to reflect their idea on the daily lesson and on the learning process itself	1	11.1	2	22.2	5	55.5	1	11.1	0	0
4	Give constructive feedbacks for students	0	0	3	33.3	3	33.3	3	33.3	0	0
5	Create activities that require higher order thinking and critical thinking skills	1	11.1	3	33.3	4	44.4	0	0	1	11.1
6	Associating the classroom lesson with the real life experience.	2	22.2	5	55.5	1	11.1	1	11.1	0	0

As indicated in table 5 above, Teachers were asked how frequently they encourage their students to ask questions and become actively participate in the class room. Majority of the teacher respondents were frequently encouraging students to ask questions and become actively participate in the classroom.

About 44.4% and 66.7% of respondents replied “always” and “frequently respectively. Only 11.1% of the respondents replied “**Not at all**” for the item.

Item 4, item 5 and item 6 of the students questioner asks whether students frequently discuss in groups, teachers arrange students for different activities and teachers come to class with different teaching materials. As the full figure is indicated in table 4, majority of the respondents answered their ideas in that they agree with the idea. This shows that it is difficult to conclude that teachers come with different teaching materials and that teachers are arranging students for different activities and regularly exercising group or pair works in the class room. This issue was also supported by the data obtained from teacher’s questioner and interviews that were made with selected teachers. In the item 1 of the teachers’ questioner, they were asked how frequently they arrange students for different classroom activities.

The responses of teachers showed that, 11.1% of teachers were rarely arranging students for different activities, this supports that teachers are arranging their students for different activities.

Interviews with selected teachers revealed that teachers were trying to discharge their roles to exercise active learning methods only sometimes. They were regularly using traditional lecture method and not practicing different active learning strategies regularly for different reasons that will be discussed in the next section of this chapter.

4.2.3.2. The current practice of specific active learning techniques

Teachers and students were asked about the extent of their practice of different active learning techniques. Common instructional techniques were presented for respondents to indicate how frequently they employed each technique by saying always, frequently, sometimes, rarely and not at all.

Table 6 - Frequency and Percentage teachers’ opinion on their practice of different active learning techniques in the classroom.

	Teaching techniques	How often you employed these techniques									
		Always 5		Frequently 4		Sometime 3		Rarely 2		Not at all	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
A	Lecture	4	44.4	3	33.3	2	22.2	0	0	0	0
B	Group works	1	11.1	3	33.3	4	44.4	2	22.2	0	0
C	Question and Answer	2	22.2	4	44.4	2	22.2	1	11.1	0	0
D	Demonstration	3	33.3	4	44.4	2	22.2			0	0
E	Problem solving	-	-	2	22.2	4	44.4	3	33.3	0	0

F	Peer teaching	-	-	2	22.2	3	33.3	4	44.4	0	0
G	Brainstorming	-	-	3	33.3	5	55.6	1	11.1	0	0
H	Role playing	-	-	2	22.2	2	22.2	5	55.6	0	0
I	Individual assignments / home works	2	22.2	4	44.4	3	33.3	0	0	0	0
J	Case study	2	22.2	2	22.2	4	44.4	1	11.1	0	0
K	Practice on real situations	1		3	33.3	1	11.1	6	66.7	0	0

Teachers were asked to direct how often they had been retaining different active learning techniques in their teaching. From the analysis of teachers response (table 6), lecture was found to be the most commonly used learning strategy that had been always utilized by 4(44.4%) of the teacher respondents and frequently utilized by 3(33.3%) of the teacher respondents. This shows that, the lecture method was the most frequently employed method used in the study area. Group work or discussion was also another Sometime (44.4%) used teaching technique.

Next to Group work/discussion, Individual Assignments and Question and Answer and Demonstration, had been frequently used with the responses by percentage of 44.4%.

Case study, Problem solving, Peer teaching and Brainstorming has been employed by the teachers sometimes by (44.4 %) of participants, which shows that those teaching methods were sometimes utilized by the teachers in the school.

On the other hand role playing practice on real situations and Peer teaching techniques were rarely used. These analysis shows that ‘role playing’ Peer teaching and ‘practice on real situation’ methods were relatively least employed. The method listed from (A-K) of table 6 shows that the teachers were utilizing different teaching techniques.

The data obtained from the interviews that were made with selected teachers also showed that lecture was the most commonly used teaching technique followed by group works/discussions, individual assignments and ‘question and answer’ teaching techniques. However, teachers also indicate that their lectures were mostly non interactive and traditional type.

Table 7- Frequency, and Percentage of student’s opinion on the current practice of different active learning techniques in the classroom.

	Teaching techniques	How often you employed these techniques									
		Always 5		Frequently 4		Sometime 3		Rarely 2		Not at all	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
A	Lecture	65	81.25	15	18.75		-	-	-	-	-
B	Group works	18	22.5	19	23.75	35	43.75	8	10	-	-
C	Question and Answer	28	35	23	28.75	24	30	4	5	1	1.25
D	Demonstration	3	3.75	10	12.5	36	45	25	31.25	6	7.5
E	Problem solving	8	10	12	15	16	20	35	43.75	9	11.25
F	Peer teaching	5	6.25	11	13.75	29	36.25	31	38.75	4	5
G	Brainstorming	10	12.5	22	27.5	33	41.25	10	12.5	5	6.25
H	Role playing	12	15	26	32.5	22	27.5	17	21.25	3	3.75
I	Individual assignments or home works	24	30	34	42.5	13	16.25	8	10	1	1.25
J	Case study	5	6.25	12	15	25	31.25	27	33.75	11	13.75
K	Practice on real situations	8	10	10	12.5	11	13.75	32	40	19	23.75

As shown in table 7 above, the data obtained from student's questioner also saw that lecture was the most frequently used technique followed by Question and Answer, individual assignments/home works, and group works/discussion.

Students also indicated that, teachers were employing problem solving, peer teaching, case study, brainstorming and role-playing sometimes.

In Similar with the teacher respondents, students also rated practice on real situations as the least employed teaching technique. which were almost identical with the percentage of teacher's response . This indicates different active learning techniques including lecture method were employed in Dimtu secondary school sometimes.

Overall, both the quantitative and qualitative data which were collected from teachers, students and the academic director of the school indicated that lecture was the most employed teaching technique followed by individual assignments (homework), group work/discussions and question and answer.

Based on the analysis of quantitative and the qualitative data, we can say that there were practices of active learning methodology but traditional lecture method was the most dominant

methodology in the school. Therefore, I can say that the level of of active learning strategies in the Dimtu secondary school was low.

4.2.3.3 Factors Affecting the Practice of active learning methodologies

Regarding factors which affect the practice of active learning, teachers and students were asked to identify the most serious, serious and non-serious factors that affect the implementation of active learning. The responses of instructor and student responders are summarized in the following tables 8 and 9 separately.

Table 8 - Frequency and Percentage of factors affecting the practice of active learning methods in teachers view

No	Factors Affecting the Practice of Active Learning	Not serious 1		Serious 2		Most serious3	
		Fr	%	Fr	%	Fr	%
1	Shortage of time	1	11.1	3	33.3	5	55.6
2	Lack of instructional materials.	1	11.1	3	33.3	5	55.6
3	Poor class room conditions	1	11.1	6	66.7	2	22.2
4	Large number of students in the class	2	22.2	4	44.4	3	33.3
5	Lack of skill about active learning method.	6	66.7	3	33.3	-	-
6	Teachers tendency to use traditional/ lecture methods	1	11.1	6	66.7	2	22.2
7	Students lack of interest on active learning methods.	2	22.2	7	77.8	-	-
8	Some student dominance during group activities.	7	77.8	1	11.1	1	11.1
9	The amount of content that needs to be covered during one class	-	-	3	33.3	6	66.7

According to teachers rating of the factors, the large amount of contents that needs to be covered during one class room and shortage of time to practice active learning were rated as the most serious factors that have been negatively affecting the utilization of active learning strategies.

About 66.7% and 33.3% of the respondents rated “The large amount of content that need to be covered during one class” as most serious and serious factor that hinders the implementation of active learning. “Shortage of time” was also rated by 55.6% of respondents as most serious and by another 33.3% of respondents as serious factor, which shows that, those factors were the most serious problems that hindered the practice of active learning in the school.

As it is shown the table 8, other factors which were rated as serious factors by majority of teachers are lack of instructional material, poor classroom condition, large class size, organization of curriculum materials, lecturers' tendency to use traditional lecture method, lack of skill about active learning methods, students' lack of interest on active learning methods

Some student dominance during group activities was rated as non-serious factors by majority (77.8%) of the teachers. However, students rating of factors indicated that some students dominance during group activities were a serious factor which affects the implementation of active learning. As it is shown in table 9 below, 22.5% of student respondents thinks that some students dominance during group activities were the most serious factor and 75% of respondents indicated that it was a serious factor. Other serious factors that were rated by instructor respondents are also supported by student respondents.

Table 9 – Frequency and Percentage of factors affecting the practice of active learning methods in students view

No	Factors Affecting the Practice of Active Learning	Not serious		Serious		Most serious	
		Fr	%	Fr	%	Fr	%
1	Shortage of time	27	33.75	52	65	1	1.25
2	Lack of instructional materials.	19	23.75	48	60	13	16.25
3	Poor class room conditions	17	21.25	46	57.5	17	21.25
4	Large number of students in the class	25	31.25	49	61.25	6	7.5
5	Organization of Curriculum materials	36	45	36	45	8	10
6	Lack of skill about active learning method.	52	65	25	31.25	3	3.75
7	Lecturers' tendency to use traditional/ lecture methods.	50	62.5	23	28.75	7	8.75
8	Some student dominance during group activities.	2	2.5	60	75	18	22.5
9	The amount of content that needs to be covered during one class	17	21.25	51	63.75	12	15

Selected instructors and the director of the school were also asked about the factors that affects the implementation of active learning methodology in the college during the interview.

In the same way, the interviews with the selected instructors revealed the following problems as serious factors which hindered the implementation of active learning during their teaching.

- ✓ Shortage of time to cover bulky amount of contents by various methods
- ✓ Lack of skill to practice different teaching techniques due to lack of pre service trainings and inadequacy of in-service trainings on teaching methodologies
- ✓ Student lack of interest on active learning methodology
- ✓ Shortage of necessary resources
- ✓ Lack of enough administrative support
- ✓ Large number of students in classroom

The interview with the director additionally revealed that teachers and students tendency to use the traditional/ lecture method and lack of commitment to active learning methodology were the most serious factors that hindered their practice of active learning.

The interview report also indicated that many but not all teachers had taken trainings on active learning methodology. However, some teachers may lack some skills to practice active learning strategies because trainings on teaching methodologies were inadequate.

Other factors that were rated as serious factors by students and teachers were also revealed during the interview with the director. Shortage of time, large amount of contents, organization of the curriculum and lack of continuous monitoring were also the other serious factors that were raised by the director.

UNIT FIVE

5 SUMMARY, CONCLUSION AND RECOMENDATIONS

5.2. Summary

Based on the major findings of the study, the researcher was drawn following conclusions:

Even though there are few practices of some active learning methodologies, the practice of active learning strategies in Dimtu secondary school was found not satisfactory because almost all teachers and students confirmed that lecture method was the most frequently employed teaching technique and the interview reports revealed that traditional lecture method, which is non-interactive, was regularly employed method and the practice of different active learning techniques were not satisfactory.

Considering the level of utilization of different active learning techniques, individual assignments, group work or discussion and question and answer methods were found to be the most commonly employed techniques next to the lecture method.

Regarding to the factors that affects the practice of active learning methodologies, shortage of time, the large amount of contents to be covered during one class room and lecturers and students tendency towards traditional lecture method and lack of commitment to active learning, were the most serious factors. Additionally, lack of skill about active learning method, some student dominance during group activities, and organization of curriculum materials were also serious factors that hinders the achievements of active learning methodology.

With regard to teachers and students perception of active learning, the findings showed that almost all the teachers and students have perceived active learning positively but they don't practice it.

5.3. Recommendations

Based on the result this study it is recommended that teachers should be committed to discharge their roles to exercise active learning methodologies.

- ✓ The level of utilization of active learning can be improved if the teachers are able to provide the situations that encourage active participation of students in the teaching learning process regularly.

- ✓ The result of this study identified that shortage of time and large amount of content to be covered during one class room were the most serious factors which hindered the practice of active learning. So, the concerned bodies of the school should design different mechanisms to improve these problems by fulfilling materials and avoiding bulky and unnecessary contents.
- ✓ Lecturers and students tendency towards traditional lecture method was also another serious problem in the school. To improve this problem, the school should prepare different trainings, seminars and sequences to bring attitudinal change in teachers and students of the school. Furthermore, FDRE Ministry of education should strengthen the method of active learning in the high school levels of the educational system, so that attitude of teachers' and students' and their traditional expectation will be changed.

Generally, to improve all factors that were contributing to the low practice of active learning methodologies, the administration of the school should continuously identify and solve those problems by developing a working group in coordination with teachers, students and other stakeholders

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Appendixes

Appendix - 1 Wolkite University

College of Educational and Behavioral Sciences Department Of Pedagogical Science and English Language and Literature

Questionnaire to be filled by Teachers

The main purpose of these questionnaires is to gather some valuable information regarding the practice of active learning in your teaching. Your responses are highly valuable to provide information on my thesis and will not be used for any purpose other than this

General Directions

- To all questions, respond by focusing on your teaching practices.
- Don't write your name anywhere on this paper.
- Respond to all questions.
- Follow the directions given in each part.

Thank you in advance.

Part 1 - Background Information

1. Subject You Teach _____

2. Sex Male Female

3. Age 29years and younger 30-39 years
40-49 years 50 years and older

4. Experience in teaching:

Less than one year 1-5 years 6-10 years More than 10 years

5. Level of education

BSC

MSC

PHD

Part 2 - Main Data

I. **Instruction:** items related with instructors' perception of active learning are listed below.

Please tick (√) to reflect your opinion.(use the following scales)

1= strongly agree 2= Agree 3=Neutral 4= Disagree 5=strongly disagree

No	Items	Number of respondents and percentage				
		5	4	3	2	1
1	Active learning enables learners to understand the ways of solving problems.					
2	Active learning creates a democratic relationship between the teachers and the students.					
3	Interaction and active participation of students is one of the most important for the effectiveness and quality of education.					
4	Active learning methods encourage students self-directed learning and problem solving skills					
5	Active learning creates the opportunities to share experiences and encourage friendship among the students.					
6	Active learning enhances self-confidence and independent learning of students.					
7	Students learn best when they actively involve and practice.					
8	Lectures are the most valuable teaching method.					
9	Group work discourages students basic sciences insight					
10	Students should engage as fine listeners during learning					
11	Students should be encouraged to make decisions about the what, how and when of learning.					
12	The quality of education can be improved if teachers shift their instruction from lecture method to active learning approaches					
13	Students should be lectured to recall facts.					

II. **Instruction:** items related with different instructional techniques are listed in the table below. Please, select the correct answer by putting a tick (√) in a box that represents how often you have been employed these techniques in your teaching. (Use the following scales)

1= Always 2= Frequently 3= Sometimes 4= Rarely 5= Not at all

No	Teaching techniques	How often you employed these technique				
		5	4	3	2	1
1	Lecture					
2	Group works					
3	Question and Answer					
4	Demonstration					
5	Problem solving					
6	Peer teaching					
7	Brainstorming					
8	Role playing					
9	Individual assignments/ home works					
10	Case study					
11	Practice on real situations					

III. **Instruction:** Items listed below are related with the roles of teachers during active learning in class room. How often you employ these activities? (Use the following scales)

1= Always 2= Frequently 3= Sometimes 4= Rarely 5= Not at all

No	Teaching practices	How often you employ				
		5	4	3	2	1
1	1 Arranging students for different classroom activities					
2	Encouraging students to ask questions and become actively participate in the classroom					
3	Invite students to reflect their idea on the daily lesson and on the learning process itself					

4	4 Give constructive feedbacks for students					
5	Create activities that require higher order thinking and critical thinking skills					
6	Associating the classroom lesson with the real life experience					
7	Using students as resources.					

IV. Instruction: Items listed below are the common factors which affect the practice of active learning method. Which factors affect the practice of active learning in your classroom? Please rate them from the most serious to not serious problems and use a tick mark (√) to indicate your response.

	Factors Affecting the Practice of Active Learning	Not serious	Serious	Most serious
1	Shortage of time	5	4	3
2	Lack of instructional materials.			
3	Poor class room conditions			
4	Large number of students in the class			
5	Lack of skill about active learning method.			
6	Lecturers' tendency to use traditional/ lecture methods			
7	Students lack of interest on active learning methods.			
8	Some student dominance during group activities.			
9	The amount of content that needs to be covered during one class			
10	Lack of Administrative support			
11	Poor class room conditions			

Appendix - 2
Wolkite University

College of Educational and Behavioral Sciences Department
Of Pedagogical Science and English Language and Literature

Questionnaire to be filled by selected students

The main purpose of these questionnaires is to gather some valuable information regarding the practice of active learning in your classrooms.

This is a part of my BSC research project. You are kindly requested to respond to every item in the questionnaire. Your responses are highly valuable to provide information on my research and will not be used for any purpose other than this

General Directions

- ❖ Don't write your name anywhere on this paper.
- ❖ Respond to all questions.
- ❖ Follow the directions given in each part.

Thank you in advance.

Part 1 - Background Information

1. Sex: Male Female
2. **Grade:** 9 10 11 12

Part 2 - Main Data

I. Instruction: Indicate your degree of agreement to each of the following statement using tick mark (√). (Use the following scales)

1= strongly agree 2= Agree 3=Neutral 4= Disagree 5=Strongly disagree

No	Items	Alternatives				
		5	4	3	2	1
1	Active learning enables students understand what they are learning.					
2	Active learning provides better confidence for students to use and improve their language proficiency.					
3	Active learning involves a democratic relationship between the teacher and the student					
4	Active learning is not an appropriate method to be practiced in the university.					
5	Active learning method creates problems to classroom management and is not advisable to use it.					
6	Active learning method creates a heavy load on the part of the student, and it is difficult to practice.					
7	Active learning methods consume much of teachers' time and results in difficulty to cover the content.					
8	Active learning methods related to the objectives of the lessons and the activities given are good to make the classroom teaching learning interesting.					
9	It seems that your teachers have good interest to let you work activities in the classroom than presenting the lesson themselves.					

10	Most of the students in your class feel happy when the teacher gives you some activities to be done and presented soon.					
11	You and your friends think that when you do activities by yourself you learn best than simply listening to your teacher.					
12	In general we can say that currently active learning is in practice in your classroom					

II. Instruction: Indicate your degree of agreement to each of the following statement using tick mark (√). (Use the following scales) Regarding Teachers' and students practice in using active learning method

1= strongly agree 2= Agree 3=Neutral 4= Disagree 5=Strongly disagree

No	Teaching practices	How often you employ				
		5	4	3	2	1
1	It seems to you that your teachers have good knowledge of teaching students involving them in active learning methods.					
2	Your teachers regularly motivate you to ask questions and to practice different activities in the class room					
3	Your teachers encourage participation of students in different activities.					
4	Your teacher arranges students for different classroom activities like discussion, debating, presentation, peer-teaching, group work etc?					
5	Teachers come to the classroom having different teaching materials like Videos, PowerPoint presentations, Models etc to motivate their students to the subject.					
6	Students frequently discuss in pairs or groups in your classes					

III. Instruction: Items related with different instructional techniques are listed in the table below. Please, select the correct answer by putting a tick (√) in a box that represents how often your teachers have been employed these techniques. (use the following scales)

1= Always 2= Frequently 3= Sometimes 4= Rarely 5= Not at all

	To what extent do your teachers use the following teaching methods in your classroom?	5	4	3	2	1
A	Lecture					
B	Group works					
C	Question and Answer					
D	Demonstration					
E	Problem solving					
F	Peer teaching					
G	Brainstorming					
H	Role playing					
I	Individual assignments/ home works					
J	Case study					
K	Practice on real situations					

IV. Instruction: To what extent do the following factors affect the practice of active learning method in your classroom? Please, rate (order) them from the most serious to not serious problem based on the seriousness of the problem and use a tick mark (✓) to indicate your response.

	Factors Affecting the Practice of Active Learning	Not serious	Serious	Most serious
1	Shortage of time	5	4	3
2	Lack of instructional materials.			
3	Poor class room conditions			
4	Large number of students in the class			
5	Lack of skill about active learning method.			
6	Lecturers' tendency to use traditional/ lecture methods			
7	Students lack of interest on active learning methods.			
8	Some student dominance during group activities.			
9	The amount of content that needs to be covered during one class			

Appendix - 3

Wolkite University

College of Educational and Behavioral Sciences Department

Of Pedagogical Science and English Language and Literature

Interview Guide to selected teachers

The main purpose of this interview is to assess the view of teachers on the practice of teaching learning process from the active learning prospective.

This is part of my BSC research project on Investigating the Practice of Active Learning Method in Dimtu Secondary School. Your responses will not be used for any purposes other than this research. Hence your honest responses, whatever it is, are solicited.

Thank you

Direction: I would like you to briefly provide me your own opinions on the following questions based on your experience in the teaching learning process.

1. What are your personal views on active learning or student-center approaches in teaching?
2. Are you regularly use active learning methods of teaching in your classrooms? If not, why?
3. What teaching techniques do you use to make the teaching learning process active?
4. What do your students feel when you give them activities to practice in the class room and Reflect?
5. Describe the training you received and its value for you on active learning approaches in your teaching?
6. Do you think that teachers, students and principals have positive outlook for effective practice of active learning in their class room or school? If your answer is no, what do you think is the reason?
7. Are there some benefits for your students since you taught them through active learning methods? If your answer is yes, what do you think are the major benefits?

8. What do you think are some of the most common factors that can affect effective practice of active learning in your teaching learning process?

Appendix - 4

Wolkite University

College of Educational and Behavioral Sciences Department

Of Pedagogical Science and English Language and Literature

Interview Guide to the School Director

1. What do you think of the practice of active learning at your school?
2. Do you think teachers have an adequate training and good understanding of active learning?
3. How do you judge the attitude of teachers and students towards the active learning approach?
4. What do you think the promoting and hindering factors of active learning?
5. What possible strategies you propose to develop more positive attitude towards active learning?
6. Is there anything you would like to add?