

**APPLICATION OF ACTIVE LEARNING METHODS IN SELECTED PRIVATE  
HIGHER EDUCATIONAL INSTITUTES IN ADAMA TOWN**

**THESE IS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES ADDIS ABABA  
UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF  
MASTERS OF ART IN CURRICULUM AND INSTRUCTION**

**BY**

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**JUNE, 2010  
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY**  
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## **Acknowledgments**

First and foremost, I would like to express my sincere gratitude to my thesis advisor, Dr. Meseret Asafa for his un reserved guidance, advice, critical comments and constructive suggestions throughout the course of my thesis work.

I would like to extend my gratitude to the staff members and administrators of Unity University and Rift Valley University College, who cooperated in facilitating the process for gathering the data.

Above all I am extremely indebted to my family, Ato Husen Geleto and W/o Dire Usuman who supported me in moral, financial and material during my years of study. My thanks go to my friends, Mohammed Bashir, Atota Badane, Seyfan Kelil and others for their invaluable cooperation.

Last but not least, I am indebted to W/t Tizita who sacrificed a lot of time for typing the manuscript.

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## Abstract

*The major purpose of this study was to investigate the application of active learning in some selected private higher educational institutes in Adama town. To achieve this purpose, Rift Valley University College and Unity University were selected as study area. The study was delimited to students who are attending degree program 2<sup>nd</sup> year in the streams of accounting, management, law, nursing and sociology and these all mentioned variables were chosen through purposive sampling techniques. The study attempted to focus mainly on teaching methods that the instructors use frequently, instructors' awareness, training, the conduciveness of instructional materials, the classroom condition to implement active learning and other related major factors. To this end, a descriptive survey method was employed. The tools used during data collection were: observation check list, questionnaire and interview. To achieve the study, 178 respondents participated as a source of data. 150 students were chosen by using stratified and simple random sample from those streams and available 24 instructors participated in filling in questionnaire and supervisors and academic vice deans were interviewed for the study. The data was analysed using percentage and descriptive phrases. The results of the study revealed that the magnitude of practicing active learning was found to be low. Almost all of the instructors employ lecture method most frequently which tend to teacher-led, the instructors did not take necessary training concerning teaching methods and active learning, which enable them to be effective professional teachers and the awareness of the instructors were low towards active learning. Beside the above factors, the identified problems were lack of support, lack of recently revised/up dated books / modules, and large class size. To sum up, the finding of the study shows that a lot has to be done to effective application of active learning approaches in those private higher educational institutes. Therefore, it is recommended that instructors should be encouraged to become more knowledgeable and skilful in implementing active learning approach. This can be done through workshop, seminar, inter – staff discussion and by offering higher diploma program in the form of in – service training that facilitates sharing of idea to improve understanding on the application of active learning methods.*

In light of the above argument the new education and training policy of the Federal Democratic Republic of Ethiopia gives due attention for strengthening of the individuals and societies problem solving capacities at all levels. As stated in the policy (TGE, 1994:7), one of the objectives is "to develop the physical and mental potential and problem solving capacity of individuals by expanding basic educational for all". But there is a great gap between the idea of the policy and its implementation (theory and practice). This is to mean that what has been stated in the policy might not be implemented practically due to some reasons. Supporting this idea, Lue, (2000), as cited in Fischea (2001:4) by saying the following statements;

*The kind of simple memorization and recall of facts and information (teacher-centred) still forms the basis of much of our curriculum and instructional materials which is very damaging intellectually to the young learners. This damage comes from the fact that, this approach restricts our young learners to the very most simple and elementary thinking skills and does not help them to develop higher order Skills.*

It is generally believed that the impact of active learning in the teaching learning process is very crucial. To be effective in the teaching-learning process, teachers must encourage different active teaching methods. Because current thinking and practice in education highly advocate the need to actively involve the learners in different active learning techniques for active learner- centred learning. However, educators have also suggested that there are some constraints, which can affect the proper application of active learning approach. Some of the factors are that related to the training of teachers. Sguazzin and Graan (1998) have stressed that good and effective education in the class room demands a well prepared teacher, a competent teacher (both academically and pedagogically) and selection of best teaching strategies activities and materials to achieve the objective. How ever, educators have noted that there is a problem in teachers training programmes because they failed to relate theory with practice.

The instructors in our current training institutes predominantly use conventional types of teaching methods that are very familiar to them, perhaps even the ones that they themselves experienced when they were students at schools. More researches support this idea, For instance, Marshal (1990) as cited in ICDR (1999) indicated that teachers use only a small number of methods, typically teacher talk, question and answer and text book assignments. Ambaye(1999) extended this argument by saying that all available evidences indicate that among many teachers in Ethiopia, the critical determination of effective teaching: namely, knowledge of the subject matter, pedagogical skills and motivation are activity lacking. In addition to the above facts, there are also other factors that affect the application of active learning like curriculum material preparation and

organization, improper class room organization and management, students' population pressure, and problem with instructional materials and equipment, etc.

In addition to the above mentioned facts and arguments there are some researches which are done recently on the application of active learning in the Ethiopian context, especially in secondary schools and teacher training college by Yonas, (2006) and Amenu (2005) respectively. These two researchers came with some findings in their study, lack of teacher awareness to ward active learning, lack of teachers training, improper population pressure and problems with instructional materials and equipments are cited as factors.

However, the researcher didn't come across any study, which focuses on investigation of the application of the active learning on private higher educational institutes. Therefore there are some factors that initiate the researcher to conduct research on the application of active learning. First , the studies which have been done by Yonas and Amenu as well as the existing research knowledge in theory initiate the researcher to conduct a research in focus of private higher educational institutes.

Second, Ministry of Education introduced those new instructional methods (i.e. active learning methods) to be implemented at all level of education from primary to higher education institute. But there is a great gap between the idea of policy and its application ( theory and practice ).These idea initiated the researcher to assess the application of active learning in private higher educational institutes.

Third, the fact that knowing the concept of pedagogy and taking general methods of teaching course have great contribution for the effective application of active learning method. However, Instructors who teach (non education profession) didn't take this course; therefore, they might face difficulties on the application of active learning method. So these ideas initiated the researcher to conduct research and to assess the application of active learning in Riftvalley University College and Unit University in Adama town.

## **1.2. Statement of the Problem**

Active learning leads to effective teaching learning and promotes the development of students' critical thinking and to engage them actively in the teaching learning process. As the interaction and active participation of students is one of the most important aspects of educational process, it

determines the effectiveness and qualities of education. Research findings show that teachers as a facilitators, play great role in the class room in increasing the participation of students and improving the quality of education. Hence, private higher educational institute instructors are expected to implement (apply) active learning approaches to attain the desired goal of the education and training policy of Federal Democratic Republic of Ethiopia. However, it is hypothesized that there are different hindering factors in the application of active learning approach.

As stated in the back ground of the study, those factors have not been assessed to what extent they are affecting the application of active learning in private higher educational institutes. So that, the purpose of this study is to examine the level of application of active learning in private higher educational institute in Adama town in particular Unity University and Rift Valley University College. And to identify the factor that may be affecting the application of active learning. Finally, to give feasible recommendations that encourage the application of active learning methodology.

### **1.3 Objective of the Study**

The general objective of this study is to assess the application of active learning in the private higher educational institute of Rift valley University College and Unity University of Adama town. More specifically this study has the following specific objectives.

1. To identify whether the instructors use a variety of teaching approaches and techniques or not
2. To check whether the instructors have taken appropriate training during their pre- service and in- service training concerning active learning instructional strategies.
3. To know the instructors' belief on the conduciveness of instructional materials for the application of active learning.
4. To identify the instructors awareness on active learning and its contribution for students learning.
5. To check whether the classroom conditions promote effective application of active learning.
6. To find out factors that highly influences the application of active learning approach.

In order to attain the above stated objectives the following research (basic) questions were raised to be answered in the course of study.

1. Do Instructors use a variety of teaching approaches and techniques?
2. Have instructors' taken appropriate training during their pre-service and in-service training concerning active learning instructional strategies?

3. Do instructors believe that the instructional materials are conducive for the application of active learning?
4. Do instructors have awareness on active learning and its contribution for students learning?
5. What does the classroom condition look like in promoting effective application of active learning?
6. What factors highly influence the application of active learning?

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

It is obvious that the quality of instruction which is realized through effective teaching and learning determines the quality of education. Assessing the application of active learning approach in private higher educational institutes is the main purpose of this study. Accordingly the researcher believes that this study will have the following significance.

- ❖ It will help instructors to undertake self assessment regarding their usual teaching method.
- ❖ It will show the level of practicality of active learning application in those private higher educational institutes.
- ❖ It will indicate the importance of the participation of instructors, students and educational experts in creating favourable condition for the application of active learning approach.
- ❖ It may initiate other researchers to conduct similar study at a wider scale and serves as a stepping stone for further research in the field.

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

The researcher believes that it would be better to conduct the study in large scale. Nevertheless, due to constraints of time the study is delimited to some selected private higher educational institutes in Adama town. Those are Rift Valley University College and Unity University. Even though, those University colleges have different students who are attending different programs, the study is delimited to regular students who are attending degree program and are at 2<sup>nd</sup> years in the field of Accounting, Management, Law, Nursing and Sociology. The study is focused on instructional strategies that are frequently used by instructors, instructors' awareness, training, the conduciveness educational materials and the classroom conditions to implement active learning approach. In general, the study is delimited to the application of active learning private higher educational institute in Adama town, but not their branches elsewhere

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

The researcher strongly agrees that the inclusions of a large population size in the study could have a great value so as to elicit more credible information. However, because of time and financial constraints the researcher was not able to cover a broad areas and depth. Therefore, the time, methodology might have affected the study to some extent.

### **1.7 Operational Definition of Terms**

**Application-** the process of putting a method or the practical use of methods in a class room.

**Active learning-** refers to the active involvement of the learners on **different** learning tasks with in and out of the class room such as group work, role play, discussion, field trip and problem solving.

**Private higher educational institutes-** refers to educational institutes which run (process) educational programs in different fields (College, University) which belong to private (i.e. belong to individuals) or which are not governmental institute).

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literature and research findings, which lays the conceptual framework on the instructional approach in general and active learning methods in particular. Specifically under this chapter the researcher gather some literature that related to the research title application of active learning.

#### 2.1. Origin of Active Learning

The development of methods of teaching has been traced back to ancient Greece in various literatures. The most long-lived and widespread set of teaching methods are those associated with the study of language and literature, Singh, 1989 (In ICDR, 1999:62). Ancient educational methods emphasized memorization and analogical reasoning, a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the bases of the known similarity between the things in other respects.

The scientific approach to teaching methods began in the 16<sup>th</sup> century by the Czechoslovakian educator J.A Comenius and developed further by educators like Johan Heinrich, Pestalozzi, Rousseau, Forbiel and Firedrich Herbart.

#### 2.2 What is Active Learning?

Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing and applying information.

According to Chet et.al (1993) active learning is derived from two basic assumptions

That learning is by nature an active endeavour and

That different people learn in different ways.

On the basis of these assumption they extended their argument that students learn best when apply in subject matter. I.e. learning by doing. Further more Bonwell and Elison (1991) defined active learning as any strategy “that involves students in doing things and thinking about the things they are doing.” Sguazzin and Gran (1998) explained active learning as a social process that emphasize on the process of collaborating and the exchange of ideas, knowledge, skills, values and attitudes. Active learning clearly addresses the different learning style. Thus different active learning methods create the best match for students to learn how to learn.

Quite simply, it is involving students directly and actively in the learning process it self. This means that instead of simply receiving information verbally and visually, students are receiving

and participating and doing. So, in simple terms then, active learning is engaging students in doing something besides listening to a lecture and taking notes to help them learn and apply course material. Students may be involved in talking and listening to one another, or writing, reading and reflecting individually. In addition to the above definition there are also some experts who define active learning, for instance, Silberman, (1996) define, when learning is active, students do most of the work. They use their brains ... studying ideas, solving problems, and apply what they learn. Active learning is fast paced, fun, supportive, and personally engaging ... to learn something well, it helps to hear it, see it, ask questions about it, and discuss with others. Above all, students need to do it figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire. Glasgow (1996) also define, active learners energetically strive to take a greater responsibility for their own learning. They take a more dynamic role in deciding how and what they need to know, what they should be able to do and how they are going to do it. Their roles extend further in to educational self management, and self-motivation becomes a greater force behind learning. Active learning is an approach to learning that involves the student as his/her own teacher: Active learning is an approach not a method. Generally, active learning methodologies do not look like the traditional lecture method. Active learning methods emphasize learning by doing. Group of students may be found working together on project to develop or study something having discussion solving problems and practicing skills etc.

### **2.3. Advantage of Active Learning**

As Silberman (1994: 4- 5) states active learning clearly addresses the different learning style of the students which many educators have realized. Active learning prepares students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities. Another educator, Kyrincou (1998:39) mention the following educational benefits of active learning activities.

- ❖ They are intellectually more stimulating and thereby are more effective in eliciting and sustaining pupil motivation and interest in the activities.
- ❖ They are effective in fostering a number of important learning skills involved in the process of organizing the activities, such as when pupils organize their own work during individualized activities and interaction and communication skills during cooperative activities.
- ❖ They are likely to be enjoyed, offer opportunity for progress are less threatening than teacher talk activates and their by foster more positive attitudes in pupils towards

themselves as a learners and toward the subject.

- ❖ Cooperative activities in particular enable pupils to obtain greater insight into the conduct of the learning activities through observing the performance of their peers, sharing and discussing procedures and strategies.

In line with the above ideas, ICDR (1999:65-66) lists some basic points on why active learning is considered to be important. These are

- Teaching is effective only when students are learning.
- Learning is effective only when it is meaningful to students.
- Learning is meaningful only when students can use it, connect it to their lives or actively participate in it.
- Memorizing facts and bits of knowledge alone is not effective learning.
- It is to damage young learners when tries to teach them only by giving facts. Because it is preventing meaningful learning.
- Learning facts alone does not prepare students to understand their environment or function effectively in it, it does not prepare them to understand and participate in a complex world.
- Learning must prepare students to solve problem and to use information from their environment and other source to make a better life for themselves, their families and their communities.
- Students must be encouraged not only to learn facts but also to investigate, to understand the world around them, to analyse, draw conclusion and communicate in other words, to think deeply.
- We must encourage students to use higher order skills (analysing comparing, drawing conclusions) and more away from the exclusive use of lower order thinking skills which is memorizing.
- We must encourage students to communicate effectively about what they are doing and what they are learning.
- When we give students facts and knowledge to memorize, we must encourage them to use it actively and critically and connect it to the world they know.

This handbook, further elaborates why active learning focused method and activities and useful to promote effective learning in the following ways:

- We all remember much more when we are active and when we participate.
- We all become more enthusiastic learners when we are active.
- Active learning is particularly important for younger learners.

- The young learners learn best when they can connect what is being learned with their own life; this makes it meaningful.
- Activities help to make meaningful connections.
- Learning how to learn or thinking is more important than memorizing facts.
- Active learning leads to long last knowledge.
- Active learning encourages participation, analysis and critiques, which are higher order thinking skills.

In addition to the above advantages of information retention many research studies show that there will be improvements in:

- Student-student interaction
- Academic skills
- Academic achievement (i.e. grades)
- Communication skills
- Higher-level thinking skills
- Team work
- Attitude to wards the subject and motivation to learn

Research indicates that active learning increase motivation and attendance. It reduces competition and isolation in the classroom by involving all students and having every one learning to work together cooperatively. Due to the highly interactive nature of this kind of learning, students are constantly giving and receiving immediate feedback. As a result they feel their contribution are valued (Meyers and Jones, 1993) active learning also seeks to tie in their own life experiences, an excellent way of linking to prior learning which in turn help to increase long-term retention of the material (Bransford, 1979). It is also very effective at developing higher-order thinking skills like analysis, synthesis and evaluation. Ultimately it can even inspire and motivate students to become self-directed, life-long learners (Bonwell and Eison 1991).

## **2.4. Some Active Learning Approaches**

To be effective in the teaching-learning process, teachers must use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learner in different active learning techniques for active learner centred learning. Some techniques were explained below:

### **2.4.1 Cooperative Learning**

According to Slavin (1998) in Jacobsen, Eggen and Kauchak (1989:345-346), the term cooperative learning refers to instructional methods in which students work in small groups (usually four to six

members) and rewarded in some way for performance as a group, it occurs when students are given opportunities to work together on a task which allows them to make meaning for themselves or practicing or applying what have just learned.

Furthermore, Jacobsen, Eggen, and Kauchak, (1989:345) pointed that cooperative learning is a generic term for teaching strategies designed to foster group cooperation and interaction among students. Cooperative learning strategies are specifically designed to encourage students to work together and help each other toward common goals, and because of this, they have been found to successful in fostering positive inter-group attitudes in multicultural class rooms. Cooperative learning activities serve a variety of purpose. Firstly, students have opportunities to more actively participate in the learning. Secondly, through the experience of working with others, they are able to develop sharing information and experience, to promote socialization and interpersonal skills, and to develop a sense of sensitiveness (Wardini 2004:5).

#### **2.4.2. Conducting Field Trips**

One of the most common devices used for extending the classroom in to the community is field trip (Clark and Starr, 1991:177). Field trip, some times called the excursion, is visit to some location other than the normal classroom for educational purposes. It a method for building environmental awareness and interest and enables students to gain first hand experience with materials and phenomena in their true natural relationship (Gronvall, 1994:28). As a teacher develops a greater realization of the impotence of first hand observation and direct experiencing in the teaching learning process, the excursion assumes a leading role in the curriculum of the child.

According to Macomber (1954: 140-141) and Gronvall (1994: 28-29) a carefully planned and successfully carried out field trip has the following advantages:

1. It provides first hand experience and opportunity for students to become keen observes.
2. It is highly motivating because of vivid learning experience.
3. It enables students to verify classroom instruction, library reading or laboratory experiences and make them more concrete in their minds.
4. It provides a common experience to the whole group up on which meaningful discussion can be held.
5. Helps as bridge the gap between the school and community.
6. It contributes to the development of social understandings.
7. It is essential to the success of many of the construction activities (stimulate creative experiences).

To be successful, field trips call for good organization, including cooperation of teaching staff and adults of the community. They must be carefully planned in advance and be followed up with meaningful discussions and continued investigations.

#### **2.4.3. Jigsaw**

Divide a topic into four or five, depending on the number of groups in the class. Give each group a different part to work on, example in geography, set each group the task of researching information about different factors of a country, for example climate, economy, natural resources, population growth. Each group to present their information in turn, there by building a picture of the country from the component parts (Addis Ketema Sub-City educational department, 2005:4).

#### **2.4.4. Goldfish Bowl or Fishbowl**

Ask for a small group of people to sit in the middle of a large circle comprising the rest of the group. Give the inner circle a task to do that involves discussion, problem solving, or decision making, with the group a round the outside acting as observer. Decide of a substitution process to allow some one from the inner circle to replace someone from the inner circle, if both agree (Addis Ketema Sub city educational departments, 2005:3).

#### **2.4.5. Cross Over**

After a group discussion, ask one or two people from each group to change places with people from another group. They could rotate clockwise around the room if there are a lot of groups. Then get them to share the thinking of the previous group with the new group (Addis Ketema sub city educational department, 2005:2).

#### **2.4.6. Quiz/Test Question**

Here students are asked to become actively involved in creating quizzes and tests by constructing some (or all) of the questions for the exams. This exercise may be assigned for home work and evaluation (perhaps for extra credit points). In asking students to think up exam questions we encourage them to think more deeply about the course material and to explore major themes comparison of views presented, applications and other higher-order thinking skills. Once suggested questions are collected, the instructor may use them as the basis of review sessions, and/or to model the most effective questions.

#### **2.4.7. Think – Pair-Share**

After a concept, or set amount of class time, stop class and allow students to collect their thoughts (think) on an issue themselves then discuss their idea for 3-5 minutes with the person next to them

(pair). Finally, ask/ choose pairs to share with the whole class or report to your questioning (share).

#### **2.4.8. Brain Storming**

It is a good techniques generating ideas quickly, make sure every one understand the ground rules, no response is wrong, every response is accepted with out discussion or argument once brainstorming has elicited a sufficient number of response guide students to use.

#### **2.4.9. Small Group Work**

Allows every participant the chances to their analytical and synthesizing skills to determine best idea. Speak, share personal views, and develop the skill of working with others. The group work activity should promote reflective thinking, Problem solving or creative thinking. To be effective, it is important that every person in the group has a role to play. Roles may include the reporter, the recorder, or time keeper the idea producers or even the spy. The spy will hover around other small group to see what ideas their classmates are generating.

#### **2.4.10. Role Playing**

It is a method of acting out an imaginary but real-life situation. Here students are asked to “act out” a part. In doing so, they get a better idea of the concepts and theories being discussed. Role playing exercise can range from the simple to complex one. This strategy can be extremely effective, but it is important to be sensitive to the facts that some students are very uncomfortable acting out. Be ready to provide alternative activities to any one based on their needs. One alternative is to have students write about their assigned role rather than act the role.

Role playing is all unrehearsed dramatization. Players try to act out what they would do and how they would feel in a certain situation (Clark and start, 1986) as cited (ICDR, 1999), it is particularly useful for motivating and developing learners feeling and attitudes.

It is possible to use role playing:

- a. To clarify attitudes and concepts,
- b. To demonstrate attitudes and concepts,
- c. To deepen understanding of social situations.
- d. To practice leadership and other social skills and so on.

## **2.5. The Role of Instructors, Students, Supervisors and School Principal in Application of Active Learning Approach.**

### **2.5.1. The Role of Instructors in Active Learning Approach**

The implementation of effective teaching strategies is one of the basic criteria to be an effective Instructor. If teachers are on the position to help students to learn, they must be able to select and use teaching strategies that produce learning.

Broadly speaking, many educators have strictly underlined that teachers play a crucial role in the application of active learning. As to Fiseha (2001:27) the teachers task in this approach is to use classroom methods that encourage the learner to be as active as possible by analysing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based methods in their teaching. The common element in any form of active learning approach is that teaching is removed from teacher's role of standing at the front of classroom and presenting the material. Rather the students are placed in to the position of teaching themselves and the instructor is converted into coach and a helper in this process. Active learning approach is based on the empirically proved hypothesis, that students achieve superior academic results and even personal growth in terms of higher self confidence, openness to experience etc.

A learner centred approach requires a shift in roles and responsibilities, a different set of rights and obligations on the part of teacher and students. According to Johns et.al. (1994) the role of the teacher in the classroom has shifted from the primarily role of information giver to that of facilitator, guide and learners. As a facilitator the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide, a role that incorporates mediation, modelling and coaching. According to Tnzmann et.al. (1990). The role of teacher can be expressed in three ways:

1. Facilitator or facilitating: involves creating rich environment and activities for linking new information to prior knowledge providing opportunities for collaborative work and problem solving and offering students a multiplicity of authentic learning tasks.
2. Modelling may involve thinking aloud (sharing thoughts about some thing) or demonstrating (showing students how to do some thing in a step-by-step fashion) to figure out an informal word, to represent and solve a problem, to organize a complicated information and so on.
3. Coaching involves giving hints, or cues, providing feedback redirecting students efforts and helping them use a strategy. Generally, coaching is to provide the right amount of help when

students need it, neither too much nor too little, so that students prepare as much responsibility as possible for their own learning.

In the student-centered classroom the teacher is expected to act as a resource for input. But not the only resource, input also provided by the students, by the material, and by the task itself.

As Wassihune (2006:22) cited, there are many optional to the teacher in the student centered classroom in which the teacher takes on the role of manager or a facilitator of learning. The teacher can act as a monitor to ensure that students are proceeding in the correct way and in the right direction helping students to prioritize and organize their learning or perhaps participate as a group member if the students are losing track of their objectives. The teacher can suggest sources of consultation encourage and support the learning process, guide and direct as required and highly important provide critical feedback, both positive and negative.

The teacher can also provide opportunities for students to evaluate their own and their peer performance, to reflect on the subjects matters and on the learning process itself, thereby promoting the acquisition of effective study skills. By understanding and taking responsibilities for learning, by acquiring the tools for self evaluation, students become more autonomous and independent as learners. So that the teacher and learners relationship becomes more of partnership and teacher intervention decreases. Most importantly the teacher continues to have a set of rights and obligation, including these intervening in structuring and balancing the learning process and mediating the outcomes of the process.

Dirribsa (2005:7) also supporting the above ideas the role of teacher in student centered classroom will become guides and mentor helping students access interpret, organize and transfer knowledge to solve authentic problems, while students gain expertise not only in the content areas being studied, but also in learning. In fact teachers become more than guide in the side of helping to find answers to real life problems.

As to Hofstetter (2005) the role of teachers in active learning is to facilitate the students learning by providing a frame work (i.e. activities students to complete) that facilitates their learning. For example, the teacher posts activities or questions that students complete, Projects including writing papers, essays and reports, conducting research, answering open ended questions, creating art work and organizing events Hofstetter further explained that a constructionist teacher will begin a lesson by asking students to recall what they already know about the subject. Then they will involve students in an activity that will take them beyond what they currently know. The students must actively engage in the learning process by doing something. The teacher become much more

important in the students centered classroom (Lue 2000, cited in Feseha, 2001:27), the teacher must guide and manage the activities: she/he must make sure that all learners are working productively on the activities and must monitor the progress of all learners.

According to Aggerawal (1996:66) the role of teacher in child-centered education may be sum up as follows:

- Motivating children (learners).
- Developing trust and confidence in children (learners) capacity to learn.
- Becoming as a resource for creating meaningful learning experiences.
- Accepting the individual and the group
- Participating as a member of the group in guiding learning.
- Becoming sensitive to the child's needs and interacting in a way that would provide a sense of feeling and security.
- Recognizing and reinforcing the individual contribution

### **2.5.2. The Role of Students in Active Learning Approach**

In the new approach to modern education, often called active learning, students not only receive information from lectures and books, they also collect information, record it systematically, discuss it, compare it, analyze it, draw conclusions from it and communicate about it (ICDR, 1999:71). When they are given information and facts from their teacher (instructor) or their text books, they are asked to do something active and creative with the information, analyze it, think about it, discuss it, and make reports on it (Haile and Kifle, 2000 in Fiseha 2001:20).

According to Aaronjohn (1996:2) even beyond learning what they need to know, students benefits from the method of teaching. They learn how to feel good about themselves. As they take on new responsibilities and succeeded with the responsibilities they come to gain confidence in themselves as competent problem solvers.

Even more research shows that, students have higher achievement when they have confidence in themselves and when they attribute success to their own abilities not to luck or help (Johne etal 1994).In active learning approach, it is the students themselves who where responsible for the success of their own learning. According to Johnne et.al (1994) one important students role is that explorer interaction with the physical world and with other people allows student to discover concepts and apply skills. Students then encouraged reflect up on their discoveries which are essential for the student as a cognitive apprentice. Apprenticeship takes place when students

observe and apply the thinking process used by practice. Students also become teachers themselves by integrating what they have learned. Hence they become producers of knowledge, capable of making significant contributions to world's knowledge.

It is true that students must do more than just listening to teacher and note taking. They must read, write, discuss or to be engaged in solving problems. Most importantly to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis and evaluation (Dirribsa 2005:8).

### **2.5.3. The Role of School Principal in Applying Active Learning**

School principal can be considered as a prominent figure in the school system as far as he/she is the one who is assigned to lead all activities that go on in the school environment. It is a common experience that the school principal is responsible for both academic and administrative affairs in the school. In line with this issue, Mufflet (1978), cited in Yonas, (2006:31) for the effective application of active learning the principal also have a great role. Similarly, Sguazin and Graan, (1998) argued that so as to apply (implement) active learning the management of the school principal, head department and others need to understand that, active learning is the building block of long life learning. The school as a whole should do every thing possible to facilitate active learning. This may involve allocating funds for additional equipment, ordering books in sets to allow use by a small group.

Moreover, Mudumo (1998:128-129) as cited in Sguazin and Graan (1998) concluded that for any reform to succeed, we need effective school managers are supposed to provide necessary induction and continuous professional support to teachers. Teachers can only whole heartedly support reforms if they understand the need for it and know that they will be supported. This can only happen if the management of the school has vision encourages the involvement of the teachers and this can be achieved through extensive training (both pre-service and in-service programme).

In light of this idea, Mudumo extended his argument concerning the need for principals training by saying as follows: Teacher's support in implementing educational policies and programmes could be improved if the managers of the schools are properly trained.

In general, such arguments seem to be sufficiently convincing that a school principal should get appropriate training that enables him/her to be competent enough in the full implementation of educational programmes in general and active instructional methods in particular.

#### **2.5.4. The Role of Supervisor in Facilitating Active Learning Method**

Supervision is the service provided for the purpose of improving teaching and learning. The effectiveness of supervision depends on the skills and competence of supervision in working with the entire staff classroom teachers, specialist and administrators. Supervision is a cooperative services designed to aid teachers rather than to report about them (Smith, 1961). The role of supervision carried out by the supervisor who are mainly responsible to make follow up on how the teaching and learning processes takes place in schools. In addition, this activity demands the presence of competent, professional supervisors who can think a head of time about the curriculum, methods of teaching and the school situation at all. The absence of trained and skilled supervisors retards school activities from positive progress.

Because schools and teachers may lack the necessary timely feedback related to their performance that can facilitate the teaching and learning process. Teachers who are weak in their knowledge and skills of teaching may not get with the necessary training to enable them to do better works. It is important to understand that, supervision is a type of educational service rendered by a variety of school officials, principals, head of departments and special supervisors (Monere, 1956).

#### **2.6 Factors Affecting the Application of Active learning**

There are some factors that can facilitate or hinder the effective application of active learning. Those are Human related factors and Non-human related factors.

##### **2.6.1 Human Related Factors**

###### **2.6.1.1. The Training of Instructors**

The success of educational process depends to a great extent on the characters and ability of teachers' /instructors/. Teaching in the modern school must be vastly enabled to produce better educated person than was found formerly. Teaching demands the ability to adapt boldly, to invent, and to create procedures to meet the ever changing demands of learning situation in order to enable or to develop the continuous imaginative anticipation of mental process of the learner. Instructor (teacher) must know much more about subject matter, method of teaching, the learners and his/her growth (ICDR, 1999).

A number of educators have confirmed that instructional strategies contribute a lot to promote effective learning. Never the less, their effectiveness depends largely up on the role and quality of the teachers (instructors) who play a pivotal role in the teaching learning process.

Concerning this idea Mutassa and Wills (1995) have explained that instructional methods by themselves can not do much to improve learning, and thus, their value lies on the professional skill

of the teacher in using or handling them. In addition, Kakkar (1995) stressed that teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learner. Similarly, Sguazzin and Graan (1998) have stressed that good and effective education in the classroom demands a well-prepared teacher (instructor), a competent teacher (both academically and pedagogically) and selection of best teaching strategies, activities and materials to achieve the objective.

However, educators have noted that there is a problem in teachers (instructors) training programmes because they failed to relate theory with practice. Regarding this, Amare (2000:36) has explained that one could speculate (although this has to be confirmed through systematic investigation) a possible students exposure to the new perspectives in a teacher training program. The discrepancy could, however, explained partly by the conflict between what prospective teachers are told to do and what their instructors actually do. He extended his argument by saying in theory an instructor may advocate a two way communication in practice he/she may limit it. In fact there are arguments that support the idea that students imitate more of what they see than that of what hear and read. They imitate the action of their instructors and exercise selectively on what their instructors tell them to do.

In line with the above idea, ICDR (1999:1) supplemented that teacher educators are after strong proponents of reform in teaching. But they lack both analytical and practical experience with the kind of teaching they advocate. Even though they are taught about new strategies for teaching and learning that derive from research and theory, teacher educators are not educated to teach in ways that are different from how they were originally taught, nor did they educate to help others make such changes.

Moreover, ICDR (1999:67) supplemented the idea by saying teachers (instructors) teach the way they were taught. If teacher trainees learn mainly through the lecture method, this will be their main mode of instruction. If teacher trainees experience participatory methods they will tend to use them in their own teaching. Several studies indicated that “teachers should be taught by the same methods which will be expected to use them in their future career” (Fried man, et.al 1959: 111; Mulenda, 1970:7 in Ambaye, 1999:3) this calls for the trainees proper orientation and continuous on job training exposure to the career demands expected of him/her.

However, Ambaye (1999) noted that instructors in our current training institutes predominantly use conventional types of teaching methods, that they are familiar to them perhaps even the ones that they themselves experiences when they where students at schools. Several researches support this

idea. For instance, Marshal (1990) as cited in ICDR (1999) indicated that teachers use only a small number of methods, typically teachers talk, question and answer and text book assignments. Ambaye extended his argument by saying all available evidence indicates that among many teachers in Ethiopia, the critical determination of effective teaching namely, knowledge of subject matter, pedagogical skills and motivation are actively lacking, although teachers are in the front line of educational reform programmes.

Another scholar, Kakkar (1995) stated that the changing role of teachers and the dynamics in education necessitate that the teachers must grow in profession and practice of teaching through in-service education programs. Generally speaking, as mentioned by Oslen (1976:56) teachers are expected to be knowledgeable, skilful, and effective professional to teach the learners effectively.

#### **2.6.1.2. The Higher Diploma Program Training**

This program is designed to meet the identified professional needs of teacher educators (Instructors) based on their characteristic that were revealed by the report ‘The Quality and Effectiveness of Teacher Education in Ethiopia (2002). One of the weaknesses revealed by the study is incapability of teacher educators to effectively employ the teaching approach and methods that are recommended by the policy.

The aim of the program which is proposed to address the aforementioned problems is described as “... to improve the quality of education in Ethiopia through a licensing program that will develop the skill and professionalism of teacher educators.” Higher diploma program teacher educators” Hand book 204:5).

This higher diploma program training for the teacher educators with the aim of (among others) enabling teacher educators (instructors) to use active learning and student centered teaching methods and become role models of good practice.

To sum up, higher diploma program training have a great contribution for teachers and instructors and it makes trainee skilful on different teaching method approaches, techniques. It shows the instructors how they apply (implement) active learning method. More over, higher diploma training is more helpful for instructors those who didn't take pedagogical training and general method of teaching particularly, for instructor those who teach non educational profession because it handle them the concept on how to teach students using active learning method.

attitude to the subjects and approaches of teaching and even to his/her learners. Negative attitudes may harm the whole process of teaching, such as: The selection of content, methods, planning activities, mechanisms of evaluations and so on. A teacher with positive attitude and the necessary theoretical and technical know how is the one who can demonstrate the ability to bring about the intended learning out comes.

#### **2.6.1.4. Students Knowledge and Attitudes**

Any types of educational programmes and innovation that implement in school by the teachers (instructors), schools principals are to produce knowledgeable students with positive attitude to ward their learning out come. The goal of any educational programmes are to produce knowledgeable students, to develop the moral of student and more over to make students high achievement in their academics out come. The new instructional model, active learning intends to produce active and motivated learners who can cope with the demands of the modern world. Active learning methods encourage student's autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction, more interaction with peers, promotion of shared activity and team work, greater opportunities to work with range of pupils, and for all members of the class to contribute and respond (Capel et.al, 1995:230).

In the traditional method of teaching called "teacher-centred" teachers (instructors) use very limited methods of teaching like, lecture, demonstration and explanation methods. In teacher-centred method, students are passive learner because during teacher lecture the lesson, the students are simple hearing and taking notes. And the nature of this teaching method does not invite students as they actively participate and interact due to its limited to some method. In teacher-centred methods he/she is a teacher who use more time in classroom by lecturing. Therefore, due the teachers use similarly method all the time and due to lack of interaction, participation and encouragement the student's may feel boring to the teacher lecturing method and student may lose attention to their learning. Students gradually develop negative attitude to wards subject matters and method of teaching. It is fact that to be successful or to benefit from the learning student should have to have positive attitude to wards subject matters and method of teaching. It is fact in school of Ethiopia there are many students those exposed to negative attitude of subject matter as well as teaching method that remain students unsuccessful.

Therefore, it is the role of instructor (teacher) making teaching effective, developing good attitude in his/her students by using different strategies of teaching, by treating all students equally, encouraging and by participating and involving learners into learning. Then they will have positive attitude and they will be successful in their learning.

## **2.6.2. Non-Human Related Factors**

Like human factors, non-human factors are equally important variable that can either facilitate or hinder the effective application of active learning.

### **2.6.2.1. The Physical Environment and Classroom Conditions**

Silberman (19996:6) point out the physical environment in classroom can make or break active learning of course, no one set up or class arrangement is ideal; rather there are many options. The interior decorating of active learning is fun and challenging, when the furniture is less than ideal. If the furniture is moveable, it could be possible to use different lay outs for active learning even in the most traditional classroom.

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

- 1 The arrangement of desks and tables should allow movement and communication.
- 2 The arrangement should be changed whenever necessary so that it is appropriate for the learning experiences that you have planned.

To sum up, the classroom condition should stimulate learning and allow for aspect of problem solving and cooperative learning.

### **2.6.2.2. Class Size**

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of single teacher (Monre, 1956:212). The class size has its own impact in facilitating or influencing activities of teaching and learning.

In fact there are arguments, which support the idea, the class sizes by it self has nothing to affect teaching and learning if teacher selects appropriate methods of teaching. But on the other side there are scholars who strongly favour the need for appropriate number of students in a class. The idea of class size is becoming a concern and an essential point of discussion among scholars because it assumed as the class size increase, students face any (or all) of the following problem as

Gibbs cited in Barneit (1995:62)

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

Another author Smith (1996:59) has also mentioned the following disadvantage that come as the result of large class.

- Individualization of instruction is limited
- Instruction to be lecture with out group participation
- Oral communication with in the classroom from pupil to pupil to teachers is minimized.

In general, the number of students in a class it can be a factors either to facilitate or to hinder the effective application of active learning. In fact for the effective application of active learning it is more supportive and applicable if the number of students' small (few) in a class.

### **2.6.2.3 Instructional Materials**

Instructional materials are also one of the factors that either facilitate or influence the application of active learning. Instruction materials are all those materials that the instructor's and students utilize in classroom and out of classroom, like text book, modules, hand out, supplementary books and so on. Therefore, the availability or shortage of these materials can affect the application of active learning. Text books and modules are teaching materials carefully designed and prepared by the experts for the purpose of attaining intended objective of education. They have a great value and they serve as a means but they are not ends themselves. These materials are critical ingredients in learning and the intended curriculum can not be implementing with out them. These written instructional materials, books, modules and handout serves as a bridge to connect students with instructors. There are also Medias through which teacher (instructor) and pupils communicate with each other in an effort to carry for ward the learning process. These materials can make an excellent base for building interesting, higher order learning activities that calls for critical thinking and other higher mental process (Callahan 1988:447).

According to Newman (1980) instructional materials must have the appropriate content and reading level be consistent in approach or method and exposition be properly sequenced to motivate the students. The availability of instructional materials for learners and for instructor helps that instructional time is not wasted while instructors and students copying on and of the

Tjeldvoll et.al (2005:60) stated the prevalence of traditional teaching method in the higher education institution of Ethiopia as follows: "There are indicators that teaching process still incorporates little of 'student centered pedagogy'".

Though it is limited to the Education College and faculties, recently efforts are being made to introduce learner centered methods of teaching in attempt to change this situation. Teacher educators are made to receive training in using learner centered (active learning) method through the higher diploma program since 2003.

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Research Design

This study is descriptive survey that examines the application of active learning in some selected private higher education institutes in Adama town. The study focuses mainly on describing, identifying, analysing and interpreting the conditions that exist in relation to the application of active learning and factors that hinder application of active learning in Rift Valley University College and Unity University. Once the title of the research got acceptance and target of the study chosen, the next phase in research process is reviewing related literatures that are related with the title of research. The related literature helps in determining what to look for in selected private higher education institutes and in the development of the instruments of data collection. So, the sources of data were class rooms, students, instructors, supervisors and academic vice deans. And data from these sources were gathered through observation, interview and questionnaires. Simple random sampling was employed in filling questionnaires for students and for instructors available sampling technique was employed in filling questionnaires. The researcher used semi-structured interview for supervisor and for academic vice dean. Once the data were collected from the stated sources, the next phase was to analyse, interpret and finally present (report) data.

#### 3.2. Sample Size and Sample Procedures

##### I- Sample Size

There are six private university colleges in Adama town; the researcher took one private university College and one University . Those are Unity University and Rift Valley University College. The researcher took five streams (fields) of the students who are attending degree program 2<sup>nd</sup> year for the study. These are Accounting, and Management from Unity University. Law, Nursing and Sociology from Rift Valley University College. The population of students in these five streams are 398. From this population the researcher took 150 students as a sample by using stratified random sampling and simple random sample procedure. The researcher put the sample size in the table below.

**Table-1: The sample streams (fields) and the population and sample students**

Streams (fields)						
	Accounting	Management	Law	Nurse	Sociology	Total
Population	93	64	63	90	88	398
Sample	30	30	30	30	30	150

24 instructors who teach 2<sup>nd</sup> year students in the streams are taken as a sample by using available sampling procedure for this study.

## **II –Procedures of Selecting Sample**

While we conduct research descriptive research it is obvious, that data collected from the whole population makes the accuracy of research findings to be very high. But, to do this one has to consider the characteristic of the population, time, financial and potential to decide whether to collect data from the whole population or select a sample. Therefore, considering these criteria the researcher took a sample from the population by using sampling procedure for the study. Unity University and Rift Valley University College were selected by using purposive sampling. Because these two private higher education institutes have long years experience in Adama town and they are producing many students for the world of job. The researcher selected 2<sup>nd</sup> year students by purposive sampling, because fresh man students may not know in detail the teaching methods that their instructors use in classrooms as well as the overall atmosphere of the institutes.

Second year students are better experienced and they may know more on “what and how” their instructors use teaching methods and techniques during teaching learning process in the classroom. The researcher selected these streams (fields) as a sample for accounting, management, law, nursing and sociology by using purposive sampling because, these field are the dominant ones and they are available in the institutes. Moreover, these streams seem appropriate to see the practicality of active learning application in class rooms. The researcher used simple random sampling procedures to collect data from the students and the instructors were selected using available sampling technique for the study.

### **3.3 Sources of Data**

Before conducting one research, the researcher must think about the sources of data. There are primary data and secondary data sources. The researcher gathered primary data from the class room, the students, the instructors, the supervisors and academic vice dean to assess the application of active learning in Unity University and Rift Valley University College in Adama town.

The secondary data were obtained from written documents/ records such as previously done researches, books and etc.

### **3.4. Method of Data Gathering**

Data was gathered from the source of data by using different method (instrument). Observation, semi-structured interview and questionnaires were used for this study.

#### **3.4.1. Class Room Observation**

In the application of an educational program, it is in the “class room” that all hidden and manifest intentions and efforts of education occur. Based on this, we can say that classroom is very important source of data collection in describing the implementation of an educational innovation. Therefore, class room observations were taken as one of very important source of data in this study. Observations of Accounting, Management, Law ,Nursing and Sociology class rooms were conducted.

Based on observation check-list a critical observation of the classrooms realities such as teaching methods instructors employ, the major activities the instructors and the students perform, participation, interaction between instructors and students, the classroom conditions and other necessary facilities were observed.

#### **3.4.2. Interview**

Interview is one of the instruments used to collect data in this study. The major way in which any researcher seeks to understand the perceptions, feelings and Knowledge of people in programs is through in-depth and intensive interviewing. Therefore, in this study semi-structured interview was employed to get data from two supervisors and from two academic vice deans. It is because these people are small in number and their position is important in describing whether an educational program is being implemented as planned or not. These people have experiences and they know the strength challenges of teaching learning process and the participation and the opportunities of each institution is communities.

#### **3.4.3 Questionnaires**

Questionnaire is also one of the instruments used to collect data for this study. Close-ended and open-ended questions were included in the questionnaires. Even though most of the questions were close-ended, some open-ended questions were part of the questionnaire. Two kinds of questionnaires were used, one for the instructors and other for the students. The questions in the questionnaires for instructors were focused on awareness, training and role of instructors for the application of active learning and frequency of instructors in practicing different teaching

strategies, techniques and what and how they practice different activities and how they involve their students on different activities, exercise and tasks. Instructors opinion on the class room condition and on the qualities of instructional materials for the effective application active learning methods were included.

The questions in the questionnaire for students were focused on what and how their instructors perform during teaching learning process in classrooms in giving tasks, activities and exercises. How their instructors attempt to involve them in some activities, how their instructor attempt to participate students in real learning, their motivation, confidence and participation in the class room, and the method of teaching their instructors use mostly, Students' opinion on the class room condition and facilities for the effective application of active learning methods. In general, some questions for the instructors and for the students were related with each other. This was done in order to cross check the accuracy of data.

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

The researcher has gone through the following steps, to collect relevant data. The first thing is getting permission from the coordinator of the office (institutes) .After getting permission, the researcher observed the classroom activities focusing on the instructors' activities, roles and the students activities as well as the conduciveness of class room condition the facilities and the population of students in class room. Then, the questionnaires were distributed to respondents after precise introduction, so as to let them know the purpose of study.

The researcher interviewed the supervisors and the academic vice deans after being introduction to create good relation so as to get the required relevant data.

Finally, after the data collection the researcher addressed the acknowledgement for those people who showed their cooperation.

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

The first step in analysing research involves organizing the data. The data collected with the above mentioned instruments were presented in two forms. The first type of presentation was the discussion of the findings being sometimes supported by theoretical arguments. The other type of presentation was placing of responses mostly using percentages in tables. Frequency of responses in the table represent how many times a particular response appeared in different questionnaire. After the data presented in percentage form in table, then the discussions of the data were made to

follow just at the bottom of the table in order to make clear and easily understandable to the reader being supporting by theoretical arguments.

The other form is the data that was collected from supervisors, academic vice dean, instructors and students through open ended and interview was organized and presented in a form of paragraph being supported by theoretical argument.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION

This foregoing part of the study deals with presenting, analysing, interpreting and discussing the data collected through observation, questionnaire and interview.

#### 4.1. Background of Respondents

The major background characteristic of instructors and students are presented in table-2 below.

**Table-2: Background of the respondents**

No	Items	Instructors N=24		Students N=150	
		No	%	No	%
1	Name of University College or University				
	A. Unity University B. Rift Valley University College	11 13	46 54	60 90	40 60
2	Sex: A. Male B. Female	23 1	96 4	81 69	54 46
	Qualification : A. 1 <sup>st</sup> Degree B. Master	21 3	87.5 12.5	- -	- -
4	Area of study (field)				
	A. Accounting	6	25	30	20
	B. Management	5	21	30	20
	C. Law	4	17	30	20
	D. Nursing	5	21	30	20
E. Sociology	4	17	30	20	
5	Teaching experience in university college				
	A. 1-5	23	6	-	-
	B. 6-10	1	4	-	-
	C. 11-15	-	-	-	-
D. 16 and above	-	-	-	-	

Key N= number of respondents

As shown in table -2 above 11(46%) of instructors, 60 (40%) of students as well 13(54%) instructors and 90 (60%) students were involved in the study were from Unity University and from Rift Valley University College respectively. From the number of instructors involved in study, 23 (96%) were male and 1(4%) female and from students 81 (54%) were males and 69 (46%) females were involved in the study.

Regarding qualification, 21(87.5%) of instructors were 1<sup>st</sup> degree graduate and 3(12.5%) of instructors were master holders. With respect teaching experience, 23(96%) instructors have

served from 1 to 5 years and 1(4%) instructor has served from 6 to 10 years.

#### 4.2. Data Obtained from the Observation Check List

The tables here below present the classroom condition and seating arrangement of the respective University College observed.

**Table-3: Classrooms condition and seating arrangements**

No	Items	Yes		No	
		No	%	No	%
1	Is there enough seating space for all students in the classroom?	15	100		-
2	Are the chairs easily moveable?	15	100		-
3	Is there adequate space for movement between desks?	4	27		73
4	Is the wall paint attractive?	12	80		20
5	Is the class size appropriate?	9	60		40

As depicted in the table-3 the data obtained from classrooms observation proved that in the observed classrooms regarding, seating space and moveability of chair, (100%) there are enough seating space for all students and chairs are easily moveable and it is appropriate for application of active learning approaches. The other (73%) of observed classroom, there is no adequate space for movement between chairs; it is difficult for the instructors to give comment and advice to students during classroom activity. Regarding the wall paint (80%) of observed classroom is attractive and it is appropriate even when instructors want to use overhead projector clearly displays, but 20% of wall painted were not attractive. Regarding the number of students in a single classroom, (60%) of class size is appropriate and 40% of class size is not appropriate for the application of active learning. However, regarding class size, it is more advisable if the number of students is below 30 in a single section for the effective application of active learning. Appropriate class size helps in facilitating teaching and learning at maximum level. However, in two classes (Law and Sociology) the number of students in each section is above 63. This shows that the instructors can hardly make continuous follow up of their students during instruction. Walter (1956) stated that because without having appropriate population of students in classroom, learning can not occur positively.

In general sound classroom conditions and sitting arrangement have a great contribution for the effective application of active learning in classroom. Therefore, it should be conducive. Mutassa and Wills (1994) explained that the class room condition should be conducive enough so that students feel free and comfortable to make a group or move freely.

**Table-4: Instructional methods and techniques that the instructors use**

No	Items	Yes		No	
		No	%	No	%
1	Instructors employ lecture method in classroom	15	100	-	-
2	Instructor use cooperative learning strategies in classroom	-	-	15	100
3	Instructors use Jigsaw techniques in classroom	-	-	15	100
4	Instructors use goldfish bowl techniques in the classroom	-	-	15	100
5	Instructors use cross over techniques in classroom	-	-	15	100
6	Instructors use think-pair-share techniques in classroom	-	-	15	100
7	Instructors use brainstorming techniques in classroom	4	37	11	63
8	Instructors use small group in classroom	-	-	15	100
9	Instructors use different instructional strategies to implement active learning	4	37	11	63

Effective teaching and learning requires the use of different instructional methods and pedagogies to meet the demands of the new generation, active teaching and learning involves the use of different strategies, which are helpful in maximizing the opportunities for interaction. Therefore, to be effective in the teaching learning process teachers (instructors) must use different instructional methods. Whereas, in table- 4 the observation results depicted that all, (100%) of the instructors employ lecture method which tends more to teacher-centred methods and only 4 (37%) of instructors use brainstorming techniques some time, and only 4 (37 %) of the instructors use different instructional strategies like: lecture, asking and answering and brainstorming techniques. other than these two or three strategies, they do not employ the remaining strategies that listed in the table above, cooperative learning strategies, Jigsaw techniques, goldfish bowl, cross over, think- pair- share and small group discussion.

What we conclude from this is that almost all the instructors employ teacher-centred teaching methods which and more focused in lectures. Therefore, when teachers employ lecture methods, the probability of students to interact as well to participate in different activities will be low. However, the effectiveness of teaching learning process requires the use of different instructional strategies that create opportunities to interaction like cooperative learning, problems solving, small group discussion etc. Many scholars expressed that cooperative learning is helpful to encourage students to work together, through this, students able to develop sharing information and experience, to promote socialization and interpersonal skills and to develop a sense of

progressive and positive feedback is a good motivator and creates a positive interaction between teacher and students.

Many educators have strictly underlined that teachers play a crucial role in the application of active learning. As to Fischea (2001:27) the teachers tasks in this approach is to use classroom methods that encourage the learners to be as active as possible by analysing and interpreting knowledge through the use of higher order thinking skills. in addition, the teacher can suggest sources of consultation encourage and support the learning process, guiding and direct as required and highly important provide critical feed back and also provide opportunities for students to reflect idea on the lesson and on learning process it self. More over, in active learning, instructors have to create meaningful learning experience, because learning is effective only when it is meaningful to students. However, from the data which was obtained through the observation, we can conclude that most activities, which are expected from the instructors, were not implemented.

**Table-6: Students activities during lesson time**

No	Items	Yes		No	
		No	%	No	%
1	Students are actively participate in the classroom	3	20	12	80
2	Students express their need and feeling freely	3	20	12	80
3	Listening to instructor lecture	15	100	-	-
4	Participate in group discussions			15	100
5	Ask instructor for help when some difficulties face them	3	20	12	80
6	Students are interactive among themselves	-	-	15	100
7	Reflect on the lesson and on the learning process it self	6	40	9	60

The new instructional model, active learning intends to produce active and motivated learners who can cope up with the demands of the modern world. So, to achieve this aim (goal), the roles of students are very important. The students should be interactive and actively participate in classroom and out of class room. Where as, the observation results indicate that the activities or roles that are expected from the students were not observed. This means, they are not attempting to convey the behaviour of participation in the activities of learning. Among 15 observed sessions, only (20%) showed that the students participate and express their needs and feelings freely in the class room. The rest (80%) showed that the students did not participate and did not express their needs and feeling freely in class room. Moreover, (100%) of the students did not interact among themselves. In general, the data in table-6 indicate that the activities that students perform or attempt were not satisfactory.

However, as expressed by different scholars, students are more active in their role as learners and are playing major part in many aspects of the class room activities. Learning is meaningful only when students can use it, connect it to their lives or actively participate in it. In addition, Silberman (1996) expresses that during active learning, the learner is seeking something to answer a question, information to solve problems, or do tasks while discussing with others.

### 4.3. Data Collected Through Questionnaire

#### 4.3.1. Instructors response

Besides the observation made, questionnaire were administered to accounting, management, law, nursing and sociology instructors and students to gather data related to the same issue in the observation check list.

**Table-7: Frequency of employing different instructional methods by instructors in classroom**

No	Items	Always		Some time		Not at all	
		No	%	No	%	No	%
1	Lecture	22	92	2	8	-	-
2	Discussion	-	-	20	83	4	17
3	Group work	-	-	20	83	4	17
4	Problem solving	-	-	6	25	18	75
5	Peer teaching	-	-	3	12.5	21	87.5
6	Cooperative	-	-	-	-	24	100
7	Brainstorming	-	-	6	25	18	75
8	Think-pair-share	-	-	-	-	24	100

As table-7, shows that the frequency of instructors employing different instructional methods in classroom, (92%) of the instructors responded that they 'always' employ lecture method, which more tends to teacher- led. In addition to instructors' response, the conducted observation result also confirms that almost all instructors use lecture method to deliver lesson for students. On the other hand, (83%) of the instructors responded that they use discussion and group work 'some time' in classroom, and only (25%) of the instructors responded as they use problem solving and brainstorming 'sometime' in class room. The rest, majority of the instructors are not using different teaching methods, especially methods which tend more to active learning approaches, like cooperative, problem solving, think pair share and peer teaching at all.

A large number of educators have confirmed that instructional strategies contribute a lot to promote effective learning. Nevertheless, their effectiveness depends largely up on the role and quality of the teachers (instructors) who play a pivotal role in the teaching learning process.

The implementation of effective teaching strategies is one of the basic criteria to be an effective teacher (instructor). If teachers are on the position to help students to learn, they must be able to select and use teaching strategies that produce learning. Active teaching and learning involves the use of different methods, which are helpful in maximizing the opportunities for interaction like: cooperative learning, problem solving, discussion and group work.

**Table-8: The opinion of instructors towards active learning and its contribution for the learners**

No	Items	Agree		Disagree		undecided	
		No	%	No	%	No	%
1	Active learning enables learners to understand the ways of solving problems	8	33	-	-	16	67
2	Active learning creates a democratic relationship between the instructors and the learners	8	33	-	-	16	67
3	Knowing the concept of pedagogy and taking general methods of teaching course have a great contribution for the effective application of active learning	24	100	-	-	-	-
4	Interaction and active participation of students is one of the most important mechanism for the effectiveness and quality of education	24	100	-	-	-	-
5	Active learning methods encourage students' autonomous learning and problem solving skills.	8	33	-	-	16	67
6	Active learning creates the opportunities to share experience and encourage friendship among the students	8	33	-	-	16	67
7	Active learning enhances self confidence and independent learning of students.	8	33	-	-	16	67
8	Students learn best when they actively involve and when they practice learning by doing	24	100	-	-	-	-

As indicated in table-8, eight items were presented to instructors to assess their opinions to wards active learning application and its contribution for the learners. The data reveals that the majority of the instructors responded that they can't decide (undecided) neither to agree nor to disagree. However, all (100%) of the instructors agree on items number three, four and eight. But for the remaining items only (33%) of the instructors agree to wards active learning. In general, from 24 respondents the majority of instructors responded that undecided, this means neither agree nor disagree. This indicates that the awareness and knowledge of instructors to wards active learning and its contribution to learners is very low.

**Table-9: Activities and role expected from instructors and frequency of using these activities by instructors in classroom**

No	Items	Always		Sometimes		No at all	
		No	%	No	%	No	%
1	Use energizer before starting lesson to relax, to make students active and to attract the attention of students	-	-	3	12.5	21	87.5
2	Use lesson plan	-	-	-	-	24	100
3	Clarify the learning objective	10	42	14	58	-	-
4	Arranging students for different activities in classroom	-	-	17	71	7	29
5	Encouraging students to become actively participate in the class room	6	25	18	75	-	-
6	Provide the right amount of help when student need it by giving hint or clue	5	21	19	79	-	-
7	Provide opportunities for student as they reflect idea on lesson and on the learning process it self	5	21	16	66.5	3	12.5
8	Give constructive feedback for students	5	21	19	79	-	-
9	Associate, relate (match) the classroom lesson with the real life experience of students	-	-	8	33	16	67
10	Order students as they collect and bring different information and the real problem in their environment to the classroom to make learning meaningful and to share experience.	-	-	6	25	18	75
11	Create activities (problems) that require higher order thinking and critical thinking skills.	-	-	6	25	18	75

In the process of teaching and learning, it is the instructor roles that make learning attractive and meaningful as a facilitator. As shown in the above, table-9 those listed in the table are some of the activities or roles that expected from the instructors during teaching learning process. The table above indicates that the majority of the roles (activities) that are expected from instructor are not as expected; for instance, energizer activities are used only by 3(12.5%) of instructors sometime in classroom, whereas, the rest 21(87.5%) of instructors responded that they do not use energizer activities at all. However, using energizer activities before starting lesson or in the middle of lesson has a great contribution to relax learners, to make student alert (active) and to attract the attention of students. The other responsibility, that is expected from every instructor is using lesson plan in classroom, but, all (100%) of the instructors responded that they do not use lesson plan at all.

However, as many educators agreed, every instructor has to use lesson plan in classroom in order to implement activities by keeping sequence. Because it is a lesson plan which leads the instructor's (address clearly the instructor's activities, students' activities and the objective of the lesson).

Therefore, what we conclude from these data, the probability of instructor's in applying active learning is rare. The absence of using lesson plan can influence the teaching learning process partial. Therefore, in order to make lesson effective and in order to implement active learning, instructors should use lesson plan. Regarding arranging students for different classroom activities 17(71%) of respondents reported that they arrange 'sometime'. But the remaining 7(29%) of respondent reported that they do not arrange students for different classroom activities 'at all'. The other role that is expected from instructors is encouraging students as they become actively participate in the classroom. 6(25%) of instructors responded that they encourage students "always". The rest 18 (75%) of the instructors responded that they encourage students to actively participate "Sometime" in classroom. Concerning giving opportunities for students to reflect their idea on the lesson and on the learning process it self 3(12.5%) of the instructors responded that they do not provide opportunities for students in the lesson and the learning process at all, 5(21%) of instructors responded that they provide "always" and 16(66.5%) of the instructors responded that they provide "sometime". Even though, most of instructors responded that they provide opportunities, the data obtained through observation there were only few instructors those provide opportunities for students to reflect their idea on lesson. More over, majority of instructors responded that they not associate the classroom lesson with the real life experience of students. They are only 8(33%) of instructors responded that they associate the classroom lesson with the real life experience of students 'sometimes'. Therefore, this indicates majority of the instructors total focuses only on the content of subject matter. However, learning is more meaningful for learners when the instructors associate the lesson with the real life of students by using different examples. The other activities or roles that expected from instructors are creating activities that require higher order thinking and critical thinking skill. However, as the table above shows, 6(25%) of instructors responded that they create activities sometimes for students. But the rest 18(75%) of the instructors responded that they do not create activities that require higher order thinking and critical thinking skills for students.

In general, as the result of observation and the instructors' response indicated the majority of activities and roles that are expected from the instructors were not as expected. Therefore, we can conclude that most of the activities which are expected from the instructors were not implemented. However, as many educators, strictly underlined that instructors play a crucial role in the application of active learning. As Fiseha (2001:27) explained that the teachers' tasks in active learning approach have to use classroom methods that encourage the learners to be as active as possible by analysing and interpreting knowledge through the use of higher order thinking skills.

so as to implement student centred (active learning) in classroom. Regarding the quality of instructional materials, the majority of instructors 14(58%) responded that the quality of books and modules are ‘moderate’ in encouraging students to enhance their knowledge and skills through active participation.

About 6(25%) of instructors responded that the quality of books and modules are ‘good’ in encouraging students to enhance their knowledge and skills through active participation. Where as the rest 4(17%) of instructors responded that the quality of books and modules are ‘poor’ in encouraging students. In general, concerning the quality of books and modules, the result of data reveals that the quality of books and modules in encouraging students to enhance their knowledge and skills are more tend to moderate and poor.

**Table-11: Instructors’ view toward availability of instructional materials to implement active learning**

No	Item	Yes		No		Undecided	
		No	%	No	%	No	%
1	Are there sufficient instructional materials e.g. modules and supplementary books that relate to subject matter you teach in university college?	7	29	14	58.5	3	12.5
	Do you use supplementary books that relate to your subjects you teach to enrich (develop) lesson in classroom.	17	71	7	29	-	-

However, as many educators agreed on the quality of instructional materials (books and modules) to implement active learning, these teaching materials should be prepared and presented in good quality in a way that encourages learners through active participation.

Table-11 shows that 7(29%) of the instructors agreed that there are sufficient instructional materials (modules and supplementary books) that relate to subject matter they teach in most cases at Unity University. Where as, majority of the instructors 14(58.5%) responded that there are shortages of instructional materials in Unity University and Rift Valley University College, particularly in Rift Valley University College in case of modules. Whereas, the rest 3(12.5%) of instructors responded undecided. Those instructors respondents who chose “undecided” might be new employees to the university college. Thus, they may not know whether there are sufficient instructional materials in university college or not.

Moreover, in the same table, instructors were asked to report whether or not they use supplementary books that relate to subject matter they teach. Accordingly, 17(71%) of instructors

reported that they use supplementary books that relate subject matter they teach. Even though, majority of the instructors responded that they use supplementary books, they didn't observe while they use supplementary books that are related to subject matter they teach during classroom observation.

However, from the perspective of reality concerning instructional materials every educational institute has to fulfil necessary instructional materials that facilitate the teaching learning process, particularly, materials like text books, modules and supplementary books.

As various researches have shown that instructional materials have a great role in the teaching learning process. Dale (1969) had argued that instructional materials create the access to world of reality, enhancing understanding and enriching experiences. Instructional materials also assist in making relationship between the real world and the symbolic world. It is a process of bringing the world in to the classroom and the classroom in to the world.

Similarly, Amare (2002) explains the contribution of instructional materials as follow. The presence of sufficient instructional materials:

- ◆ facilitate active learning
- ◆ relate theory with practice
- ◆ encourage creative thinking and
- ◆ make learning more functional by increasing efficiency.

However, the result shows that there is shortage of instructional materials in both institutes, especially in Rift Valley University College .Therefore, it can be concluded that, the institutes are not well equipped with sufficient instructional materials especially, supplementary books and modules are very limited in case of Rift Valley University College.

**Table-12: Training of instructors on teaching methodology particularly in implementing active learning approaches**

No	Items	Instructors respond	
		No	%
1	Have you attained methodology course. Like general methods of teaching in your pre-service training? a. Yes b. No	- 24	- 100
2	Did you get any in service training on the new curriculum reform in Ethiopia since 19 94? a. Yes b. No	4 20	17 83
3	If your response for the above question is yes the focuses of the trainings were on:- a. curriculum development/evaluation b. instructional methods/evaluating techniques c. both A and B	1 - 3	25 - 75
4	Since you have started teaching in this university college, did you get training on active learning instructional methods? a. Yes b. No	8 16	33 67
5	If your responses for the above question “yes” how do you evaluate the contribution of training? a. High b. Average c. Low	- 5 3	- 62.5 37.5
6	Did you attend the higher diploma program training? a. Yes b. No	- 24	- 100

Table -12 deals with instructors background whether they have taken training on the area of teaching methodology particularly training related to active learning approaches. All, 24(100%) of the instructor responded that they have not attained methodology course like general methods of teaching in their pre-service training.

In the same table, instructors were asked to report whether they got any in-service training on the new curriculum reform in Ethiopia since 1994, 4(17%) of the instructors responded that they got in-services training, with the focus of curriculum development/evaluation and instructional methods/ evaluation techniques, where as the majority, 20(83%) of the instructors responded that they didn't get any in service training on the new curriculum reform since 1994. In addition to the above question instructors were asked whether they have taken training on active learning approaches, since, they have started teaching in university college, 8(33%) of the instructors

responded that they have taken training on active learning approaches, the rest 16(67%) of the instructors did not take training on active learning since, they have started teaching in university college.

Regarding the contribution, (62.5%) of them reported that the training contribution was 'average' and (37.5%) of the instructors replied that the training contribution was 'low'.

More over, as indicated in the above table-12 all (100%) of the instructors responded that they did not attend the higher diploma program training. Thus, the absence (lack) of necessary training for instructors, made the work of teaching difficult and created low task performance in classroom. However, the success of educational process depends to a great extent on the character and ability of instructor. Instructors must know much more about subject matter, method of teaching and learners (ICDR, 1999).

Similarly, Oslen (1976:56) mentioned that teachers (instructors) are expected to be knowledgeable, skilful, and effective professionals to teach effectively. So, in order to be effective professional and in order to teach effectively, knowing the basics of pedagogy and taking the training on the area of method of teaching have a great contribution for the effective handling of the teaching learning process in general and for active learning in particular. Knowing and taking training in the area of pedagogy especially in teaching methodology, enables instructors to carry out the responsibility that is expected from them effectively in the teaching learning process. In addition, Squazzin and Graan (1998) have stressed that, good and effective education in the classroom demands a well prepared teacher (instructor), a competent teacher (both academically and pedagogically) and selection of best teaching strategies, activities and materials to achieve the objective.

However, the data indicated that the majority of instructors did not take the necessary training that enables them to implement active learning approaches. The observation results and the instructors' response indicated that, almost all instructors employ lecture method

which focuses more on teacher-centred. Whereas, the rest teaching strategies that are more associated with active learning approaches were not employed by instructors and the majority of activities (roles) which are expected from instructors were not observed (demonstrated). Therefore, what we conclude from the above result is that, it may be due to the absence of necessary training. Of course, few of instructors responded as they had taken training in active learning, but were not observed while they employ active learning approaches. This may happen due to

insufficient training. Moreover, regarding, higher diploma program training, all (100%) of the instructors did not attend higher diploma program training.

The absence of necessary training made the work of teaching difficult and forced instructors to give more focuses only on the content of the lesson and to use only lecture methods ignoring the other activities (roles) that are expected from them as instructors in teaching learning process in class room. The finding shows that most of the activities (roles) expected from instructors were not demonstrated in class room. Therefore, what we conclude from this finding, is that the application of active learning in those institutes is low.

**Table-13:Problems encountered to use active learning and source of problems**

No	Items	Instructors response	
		No	%
1	Are there problem you face in using active learning approach? a. Yes b. No	18 6	67% 33%

As indicated in table-13, instructors were asked whether they faced problems in applying active learning approaches or not. Most of the instructor (67%) replied that they faced problems. The case may be rooted to the lack of necessary training on how to use different instructional methods.

Those who replied “yes” were requested to mention the factors that limited the application of active learning. Majority of them responded that lack of necessary training on how to teach and make student learn using different teaching methods and using active learning. Absence of necessary training being constant, the other factors that instructors mentioned were, lack of support, lack of recently revised and up dated books, lack of resources to fully employ the approaches, large class size and the passiveness of students.

#### 4.3.2. Response from Students

**Table -14: Students’ opinion on classroom conditions and facilities**

No	Items	Yes		No	
		No	%	No	%
1	Is your classroom condition attractive to learn?	134	89	16	11
2	Are the facilities conducive to make group discussion in classroom?	139	93	11	7

Table-14 shows the opinion of students about their classroom conditions and facilities. The data in this table indicate that (89%) of students responded that their classroom condition are attractive to learn and the rest, (11%) responded that they are not attracted by the classroom conditions. Regarding the conduciveness of facilities (chairs), (93%) of the students replied that the seating are conducive to make group discussion in classroom, Regarding the classroom condition and facilities the results obtained from classroom observation and the instructors' responses match each other. The classroom conditions are attractive. Even though, the classroom condition and facilities are conducive to make different activities in classrooms, the instructors were not observed while they carry out these activities. Therefore, what we conclude from the data on the classroom condition and facilities is more or less it is conducive (appropriate) to implement active learning approaches in classroom but, the instructors have a limitation in arranging students for different activities in classroom.

However, as many educators underlined that arranging and managing students seating and activities to implement active learning is mandatory. In general, classroom condition and facilities promote effective active learning. Mutassa and Wills (1994:42) for instance, explained that the condition of the classroom should be conducive for students and teachers, so as to implement active learning in classroom.

**Table-15: Students' opinion about the instructors' roles and activities during teaching learning process in classroom**

No	Items	Yes		No	
		No	%	No	%
1	Do most of your instructors arrange students for different classroom activities?	49	33	101	67
2	Do most of your instructors give different activities and exercise regularly?	27	18	123	82
3	Do most of your instructors encourage students to actively participate in the classroom	58	39	92	61
4	Do most of your instructors provide opportunities for students to reflect idea on lesson?	41	27	109	73
5	Do most of your instructors associate (relate) the classroom lesson with the real life experience of students?	34	23	116	77
6	Do most of your instructors invite students to share the real life experiences that are relate with the lesson?	29	19	121	81

As many educators strictly underlined that teacher (instructors) play a crucial role in the application of active learning. Fiseha (2001:27) explained that the teachers' tasks in active learning approach are to use teaching methods that encourage the learners to be as active as possible by analysing and interpreting knowledge through the use of higher order thinking skills. The teachers can suggest sources of consultation encourage and support the learning process, guide and direct as required and highly important to provide critical feedback and the teachers can also provide opportunities for students to reflect on the lesson and on the learning process. Hofstetter (2005) identified that active learning is to facilitate the students learning by providing a frame work (i.e. activities students to complete) that facilitates their learning. However, as students' responses showed the instructors' roles(activities) are not as expected (i.e. in carrying out those activities). As table-15 shows, (67%) of the students replied that instructors do not arrange students for different activities and (82%) of them responded that instructors do not give different activities and exercise regularly. Regarding instructor's motivation, (61%) of the students responded that most of the instructors' do not encourage students to actively participate in classroom. In addition to students' responses, the result obtained from classroom observation also support the response of students, the instructors' attempt to encourage students in classroom were not as such good.

It may be lack experience and training on how to teach using different strategies and active learning approaches. The other, (73%) of the students replied that majority of instructors do not provide opportunities for students to reflect idea on lesson. (77%) of them responded that instructors do not associate (relate) the classroom lesson with the real life experience of students. Further more, (81%) of them replied that most instructors do not invite (give chance) students to share the real life experience to relate with the lesson. Therefore, we conclude that, the majority of activities (roles) that are expected from the instructors were not as expected. So, it is very difficult to say those institutes are implementing active learning. On the other hand, the data indicated that the majority of instructors do not give consideration for students in the classrooms and give attention in delivering lesson to students without students practice on activities.

Active learning emphasizes learning by doing, it is involving students directly and actively in the learning process it self. This means, instead of simply receiving information verbally and visually, students are receiving, participating and doing. So, it is the role of instructors to facilitate this to carry out the activities effectively. The aim of active learning is to produce active and motivated learners who can cope with the demands of the modern world. Therefore, in order to achieve these aims (objectives) it is instructor (teacher) who has to play great role as a facilitator, and also to be

effective in the teaching learning process, teachers must use different active teaching approaches. Thus, different active learning methods create the best match for students to learn how to learn. To sum up, the data showed that a lot has to be done to effective application of active learning methods in those private higher educational institutes. Instructors should be encouraged to become more knowledgeable and skilful in implementing active learning methods. This can be done through seminar and progressive workshop that facilitate sharing of ideas to improve understanding and application of active learning.

**Table-16: Roles (responsibilities) and activities of students during active learning**

No	Items	Students response	
		No	%
1	Do you participate actively during teaching learning process like asking question and reflecting idea on the lesson in classroom?		
	a. Yes b. No	54 96	36 64
2	Do you have confidence in expressing your need and feeling freely?		
	a. Yes b. No	61 89	41 59
3	Do you know the roles (responsibilities) that are expected from students during active learning?		
	a. Yes b. No	128 22	85 15

In line with, students' opinion about instructors roles and activities, the students were also requested to respond on their activities and roles in classroom during teaching learning process. As indicated in table 16, majority of students (64%) reported that they do not participate actively during teaching learning process neither by asking question nor by reflecting ideas on the lesson, where as (36%) of them responded that they participate in classroom. In line with students response, the classroom observation result is also similar with the students' response. There are only few students that participate in classroom.

The respondents who said 'No 'were requested to mention the reason why they do not participate in classroom. As majority of them mentioned the main causes were, the method that most of instructors employ do not invite them to participate, (which is lecturing /explanation), instructors do not initiate (motivate)them to participate actively, and few of them mentioned, as they do not participate due to lack of self confidence. Regarding self-confidence, majority of students (59%) responded that they do not have confidence in expressing their needs and feelings freely.

In the same table, students were asked whether they know roles (responsibilities) that are expected from them during active learning in classroom. (85%) of respondents reported that they know the roles (responsibilities) that are expected from them, whereas (15%) of students responded that they do not know the roles (responsibilities) that are expected from them during active learning in classroom.

Simultaneously, respondents who replied "yes" were requested to mention those roles (responsibilities) that are expected from them during active learning. However, the roles that majority of students mentioned tend to the traditional methods (teacher-centred). Therefore, what we conclude from the data and analysis is that students are not aware of their roles in the implementation of active learning.

In general, the data obtained from respondents and the classroom observation indicate that the most of roles (responsibilities) that are expected from students were not demonstrated. They did not participate actively and they did not have confidence in expressing their needs and feelings freely. It is the role of instructors to encourage students to participate actively in classroom and to develop self-confidence in the students to express their needs and feelings freely. Therefore, with the absence of instructors' roles in facilitating students' activities they may not carry out these activities properly.

Moreover, even though, the majority of students responded as if they know their roles (responsibilities) in the implementation of active learning, the roles they mentioned were not related to the assumption of active learning. Therefore, this indicates that students have confusions on their roles (responsibilities) in the application of active learning in classroom.

However, the aim that active learning intends is to produce active and motivated learners, who can cope with the demands of the modern world, learners have marked degree of freedom and control over the organization of learning activities, which are usually problem solving, inquiry and investigational works. In addition, as many scholars, described it that students are more active in their role as learners and in playing major part in many aspects of classroom activities because learning is meaningful only when students can use it, connect it to their lives or actively participate in it. As Glasgow (1996) expressed it that in active learning, learners (students) energetically strive to take a greater responsibility for their own learning. They play more dynamic role in deciding how and what they need to know, what they should be able to do and how they are going to do it. Their roles extend further into educational self-management, and self-motivation become a greater force behind learning.

**Table-17: Students' opinion towards instructors' presentation and teaching methods instructors use**

No	Items	Students response	
		No	%
1	Are the techniques and activities most of instructors use during presentation attractive and interesting to you?	53	35%
	a. Yes b. No	97	65%
2	Do most of your instructors use different teaching methods during teaching learning process in classroom?	41	27%
	a. Yes b. No	109	73%
3	Which method (strategy)do your instructors use mostly during teaching learning process?		
	a. lecture	124	83%
	b. demonstration	5	3%
	c. discussion	6	4%
	d. group work	-	-
	e. peer teaching	-	-
	f. brain storming	-	-
	g. think-pair-share	-	-
	h. cooperative	-	-
	i. problem solving	15	10%

In the teaching learning process, it is instructors' activities and the techniques they use that make learning attractive and meaningful as facilitators during lesson presentation, require the use of different techniques and activities so as to meet the demands of the new generation. Therefore, it is the role of instructors to carry out those activities and techniques to achieve the demands of students in the classroom during lesson presentation and students feel interested and attractive towards his/her presentation.

As shown in table -17, (35%) of respondents reported that they are interested with the instructors' presentation, where as the majority (65%) of the students responded that they are not interested with techniques and activities that instructors use during presentation. In addition to students' response, the classroom observations also support the response of students. The instructors' techniques of presentation do not give attention to students' participation and does not motivate (encourage) students. Therefore, the absence of these techniques and activities make students as they are not interested with instructor's presentation. Low interest with the instructors' presentation makes students to develop negative attitude towards the subject matter and techniques of instructors use during presentation. Therefore, instructors have to use different techniques and

activities which are helpful in maximizing the opportunities for interaction then the learners feel interested and attracted towards instructors' presentation and be successful or get benefit from learning. Students have to have positive attitude towards subject matters and method of teaching.

Regarding teaching methods, (27%) of respondents reported that their instructors use different teaching methods, where as, the remaining (73%) of the students replied that instructors do not use different instructional methods. In addition to students' response, the data obtained from the classroom observation and the instructors' response assured that the majority of instructors do not use different instructional strategies. Instructors tend to use the talk and chalk method, which is lecture. In the same table, students were asked method instructors use mostly. Accordingly, the majority (83%) of students responded that their instructors use "lecture /explanation" during teaching-learning process, (10%) of students responded problem solving, (4%) discussion and (3%) demonstration methods mostly. However, instructional strategies which are listed in the above table that more related with active learning were not implemented. The cooperative learning, group work, peer teaching, think-pair-share and etc were not employed during teaching learning process.

Therefore, the data show that a lot has to be done to effective implementation of active learning method in those private higher educational institutes.

Finally, students were asked, to state (mention) teaching methods that are appropriate and they need to learn by it. Accordingly, almost all students mentioned similar response that they need discussion and group work .Few of them responded that they need demonstration and lecture methods. However, there is no one who mentioned cooperative, problem solving, think-pair-share and peer teaching methods. This indicates that the awareness of students towards active learning approaches is low.

#### ***4.4 An analysis of the interview with supervisors and principals (Academic vice dean)***

##### **4.4.1. Analysis of Supervisors' Responses**

Supervision is the service provided for the purpose of improving teaching and learning. Supervision is a cooperative service designed to aid teachers (instructors) rather than to report about them (Smith, 1961). So based on the above idea as a root, the researcher prepared some interview questions that are more related with the roles of supervisors in facilitating the teaching learning process in general and services they are providing for instructors to implement active learning in particular. Accordingly, through smooth introduction, the researcher conducted interview with two supervisors.

The above ideas that the academic vice dean explained indicate as they have awareness about active learning and know the reasons why the education training policy gave more emphases to active learning.

To sum up, the data showed that a lot has to be done to the effective application of active learning approaches in Rift valley University College and Unity University. Particularly, training for instructors to improve the quality of education. This can be done through intensive training workshop.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

Active learning approach intends to produce active and motivated learners who can cope up with the demands of the modern world. It is the widely advocated method of instruction in our country. It is aimed at changing the teacher centred methods of teaching and will have its contribution in maximizing the learning efficiency and attention to learners.

It is generally believed that the impact of active learning in the teaching learning process is very crucial. To be effective in the teaching learning process, instructors must use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learners in different active learning in techniques for active learners' centred and effective teaching and learning require the use of different methodologies and pedagogies to meet the demands of the learners. The purpose of this study is, therefore, to examine the application of active learning in Unity University and Rift Valley University College in Adama town. In order to achieve this purpose, the following research questions were raised:

- a. Do instructors use a variety of active teaching approaches and techniques?
- b. Have instructors taken appropriate training during their pre-service and in-service concerning the application of active of learning instructional methods?
- c. Do instructors believe that the instructional materials are conducive for the application of active learning?
- d. Do instructors have awareness on active learning and its contribution for the learners?
- e. What does the classroom condition look like in promoting effective application of active learning?
- f. What factors highly influence the application of active learning?

The sources of data for the study were class room, instructors, students, supervisor and principals of the sampled educational institutes. The obtained data from the sources were analysed using percentage and discussion. The results of the study revealed the following findings.

1. To the classroom conditions and seating arrangements, physical environment of classroom and furniture and the results obtained from the observation check list and questionnaires revealed that the classroom condition is appropriate for the application of active learning.

However, the classrooms lay outs are not arranged in away to facilitate active learning. The seats of students were disordered. Appropriate class size helps in facilitating teaching and learning at maximum level. However, the observation result shows that in two classes (law class and sociology class), the number of students in a single class room is above 63 in each section affecting the methods teachers use.

2. As to the instructional materials qualities, the results of analysis and data obtained from instructors questionnaire revealed that the quality of books and modules in encouraging students to enhance their knowledge and skills more tend to moderate and poor in case of Rift Valley University College. Where as, in case of Unity University more or less it is moderate and good.
3. Accessibility of instructional materials contributes a lot for the effective application of teaching learning process in class rooms. However, majority of instructors' responses show that there are scarcity of instructional materials (books and modules) in those institutes particularly, in case of Rift Valley University College .
4. As to the instructional methods instructors mostly use, the result revealed that almost all of the instructors employ lecture method which more tends to teacher-centred strategy.
5. In the process of teaching and learning, it is instructor's roles (activities) that make learning attractive and meaningful. However, the observation as well as the result of questionnaires indicated that the most of the activities (roles) that are expected from instructors were not demonstrated (implemented). As a result, the activities (roles) that students perform or attempt were not satisfactory.
6. As to the major reasons, which are accountable for low participation of students are; method of instruction, low level instructors' encouragement, lack of confidence and shortage of instructional materials.
7. The instructors' awareness about active learning and its contribution was found to be low. In fact, few of instructors have awareness about active learning and they have positive attitude toward active learning. Where as, the majority of them responded that they do not have awareness about active learning.
8. As to students' attitude towards instructors' presentation and teaching methods, the results of analysis obtained from students' questionnaire revealed that the majority of students were not interested with the instructors' presentation and teaching method the instructors' use.
9. Taking the training on the area of methods of teaching have a greater contribution for the effective application of teaching learning process in general and for active learning in

particular. In line with this idea, the result of this study revealed that all of the instructors had not attained methodology course like method of teaching in their pre- service training. Regarding in-service training, few of the instructors took in-service training in the area of curriculum development/evaluation and instructional methods/ evaluation techniques even though it is not adequate. Where as, the majority of them did not take any training on the area of instructional methods in general and the application of active learning in those educational institutes they are serving.

10. As to the major reasons accountable for the low application of active learning the majority of the instructors mentioned included lack of necessary training on how to teach and make students learn using different instructional methods and using active learning approaches, lack of awareness on different teaching methods and on how to apply active learning, lack of support and recently revised and updated books, large class size and shortage of instructional materials.
11. Principals as well as educational supervisors are the key personnel in the successful implementation of educational programmes. The findings of this study revealed that the principals and the supervisors of those institutes were found to be less competent in accomplishing most of the activities, which had been expected of them. Instructors did not get appropriate support from principals and supervisors how to apply effective active learning in the institutes.

## 5.2. Conclusions

The application of active learning approach requires different interrelated human and materials resources, with out fulfilling these essential elements, realizing the expected objective is found to be difficult. Therefore, based on the findings the following conclusions were made.

1. Active learning and teaching involves the use of different strategies, which are helpful in maximizing the opportunities for interaction. However, the findings of the study revealed that almost all of instructors employ lecture methods so frequently ,which tends more to teacher-led.
2. The absence of necessary training and lack of adequate training made the work of teaching difficult and create low task performance in classroom.
3. Absence of sufficient tasks, activities and exercises in the modules and books encourage memorization rather than involving learners in to different activities (as to be creative). In line with the quality of instructional materials, the findings of the study revealed that there is a shortage of instructional materials in those private institutes particularly, modules and reference materials in case of Rift Valley University Collage.
4. The results of the study revealed that the awareness of the instructors towards active learning and its contribution was found to be low. As a result it can be deduced that with the absence of awareness the probability of implementing of active learning will be rare. Furthermore, from these result it can be deduced that most of the instructors still with an ideology of traditional methods of teaching (teacher-centred).
5. The results of the study revealed that, majority of the students were not interested with the instructors' presentation and method they employ. Thus, it can be deduced that this may lead students to develop negative attitude towards the subjects matter and techniques of instructors use.
6. The findings of the study revealed that most of the roles and activities which are expected from instructors were not demonstrated (implemented). Thus, this may happen due to less orientation of the instructors on their roles and on the application of active learning.
7. The interaction and active participation of students is one of the most important aspects of educational process, it determines the effectiveness and quality of education. However the findings of the study revealed that participation and interactions of students is low. The major reasons which were accountable for low participation of students included, method of instruction instructors use, low level instructors encouragement, lack of confidence and shortage of instructional materials.

8. Scholars stressed that the condition of the classroom should be as conducive as favours the real implementation of active learning. Regarding this, the finding of the study depicted that the classroom condition is conducive (appropriate) for the application of active learning.
- 9 Supervisors as well as principals are a prominent figure in the institutes system as far as they are assigned to lead and supervise all activities that going on in the institutes and successful implementation of educational program. However the results of this study indicated that the principals and supervisors in Unity University and Rift Valley University College were low in accomplishing most of the activities that were expected from them. Therefore, it seems reasonable to conclude that the principals and supervisors were either less oriented about educational benefit of active learning or they were less committed to carry out the expected activities. Overall, low performing of these people were may be the cause for unsatisfactory application of active learning in those institutes.
10. With regard to the major problems that the instructors faced to implement active learning, the results of the study confirmed that majority of instructors mentioned lack of necessary training, lack of awareness about active learning and lack of skill on how to implement active learning are the main reason. In addition to these, lack of recently revised and up dated materials and lack of support, shortage of instructional materials (modules and reference materials), large class size in case of Rift Valley University Colleges).

To sum up, the finding of the study shows that a lot has to be done to effective application of active learning approaches in those private higher educational institutes. Instructors should be encouraged to become more knowledgeable and skilful in implementing active learning approaches. This can be done through work shop, seminar, inter- staff discussion and in the form of in-service training that facilitates sharing of idea to improve understanding on the application of active learning.

### 5.3. Recommendations

Based on the findings and the conclusions, the following recommendations are forwarded that might help to promote the application of active learning approaches and as a means to alleviate the problems encountered in the process of implement active learning approaches in those private higher educational institutes.

1. In order to maximize the probability of students to interact as well to participate in different activities and to be effective in the teaching learning process and to help students learn, the instructors should use different instructional methods and techniques which more tends to active learning approaches that produce learning like cooperative learning, problem solving, peer teaching... etc, depending on the context (the nature of subject matter and need of the learners) rather than lecturing as much as possible.
2. It is important to update the instructors through in - service training to make them aware about active learning .This to means that, instructors should be equipped with necessary knowledge and skill, so as to enhance the application of active learning approach. Thus, the University Colleges or the University should give special attention to instructors in-service training as to implement effective active learning.
3. The instructional materials should be developed in away to enable learners enrich themselves in knowledge and skill through active learning approach. This is to mean that modules/ books should be included sufficient tasks, activities and exercise as to involve learner in different activities (as to be creative)., Thus, the University College should attempt to update (revise )the instructional materials (books/modules) in away that encourages the application of active learning. To minimize the shortage of instructional materials like: reference books/modules, it is recommended that the University College should make photocopy of necessary materials like, reference books/ modules from other University College.
4. It is recommended that principals and supervisors should be equipped with the necessary knowledge and skill, which would enable them to play a crucial role in facilitating the teaching learning process in general and the application of active learning in particular. Therefore, Ministry of education should provide necessary training for the principals and supervisors on the area of education in general and educational benefit of active learning, as to enhance or to facilitate the application of active learning in their College/ University. Because these people are the influential on the implementation of program in College/University.

5. In fact, in case of large class size the instructors can hardly make continuous follow up of their students during instruction and it is difficult to practice effective active learning approaches in such class room. Therefore, it is important to give attention to reduce the problem by University Colleges. In fact, large classes are the reality in most of Ethiopian Schools (colleges) today and this is likely to remain the case for some years to come. Most of teachers in Ethiopia mentioned large class size as a cause for poor implementation of program. Even though the instructors mentioned large class as a cause for low application of active learning, there are opportunities (mechanisms) in which the instructors can practice active learning in large classes.

- The instructors should use appropriate teaching methods with can involve all students equally.
- Instead of felling guilty about what can not be done, the instructors should explore and focus on what can be done well in large classes.
- The Instructors should give more responsibility to the learners. This means, consider sharing responsibility for learning with the learners instead of taking responsibility of for every thing that happens inside (and outside) class.

Generally, as the findings of the study revealed the magnitude of practicing active learning in those University Colleges was found to be low. Similarly the degree of exercising different active learning instructional methods, techniques in those university colleges was not adequate, due to the absence of necessary training on the area of active learning.

Thus, it is advisable that continuous and extensive orientation should be offered to the instructors, on both theoretical and practical aspects of active learning approaches including the various techniques by University Colleges and Ministry of Education, so as to enhance their awareness and gradually shift their tendency from teacher dominated to learners focused toward instructional approach. Moreover, it is recommended that, Ministry of Education have to make continuous follow up on those University College to check whether the expected objective are realizing or not, to give comments on them. Since, they are the root responsible for quality of education.

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## Appendix -A

### Observation check list

#### A. General information

1.1. Observer Name: \_\_\_\_\_

1.2. University College \_\_\_\_\_

1.3. Subject (matter) \_\_\_\_\_

1.4. Number of students in class: Male \_\_\_\_\_

Female \_\_\_\_\_

Total \_\_\_\_\_

I. Please mark a thick (√) in space provided that correspond the statement (question) in column.

#### B. Main Data

##### I. Items related with classroom condition and seating arrangements:

No	Items	Yes	No
1	Are there enough seating space for all students in the classroom?		
2	Are the chairs easily movable?		
3	Is there adequate space for movement between desks?		
4	Is the wall paint attractive?		
5	Is the class size appropriate?		

##### II. Items related with instructional methods techniques the instructors use

No	Items	Yes	No
1	Instructors employ lecture method in classroom.		
2	Instructor use cooperative learning strategies in class room.		
3	Instructor use Jigsaw techniques in class room.		
4	Instructor use gold fish bowl techniques in class room.		
5	Instructor use cross over techniques in class room.		
6	Instructor use think- pair – share techniques in classroom.		
7	Instructor use Brainstorming techniques in class room.		
8	Instructor use small group work techniques in classroom.		
9	Instructor use different instructional methods to implement active lear		

### III. Items related with instructors activities in the classroom:

No	Items	Yes	No
1	Instructors use energizer activities before starting lesson to relax, to make students alert (active) and to draw the attention of students.		
2	Use lesson plan.		
3	Clarify the learning objective.		
4	Arrange students for different class room activities.		
5	Give direction about the procedure and activities.		
6	Encourage students to become actively participate in the class room.		
7	Goes around the group and motivate the students.		
8	Has good interaction with his students.		
9	Provide the right amount of help when students need it by giving hint or clues.		
10	Provide opportunities for students to reflect on lesson and on the learning process it self.		
11	Give constructive feed back for students.		
12	Create meaningful learning experiences.		
13	Recognize and reinforce the individual contribution.		

### IV. Item related with students Activities during lesson time

No	Items	Yes	No
1	Students are actively participate in the class room.		
2	Students express their need and feeling freely.		
3	Listening to instructors lecture.		
4	Participate in groups discussion.		
5	Ask instructors for help when some difficulties face them.		
6	Students are interactive among themselves.		
7	Reflect on the lesson and on the learning process it self.		

**Appendix- B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Department of curriculum and teachers professional development studies**

**Questionnaire for Instructors**

**Dear respondents!** The purpose of this questionnaire is to get pertinent information about the application of active learning in Unity University and in Rift valley University College. The study can be successfully accomplished only when you complete items honestly and frankly. Note that, the information you give will be used only for academic purpose. So, please cooperate me by filling this questionnaire.

**Thank you for your cooperation!!**

**A. General information**

Please put a thick '√' mark for the following items to indicate your answer, or fully writing where necessary.

**Part one; Background information of the instructors**

1. Name of University College (University)

Unity University       Rift Valley University College

2. Sex:      Male       Female

3. Age:    20 – 24 years       25 – 30 years

            30 – 34 years       35 – 39 Years       40 years and above

4. Qualification      Degree       Master      

    If any other, specify \_\_\_\_\_

5. Area of study (field):      Accounting       Management

                                    Law       Nurse       Sociology

6. Teaching experience in university college

            1-5 years       6 – 10 years

            11-15 years       16 years and above

**B. Main Data**

**I. instruction:** Items related with different instructional methods (techniques) are listed in the table below. Please, select the correct answer that represents how often these methods (techniques) have been employed.

No	Teaching method	How often you employed		
		Always	Some time	Not at all
1	Lecture			
2	Discussion			
3	Group work			
4	Problem solving			
5	Peer teaching			
6	Cooperative			
7	Brainstorming			
8	Think- pair- share			

**II. Instruction:** Items related with active learning and the contributions of active learning for the learners are listed below. Please tick (✓) that reflect your opinion:

No	Items	Opinion		
		Agree	Disagree	Undecided
1	Active learning enables learners to understand the ways of solving problems.			
2	Active learning creates a democratic relationship between the instructors and the learners			
3	Knowing the concept of pedagogy and taking general method of teaching course have great contribution for the effective application of active learning.			
4	Interaction and active participation of students is one of the most important for the effectiveness and quality of education.			
5	Active learning methods encourage students autonomous learning and problem solving skills.			
6	Active learning creates the opportunities to share experience and encourage friendship among the students.			
7	Active learning enhance self – confidence and independent learning of students.			
8	Students learn best when they actively involve and when they practice and learning by doing.			

**III. Instruction:** Items listed below are the activities and the roles of instructors have to use (employ) it during active learning in class room. How often you employ these activities:

No	Item	How often you employ		
		Always	Some time	Not at all
1	Use energizer activities before starting lesson to relax, to make students alert (active) and to attract the attention of students?			
2	Use lesson plan?			
3	Clarify the learning objective?			
4	Arranging students for different class room activities			
5	Encouraging students to become actively participate in the class room?			
6	Provide the right amount of help when student need it by giving hint or clues			
7	Provide opportunities for student as they reflects idea on lesson and on the learning process it self?			
8	Give constructive feedback for students?			
9	Associate, relate and match the classroom lesson with the real life experience of students?			
10	Create activities (problem) that requires higher order thinking and critical thinking skills?			
11	Order students as they collect and bring different information and the real problem in their environment to the class room to make learning meaningful and to share experience?			

**IV: Instruction:** Items related with instructors believe (view) to wards classroom condition and quality of instructional materials in implementing active learning

No	Items	Alternative		
		Good	Moderate	Poor
1	How do you evaluate the conduciveness of the classroom condition to implement active learning?			
2	How do you evaluate the quality of books/ modules in encouraging students to enhance their knowledge and skills through active participation?			

**V. Instruction:** Items related with availability of instructional materials to implement active learning:

1. Are there sufficient instructional materials e.g. modules and supplementary books that relate to subject matter you teach in University?

Yes  No  Undecided

2. Do you use supplementary books that relate to your subject you teach to enrich (develop) lesson in classroom?  
Yes  No

**VI: Instruction:** Items related with training of instructor's on methodology course and particularly in implementing active learning approach:

1. Have you attained methodology course like general methods of teaching training in your pre-service training?  
Yes  No
2. Did you get any in – service training on the new curriculum reform in Ethiopia since 1994?  
Yes  No
3. If your response for question No 2 is "Yes", the focuses of the trainings were on:  
a. curriculum development/evaluation   
b. Instructional methods /evaluating techniques   
c. Both a and b   
d. If any other, specify -----
4. Since you have started teaching in this university college, did you get any training on active learning instructional methods or evaluation techniques?  
Yes  No
5. If your response for question No 4 "Yes" How do you evaluate the contribution of the training?  
High  Average  Low
6. Did you attend the higher diploma program training?  
Yes  No
7. If your response for question No 6 is "Yes" How do you evaluate the contribution of training in handling you knowledge and skills about active learning approach?  
High  Average  Low
8. Are there problems faces you in using active learning approach?  
Yes  No
9. If your response for question No 8 is "Yes" Mention that/those problems hinder you from using active learning strategies?  
\_\_\_\_\_  
\_\_\_\_\_

Thank you in advance!!!

Appendix -C

**Addis Ababa University  
School of Graduate Studies  
College of Education**

Department of curriculum and teachers professional development studies

**Questionnaire for students**

**Dear respondents!** The purpose of this questionnaire is to get pertinent information about the application of active learning in Unity University and in Rift valley University College. The study can be successfully accomplished only when you complete items honestly and frankly. Note that, the information you give will be used only for academic purpose. So, please cooperate me by filling this questionnaire.

**Thank you for your cooperation!!**

**A. General information**

Please put a thick '√' mark for the following items to indicate your answer, or fully writing where necessary.

**Part One Background information the student**

1. Name of University College (University):

Unity University  Rift Valley University  College

2. Sex: Male  Female

3. Age: 20 – 24 years  25 – 30 years   
30 – 34 years  35 – 39 Years  40 years and above

4. Area of study (field): Accounting  Management   
Law  Nurse  Sociology

**B. Main Data**

**I. Instruction:** Item related with class room condition and facilities:

1. Is your classroom condition attractive to learn?

Yes  No

2. Are the facilities chairs conducive to make group discussion in classroom?

Yes  No

**II. Instruction:** Item related with opinion to ward instructor's roles and activities during teaching learning process in classroom:

1. Do most of your instructors arrange students for different classroom activities?

Yes  No

2. Do most of your instructors give different activities and exercise regularly?

Yes  No

3. Do most of your instructors encourage students as to become actively participate in the classroom? Yes  No

4. Do most of your instructors provide opportunities for students as they reflect idea on lesson?

Yes  No

5. Do your instructors associate (relate) the classroom lesson with the real life experience of students? Yes  No

6. Do your instructors invite students as they share the real life experiences that relate with the lesson? Yes  No

**III. Instruction:** Items related to the role (responsibilities) that expected from students during active learning:

1. Do you participate actively during teaching learning process by asking question and by reflecting idea on the lesson in classroom? Yes  No

2. If your response for question No 4 is "No" why you do not participate actively explain \_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you have confidence in expressing your need and feeling freely? Yes  No

4. Do you know the role (responsibility) that expected from student's during active learning?

Yes  No

5. If your response for question No 1 is "Yes" what are those role (responsibility) that expected from students mention \_\_\_\_\_

\_\_\_\_\_

**IV. Instruction:** Items related with students opinion to wards instructor's presentation and to wards teaching methods instructors use:

1. Are the techniques and activities most of instructors use during presentation attractive and interesting to you?      Yes       No
2. Do most of your instructor's use different teaching methods during teaching and learning process in class room?      Yes       No
3. From the following teaching method, which methods (strategies) your instructor's use mostly during teaching learning process?
  - a. lecture (explanation)
  - b. demonstration
  - c. Discussion
  - d. Group work
  - e. Peer teaching
  - f. Brainstorming
  - g. Think Pair-share
  - h. Cooperative
  - i. problem solving
4. By which method of teaching do you need to learn? Write down

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Thank you in advance!!

## **Appendix- D**

### **Interview for supervisor**

#### **Basic guiding sample interview questions**

1. Would you please tell us your qualification and experience?
2. Would you please tell us briefly the role that expected from you as a supervisor and service that you are providing in this institute?
3. Would you explain your understanding (awareness) about active learning?
4. Have you observed the performance of instructors during teaching learning process in classroom?
5. How do you evaluate the performance of instructors in implementing different teaching methods particular in implementing active learning?
6. Do you think that instructors have adequate training on active learning?
7. As we know taking general method of teaching have a great contribution as to implement effective teaching methods and different teaching methods. However, instructors those teach none educational profession didn't take this course, so, what mechanisms are used to motivate instructors as to apply active learning approaches?
8. Would you briefly explain major factors influencing the application of active learning and the way they influence it?

## DECLARATION

I, the undersigned, hereby declare that this thesis is my original work done under the guidance of Dr. Meseret Asafa, and it has no been presented for degree in any university. All sourced of materials used duly acknowledged

Name: Mamiyo Husen

Signature -----

Place Addis Ababa University

Date June, 2010

This Thesis has been submitted for Examination with my Approvals as University Advisor

Name : Dr. Meseret Asafa

Signature 

Date of approvals 15/06/2010

