



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**INSTITUTE OF EDUCATIONAL RESEARCH**

**ACTIVE LEARNING AND ITS INFLUENCE ON STUDENTS’  
ACADEMIC ACHIEVEMENTS IN YAKA SUB CITY  
SELECTED SECONDARY SCHOOLS**

**BY**  
**KAHSAY KIDANE**

**March, 2017**  
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Achievements in Yaka Sub City Selected Secondary Schools***

*A Thesis report submitted to the School of Graduate Studies Of Addis Ababa University in  
partial fulfillment of the Requirements for the Degree of Masters of Arts in School  
Leadership*

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**BY**

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## **Abstract**

The purpose of this study was to investigate active learning and its influence on students' academic achievements in Yekasubcity, selected three secondary schools, namely Karalo Secondary School, Millennium Secondary School, and BirhanGuzo Secondary school. To conduct the study descriptive method was used. A total 60 students, 45 teachers, and 12 principals participated in the study and completed questionnaire. Both qualitative and quantitative methods were employed. In order to give equal chance to respondent's random sampling was employed for students and teachers, and purposive sampling employed for principals.

Questionnaire, interview and documents used as data gathering tools. The collected data by questionnaire were analyzed using frequency percentage and descriptive statements. In addition qualitative data were analyzed immediately after finished the interviews and observations. The finding of the study indicates that almost all of the participants of the study have perceived active learning positively. The study also revealed active learning is implemented effectively and it has a significance role in enhancing students' academic achievements. According to the finding lack of instructional materials were the major factors influencing the implementation of active learning. Finally it is highly recommended that school administrators and teachers should address the problem of unavailability of instructional materials by mobilizing communities, parents and other stockholders. Additionally training on active learning should be provided for those who lack the skill and knowledge on active learning.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Back Ground of the Study

Effective use of learning strategies can greatly improve learners' academic achievement. Poor performance has been blamed on poor teaching style. Learning styles has been considered as important factors in improving learners' academic achievement. Research experiences shows that the best designed learning styles active Learning method of instruction is more effective than traditional learning (teacher centered method of instruction)

In Ethiopian context, the New Education and Training policy of Ethiopia emphasizes the development of problem solving capacity and culture in the content of education, curricular structure and approach, focusing on the acquisition of scientific knowledge and practices( 1994, p:4 ).

The Ethiopian education and training policy states that the general objective of education is to develop the physical and mental potential and problem solving capacity of individuals and problem solving capacity of individuals by providing basic education for all. Furthermore, the policy indicates that the general objective of education and training policy is to cultivate the cognitive, creative productive and appreciative potential of citizen by appreciating relating education to environment and social needs(1994:7-8). Therefore the new education and training policy calls for learner centered method as the basic of teaching and learning process.

Active learning is a learning style considered as an important factor in education which means student engages with the materials, participate in class and collaborate with each other. In this method of learning students are not expected to be passive or only concentrate on listening, instead students are expected to demonstrate and analyze an argument, or apply a concept to a real world.

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are learning, Prince (2004: p-1)).

Accordingly, during the teaching and learning process the learners' involvement in the process should betake a lion share. Because teaching and learning is a process of interaction rather than of information transmission.

According to Azeb(1983 p:25), "through interaction, pattern of thinking are set, attitudes are shaped, students' initiative develop' student participation can influence the growth of interdependence and self-direction."

Collins and D' Brien, (2003) states student centered learning approach in which student influence the content , activities, materials and pace of learning. This learning model places the student (learner) in the centered of learning process.

The teacher provides the students with opportunities to learn independently and from one another and caches then in the skills they need to be effectively. Properly implemented active learning method can lead to increase motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Researchers has shown that regardless of the subject matter, when teachers applied learner centered teaching methodology, student retain the information longer, are more likely to score high grades and more satisfied with what they have learnt.

Generally, as cited in Melese(2011, p-8) in line with the above discussion the government of Ethiopia is trying its best to establish systems and channel resources to promote active learning in order toproduce citizens that are well equipped with the skill and knowledge to solve problems and bring about difference in their life and the country as well. Part of this YekaSubcityEducation office was selected Active learning as a priority topic in continuous professional development plan for the last three successive years. So the purpose of the study is to investigate active learning and its influence on students' academic achievement in Yeka sub city selected government secondary schools. Regarding to active learning I hope it is the first study in Yeka sub city.

## 1.2. Statement of the Problem

The goal of any education policy is to produce competent student. In improving student academic performance, Communities, government, parents, students and teachers play their own role. Most importantly enhancing student's performance teacher's role is irreplaceable. Teachers' academic back ground and the teaching style they used determine students' academic performance. It can be realized that active learning is an essential component of education that have received universal importance. The Ethiopian education and training policy also puts active learning as its main agenda.

Nardos (2000:87) pointed out that in "active learning the learners have marked degree of freedom and control over the organization of learning activities. Usually these activities involve problem solving, inquiry and investigation at work etc. So to improve academic achievement it is crucial to be practical in applying or using active learning methodology." In relation to the topic many studies have been conducted in different part of the country. For example, Melese (2011) has found that the level of practicing of active learning in Western Tigray schools was not found as expected. In relation to this the researcher observed teachers practicing active learning while he was working in Yeka sub city for some years. And this study is basically focused in Secondary Schools and there is no other research undertaken before in Yeka Sub city. So this is why the researcher kicked off to take an investigation in this issue.

In order to achieve the objective of the study, the following research questions were raised to be answered in the course of this study.

- To what extent school principals and teachers have a positive attitude towards active learning methodology?
- How do students perceive active learning methodology?
- Do teachers have the necessary understanding of active learning method?
- What is the degree of association between active learning and students' academic achievement?
- To what extent classroom conditions permit the implementation of active learning methodology?

### **1.3. Objective of the study**

#### **1.3.1. General Objective**

The general objective of this paper or study is to investigate the influence of active learning on students' academic achievement in Yeka sub city three selected government secondary schools.

#### **1.3.2. Specific Objective**

- To determine the relationship between active learning methods and student academic achievement.
- To identify the main challenges in implementing active learning methodology.
- To identify the perception of teachers and students towards active learning methodology.

### **1.4. Significance of the Study**

It is clear that learning prepares the learner to solve problems, make them creative and use information from their environment and other resources to make a better life for themselves, families and societies. Based on this notion assessing the influence of active learning method on students' academic achievement of Secondary School is very essential.

Therefore the result of this study may have the following purpose:

- It will enable the concerned educational officials and teachers to gain valuable information's on the actual process or implementation of learner centered teaching methods and its influence on academic achievement of learners.
- It may contribute to the improvement of teaching and learning process in the classroom.
- May also motivate those who are interested in learning out research on this issue or other dimension of the area.

## **1.5. Delimitation or scope of the Study**

In order to carry out any research, it is important to delimit the scope of the study to manageable size accordingly; the scope of the study was delimit to Yeke sub city administration three government secondary schools, namely KaraloSecondary School, BirhanGuzo Secondary School and Millennium Secondary School. Time and resources constraints have forced the researcher to delimit this study to the three Secondary Schools instead of considering all government Secondary School.

## **1.6. Limitation of the Study**

Unavailability of resources and unwillingness of some respondents to fill the questionnaire are constraints. Unreserved effort has been made to minimize the effect of limiting factors by orienting properly the purpose of the study.

## **1.7. Organization of the Study**

This thesis consists of five chapters. The first chapter deals with the back ground of the study, statement of the study, objective of the study, significance of the study, delimitation and limitation of the study, and definitional terms; and chapter two treats the review of related literature .Chapter three deals with Research methodology and Procedure of the study; Chapter four deals with presentation, analysis and interpretations of data and Chapter five treats summary, conclusion and recommendation of the study. Inadditions to these, references and appendices of questionnaire, interview and other relevant documents are attached to the last part of the thesis.

## **1.8. Definition of Terms**

**Active Learning method:**Active learning is defined by many researchers in different ways in similar concept. For instance Mc Combs and Whister(1997:9) cited in (Melese, 2011:p-7) defined as:The perspective that focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents,interests,capacities and needs), the best available knowledge about learning and how it occurs and about teaching practice that

are most effective in promoting the highest level of motivation, learning and achievement for all learners. In addition (Bonwell and Eison, 1991:p-9), defined as instructional method that engages students in meaningful activities during the process of learning,

**Academic achievement:** is the outcome of education the extent to which students achieved their educational goals.

According to Friedman, (2015: p-12) the term “academic achievement” refers to both the quality of one’s performance and the quantities of one’s studies in societally –recognized institutions of learning. Typically the evidences used for determine the value of what quality chosen is by whoever is making the determination.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### Introduction

“We are faced with an entirely new situation where the goal of education, if we are to survive, is the facilitation of change of learning. The only man who is educated is the man who has learned how to learn; the man who has learned to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a base for security. Changes, reliance on process rather than up on static knowledge, is the only thing that makes sense as a goal for education in the modern world” Rogers in Solomon (2008: p-3). Learning is defined as a lasting change in behavior or beliefs that results from experiences, the ability to provide every living organism with the ability to adapt to a changing environment. Learning is an inevitable consequence of living. If we could not learn, we would die.

So if learning is important for survival, the way how we teach and how we learn is very important. For this reason we are going to see how active learning affects students' academic performance.

The current chapter provides a comprehensive review of related literature on learner centered pedagogy and student achievement. It examined the connection between learner centered pedagogy and student achievement.

#### 2.1 The Meaning of Active Learning and Passive Learning

##### 2.1.1. Active Learning

It suggests learning activities in which students are given considerable autonomy and control of the direction of learning activities. Meyers and Jones, (1993:p-xi), define active learning as “learning environments that allow students to talk and listen, read, write, reflect as they approach course content through problem solving exercises, informal small groups, stimulations, case studies, role playing and other activities- all of which requires

students to apply what they learning”. Active learning activities include problem solving, small-group work, collaborative learning, investigational work, and experiential learning.

### **2.1.1.1 Characteristics of active learning**

- Students are involved in more than listening less emphasis is placed in transmitting information and more on developing students’ skill.
- Students are involved in higher-order thinking (analysis, synthesis, and evaluation).
- Students are engaged in activities (e.g reading, discussing, and writing).
- Great emphasis is placed on students’ exploration of their own attitudes and values (Bonwell and Eison, 1991, p-20). In contrast,

### **2.1.2. Passive Learning**

Activities, in which the students are basically receivers of information, include listening to what the teacher says and commonly being asked low-level questioning. Lecture method is an example of passive teaching methodologies and styles. According to Ryan and Martens, (1989: p-20) passive learning is an instructional method takes place on the role of ‘receptacles of knowledge’, that is they do not directly participate on the learning process, as cited in Bonwell and Eison, (1991:p-17).

## **2.2. The Difference between Teacher Centered Method and Student Centered Method**

### **2.2.1. Teacher-Centered Methods**

Ahmad and Aziz (2009) observe that teacher-centered teaching is the traditional teaching method where teachers are at the center of the class activities: teach, talk and explain all the way. They note that in traditional classrooms, students have a definite and fixed perception and idea of their own roles and those of their teachers. Their experiences show that teachers behave in certain ways and have particular roles in the process. In their study on students’ perceptions on the teachers teaching of literature, Ahmad and Aziz (2009) noted that, in teacher-centered classrooms, participation was at a minimum and

was allowed only when teachers recognized it as appropriate. Participation was totally teacher controlled.

A study by Tella, Indoshi and Othuon (2010: p-36) found that the traditional or teacher-centered methods of teaching resulted in learners not enjoying lessons and missing the benefits of discovering on their own. In the long run pupils were left with no choice but remained passive during the teaching and learning process.

The teacher or instructor make most of the tactical decisions relating to how the syllabus should be interpreted, in terms of both specific subject matter to be covered and the level of sophistication at which this is to be treated. Decisions regarding the structuring, sequencing and presentation of the material alsomade by the teacher, decisions concerningthe teaching methods to be used and the space of the course.

According to Ellington, (1996) as cited in Biadgilign, (2010:p-87), One of the obvious limitations of the approach is that it is, by its nature, strongly dependent on the skill and ability of the individual teacher. According to Biadgilign,(2010:88), “This system have been criticized on the ground that they tend to encourage ‘spoon feeding’ of students and provide little opportunity for individual students to be challenged”. The common lecture teaching method where a teacher is the sole information-giver to passive students appears outdated (Callahan, 2005).

### **2.2.2. Learner-Centered Methods**

Researchers noted that in a student-centered class, teachers are mere facilitators and students take on the discussion role. Students are seen as being able to assume a more active and participatory rolevis-versa traditional approaches. This teaching method promotes active participation of students in classroom activities. Teachers facilitate student’s discussion and interject only when necessary, allowing students to exercise and to explore the aesthetics of the texts (Ahmad & Aziz, 2009). The above mentioned studies only sought students’ perceptions of their teachers’ communication in classrooms.

The current study sought both students' and teachers' perspectives on teaching styles as they are both key participants in the teaching and learning process.

Froyd (2007) notes that the standard features of student-centered pedagogy include collaborative learning, connecting new information to previous knowledge, higher-order thinking and conversations in teacher-directed small groups. As it is stated students perform poorly due to poor teaching strategies. Studies shows, class talk to be a useful tool not only for engaging students in active learning during the lecture hour but also for enhancing the overall communication within the classroom as compared to traditional lecture.

In active learning the students' requirements are the most important considerations with all the other components of the system being geared to assist students to achieve their particular learning objectives as effectively as possible. "In active learning students normally have access to well prepared, well tested learning material; hence the quality of the learning material available is much less dependent on the ability of particular teachers. As the rate of learning is self-paced, students are not self-rushed past part of a course they find difficult, nor are they held back on the parts that are easier to master. This aspect makes active learning particularly appropriate for groups that have mixed abilities and/or mixed backgrounds". (Biadgilign, 2010:91).

In general the overall quality of teaching and learning is improved when the learners have an ample opportunity to participate actively in the teaching and learning process. "When we compared the teacher centered with active learning approaches, the interactive method, active learning is important and effective in many of its dimensions, Melese(2011, p-13). In line with this, the teachers need to have the beliefs and the confidence to encourage and engage for negotiated learning outcomes.

**Table 1 Shows the difference between Teacher Centered and Learner Centered Instructional Methods**

<b>Focus</b>	<b>Teacher centered</b>	<b>Learner centered</b>
Approach	Expository: 'talk and chalk'	Discovery! Dialoged and Inquiry
Purpose	Transfer of information	Development of individual potential
Rationale	Education as technology	Education as liberating process
Strategy	Surface learning	Deep learning
Teachers link	Direct	Direct
Teachers role	Authoritative! 'All knowing expert'	Facilitative! Developer
Teachers activity	Telling, Checking, Correcting	Guiding on route, resources, interpretation
Students role	Rote learning	Self-direction or meaning
Student activity	Listening, Note taking	Exploring, reflecting, questioning
Method	Lecture, Seminars, Demonstrations	Discussions, Simulations, problem solving

Adapted from Ramsden, 1992, p: 163 as cited in MeleseTukue, 2011:14)

### **2.3. Shifting from Teaching to Learning**

In these days, the major concern of educators is to make school life easy and attractive for learners so that they become more initiated in their learning. Lambert and Mc combs ( 1998) point out that learning becomes fruitful when the student actively involves in constructing his /her own Knowledge and understanding by creating relation to previously developed knowledge and learned experiences ( cited in Yalow, 2004 :19)

However, if students have limited participation in learning, their dependency on their teachers becomes high and liable to external control. This in turn makes the interaction process simple imparting of a series of information from the teachers to the students, which is less worthy value for personal development in education. The existing traditional classrooms in many schools are not arranged for the purpose to promote freedom and

responsibility of students to learn. Therefore, even though there are problems, it is essential to organize the school system that assures an appropriate and attainable climate for students to learn instead of for teachers to teach.

According to Solomon (2008:160), the instructional process in the classrooms is expected to be more student centered than teacher centered. One of the changes claimed in the shift from the teacher centered instructional approach to student centered approach. Put differently, it is a matter of shifting emphasis from teaching to learning where students are assumed to take, equal if not more responsibility for their learning.

Creating an active classroom environment requires a shift from ‘teaching to learning; from our experiences to the children’s, [and] our world to children’s world. In Solomon(2008:16,) Fullan(1991:127) described it ‘if the change works, the individual teacher gets little of the credit: if it doesn’t the teacher gets most of the blame.’ From this statement we understand how decisive and sensitive the role of the teacher is in the implementation process. Put differently, educational change depends on what teachers do and think. At the teachers’ level, the success of change is strongly related to the extent to which teachers interact with each other and with others who are providing technical help. Within the school qualities such as collegiality among teachers, mutual support and help is a positive indicator of implementation success. Significant educational change consists of changes in beliefs, teaching style, and material but essentially it needs understanding of the change itself. It is the change that happens in the individual classroom that changes the school, and so onward through the schools, districts and state.

The change and focus of attention from teaching to learning according to Biggs. (2003) has the following advantages. These are:

- It makes learners free to think for themselves
- It provides favorable moment for students to discover the order patterns and relations that exist in the man-made and natural world and;
- It educates students to acquire the necessary skills, attitudes, and knowledge

This shift of emphasis has profound implication to the works of teachers and students to think for them to challenge and to be aware of environmental possibilities that facilitate learning. If teachers are to spark learner's imagination, they need first rekindle themselves to adapt to the changes and lead the characteristics of student, Curiosity and desire to learn. On the other hand students need to understand that teachers cannot give them knowledge but only information and data that is only developed through thinking and processing of data with in mind of learners (Areglado, 1996: 27).

It is understood that, a learner centered approach is critical to the creation of optimal learning climates at all level of the system and for all participants. Research shows that teaching guided by a learner centered perspective can enhance students' motivation to learn and, more importantly their actual learning and performance, Deci and Ryan (1991). The learner Centered perspective is a reflection of five fundamental premises of learner centered approach according to McCombs and Weinberger (2001) as cited in Terence (2004:p-17)

- Learners are distant and unique. The distinctiveness and uniqueness must be attended to and taken in to account if learners are to engage in and take responsibility for their own learning.
- Learner's unique differences include their emotional states of mind, learning rates, learning styles, stages of development abilities, talents, feelings of efficacy, and other academic and non- academic attributes. These must be taken in to account if all learners are to be provided with the necessary challenges and opportunities for learning and self-development.
- Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.
- Learning occurs best in a positive environment, one that contains positive inter personal relationships and interaction, that contains comfort and orders, and in which the leaner feels appraised, acknowledged respected and validated

- Learning is fundamental natural process: learners are naturally curious and basically interrelated in learning about and mastering their world. Although negative thoughts and feelings sometimes interfere with this natural inclination and must be dealt with, the learner does not require “fixing”.

The general meaning of method, according to Azeb(1984:90), is an orderly planned progress towards a given and/or a coordinated system of principles for the performance of or conduct of practice.

There are different basis of classifications of methods of teaching. For instance according to Tewodros and Admasu (2000:25)“method of teaching are classified as traditional and modern depending on the nature of the involvement of the student and the teacher, the consideration of educational teaching objectives, and their modernity or time in use”.

The core elements of active learning are students’ activity and engagement in the learning process. Supporting this Biadgelign (2010:153) have noted that; active learning method gives much chance to the students’ regardless the size of students involved in the learning session. When students involved in the development of classroom activities e.g. allow them to choose the topic of a short discussion or generate ideas about how a concept could be applied to a problem that interested them, it automatically increases engagement level. Involving students in classroom activities also require them to acquire them to assess their understanding and skill, rather than allowing them to rest comfortably with a surface knowledge, it forces them to develop a deeper understanding of the material.

According to Anbessa (2012: p-22), in active learning the teacher has a facilitator role. The facilitative teacher plan fun, interactive learning activities; shares information and then lets participants practice what they have learned; encourages questions and discussions; and motivates participants by helping them understand how they can use what they have learned.

Many educators’ support active learning and greater attention has been given to shift the teacher centered approach to a student centered one. This also true in the case of Ethiopia

that the new education and training policy of (1994) promotes the needs for active learning approach in the class room so as to :

- Develop the physical and mental potential and the problem solving capacity of individuals by expanding education in particular and by providing basic questions for all.
- Educate citizens who can take care of and utilize resources wisely, who are trained in various skills by raising the private and social benefit of the education.
- Educate citizen who respect human rights, stand for the well-being people, as well as for equality, justice and peace, endowed with a democratic culture and discipline.
- Educate citizens to differentiate harmful practices from usefully ones, to seek and stand for the truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society, and
- Cultivate the cognitive , creative , productive and appreciative potential of citizens by approximately relating education to environmental and societal needs( MOE,2002)

The realization of the above listed educational objectives of the country requires an approach that gives opportunity for active involvement participation and creativity of students, which in turn necessitates the use of effective psychological approaches to meet the demands of the new generation.

Generally speaking, according to Melese(2011) on behave of different findings student centered methods have repeatedly been shown to be superior to the traditional teacher centered approach to instruction , a conclusion that applies whether the assessed outcome is short term mastery , long term retention, or depth of understanding of course materials, acquisition of critical thinking or creative problem solving skills ‘ formation of positive attitudes towards the subject being thought ‘ or level of confidence in knowledge or skill.

## **2.4. The Influence of Active learning on Academic Performance**

It is clear that every improvement in different background such as cultural, economic, social and political needs, critics, creation and appreciation that could make correct decisions and have correct programming, this needs organizations or dynamic and active training and education. So we can say that every improvement drive from correct and effective training and education and this work depends on direct agents, such as changing methods, teaching methods and using new and active methods. In addition, teachers' needs to be decision makers and teachers must continuously reflect on their classroom experiences and adapt their teaching to the students in their classes.

A critical teacher role in promoting student learning is increasing students' desire or motivation to learn. To accomplish this task, you need to know your students well enough to be able to provide learning experiences that they will find interesting, valuable, intrinsically motivating, challenging, and rewarding (Kellough, 2000). Because some students are more active, have more curiosity, and ask more questions than others students, because the previous experiences, some students are better able than others. The better you know your students, understand their interests, and assess their skill levels, the more effective you can be in reaching and teaching them.

Training and education experts believe that student who learn by active learning, also enjoy from learning because they cooperate in learning process instead of being auditor and they are responsible for their learning Rasoli(2012). In active learning approach students are responsible for his/her learning and the role of the teacher is to be a good facilitator and resources of students. According to Mekonen,(2008:p-107) "the pedagogy is focused on wakening the imagination and engagements of students".

Haris (1972), teaching method is a general plan and program that helps students in learning different subjects, skills and viewpoints. In the light of the growing evidences on the effectiveness of student learning approaches, Aschalew (2012 p-76) noted, in order to make the learning and teaching process more relevant to the immediate needs of the

students, society and a nation at large the involvement of students in the learning and teaching process should be encouraged.

It is understood that a learner centered approach is critical to the creation of optimal learning climates at all level of the system and for all participants. Research shows that teaching guided by a learner centered perspective can enhance students' motivation to learn, and more importantly, their actual learning and performance. In active learning and teaching process the learners 'learn how to learn' by identifying his strength and gaps. This also makes the 'learner lifelong learner'. As a learner becomes more skilled at using this method, they gain confidence and become more independent as learners (Mekonen, (2008, p-107).

The active learning is a learning process in which the learners takes the responsibility of his/ her learning and he or she gives the opportunity to make decisions about dimensions of the learning process and to perform self-regulation. Human face various problems in their lives and they try to find particular ways to solve those problems. In this respect, it is important for students to be prepared for the future by facing real or real-like problem in their learning environment and producing appropriate solution to these problems. What is expected from education is to enable individuals to become an effective problem solver in their actual lives.

In the class room where problem based learning model is used, learners take much more responsibility for their own learning progressively; they have become more independent from their teacher gradually. And they have become independent learners who can continue to learn in their whole life time, AkinogluandOzkardes, (2006 p-62).

Active learning model turns the students from passive information recipients to active, free self-learner and problem solver, and its slides the emphasizes of educational programs teaching to learning. In active learning instruction, the teacher and students work together, set learning goals, select task to meet those goals, and review learning outcome. This means teachers could enhance students' academic achievements by promoting democracy, independence and collaborative learning style. Doherty & Hillberg, (2007) suggested that learner centered pedagogy affect students' achievement.

The finding suggested that although achievement gains and classroom organizations contributed to raising student achievement, the teachers also play a great role.

Excessive dependency on teacher to supply new knowledge decreases creativity and ability to think. Personal experiences with instruction strengthen students' capacity to remember, explain and apply knowledge to new events. Knowledge students discovered through experiences raise learning eagerness and increase achievement. Teachers point students to the sources of knowledge in their learning environment. Students follow teachers' directions to retrieve, record, review and explain the information.

According to Doherty and Hillberg, (2007) described the teacher as a helper not as a dispenser of knowledge. Of course, active learning instruction relies on the student teacher relationship developed to meet academic achievements. Active learning strategies are essential for enhancing student learning. In a meta-analysis of research on active learning strategies, Prince (2004) reported the following benefits:

- Significantly improves short-term and long-term recall of information
- Significantly improves student academic performance
- Increases conceptual understandings (twice as much as compared to a traditional course)
- Improves retention in academic programs
- Increases student attention
- Promotes student engagement
- Addresses students' misconceptions
- Develops enhanced critical thinking skills
- Improves students' self-esteem
- Improves interpersonal relationships
- Improves teamwork skills

## **2.5. What does research say about student-centered learning?**

Do student-centered learning approaches lead to improvements in student performance? Results from a growing number of studies indicate that the answer is yes. For more details on these studies the Center for Teaching Excellence at Texas A&M University is compiling a bibliography of papers that demonstrates student-centered learning approaches lead to measurable improvements. Some of the papers are meta-analyses that synthesize results from numerous individual studies. These results confirm positive influences of student-centered learning approaches to teaching on academic performance, attitudes toward learning, and persistence in programs. In light of the growing evidence of on the effectiveness of student-centered learning approaches, Handel (2004), in an article in *Science*, stated —There is mounting evidence that supplementing or replacing lectures with active learning strategies and engaging students in discovery and scientific process improves learning and knowledge retention.

Finally, Whister and McCombs(1997) as cited in Melese(2011, p-27), believe strongly that teachers should serve not only as master teachers, but also as models of expert learners. The most effective learner centered teachers move easily between the dual roles of expert learner and master teacher. Students can then work in collaborative partnerships with their teachers and, in turn, model their teacher's expert learning styles. Such partnerships not only increase student achievement and learning, but also allow for the development of positive personal relationships between students and their instructors.

Teaching is hard work. A task made much more difficult when students feel isolated, stressed and alone. Teachers, by adapting the learner-centered principles to their instructional plan, will find the task of teaching more enjoyable, more rewarding, less stressful, less threatening and more satisfying. The student-centered active learning process within which teacher is merely a guide is the focal point of contemporary education systems. The active learning is a learning process in which the learner takes the responsibility of his/her learning and she/he is given the opportunity to make decisions about various dimensions of the learning process and to perform self-regulation. Nardos (2000) as cited in Aschalew (2012, p-75), explains that active learning is likely to be

enjoyed , offers opportunity for progress, and there by fosters positive students' attitudes towards the subject. In active learning process, learning is no longer a standard process, but it transforms into a personalized process. Here, the skills of problem-solving, critical thinking and learning to learn are developed.

Humans face various problems in their lives and they try to find particular ways to solve these problems. In this respect, it is important for students to be prepared for the future by facing real or real-like problems in their learning environment and producing appropriate solutions to these problems. What is expected from education is to enable individuals to become an effective problem solver in their actual lives. It is quite evident that the active involvement of students in classroom and outside the classroom teaching-learning process enables them to develop critical thinking Aschalew (2012 p; 76). To learn problem solving is to learn how to learn. The most convenient approach with regard to reaching this aim in teaching and learning environments is the problem-based learning taken part in active learning.

The basis of problem-based learning is rooted in Dewey's "learning by doing and experiencing" principle (Dewey, 1938). The problem-based learning is an active learning which enables the student to become aware of and determine his/her problem solving ability and learning needs, to learn, to be able to make knowledge operative and to perform group works "in the face of real life problems".

What students think that what they are learning is somewhat connected to the real world and their personal interests, then their natural curiosity will guide their learning .They become more effective more independent and more interested learners. They develop skills such as learning to ask, analyze, think and make decisions. They also develop social skills, deeper respect for their teachers, classmates and elders, and realize how much they can learn from each other.

At the same time when they realize that their teachers valued and respected them, they will involve more actively in their learning mostly , students perform best when they feel they are respected values and accepted, Tsegay (June 2001). This is true also when they

feel accepted and comfortable in school; they are more likely to be involved in to their learning. This involvement and high level of engagement brings about high level of motivation learning and academic achievements for all students McComps&Whisler, (1997).

Thus the learning styles that child develops at the primary level of learning are going to affect their learning at the upper grades. It is very important that the process of teaching learning be effective in order to establish. The process of teaching and learning are very much is influenced by theory of teaching and learning methodology. There are different theories of teaching and learning proposes by school thought. One of the most influential personalities is William James. Many of William James principle of learning are quite concern contemporary and still influences teaching and learning. His theory of learning indicates the following.

“Learning should begin with central theme, some deep aspect around which ideas can collect. Learning must produce behavior; it must be active and put immediate use. Learning is the process substituting one response for another. Learning is the formation of association; teaching is the building up of association in the learner” in Diggory, (1994)

In personalized or individualized or learner centered learning, the learner is viewed as unique each learner can achieve what needs to be learned according to his/her own capacity to learn. It involves mostly interaction between the learner and the teacher, the learner and the learner, the learning experiences, the learning resources, the medium and the life depending on the real situation of the school the nature of subject matter, the nature of teacher’s teaching skills and personality.

To realize the above mentioned individualized learning approaches, research shows that teaching guided by a learner centered perspective can enhance students’ motivation to learning and more importantly their actual learning and performance a learner centered approach.

A learner centered approach focused both on understanding of basic learner needs, interests and learning capacities, and on understanding on the personality and sociality constructed nature of the learning process. The focus of learner centered education is the learner not the teacher.

Learning must be viewed as two faces of the same coin if effective instruction has to take place in each classroom. Put differently, the student as well as teachers must take responsibility for learning, Solomon, (2008:157.) In the learner-centered approach students are active participants in their own learning rather than passive receivers of knowledge, their previous knowledge and life experiences are valued and used to construct knowledge. The teacher role is to provide opportunities for students to learn to serve as a guide or facilitator. This means the teacher must design lessons, so that in students centered approach, students usually found working together on projects to develop something having discussions, caring on investigations, solving problems, practicing skills, reading or writing individually or in group while they are doing these activities the teacher guides students to relevant sources of information providing information by asking questions and engaging in dialogue.

Generally, learner centered perspective indicates the use of schooling and learning practices that apply to the learners. This perspective couples a focus on individual learners, interest and needs with focus on learning that promotes to the highest of motivation, learning and achievement.

According to OrhanAkinolguRuhan and RuhanOzkardes (2006, p-73)

#### Advantage of active learning

- Classes are student-centered instead of being teacher-centered
- This learning model develops self-control in student. It teaches making plans prospectively facing realities and expressing emotions.
- Active learning method enables students to see events multi dimensionally and with a deeper perspective.
- It develops sociability levels and communication skills of students by enabling them to study and work in a team.

- It unites theory and practice. It allows students both to merge their old knowledge with new knowledge and to develop their judging skills in a specific discipline.
- It motivates learning for both teachers and students.

Generally, in implementing active learning a comfortable, relaxing and safe learning environment must be established in order to develop student's skill in self-learning. The content to be thought should be attract student's attention teacher must merely be a guide in the classroom.

## **2.6. Academic Achievement**

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in schools, colleges and university. School system mostly defines cognitive goals that either apply across multiple subject areas (e.g. critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g. numeracy, literacy, science and history).

Because the field of academic achievement is wide ranges and covers broad varieties of educational outcome, the definition of academic achievement used indicators to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in educational system, more curricular based criteria such as grades or performance on an educational achievement test and cumulative indicator of academic achievements such as, educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less mirror the intellectual capacity of a person.

In developed society academic achievement plays an important role in every person's life, and academic achievement is almost importance for the wealth of a nation and its prosperity. There is strong association between a society' level of academic achievement and positive socio- economic development. (Steinmayr and Wirthwien, 2014 p-3)

Academic achievement has become a hot topic in education today, especially with increased accountability for class room teachers. The ultimate goal for any teacher is to

improve the ability level and prepare students for adulthood. Defining academic achievement and factors that impact progress is critical to become a successful teacher.

Academic achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals for instructional standards that educators are required to teach. Standards are similar to a 'to – do' list that a teacher can use to guide instructions. Student achievement will increase when quality instruction is used to teach instructional standards.

Successful instruction of standards results in student achievement. However, knowing the way 'what' and 'How' is just the first step to successful students' achievement. Understanding the factor that can impact a student's ability to learn is equally important. There are many variables that can impact students' achievement, but the most critical are classroom instruction, because each student has their own unique learning styles. You must use a variety of teaching methods and understand the background and individual needs of each student. Classroom instruction is the most important factor that impacts student achievement. There should be many things that teachers do to improve the quality of their instructions.

The teaching learning techniques may vary from person to person depending on the program type, level of students and orientation of the subject teacher. Many lines of research evidence indicate, "The new assumption about the purpose of education is assisting students to learn more effectively without constant intervention of a teacher. This can be achieved through developing the skills of autonomous learning" Tekle and Mekonen, (2006: p-3).

Surveys of high school students indicate that students' academic achievement and the method of instruction is interrelated. "Students respond positively to a teacher who are willing to 'create positive personal relationships and a caring classroom environment, honor student voice, support students' development of higher order thinking, problem solving and self-regulated learning skills and can adapt to a wide range of individual differences in development, culture, background and learning differences", Weinberger and Mc Combs, (2001: p-119).

As a teacher you influence the quality of education, set expectation for learning, and measure the level of understanding. Forexample, when a standard is not presented in a way that a student can understand, or if it is taught in a way that is boring, it can be very difficult for a student to meet the required level of achievement. A good teacher will use different teaching strategies which can improve in participation of students in the learning and teaching process(Carter, 2016, p-10).

The term “academic achievement” refers to both the quality of one’s performance in and the quantities of one’s studies in societally –recognized institutions of learning. Typically the evidences used for determine the value of what quality chosen is by whoever is making the determination (Joanne Friedman,2015: p-12).

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY**

#### **3.1. Research Design**

This study examined active learning and its influences on student's academic achievement in the case of Yeka sub city, selected three government secondary schools. To this effect to get reliable information of the currents status of the issue under study descriptive study method was used as a method of study. This method is appropriate because large variety of data related to the subject under investigation is available.

Both quantitative and qualitative method of study was employed. Priority would be given for quantitative method. Because quantitative method helps to collect data in short period of time from the participants (respondents).

#### **3.2. Sources of Data**

The sources of data were principals, teachers and students, who are engaged in the teaching and learning process. Grade 9 and grade 10 students from the three selected high schools would be subject for the study. And from total population of 3036 students 60 will be taken as a sample. From total 207 teachers, 45 teachers will be included as a sample from total population of 12 principals, 12 principals will be included. Beside school written documents also would be used as a source of information.

#### **3.3. Sampling Technique**

Three Secondary Schools, namely Karalo Secondary School, Millennium Secondary School and Birhanguzo Secondary Schools were taken as a sample from the Yeka sub city's total six Secondary Schools. The reason for the selection of these Secondary Schools is the number of students they have, because size of the student is one determinant factor for proper implementation of active learning. As listed

aboverespectively they had high, mediums and low number of students relatively to the other Schools located in the Yeka subcity. So, purposive method is employed for the selection of the schools.

Mostly, in order to give equal chance for all the participants’ random sampling technique used for teachers and students, and availability method for principals. And the investigator could secure adequate cooperation and assistance from all the subjects.

**Table 2:- Shows Sources of data, Number of participants, Types of instruments employed and Sampling techniques.**

No	Data source	Number of Participants	Types of Instruments	Sampling technique
1	principals	12	Questionnaire	Availability
2	Teachers	45	Questionnaires	Random sampling
3	Students	60	questionnaires	Random sampling

### **3.4. Data gathering tools**

The main data gathering instrument was questionnaire, interview, classroom observation and assessment of document would be used.

#### **3.4.1. Questionnaire**

Closed ended and open ended questionnaire were used to collect data from Teachers, Students and Principals. Which means three types of questionnaire would prepare based on review of related literature and the researcherspast experiences in relation to active learning.Questionnaires prepared for teachers had total questions21 with 16 closed ended questions and 5 open ended questions.The questionnaire prepared for students had 12

total questions with 10 closed ended questions and 2 open ended questions. The questionnaire prepared for principals had total question of 16 with 10 closed ended questions and 6 open ended questions.

### **3.4.2. Interview**

The interview scheme had the purpose of only gathering information that would enrich the discussion of the result of the analysis. The semi structured interviews were administered to principals and teachers. The interviews were also administered by the researcher himself and were done after having fixed date at the convenience of the participants. The interview was set and administered in Amharic. In most cases, the researcher took down notes during interviewees respond to the question.

### **3.5. Procedure of Data Collection**

After having adequate reading on available literature on active learning or learner centered approach and related issue, the tools for data collection would be developed. The researcher established the basic questions of the study with the design adaptation and developments of the questionnaire were based. The instruments were given to the advisor in order to comment the extent to which the items were appropriate in securing relevant information to the research. Then after, some amendments were made based on the feedback obtained from the advisor.

The questionnaires were prepared in English for teachers and principals, while in Amharic for students. participants consent were given priority and they were operated about the purpose of the study and the consequences of their honest responses for the reliability of findings, then the researchers himself distributed and collected by making himself available for clarifying unclear questions and the return was 100% as the researcher himself want around to collect them. Finally after the data were collected the data were analyzed.

### **3.6. Method of Data Analysis**

Depending on the nature of the basic questions and the data collected the following tools were employed to analyze the data obtained. Mainly descriptive statistical analyses were used. Some of the items of the questionnaires grouped in to their own categories. Accordingly related items were treated together. Then the data collected through questionnaires were presented in tables and analyzed using frequency percentage and descriptive statements. In addition qualitative data were analyzed by summarizing the words of interviews and the result of observation to triangulate the result of the data collected through questionnaires. Finally the data were analyzed and discussed to reach at certain findings and which in turn to give conclusion & possible recommendation.

### **3.7. Ethical consideration**

The participants of the study would be fully informed that the study is for academic purpose and they do not need to write names and addresses. Their participation would be fully based on their willingness and interest of the participants. No information about the personal detail of the respondents should be revealed in any of the records, reports or to other individual without respondents' permission.

## CHAPTER FOUR

### 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation and interpretation of the data gathered from the sample schools to seek an appropriate answers to the basic questions raised in the first chapter of the study. Accordingly, the data gathered from three Secondary Schools' Principals, Teachers and Students. And tools used to gather data were questioners, interviews and document analysis. The first part of this chapter deals with the background of the respondents and the remaining part deals with analysis and interpretation of the data. Accordingly the information of the respondents were summarizes as follows.

#### 4.1. Background Information of the Respondents

##### 4.1.1. Background Information of the Students

**Table 3: Sex, Age and Grade level of Students**

NO.	Variables	Characteristics	Number of respondent	
			N	N in %
1	Sex	M	28	46.7
		F	32	53.3
		Total	60	100
2	Age	15 – 18	55	91.7
		Above 18	5	8.3
		Total	60	100
3	Grade level	9	21	35
		10	39	65
		Total	60	100

The table shows almost 28(46.7%) of the students were males and 32(53.3%) of the student were females. Regarding to their grade 21(35%) of the students were grade 9

students and 39(65%) of the students were grade 10 students. In terms of their age 55(91.7%) of the students were between 15-18 years old, and the remaining 5(8.3%) of the students were aged above 18 years old. This is an indication that they are enough matured to be instructed by problem solving or active learning approach.

#### 4.1.2. Background Information of the Teachers

**Table 4: Teachers Sex, Age, Working experience and Educational qualification**

No.	Variables	Characteristic	No of respondents	
			No.	%
1	Sex	Male	33	73.3
		Female	12	26.7
		Total	45	100
2	Age	Below 23	5	11
		23-30	23	51.1
		31-40	10	22.2
		Above 40	7	15.6
		Total	45	100
3	Working experience	Below 5	6	13.3
		6-10	25	55.6
		11-15	8	17.8
		16-20	3	6.7
		Above 20	3	6.7
		Total	45	100
4	Educational background	Degree	44	97.8
		Masters	1	2.2
		Total	45	100

As indicated in the above table from the total number of teachers 33(73%) of the teachers are males and the remaining 12(26.7%) are females. Regarding to their age 5(11%) of the respondents aged below 23 years old, 23(51.1%) of the respondents were aged between 23-30 years old, 10(22.2%) of the respondents were aged between 31-40 years old and the remaining 7(15.6%) of the respondents were above 40 years old. When we consider

working experience of the teachers, 6(13.3%) of the respondents had below five years' service, and the remaining 39(86.7%) of the teachers had 6 and above years of experience. In terms of sex distribution males were greater than females. Educational back ground of the teachers is 97.8% were with first degree, and 2.2% were second degree graduate. This implies that, as it is stated in the New Ethiopia Education and Training policy, teachers are certified and have the required necessary teaching qualification and competency in the media of instruction.

#### 4.1.3. Background Information of Principals

**Table 5: Principals Sex, Age, Educational background and Work experience**

No.	Variables	Characteristics	Number of respondents	
			No.	%
1	Age	Below 30	1	8.3
		31-40	6	50
		Above 40	5	41.7
		Total	12	100
2	Sex	Male	9	75
		Female	3	25
		Total	12	100
3	Educational qualification	Degree	9	75
		Masters	3	25
		Total	12	100

As indicated in the above table from the sample taken, One (8.3%) of the principals were aged below 30 years, Six (50%) of the principals were between 31-40 years old, Five (41.7%) of the principals were above 40 years old. Regarding to their sex Nine (75%) Of the principals were male, whereas Three (25%) of the principals were females. Educational backgrounds of the principals were Three (25%) second degree graduated and Nine(75%) were first degree graduates.

## 4.2. Presentation, Analysis and Interpretation of the Data

### 4.2.1. The Understanding of Teachers on Active Learning

The new education and training policy of Ethiopia invites a new paradigm of teaching and learning development of new strategies of teaching and learning based on active learning and student centered method. Based on this, an attempt was made to shift from traditional teacher dominated method teaching to active or modern teaching method. So to achieve the goal of the new educational and training policy the skills and knowledge of the teachers is important. The strategy employed by the teachers could be successful if teachers are aware about the method they are employed.

**Table 6: The response of teachers and students on teachers understanding of active learning**

The level of understanding of Teachers on Active Learning	Teachers' response		Students' response	
	N	%	N	%
Very high	11	24.4	12	20
High	20	44.4	20	33.3
Moderate	11	24.4	16	26.7
Low	3	6.7	5	8.3
Very low	-	-	7	11.7
Total	45	100%	60	100

The result in table 5 shows that the majority, 44% of teachers, 33.3% of students, reported that the level of teachers understanding on active learning was high. Similarly 24.4% of teachers and 20% of students reacted as it was very high some of the respondents, 24.4% of teachers and 33.3% of students, reported it was moderate. This means majority of the teachers had good understanding about active learning methodology. On the contrary, 6.7% of teachers and 8.3% of students replied, as it was low and 11.7% of students responded as it was very low.

To assess the level of teachers understanding on active learning open ended questions were asked teachers to define what active learning mean? Accordingly 66.7% of the

teachers defined active learning method as: a student centered method, 24% of the teachers define it as a method in which participation of the student is high, 6.7% of the teachers defined it as: a methodology in which the role of the teacher is facilitating the students and the remaining 2.2% teachers defined it as: using technology. From the data analyzed we could generalize, that majority of teachers had a good understanding about active learning instructional method. This in turn makes for teachers to implement active learning effectively since they had the knowledge and skills of active learning methodology.

**Table 7: teachers respond on the concepts of instructional method**

No	Concepts on instructional method (item)	Alternative	Teachers response	
			N	%
1	Learning is better when it is self- Initiate	Strongly agree	31	68.9
		Agree	14	31.1
		Undecided	-	-
		Dis agree	-	-
		Strongly disagree	-	-
		Total	45	100
2	Learning is the responsibility of learners	Strongly agree	11	24.4
		Agree	15	33.3
		Undecided	4	8.9
		Dis agree	7	15.6
		Strongly disagree	8	17.8
		Total	45	100
3	Learning is productive when students are silent and passive or receive information from teachers	Strongly agree	-	-
		Agree	7	15.6
		Undecided	1	2.2
		Dis agree	7	15.6
		Strongly disagree	30	66.6
		Total	45	100
4	Active learning method prepares students to solve real and practical problem of the student	Strongly agree	29	64.4
		Agree	10	22.2
		Undecided	1	2.2
		Dis agree	2	4.4
		Strongly disagree	3	6.7
		Total	45	100

It is clear that for successful learning and teaching process teachers should be highly informed and knowledgeable about different learning methodology. The above table stated, teachers' knowledge related to student centered learning method. Moreover teachers need to understand their own practice and how it affects students' achievements. They need an understanding of instructional method which they used. Teachers

understanding of their methods of teaching have been linked to improved students achievement.

As indicated in the table 7, 31(68.9) of teachers strongly agree that, learning is better when self-initiated and 14(31.1%) of the teachers agree or believes learning is better when it is self-initiates. In line with this as it is shown in the same table, regarding to the responsibility of learners in the learning and teaching process 11(24.4%) of teachers strongly agree that learning is the responsibility of learners moreover, 15(33.3%) of teachers agree on the idea of learning is the responsibility of learners regarding this issue 4(8.9%) of teachers undecided on the other 7(15.6%) and 8(17.8%) of the respondents replied as they were disagree and strongly disagree respectively. According to these respondents learning should be dominated by the teacher and students should listen passively to their teachers. But when we compare to those who said learning is the responsibility of learners, their number is not that much dominant. Consequently, so it is possible to conclude that, most teachers support self-learning and active participation of learners.

#### **4.2.2. The Skills and Knowledge of Principals in Active Learning**

To create effective environment for active learning and to achieve the demanded result principals must have the require knowledge and skill of active learning. Unless, it is difficult to design reforms, and to monitor the ongoing operation. It is clear that the role of principals in implementing and supporting active learning is irreplaceable to effective implementation of the methodology. Principals expected to be skillful and knowledgeable on active learning, because without being knowledgeable and skillful on it, it is difficult to implement and to be responsible at school level.

Because of their closeness to the class room situation and their opportunity to alter work place conditions, probably the most powerful potential sources of helperhindrance to the teacher in the implementation process are the school principal(Fullan, 1991:140) cited in Solomon, 2008:18). This means principals have a leadership role for the implementation of the curriculum.

**Table 8: shows the response of principals on the knowledge and skill of principals**

No	The skill and knowledge of principals on Active learning	Principals response	
		N	%
1	Very high	-	-
2	High	7	58.3
3	Moderate	5	41.7
4	Low	-	-
5	Very low	-	-
6	Total	12	100

As can be observed from table 8, the response of principals on their view regarding to the skill and knowledge of principals majority of the principals 7(58.3%) reported it is high. This means according to their view principals had enough knowledge and skill. On the other hand, 5(41.7%) of principals reported that the knowledge and skill of principals is moderate.

**Table 9: teachers and principals response on the role of principals in supporting active learning**

No	The role of principals in Supporting active learning	Principals' response		Teachers' response	
		No.	%	No.	%
1	Very high	-	-	11	24.4
2	High	7	58.3	7	15.6
3	Moderate	3	25	15	33.3
4	Low	2	16.7	8	17.8
5	Very low	-	-	4	8.9
6	Total	12	100	45	100

Principals play a key role in the delivery of quality education. They serve as the facilitator, guide and supporter of quality education practices. Because principals serve as educational leaders of the school they had to know about the effective instructional

methods of teaching and understand the needs and interests of their teachers and students. As shown in the above table questions were asked to principals and teachers to investigate the role of principals practically in supporting active learning. They responded 7(58.3%) of principals and 7(15.6%) of teachers reported it is high, similarly 11(24.4%) of the teachers also reported it is very high. regarding to this issue 3(25%) of the principals and 15(33.3%) of the teachers assumed their view in the role of principals in facilitating and supporting active learning is moderate. On the other hand 2(16.7%) of principals and 8(17.8%) of the teachers reported the level of support is low, moreover 4 (8.9%) of the teachers reported it is very low.

#### **4.2.3. Perception of Students towards Active Learning Methodology**

Student centered learning also known as learner centered education broadly encompass methods of teaching that shifts of the focus of the instruction from the teachers to the students. In original usage student centered learning aims to develop learners' autonomy and independence students centered learning puts students' voice as a central to the learning experience. In a student centered learning space students choose what they will learn, how they will learn and how they will assess their own learning. According to the above explanation students perception towards active learning is expected to be positive since it invite them to actively participate in the learning environment .So to assess the perception of students towards active learning questions were asked to teachers and students and their response has summarized as follows.

**Table 10: Teachers and Students Response on the Perception of Students towards Active Learning**

No	The positive reaction of students towards active learning	Students' response		Teachers response	
		No.	%	No.	%
1	Very high	14	23.3	6	13.3
2	High	17	28.3	12	26.7
3	Moderate	14	23.3	13	28.9
4	Low	5	8.3	12	26.7
5	Very low	10	16.7	2	4.4
6	Total	60	100	45	100

As it is shown in table 10, 14(23.3%) of students and 6(13.3%) of teachers reported the positive perception of students towards active learning is very high. Moreover 17(28.3%) of the students and 12(26.7%) of the teachers replied it is high. On the other hand, 14(23.3%) and 13(28.9%) respectively students and teachers responded the positive reaction of students towards active learning is moderate. contrary to this 5(8.3%) students and 12(26.7%) of teachers reported it is low. 10(16.7%) and 2(4.4%) respectively students and teachers were reported the positive reaction of students towards active learning is very low.

From the above analyzed data it could be possible to generalize the students 'attitudes towards active learning instructional method is positive. This positive perception of students towards active learning made easy to implement active learning effectively. As ( Ahmed and Aziz ) 2009), noted the current study thought students' and teachers' perspective on learning methodology is important, as they are both key participants in the teaching and learning process.

Open ended questions were asked to the teachers and students why some students feel discomfort regarding to active learning methods. Accordingly, most of the teachersand

students responded some students' academic background is not good, since they were dependent on others and it seems difficult for them to participate actively in the teaching and learning process. And on the other hand there are also teachers who lack the skill to minimized the gap between students or to motivate the low achievers, consequently due to these reasons and lack of enough time to involve in the active learning some students feels discomfort on practicing actively in the class room.

#### 4.2.4. The Level of Application of Active learning

For the effective implementation of active learning or student centered learning method the participation of students, teachers, and principals are very important. This means with the skills and knowledge of the instructional method, the motivation and commitment of those stock holders affected the proper implementation of active learning methodology directly. From this point of view that many educators support the implementation of active learning approach in education and greater attention has been given to shift the teacher centered approach to a student centered one. This is also true in the case of Ethiopia that the new education and training policy of 1994 promotes the needs for active learning approach in class room so as to develop the physical and mental potential of the problem solving capacity of individuals. In line to this, to assess the application of active learning approach questions were asked to teachers and students and analyzed as follows.

**Table 11: Teachers' response on the level of Training and Support provided by all stock holders**

No	Educational bureau and Principals supporting implementation of active learning.	Teachers' response		Principals' response	
		No	%	No	%
1	Very high	2	4.4	2	16.6
2	High	10	22.2	6	49.9
3	Moderate	12	26.7	2	16.6
4	Low	10	22.2	1	8.3
5	Very low	11	24.4	1	8.3
6	Total	45	100	12	100

Accordingly 2(4.4%) of the teachers and 2(16.6%) of principals reported Education bureau and principals supports the implementation at very high, similarly 10(22.2%) of the teachers and 6(49.9%) of the principals responded, the support for the implementation of the instructional method is high. And 12(26.7%) of the teachers and 2(16.6%) of the principals reported the level of support given by Education bureau and principals is moderate. Whereas 10(22.2%) and 11(24.4%) of the teachers reported respectively it is low and very low. Therefore, based on the above data principals and concerned bodies support the implementation of independent learning.

The investigator were always attempted to identify the practices employed in each school that had positively impacted students achievement. The investigator searched specifically to what extent was active learning or student centered teaching methodology properly applied. Questions were asked to teachers how much they used student centered teaching methodology and they responded as follows.

**Table 12: Teachers’ Response on Teachers’ level of application of Active Learning approach in the Class room**

No	Do you use active Learning method	Teachers’ response	
		N	%
1	Yes	38	84.2
2	No	4	8.9
3	Sometimes	3	6.7
4	Total	45	100

To assess the extent to which active learning approach has been practically exercised in the selected secondary schools questions were asked and the respondents reacted. Accordingly the data were analyzed as follows. As indicated in table 11 the majority of respondents 38(84.2%) said they used active learning methodology during the teaching and learning process and 3(6.7%) of the teachers responded they used sometimes, contrary to this 4(8.9%) of teachers didn’t use active learning method. Open ended

question was asked for those who replied no to put their reason and almost they said the school facilities and large class size of the schools didn't permit them to implement it. Similar questions were also asked through interview to the teachers and they replied, unavailability of instruction materials and unable to cover large portion of the content were also forced them mostly to use teacher centered approach. But in general what we can understand from the above analyzed data was more than 83% of teachers used active learning in their learning and teaching process. Accordingly, this implies students actively participate in the learning process; they take more responsibility for their performance in the learning and teaching process. To triangulate the teachers response similar questions were asked for the learners or students and their response were analyzed as follows:

**Table 13: Students' response on Teachers' degree of Implementation Active Learning during learning and teaching process**

No.	Item	Students' response	
1	Do teachers implement active Learning responsibly?	No	%
	Very high	16	26.7
	High	13	21.7
	Moderate	17	28.3
	Low	9	15
	Very low	5	8
	Total	45	100
2	What is the level of teachers participation in active learning		
	Very high	13	21.7
	High	16	26.7
	Moderate	16	26.7
	Low	9	15
	Very low	6	10
	Total	60	100

As shown in the table, 16(26.7%) of the students reported teachers responsibility in implementing active teaching is very high, moreover 13(21.7%) reported it is high and 17(28.3%) of the students reported it is moderate on the other hand on the same question 9(15%) and 5(8%) of the students reported the degree of responsibility is low and very low.

On the same table to cross check with teachers' response, question was asked what is the teachers' level of participation in active learning? From the total percentage 13(21.7%) of students reported teachers level of participation in active learning approach is very high, similarly, 16(26.7%) of the students responded the participation level is high. While 16(26.7%) of the students responded the level of participation is moderate. Contrary to this, the remaining 9(15%) and 6(10%) of the students responded the level of teachers participation in active learning approach is low and very low respectively. When we compare the teachers' and students' response regarding to the level of implementation of active learning approach by teachers in the learning teaching process there is similarity. Because majority of the teachers and majority of the students reported the instruction was implemented practically during their learning and teaching process.

The school principals were asked questions on the level of implementation of active learning during the learning and teaching process and they reported 25% of the principals it is very highly implemented 33.3% of the principals believes it is practiced highly and 41.7% of the respondents assured it is implemented moderately.

#### **4.2.5. The Influence of Active learning on Students' Academic Achievement**

There is an abundance of data that suggest that implementing active learning methods in the classrooms produce a deeper, long lasting understanding and increased enjoyment of course material. There has been significant amount of research on active learning and its effectiveness in all aspects of education and active learning is more effective methods of learning than traditional learning. In light of growing evidences of the effectiveness of student centered learning approaches.

Researchers have consistently shown over the years that active learning is the most effective way to teach students. In line with this, since the main purpose of this study was to assess the influence of active learning methodology on students' academic achievement, the result was analyzed as follows.

**Table 14: Response of Principals’ and Students’ on the Influence of Active learning on Students’ Academic Achievement**

NO	Item	Alternative	Principals’’ response		Students’ response	
			N	%	N	%
1	Active learning method provided opportunity to students to explain themselves.	Very high	10	83.3	22	36.7
		High	1	8.3	16	26.7
		Moderate	1	8.3	13	21.7
		Low	-	-	4	6.7
		Very low	-	-	5	8.3
		Total	12	100	60	100
2	It improved students’ academic achievement.	Very high	7	58.3	25	41.7
		High	4	33.3	14	23.3
		Moderate	-	-	11	18.3
		Low	1	8.3	7	11.7
		Very low	-	-	3	5
		Total	12	100	60	100

The result in the above table reveals that the majority 10(83.3%) principals and 22(36.7%) of students reported that active learning method provided opportunity for students to explain themselves and improved their academic achievement at very high level. Similarly 1(8.3%)of principals and 16(26.7%) of the students reported active learning method provided opportunity and in line with this itimproved academic achievement of the student at highest level. Some of the respondents 1(8.3%) of the principals and 13(21.7%) of the studentsreplied active learning approach provided opportunity to explain themselves moderately. Whereas, 4(6.7%) and 5(8.3%) Of the students replied the level of opportunity provided by active learning methodology for student to explain themselves was low and very low respectively . Oral questions were asked to identify the challenges in implementing active learning, accordingly they responded class size and unavailability of instructional materials and poor academic back ground of the students’ did not allow them to utilize active learning method properly.

As indicated in the same level, 25(41.7%) of the students' and 7(58.3%) of the principals reported the influence of active learning on academic achievement of the students is very high. Moreover 4(33%) of the principals and 14(23.3%) of the students reported that the positive influence was high. And 11(18.3%) of the students revealed it, the positive influence of active learning method were moderate. 7(11.7%) of the students replied the influence on the academic achievement was low. Similarly the remaining 5(8.3%) of the students reported the influence of active learning approach on academic achievement was very low. But the analyzed data noticed as many researchers investigated it majority of the respondents reported student centered instructional method improves students' academic achievement.

To triangulate the result open ended question was asked to teachers to list effects of active learning approach on students' academic achievement. Accordingly they listed:

- ✓ 22(44.4%) of teachers responded, it improved students' academic achievement.
- ✓ 18(40%) of the teachers reported it increased students confidence.
- ✓ 2(4.4%) increases the motive to participate for the low achievers.
- ✓ 1(2.2%) of the teachers reported it shaped students behavior.
- ✓ 1(2.2%) of the teachers reported it is useless.
- ✓ 1(2.2%) of the teacher reported it did not bring any positive or negative influence on the academic achievement of students'.

#### **4.2.6. School Facilities and Instructional Materials**

The nature of classroom, the availability of library and pedagogical center are among the important facilities to be fulfilled for the proper implementation of active learning methodology. To this effect the researcher observed the three schools and according to the observation all observed schools except one school have pedagogical center. However they have not enough facilities to facilitate the pedagogical center sufficiently and the schools have not experts, it runs by voluntary teachers.

Regarding the library almost all schools have library with well-equipped books, in addition all schools serves for their learners and teachers in appropriate manner.

The researcher's observation regarding to the laboratory room, all the sample secondary schools have very small sized laboratory rooms with an average laboratory Equipment and with professional experts, but the problem is with the way of using it, most teachers and students do not use the laboratory rooms. As the researcher observed lack of supply of water in the laboratory room was the major problem to utilize the laboratory room effectively.

**Table 15: Teachers' Response on Class size, Student text and Teachers' book**

No.	Items	Alternatives	Teachers' response	
			N	%
1	Class size of student	Very high	8	17.8
		High	11	24.4
		Moderate	12	26.7
		Low	4	8.9
		Very low	10	22.2
		Total	45	100
2	Students' text and teachers' books Facilities active learning.	Very high	15	33.3
		High	14	31.1
		Moderate	11	24.4
		Low	4	8.9
		Very low	1	2.2
		Total	45	100

Table 15 depicted that from the total percentage, 17.8% and 24.4% of the teachers reported that the class size of the students is very high and high respectively whereas 26.7% of the respondents reported class size of the student is moderate on the other hand 8.9% and 22.2% of the teachers reported it is low and very low respectively which means the class size of the student permit the utilization of active teaching. On the same table teachers was asked whether student text and teachers books facilitate active learning. Majority of the respondents 33.3% and 31.1% reported it facilitates very highly and 24.4% reported moderately whereas 8.9% and 2.2% of the teachers responded low and very low.

#### 4.2.7. Challenges to implement active learning

There are many challenges to implement active learning effectively. Some of them are: large class size makes it difficult to engage students in a personal way and create environments in which they receive interactions and feedback. The varied educational background and achievement of the students' also presents a challenge.

According to Edward (2015), there are four areas of challenges that teachers face: Systematic challenge: which includes time tasting, and lack of resources; content challenge, which include comfort with the content and making it relevant to students; Student challenge which include behavior and range of cognitive abilities and teacher challenge which include the risks taken by changing learning methods and the fact that active learning simply requires greater effort.

In short active learning instruction takes more time, requires deep content understanding, and involves more resources from schools and creativity from teachers. Similarly on this study questions were asked for teachers and principals to identify the main factors hinder the effective implementations of active learning. The response was analyzed as follows.

**Table 16: Principals' and Teachers' Response on the Challenges to implement Active Learning Methodology Effectively**

No	Item	Teachers' response		Principals' response	
		N	%	N	%
1	Shortage of instructional materials	19	42.2	6	50
2	Large class size	11	24.4	3	25
3	Class load	1	2.2	-	-
4	Lack of student interest	7	15.6	1	8.3
5	Lack of teachers interest	7	15.6	2	16.6
	Total	45	100	12	100

The above table shows the summary of the respondents obtained from teachers and principals to the question asked. Accordingly, 19(42.2%) of the teachers and 6(50%) of the principals replied shortage of instructional materials like teaching aids and laboratory

equipment's were the main factors affect the proper implementation of active teaching. Moreover only 1(2.2%) of the teachers responded the main factor which challenge the implementation is class load of teachers.

On the other hand, 7(15.6%) of the teachers and 1(8.3%)of the principals reported that students are less interactive and were not willing to cooperate. According to those respondents lack of students' interest is main factor which affect the proper implementation of active learning. Similarly related to attitude, 7(15.6%) of the teachers and 2(16.6%) of the principals reported teachers' lack of interest is another challenge for the implementation of active learning.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary, conclusion and recommendation. The first section deals with the summary of the general study and the major findings are presented. Next conclusion of the basic findings are made finally some possible recommendation are given on the basis of major findings.

#### 5.1. Summary of Findings

The main purpose of the study was to assess active learning and its influence on students' academic achievements. Particularly the objectives of the study were:

- ✓ To determine the relationship between implementing active learning method and students' academic achievements.
- ✓ To identify the main challenges in implementing active learning methodology.
- ✓ To identify the outlook of teachers and students towards active learning methodology.

To build up the objectives basic research questions were asked. These are:

- To what extent school principals and teachers have a positive attitude towards active learning methodology?
- How do students perceive active learning methodology?
- Do teachers have the necessary understanding of active learning method?
- What is the degree of association between active learning and students' academic achievement?
- To what extent classroom conditions permit the implementation of active learning methodology?

### **5.1.1. Principals and Teachers Understanding and Perception towards Active Learning Approach**

In an Ethiopian setting the school principals are expected to provide support and encouragement to teachers in the proper implementation of active learning. The kind and amount of nurture the principals provides at the stage of active learning implementation is crucial to maintaining teachers commitment and motivation to implement the active learning instruction method (Solomon:2008: p=108). In line with this, the analysis of the data shows that in Yeka sub city selected secondary schools the skill and knowledge of the principals were good. This means according to the respondents 58.3% of the principals reported that they had the required knowledge and skill. Moreover 41.7% of the principals believe they had a moderate knowledge and skill. Similar questions was asked to students and they responded 16.7%, 28.3% and 30.3% of them agree the knowledge and skills of their principals are high and moderate respectively on the other hand questions was asked for teachers on the role of principals in supporting active learning and they reported 24.4%, 15.6% and 33.3% the level of support were very high, high and moderate.

Majority of teachers said principals plays a key role in facilitating the implementation. Whereas 17.8% and 8.9% of the teachers responded the role of principals in supporting active learning method is low and very low respectively. To measure teachers understanding on active learning approach questions were asked to teachers and students. According to the analyzed data 24.4% and 44.4% of the teachers reported the level of understanding on active learning is high and very high respectively and the remaining 24% of teachers said they had a moderate understanding where as 6.7% of the respondents reported their understanding is low.

On the same questions 20%, 33.3% and 26.7% of the student replied the level of teachers understanding on active learning is very high, high and moderate. However 8.3% and 11.7% of the students replied it is low and very low respectively. According to this data almost 20% of teachers were not skilled to implement the active learning approach.

To investigate the attitudes of teachers on active learning questions was asked and from their response 31(68.9%) and 14(31.1%) strongly agree and agree respectively that learning is better it is self-initiated generally the attitude of teachers towards active learning is positive.

### **5.1.2. Perception of students towards active learning approach**

There is a strong tie between student's interest and effort to implement or practice in learning and teaching process. The study revealed that the students attitude or perception towards student centered learning was positive. So this intern would have good opportunity to exercise active learning in secondary school but the data also revealed that 26.7% and 4.4% of the teachers and 5(8.3%) and 10(16.7%) of the students reported respectively the interest of the students to be learnt by active leaning is low and very low. Open-ended questions were asked to mention their reason they answered the base ground of the students, unable to fit with others, is the reason for the lack of interest.

### **5.1.3. The Level of Application of Active Learning**

The investigator was attempted to determine the level of application of active learning in classroom and the analyzed data revealed that majority of the school administrators are supportive in implementation of active learning practically in line with this teachers reacted through questionnaire on application of active learning and 84.2% of the teachers said they used it most of the time, 8.4% of the teachers reported absolutely no and 6.7% of the teachers used it sometimes. Classroom observation also indicated teachers used active learning during their teaching and learning process.

Questions was also asked for students and finding demonstrated 16(26.7%),13(21.7%) and 17(28.3%) of the student reported teachers implement active learning responsibly at very high, high and moderate level respectively. Whereas over the majority teachers were used it there are also 9(15%) and 6(10%) of students reported teachers level of implementation is low and very low respectively. In general the result seems very positive since it is quite evident that asAschalew (2012, p-76), noted that active learning demands not only teachers to be experts in their fields but also they have to understand

how students learn best. The analyzed data indicates that the instructional delivery is properly implemented by the majority of teachers and students.

#### **5.1.4. The Influence of Active learning on Students' Academic Achievement**

As cited in the review literature part it is understood that, a learner centered approach is critical to the creation of optimal learning climates at all level of the system and for all participants. Research shows that learning guided by a learner centered perspective can enhance students' motivation to learn and, more importantly their actual learning and performance, Deci and Ryan,(1991). In line with this idea, , since the main purpose of this study was to investigate the influence of active leaning approach on students' academic achievement, the analyzed data revealed 22(36.7%) and 16(26.7%) of the students replied respectively the influence of active learning on their academic achievement is positively very high and high. This means almost more than 60% of students responded active learning increases their academic performance highly and 13(21.7%) of students said active learning improved their academic achievement moderately. The result also goes in line with the idea of Handles (2004) in article science as he stated "there mounting evidences that implementing active learning and engaging students in discovery and scientific process improved learning and learning retention". Many researchers also stated that active learning improves academic performance of students. Whereas from the total respondents of students 4(6.7%) and 5(8.3%) of students reported that the influence is low and very low respectively. Majority of the principals also reported practically implementing active learning improved students' academic achievement.

#### **5.1.5. Instructional Materials and Classroom Condition**

Classroom conditions, school itself the quality for their extra co curricula programs, the school culture, and the availability and in general the school climate plays a significant role in students' achievement. The environment in which teaching is carried out has profound effect on what teachers do and the standard they expect to achieve. According to Sally and Donald,(1993: p-89), material conditions, including size of the class,

equipment available, size and layout of rooms, and weather, and finally, characteristics of the teacher themselves. Depending on this fact, the researcher investigated from the analyzed data, though partially, large class size is a problem, the major problems were shortage of instructional materials, teaching aids, laboratory equipment and unavailability of sport fields were the major problems. Additionally, plasmas were also not working.

### **5.1.6. Challenges of Implementing Active Learning**

Similar to other educational issue, it is also possible to think that active learning method had its own challenge to implement it effectively. As Aschalew (2012) noted that, beliefs and perceptions are crucial factors in implementing active learning in classroom. It seems the same here. As the researcher investigated the main constraints were:

- ✓ Lack of instructional materials
- ✓ class size problem
- ✓ 7(15.7%) of teachers responded students and teachers were not interested in implementing active learning method. In short in partially, there were lack of interest from teachers and students even it does not explain the majority.

## **5.2. Conclusion**

Based on the major findings of the study the following conclusions were made. The finding of the study discloses that majority of principals and teachers were skilled and knowledgeable in active learning methods. This implied their educational background fulfill the requirements. Most of the school administrators were supportive in providing training for teachers on active learning methods. In general principals had the skill and understanding of the instructional methods. This finding is different from what Melese(2011 p-94), disclosed as In Western Tigray, Teachers, principals and students support for active learning method simply without practical skills and understanding appropriate application of active learning method.

The New educational and training policy of Ethiopia government shifting from traditional (lecture) method to a student centered approach was the main target in line with this majority of teachers are interested in applying the active learning approach. This implies

that teachers are applying the student centered method and the study revealed that the students have a positive perception towards student centered instructional method. Group discussion and Questioning and answering styles of teaching were among commonly employed by teachers.

The analysis of the data indicates even the degree of perception varies between principals, teachers, and students majority of the participants perceived it positively. The participants assured that when they learnt by active learning method students learn better and improved their academic outcome. But on the other hand there are also some teachers and students who developed negative feeling related to the instructional method.

The results of the study also indicate that most of the teachers are interested in implementing student centered instructional methods and students are involving in teaching and learning process.

The study also revealed that the schools have not conducive facilities or instructional materials and the shortage of materials have been affected the implementation of the instructional method. Lack of laboratory equipment and sport fields has been the major problems but with this challenges teachers tried to implement active learning method. In addition, due to many financial reason and unavailability of skilled man power and structured laboratory rooms the available laboratory rooms were not serving the students and teachers properly. Even though active learning instructions takes more time, require deep content understanding and involves more resources from schools and commitment and creativity from teachers, the outcome of this research revealed, active learning method improved students' academic achievement and problem solving capacities. In addition to this majority of the students enjoyed it.

In general with its limitation active learning instruction improved the academic achievement of the students. It is possible to deduce from the analyzed data that if conducive environment is available principals, teachers and students are in a good turn off to implement the instructional methods effectively.

### **5.3. Recommendations**

The study revealed that there were few teachers not interested in utilizing active learning to avoid this problem continuous training should be given to the teachers to change the mindset of the teachers related to active learning and to minimize the lack of understanding and knowledge on active learning method. The school principals should organize panel discussion and experience sharing.

The study indicated there were few students do not interested in active learning methods. Lack of interest can influence the implementation of active learning, thus, awareness creations for students on student centered approach should be carried out continuously, teachers should play a great role in enhancing the students' interest in applying active learning. Teachers should motivate their student to participate actively.

Teachers should devise their own instructional methods to produce supplementary teaching aids from the easily available materials.

It is highly recommended that school administrators and teachers by mobilizing community participation and other stockholders should create conducive environment by fulfilling or providing instructional materials and laboratory equipment.

It seems important that other stockholders should play their role in supporting the implementation.

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# Appendices

**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Educational Research**  
**Questionnaire**

**Department of Educational planning and management questionnaire to be filled by principals**

The purpose of this questionnaire is to gather data on active learning and its influence on students' academic achievement, in the case of Yeka sub city, selected three governments' general secondary schools. Therefore the success of this study depends on your genuine and valuable answer/ response. Please feel free to give your response the researcher would like you to assure that your response are strictly secured.

**Instruction**

- No need of writing names
- Indicate your response by making <✓>
- For open ended items give short and brief responses on the space provided.

**Part One: General Information Of Respondents**

Sex: – Male  Female

Age: - below 30  31 – 40  Above 40

Qualification: - Degree  Masters

Working experiences in year:- below 5  5 – 10   
11 – 15  16 – 20  above 20

Position: - principal  Vice principal

**Part two:** Issue related to active learning and its influence on students' academic achievement

Please indicate your response by making <<✓>>

Weight: 5 = very high      4 = High      3 = Moderate      2= low      1 = very low

No	Main issue practiced in the school	5	4	3	2	1
1	Principals' effort to strengthen active learning.					
	1.1 Facilitating training on active learning.					
	1.2 provides opportunity for the staff to talk about active learning.					
	1.3 Encourage teachers to observe each other during learning.					
	1.4 Teaching and learning is based or focused on active learning.					
	1.5 The skill and knowledge of principals on active learning.					
	1.6 The skill and knowledge of supervisors on active learning.					
2	Active learning and its influence on students' academic achievement.					
	2.1 students' interest in preferring active learning.					
	2.2 Active learning method provides an opportunity for student to explain themselves.					
	2.3 Teachers motivation to use active teaching method.					
	2.4 Active learning improves students' academic achievement.					

**Part Three: Give Short Answer**

1. What is active learning in your understanding?

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2. Practically what active learning brings in your school?

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3. What are the advantages and disadvantages of active learning?

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4. Which types of active learning commonly used?

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5. How students' react or feel towards active learning method?

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6. What are the factors that are affecting active learning implementation?

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**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Educational Research**

**Questionnaire to Be Filled Be Teachers**

The purpose of this questionnaire is together data on active learning and its influence on students' academic achievement in the case of Yeka sub city, selected three government secondary schools. Therefore the success of this study depends on your genuine and valuable responses. Please feel free to give your responses. The researcher would like you to assure that your responses are strictly secured.

**Instruction**

- No need of writing names
- Indicate your response by making
- For open ended items give short and brief responses in the space provided.

**Part One: -General Information of Respondents**

1. Sex                      Male                       Female
2. Age                      Below 23                       23 – 23
3. Qualification              Degree                      Masters
4. Work experiences in years:- Below 5   
5 – 10  11 – 15  15 – 20  above 20
5. Position teacher

## Part Two: - Issue Related To Active learning and Its Influence on Students' Academic Achievement

Weight: - 5 = very high      4 = High      3 = moderate   2 = low      1 = very low

	<b>Main issue practiced in the school</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The skills and knowledge of teachers on active learning					
	1.1 The interest of teachers to utilize active learning on class room					
	1.2 The positive reaction of student towards active learning					
	1.3 The understanding of teachers on active learning					
	1.4 The role of principals in supporting active learning					
	1.5 Texts and teachers books facilitate active learning					
	1.6 class size of student					
2.	Contribution of educational officers' supervision and principals in implementing active learning.					
	2.1 All stockholders, principals, educational officers and supervisors provide training					
	2.2 School administer provide training					
3.	Influence of active learning on students' academic achievement					
	3.1 Provide opportunities to students to explain them selves					
	3.2 It increase problem solving capacity of students					
	3.3 It improves students' performance and academic achievement					

**Part Three:** -Some basic concepts about instructional method listed below please read each of them and indicate the rating that you think corresponds to your understanding

No	Concepts on instructional method	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Learning is better when it is self-initiates					
2.	Teachers are committed in implementing active learning					
3.	Learning is the responsibility of learner					
4.	Learning is productive when students are silent and passive or receive information from teachers					
5.	Active learning method prepares students to solve real and practical problem of the students					

## Part four

### Open Ended Questions

1. What is active learning or learner center teaching method?

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2. Do you use active learning method?

A. Yes

B. No

3. If your answer to the above question is Yes, What is the effect of active learning on student's academic achievement?

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4. If your answer is Not, Why?

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5. In your view what are the challenges to implement active learning?

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# አዲስ አበባ የኒሽርሲቲ

## የትምህርት ዕቅድና አስተዳደር ትምህርት ክፍል

### በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ ተማሪ ተኮር የማስተማር ዘዴ በየካሰር በሚገኙ በተመረጡ ሰዎች የመንግስት ሁለተኛ ደረጃ ጃት/ቤቶች ተማሪዎች ውጤት ያለው ተፅዕኖ ጥናት ለማድረግ መረጃ ለመሰብሰብ ነው። ስለሆነም ይህ ጥናት ፅሁፍ የተሳካ ይሆን ዘንድ የእርሶዎች ክክለኛ ምላሽ ለጥናቱ ስኬት ከፍተኛ አስተዋፅኦ አያደርጋል። በተጨማሪም ሚስጠራት መረጃ ሚስጠር የተጠበቀ መሆኑን በአክብሮት እንገልጻለሁ።

አመሰግናለሁ

### መመሪያ

- ✓ ስም መጻፍ አያስፈልግም
- ✓ የምርጫዎ መልስ ያስቀምጡ
- ✓ ከምርጫው ጭላሎት ጥያቄዎች አጭርና ግልፅ መልስ ይስጡት

### ክፍል አንድ፡- አጠቃላይ የመላሽ ምርጫ

1. የታወቀ ድሴት
2. እድሜ ከ 14 በታች 15-18  ከ 18 በላይ
3. የትምህርት ደረጃ 9ኛ ክፍል  10ኛ ክፍል

ክፍል ሁለት፡- ተማሪ ተኮር አሰጣጥ ሂደትና በተማሪዎች ውጤታማነት ላይ ያመጣው ተፅዕኖ

መለኪያ 5 =በጣምጥሩ

4=ከፍተኛ

3 =መካከለኛ

2=ዝቅተኛ

1=በጣምዝቅተኛ

ተ.ቁ	በት/ቤቱውስጥየሚተገበሩዋናዋናተግባራት	5	4	3	2	1
1.	መምህራንተማሪተኮርስነዘዴ ንለመተግበርያላቸውፍላጎት					
2.	ር/መምህራንተማሪተኮርየማስተማርስነ- ዘዴከመተግበርአኳያያላቸውሚና					
3.	መምህራብሀላፊነትስሜትተማሪተኮርየማስተማርስነ- ዘዴንይተገብራሉ					
4.	ተማሪተኮርየማስተማርዘዴተማሪዎችንራሳቸውንእንደገልፁያደርጋል					
5.	ተማሪተኮርየማስተማርዘዴላይተማሪዎችያላቸውየእርካታደረጃ					
6.	ተማሪተኮርየማስተማርዘዴመምህራንያላቸውተሳትፎ					
7.	ርዕስመምህራንበተማሪተኮርየማስተማርዘዴያላቸውእውቀትናክህሎት					
8.	ተማሪተኮርየማስተማርዘዴየተማሪዎችውጤትያሻሽላል					
9.	ተማሪዎችተማሪተኮርየማስተማርዘዴየመምረጥያላቸውዝንባሌ					
10.	መምህራንበተማሪተኮርየማስተማርዘዴያላቸውእውቀትናክህሎት					

**ክፍልሶስት:- አጭርመልሰሰጥ**

1. በአንተ/ቺግንዛቤተማሪተኮርየማስተማርዘዴ ማለትምንማለትነው

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2. በአንተ/ቺአመለካከትተማሪተኮርየማስተማርዘዴውጤታማይሆንዝንድየተማሪውናየመምህሩ ሚናምንመሆንአለበት

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## **Interview guides with principals**

1. What challenges do you face for the implementation of active learning in your supervision?
2. In Your view what is the role of principals, teachers and students to make active learning effective?
3. Can we say our previous perception towards active learning is changed due to training?
4. Do you think the text books and teachers guide facilitate active learning?
5. How is active learning affecting students' academic performance?

## **Interview guide for teachers**

1. What makes active learning style more important?
2. Continuous assessment is part of active learning could you use it in your situation? If yes what is the advantage if not why?
3. What are the main factor that hinder to implement active learning styles
4. Do you believe active learning improves students' academic performance?  
If yes in what way
5. Do your principals provide training on active learning styles?

## Declaration

I, the undersigned, declare that this thesis is my original work and it has not been submitted to any other university and all sources of materials used for the thesis have duly acknowledged.

Name: KahsayKidane

Signature: \_\_\_\_\_

Date : March 2017

Addis Ababa

This thesis has been submitted for examination with my approvals as a university advisor.

Ato AyalewShibeshi ( Associate professor)

Signature \_\_\_\_\_

March 2017

Addis Ababa