



ADDIS ABABA UNIVERSITY
COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN SCHOOL LEADERSHIP

**FACTORS AFFECTING THE IMPELEMENTATION OF STUDENT- CENTRED
APPROACH IN GOVERNMENTAL PRIMARY SCHOOLS; THE CASE OF CHOMEN
GUDURU WOREDA**

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June 2019

Addis Ababa, University

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“A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in
Partial Fulfillment of the Requirements of Master’s Degree Educational planning and
Management in School leadership.

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DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

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Acknowledgment

First of all, I would like to thank Almighty God who gave me health to succeed this study. I have special thanks to Woube Kassaye (PhD) who gave me, suggestion, valuable guidance and encouragement for successful accomplishment of my study. I am also grateful to my wife Lelise Dessalegn who helped me in every my work. In addition, I want to acknowledge Gizachew Sime, Deballi Fininsa, Desisa Mesfine, and Chomen Guduru Woreda educational office and the school's teachers and students who voluntarily filled the questionnaires and participating in the interview. I would like to say thank you my colleagues Kasahun Firdisa and Tarekegn Adam for their constructive comments and suggestions. Finally I would like to thank Yazachew Wudineh for his proof reading and editing.

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Acronyms

SCL:	Student-Centre learning
TCL:	Teacher-Centre learning
Km:	Kilometer
NoFTEJ :	National Forum of Teacher Education Journal
SCAT:	Student-Centre Approach to Teaching
CS :	Community School
SMCs:	School Managing Committees
PBL:	Problem Based Learning.
PTA:	parent teacher association.
KScB:	Kebele School Board.
PGDT:	Post graduate diploma in teaching.
MOE:	Ministry Of Education

Abstract

The main purpose of this study was to identify the factors that affect the implementation of student-centered approach in upper primary schools in Chomen Guduru Woreda. Some of the factors include the school administrator and teachers` commitment, classroom conditions, instructional facilities, teachers training and subject matter knowledge and communication between teachers and school leaders. Mixed methods approach was used to undertake this study (qualitative and quantitative). First, the Woreda was selected by availability sampling method and simple random sample was used to select schools. Again, simple random sampling technique was employed to select participant of the study. Thus, the participants of this study were 9 school leaders, 38 teachers and 65 students. The instruments of data collection were questionnaire, observation checklist and interview. The data were analyzed using frequency and percentage. The findings of the study indicated that the implementation of student centered approach was affected by three major factors. These are teachers, students and school facility related factors. Finally, the following recommendations were forwarded, it is important to conduct pre- service training of teachers to improve implementation of active learning strategies. Moreover, teachers should have to develop self-commitment for implementation of active learning methods. Educational officials should have to timely effective communication and organize workshop to update the knowledge and perception of teachers for implementation of active learning methods. The school leaders, parent teacher association (PTA) and Kebele School Board (K.Sc.B) work cooperatively in the construction of extra classroom to maintain the standard numbers of students in the classroom which is the most serious for implementing active learning.

Key words: *Student -centered approach, Upper primary schools, Chomen Guduru Woreda*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is viewed as a process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. There are two the most common types of classification of teaching methods. These are teacher-Centered and student-Centered methods. Student-Centered method of learning is an approach to learning and teaching process which encourages students to be more active in and take more control of their own learning (Hannafin,2012; Weimer, 2013). According to Gardner, 2008 modern theory research deals with how people learn. He suggested that Student-Centre Learning more closely reflects human learning processes than teacher-Centered Learning. Teacher-centered method makes teachers most active in the classroom and students are largely passive. The Other frequently cited characteristic of student-centered learning includes; student-student collaboration, student reflection on their learning processes and thinking skills of students will need to effectively manage their learning in their present and future. Within the classroom there are seven key elements of student engagement lead to integration of democratic principles into learning and instruction .These seven elements of student engagements with integration of democratic principles with student-center learning are decision making, knowledge generation, understanding, evaluation, embracing diversity, cooperation and motivation according1 to student-Centre learning and democracy (George M. Jacobs, Undated).

Education enables individuals and societies to become all round thinkers by providing knowledge, ability, skill and attitude, thereby it strengthens their problem solving ability; so as to achieve this, learners should be taught in a way that enables them to really engage themselves in the process. In this venture teachers play a great role in accomplishing process of making student active learners (Ronald and David, 2001). There are two broad methods of instruction which are used as a frame work of instruction in various educational levels (i.e. elementary, secondary and tertiary level). These are teacher-centered method and student-centered methods. In teacher-centered method, student put all their focus on the teacher. In this method, during activities in classroom, the only participants are teachers. In teacher-centered method, teachers are the primary sources of knowledge. Student-centered method on

the other hand, enables students to put all their focus on their knowledge. It is a method of teaching in which the focuses of instruction is shifted from the teacher to the students. In original usage, student-centered learning aims to develop learner autonomy and independence.

Student-centered learning has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983). In other words, the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching (Cannon, 2000). Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997). There has been increasing emphasis in recent years on moving away from traditional teaching toward student-center learning. This paradigm shift has encouraged moving power from the instructor to the learner, treating the learner as a co-creator in the teaching and learning process (Barr & Tagg, 1995). Instructors who deliver student-centered instruction include the learner in decisions about how and what they learn and how that learning is assessed, and they respect and accommodate individual differences in learners' backgrounds, interests, abilities, and experiences (McCombs & Whistler, 1997).

The role of the instructor in student-centered classrooms is to encourage learners to do more discovery learning and to learn from each other. The instructor focuses on constructing authentic, real-life tasks that motivate learner involvement and participation (Weimer, 2002).

Constructivism blends well with a variety of classroom practices. Constructivists perspectives, according to Cadiero Kaplan(1999,p,15),lead to “discovery learning ,authentic,(real world) classroom tasks, social discourse as part of learning, the teacher as facilitators and resource provider and most importantly, the students as agents over the classroom environments and learning”(Randolph and Evereston,1994; St.Pierre-Hirtle,1996)

Student-Centre approach is an instructional approach in which students influence the content, activities, materials and pace of learning(Collins and O'.Brien,2003). In this method of learning the learners are cover and construct knowledge. “Huba and Freed(2000).The

approach also needs active participation of learners while and after the curriculum was delivered.

The teacher provides opportunities to learn independently and learn from one another. He/She coach them in the skill they need to do effectively. The teacher assigns them to creative thinking and emphasis on deep learning and understanding.

Some local studies were conducted in relation to the implementation of active-learning in TTCs, and some government schools of west Harerghe. Among them is “The Implementation of Active Learning, Case of Kotebe College of Teacher Education” by Tibebe Tekletsadik in 2006. His major finding indicates that the magnitude of practicing active learning is very low. The other study conducted by Oli Negassa in the same year was entitled “The status of Active Learning Approach in the Teacher Education Colleges of Oromia Region.” His study revealed that the use of active learning practice in the teacher education colleges varied. (“Taye Geressu 2008”). However, none of these studies were actually intended to examine the factors that affect the implementation of active learning. Therefore, it is with this information that the researcher is initiated to conduct a research by focusing on factors that affect the implementation of active learning methods.

1.2. Statement of the Problem

In the traditional approach to school teaching, most class time is spent with teacher lecturing and the students watching and listening. The students work individually on assignment and cooperation is discourages. But student-centered learning is an approach to education focusing on the need of the students rather than those of others involved in the educational process, such as teachers and administrators.

Supporting this, Nardos (2000:87) has also pointed out that, in active-learning the learners have a marked degree of freedom and control over the organization of learning activities. Usually these activities involve problem solving, inquiry and investigational work etc. Active learning is shifting of the focus of activity from the teacher to the learners. Active learning is learning activity in which students solve problems, answer the questions, formulate questions by their own, discuss, explain, debate or brainstorm during class; cooperative learning. It allows students to work in teams on problems and projects. Active learning assures interdependence and individual accountability and inductive teaching and learning. In

active learning students are first presented with challenge (questions or problems) and learn the course material in the context of addressing the challenges.

Inductive methods include inquiry based learning, case based instruction, problem-based learning, project based learning, discovery learning, and just in time teaching. Student-Centre learning put students' needs first is in contrast to traditional education. Student-centered learning is focused on each student's needs, abilities, interests and learning styles, placing the teacher as a facilitator of learning. This classroom teaching acknowledges students voices as central to the learning experience for every learner and differs from many other learning methodologies. Student-centered learning requires students to be active, responsible participants in their own learning. Since the 1994's learner-centered education travelled the world from developed countries towards developing countries. Active learning is a learner-centered approach of education where by students is actively involved in the lesson and subject matter. They learn through discussions with the teachers, peers, collaboration and presentations. The aim of active learning is to give students responsibility about their own learning process and, therefore, creative flexible .creative and proactive thinkers (Capione, Shapiro and Brown, 1994; Prince, 2004).

In traditional education methodologies, teachers direct the learning process and students assume a receptive role in their education. Armstrong (2012) claimed that "traditional education" (page1) ignores or suppresses learners responsibility." With the advent of progressive education in the 19th century and the influence of psychology some educators have largely replaced traditional curriculum approaches with "hands on "activities and "group work" in which child determines on their own what they want to do in class. Key amongst these changes is the premise that students actively construct their own learning.

On the other sides, active learning help students to have long-term retention or depth of understanding of course material , acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, and help to develop high level of confidence in knowledge and skills.

Different teaching methods have been applied in schools at different level. Among of this student-center approach is one of the pillars. The major aim of this approach is to enable the students to be effective think and discover things for themselves (Levy, Elizabeth, 1998).

Educational policy of Ethiopia provided that learner center approach should be applicable in teaching learning process. It also included in the policy as the requirement of the active participation of learner's in teaching and learning process. Thus, in student- center class students allow to have great role to learn and decide what learn, why and how they learn.

Learner center teaching is an approach to teaching and learning that is increasingly has been encouraged in education. In these approach teachers do not employ a single teaching method. The approach emphasizes on different types of teaching and learning methods. It is also focused on the shift of practice of teachers from information provider to facilitator for students' learning. It occurs when teacher focused on facilitating student learning. Learner-center teaching places the emphasis on the person who is doing learning (Weimer,2002).

Now a day most teachers use traditional method of teaching which controversy from learner-centered approach. This problem affects the quality of education and makes students recipients of information from teachers. This is what the researcher observes in different schools and necessitates finding the factors that affect the implementation of active learning. So the factors may be lack of effective communication, lack of adequate training of teachers on methodologies and school facilities that hinder the progress of active learning. This condition initiate the researcher to select the topic to find out the factors that affecting the implementation of active learning. Thus, the study focused on the factors that affecting the implementation of active learning methods.

Based on the above purposes, this study is attempted to answer the following basic research questions.

Basic Research Questions

1. To what extent effective communication exist between teachers and school leaders on the implementation of active learning methods?
2. What are the factors that affect the implementation of active-learning?
3. What is training of teachers on the student-centered approach?
4. What is the perception of teachers and students on the implementation student-centered methodologies?

1.3. Objective of the Study

1.3.1. General Objective of the Study

The general objective of the study was to investigate the factors affecting the implementation of student-Centre approach in Chomen Guduru Woreda some selected Governmental upper primary schools.

1.3.2. Specific Objective of the Study

In line with the above objectives the following Specific Objectives are formulated:

1. To identify the challenges that affects the implementation of student-centered methods
2. To investigate the existence of effective communication about student-centered approach among teachers and school leaders.
3. To identify students, teachers, class size and nature of class room related factors that affect implementation of active learning approach.
4. To examine the perception of teachers on factors that hinders them from implementing the learner centered methods.
5. To explore the factors that affect implementation of active learning methods.

1.4. Significance of the Study

The research aims are investigating the challenges that affect the implementation of active learning. It also identifies the existence of effective communication on student-centered approach among school leaders, teachers and other educational officials on the implementation of active learning methods in Chomen Guduru Weroda.

It is proved to that the learner centered method of teaching prepares the learners to solve problems, make them creative and use information from their environment and other sources to make a better life for themselves and society .Based on this notion, study will be significant to assess the status of implementation of active learning approach and identify the major factors that hinder the implementation of active learning method. Therefore, the result of this study has the following significances:-

Policy Wise: It may help the planners, educational officials and policy makers to be aware of the problem of implementation and thereby to seek solutions.

Practically : It may develop teachers' awareness on the use of active learning.

Methodologically : It may contribute to improve effective communication between teachers and school leaders about implementation of methodologies. It may inform syllabus designers and books writers to consider active learning in the teaching and learning process.

Theoretically It may contribute in modifying theories that focus on the factors that affect the implementations of active learning methods. It may also strengthen theories that focus on the advantages of active learning.

Further research: the study may serve as a supporting document for further study.

It will enable the concerned educational officials and teachers gain valuable information on the challenges that hinders the implementation of active learning process.

As the study was expected to find out factors that affect the implementation of active learning method, it may indicate areas that need remedies and may create awareness among teachers, educational officials and cornered bodies to take corrective action.

It may initiate other interested researchers to carry out extensive studies in the areas

.It. may encourage other interested bodies to be involved in strengthening the implementation of the methods to help learners for more creative

The study is very important in showing some majors of problems of that affect the implementation of student-Centre approach. The study assesses and investigates the current practices of learner-Centre approach. It also tries to indicate the major factors that hinder the implementation of student-Centre approach with regards to teachers, student and school facilities. It also gives awareness to teachers to implement the methods for student self- direct to learn. In other way, it motivates teachers to implement student-Centre approach. Again, to suggests all stakeholders to improve student-Centre approach.

1.5. Delimitations of the Study

In order to carry out any research, it is important to delimit the scope of the study to manageable size. Accordingly, the scope of this study was delimited to the factors that affect the implementation of active learning methods in the case of Chomen Guduru governmental upper primary schools. The logistic and time constraints have forced the researcher to delimit this study to one Woreda. Because the research needs many resource, time, knowledge and human resource to work. So The researcher select this woreda`s some selected Governmental upper primary schools by considering the budget, time and resource to manage the research effectively. The Woreda found in Oromia Regional State in Horo Guduru Wollega Zone. Zone far 326km from Addis Ababa and the Woreda also far from Zone 72 km. Generally the Woreda far 355km from Addis Ababa. Research limited in Chomen Guduru Woreda some selected Governmental upper primary schools on the topic of factors that affect the implementation of active learning methods.

1.6. Limitations of the Study

There are challenges which are encountered the researcher while conducting this study. Some of the challenges were lack of cooperation among the subjects with low understanding of filling data collection instrument of the study and lack of the reference materials written on the topic. In other way, the lack of time, financial and other resources constraints the researcher could not able to conduct the study in depth. Such challenges confronted the research findings and researcher. But he did his best to collect the data and use the time properly that helped him to deduce (reach) relevant conclusions. The researcher manage these challenges by closely discuss on the topic with respondents for depth understanding, use time properly and use the resource wisely.

1.7. Operational and definition of Key Terms

Active learning: refers to active involvement of the learner on different learning tasks within and out of the classroom. It includes group work, role-playing, discussion, etc.

Implementation: is how teaching-learning activity put into practice in/out of classroom by teachers/instructors in educational institutions.

Teacher-centered method: the traditional method of teaching in which teachers talk and students listen.

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

1.8. Organization of the Study

The study comprises five chapters. The first chapter comprises background of the study, statement of problem, objectives of the study, significance of the study, delimitation, and limitation of study, definition of operational key terms and organization of the study. The second chapter focuses on review of related literature, which is relevant for the study. Chapter three deals with research design and methodology, sources of data, sample size and sampling techniques, data collection instruments and data collection procedure, data analysis and presentation methods. The fourth chapter deals with data analysis and data Interpretation. Finally, the fifth chapter contains the summary, conclusion, major findings and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

For decades, the student-Centre teaching approach, with its conceptual framework based on the constructivism theory (Confer, 2000; Cuban, 2006), has been popular among many educators. Teachers at various grade levels have been applying the student-Centre teaching approach for a variety of reasons: To increase student participation (Kelly, 1985), to develop confidence in students (Dandoulakis, 1986), to foster the intellectual development of students (Burke, 1983), to enable students to multiple historical perspectives (Ogawa, 2001), to improve students' understandings of historical ideas and concepts (Stout, 2004), to shift the learning responsibility to students (Passman, 2000) and so forth. However, little is known on how the student-Centre teaching approach has been defined by various educators and researchers, on the impact of this teaching approach upon students' learning and other aspects of their behavior. A study of the research literature seems to be a reasonable way to develop a clear understanding of the student-Centre teaching approach.

The student-Centre teaching approach was applied to teaching various school subjects at multiple school levels. The psychological impact of the use of the teaching approach on students was also studied. Passman (2000) applied the student-Centered teaching approach to teaching in the classroom. With this teaching approach, students worked in small groups; the teacher covered the curriculum first; the students then chose a question, did research and discovered the answer, prepared a report and gave presentations in class; they searched school library, internet and classroom resources for information. Using technology as a form of constructivist, student-Centre teaching method was focus of a large-scale study by means and Olson (1995).

From an educational perspective active learning contributes to improved cognitive and non-cognitive skills which become more important in these 21st century economies and societies (Jolles & Keizer, 2015). In the transforming societies and economies of the country need skills that are required than solely reproducing knowledge. Practical application and a constant life-long acquirement of knowledge is required and appropriate in those changing

economies which is an important reason for the implementation of active learning in sub-Saharan educational systems (Preece, 2013). Regarding this, Jolles (2015) argues that every student has to be able to apply knowledge not only inside the school context but also outside of it. To achieve that, students have to gain experience in how to apply knowledge in practice and be aware of which methods provoke the development of the non-cognitive skills or, like self-knowledge, motivation, curiosity and reflective skills. Well-developed non-cognitive skills ensures better cognitive results due to improved motivation, the ability to prioritise knowledge and making transfers from concepts into practical knowledge (Jolles & Keizer, 2015). This could lead to a better educated population which is beneficial for economic developments (Verspoor, 2008).

2.2. Benefits of student-center learning

In student-centered classrooms, students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning. Through the development of the met cognitive process, students reflect on their thinking. Curriculum and assessment are centered on meaningful performances in real-world contexts. As a partner in learning, teachers intentionally create organized and cohesive experiences to assist students to make connections to key concepts.

Facilitation of a student-centered classroom is a key characteristic of effective instruction, and thus the Iowa Core. Student-centered classrooms can be linked to Piaget, John Dewey, and Russian developmental psychologist, Lev Vygotsky. According to Rallis (1995), Piaget explored the process by which humans construct their knowledge of the world, and Dewey , emphasized the learner's interaction with the physical environment. Vygotsky developed the role of social interaction as a dimension of learning.

Qualities of a student-centered classroom can be traced back to the early 1900s. Constructivism states that students learn more by experiences and active involvement than by observing (Brooks & Brooks, 1993). Brooks describe the value of allowing student responses to steer lessons and create instructional strategies. Asking questions and leading students to

solutions nurtures students' natural curiosity and is recommended over simply giving answers (Brown, 2008).

In a review of the literature, there are some common attributes linking student-centered classrooms to student engagement and success. In a student-centered classroom, students are very much a part of constructing their own learning in a holistic environment that capitalizes on student interests. The students are encouraged to reflect on their own learning, share their insights with their peers, and apply new learning to real-life, authentic experiences. When learners are the focus, they become fully engaged in the process (McCombs & Miller, 2007). Julie Brown describes student-centered classrooms in the article —Student-Centered Instruction: Involving Students in Their Own Education,|| where she writes, —Put simply student-centered instruction is when the planning, teaching, and assessment revolve around the needs and abilities of the students|| (Brown, 2008).

2.2.1. Active Learning

According to Felder (Felder & Brent, 2009:2), “active learning is anything course- related that all students in a class session are called upon to do other than by simply watching, listening and taking notes”. According to Morris and Armbruster (in Collins& O'Brien, 2003:5), active learning is the process of learning by means of involving the students in some activity that requires from them to reflect upon their thoughts and how they are making use of those thoughts. It requires the students to regularly examine their own levels of comprehension and abilities of handling ideas or problems in specific subject areas. The knowledge is achieved by involvement or contribution. The process entails keeping the students mentally, and often physically, participatory in their learning through practices that include their thinking, problem- solving and grasping of information. In active learning instruction, the teachers' roles shift from delivering knowledge to facilitating and supporting learning, and to becoming resource persons (Westwood, 2008:4). The teacher organizes the learning environment and creates favorable conditions for the students' involvement, and when the situation is favorable, allows time for the students' reflection while they are engaged in the activities. In respect of learning time, in active learning “... students spend a fair amount of time constructing knowledge” (Petrina, 2007: 108). In this study, the terms student-centered, indirect instruction and active learning are used interchangeably.(p.15 -17)

2.2.2. Concept of Active Learning

The issue of active learning in different literature is usually discussed in contrast with the traditional lecture or teacher-centered method (Bonwell and Eison 2003, Temechegn 2002 for example: this is clearly seen in the following definition of active learning by Brad (2000.) In traditional or pedagogical education, material to be learned is often transmitted to students by teachers. That is, learning is passive. In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. This approach is thought to promote processing of skills (knowledge to a much deeper level than passive learning. Similarly, it is written on (www.neiu.edu/dbehlrhe/hrd408/glossry.htm) that active learning is a shift in classroom practice from a static view of learning in which knowledge is poured into the passive, empty minds of learners to a more dynamic view through different activities. Students in this case can play a more vital role in creating new knowledge to be applied to other professional and academic contexts. Moreover, according to Bonwell and Eison (2003:38), active learning is a process whereby learners are actively engaged in the learning process, rather than 'passively' absorbing lectures.

Based on this, one can tell how teachers and students are viewed, what classroom participation looks like and how knowledge is gained in active learning method.

In this method, learners are actively involved in their learning. Therefore, they are not considered as "blank slate". It is rather believed that they are responsible and can play active role in their own learning. That is why Felder in <http://www.honolulu.hawaii.edu/intranet/teachtip.htm> (2000) states that "teacher-centered instructional methods have repeatedly been found inferior to instruction that involves active learning... in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability." Temechegn (2002) has also remarked that learner-centered method capitalizes on individual difference. It recognizes the different learning styles of students, which also demands the implementation of various active learning strategies. According to Bonwell and Eison (2003:106) students must do more than just listen. They must read, write, discuss or be engaged in solving problems.

Most Based on this, one can tell how teachers and students are viewed, what classroom participation looks like and how knowledge is gained in active learning method.

Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis and evaluation. In this method, therefore, learning by doing is emphasized which leads to students learning.

This may show that students' learning depends on what they do. In general most learning is not the result of interaction. It is rather the result of unhampered participation in a meaningful setting. Generally, in order to make teaching- learning process active the following are some basic points to be considered. (ICDR, 1999:93). Learning is effective only when students can use it, connect it to their day-to-day life, or actively participate in it. Effective learning is not memorizing facts and lists of knowledge. Teaching only by giving facts is damaging young learners in that we are preventing meaningful learning from taking place. Learning facts alone is not enough to prepare students to understand and participate in complex world. Teaching learning must prepare 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. It must provide the students with more than one source of information so that they can understand different perspectives and have many inputs. We must encourage students to communicate effectively about what they are doing and what they are learning. We must pose problems of emerging relevant to students. A focus on students' interest and use their previous knowledge as a departure point helps students engage and become motivated to learn. The relevant question posed to the students will force them to ponder and question their thoughts and conceptions.

2.3. Student-Centered Instruction

According to Weimer (2013:15), student-centered instruction (SCI) is an approach to instruction dedicated to learning. That is, what the students are doing is the essential issue of the teacher. The definitions of student-centered instruction include that it is a kind of teaching that engages students in the strong, complex work of learning; that it inspires and authorizes the students by giving them some domination over the learning processes; that it motivates co-operation, recognizing the classroom (be it virtual or real) as a structure where everyone shares the learning agenda; that it encourages the students' reflection on the topic that they are

learning and how they are learning it; and that it includes very detailed learning-skills instruction.

Accordingly, as explained by Wright (in Collins & O'Brien, 2003:316), student-centered instruction is an instructional approach where the students contribute to the content, the tasks, the materials, and the speed of learning. Such an approach to learning puts the student (learner) in the center of the learning process. In this case, the teachers create an environment for the students, giving them the chance to learn self-reliantly and from each other, and enrich them with the abilities that they need to carry out the activities effectively. This approach includes techniques such as replacing direct teaching with methods of active learning, providing problem-solving exercises that require critical or creative thinking that can be solved by experiences of actual life situations, involving the students in reproductions and role-play, and using learning-based group-work.

2.3.1. Learner-Centered Teaching Approach

Weimer (2002) described five learner-centered practice areas that need to change to achieve learner-centered teaching: the Function of Content, the Role of the Instructor, the Responsibility for Learning, the Processes and Purposes of Assessment, and the Balance of Power. The functions of the content in learner-centered teaching include building a strong knowledge foundation and to develop learning skills and learner self-awareness. The roles of the instructor should focus on student learning. The roles are facilitative rather than didactic. The responsibility for learning shifts from the instructor to the students. The instructor creates learning environments that motivate students to accept responsibility for learning. The processes and purposes of assessment shift from only assigning grades to include constructive feedback and to assist with improvement. Learner-centered teaching uses assessment as a part of the learning process.

The balance of power shifts so that the instructor shares some decisions about the course with the students such that the instructor and the students collaborate on course policies and procedures. While Weimar's model appeals to faculty, they find that is less pragmatic in describing ways to implement change (Wright, 2006). Since these five practices are broad abstract categories, they do not identify specific learner-centered behaviors for many instructors. To assist faculty, I defined each practice into specific components and incremental

steps between instructor-centered and learner-centered teaching. Incremental steps allow instructors to make changes gradually over time. These incremental steps define a manageable transition process from instructor-centered to learner-centered teaching. Linton, Farmer & Peterson (2014) argue that active learning only leads to improved student outcomes when it is implemented by an experienced teacher who is knowledgeable about the pedagogical approach of it. According to Smith et al. (2009) effective implementation of active learning needs a certain order. Peer interaction between students must be followed by an instructor-facilitated explanation because of two reasons. One reason is that research has shown that all students of different ability-level benefit from this order of discussion and instruction, rather than using a different order. The second reason is that because of this combination of peer discussion and instructor explanation, a combination is made of student engagement through peer learning, like for example discussion, and instructor feedback. This leads to an increasing engagement of the students in the learning process (Linton, Farmer & Peterson, 2014; Smith et al., 2011). The conclusion of this might be that the teacher has an important role in the implementation of active learning.

One of overarching goals of active learning is to make students responsible for their own learning process whereby they search for information and knowledge driven by their intrinsic motivation. Active learning is implemented in order to stimulate life-long learning and to establish a flexible application of knowledge in any situation (Northern Ireland Curriculum, 2007; Verspoor, 2008).

Student-centered involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. The student-centered learning approach is diametrically opposed, in its ethos, to the philosophy underlying the conventional method of learning. By its very nature, student-centered learning allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. By definition, the student-centered learning experience is not a passive one, as it is based on the premise that “student passivity does not support or enhance.... Learning’ and that it is precisely “active learning” which helps students to learn in dependently. Within student-centered learning, students are given options in shaping their courses and in choosing particular units within their study program. Some proponents of student-centered learning

assert that rather than devoting so much effort to teaching students what to think, student-centered learning is based on the idea of teach them how to think' (Tsui, 2002, p,740) .According to Weimer (2002) there are five practices that need to change to achieve learning teaching; the functions of content ,the role of the teacher ,the responsibility for learning, the processes and purposes of evaluation and the balance of power.

2.4. Active Learning in the Ethiopian Education Context

After the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major paradigm shift in our thinking about education and the underlying ideas like active- learning approach, student-centered method, problem solving, student sensitive learning, the use of higher- order thinking skills etc have been introduced through this reform.

Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. Particularly, at present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MoE, 2003). This document states that in the teacher education program, passive learning has to be replaced by active, learner-focused education. The document advocates, a Teacher Education System that develops and inculcates higher- order thinking skills in graduates and emphasizes that, teachers are essentially agents for positive societal change. This document also strongly criticizes the previous teacher education system, which was traditional; where the subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, the intention of the new Teacher Education Program is to prepare tea intention of the new Teacher Education Program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner- centered approach. In this assumption, teachers must be able to use a range of teaching strategies including active

learning; interactive teaching and independent study and thus, be able to select strategies according to students' needs

2.5. Knowledge and Attitude to Active Learning

For effective implementation of any new perspective, including active learning, positive attitude to the issues and sound knowledge and skills in the area are very important. Particularly, the underlying ideas, concepts, merits and demerits of the new approach should clearly be understood by teachers and students. In this review the knowledge and attitudes of teachers and students will be seen.

2.6. Students Benefit from Student-Centered Learning

Benefits of the student-centered model are often cited in the literature. Every learner benefits from effective instruction, no matter how diverse their learning needs (Stuart, 1997). Learner motivation and actual learning increase when learners have a stake in their own learning and are treated as co-creators in the learning process (McCombs & Whistler, 1997). In addition, learners who meet with success in assuming new responsibilities gain self-confidence and feel good about themselves (Aaronsohn, 1996), and learners demonstrate higher achievement when they can attribute success to their own abilities and effort instead of luck (North Central Regional Laboratory, 2000). The process of moving to student-centered learning, however, is not always easy for adult learners. Many initially resist what they perceive as the instructors' abdication of his or her responsibility to manage instruction; knowing that this may happen can help spark a discussion of the changes openly and negotiate new roles for learners and instructors.

Creating a Student-Centered Classroom Student-centered learning has subtle but profound implications for instructors. To move toward this new model, instructors must be willing to emphasize learning while sharing power with learners in the classroom (Barr & Tagg, 1995). This can be done in a thoughtful way through planning and the use of incremental steps. First, instructors can help learners set goals for themselves and can offer self-directed activities through which learners can build both their self-confidence and their learning skills. As a result, learners become motivated to take greater control of their learning, and instructors gain confidence in managing the new environment. Next, instructors can encourage learners to

discover how they learn best and they can apply different strategies suitable for each learner. Sharing decision making with learners helps them become more self-directed. When the learner is self-directed, i.e., setting his or her own goals and standards, the instructor becomes a facilitator who reviews learner-set criteria, timelines, lists of resources, collaborations, etc. In the student-centered classroom, the learners have choices in their education, they are responsible for their learning, they measure their own achievement, and they have power in the classroom. The instructor role changes from “sage on the stage” to “guide on the side.” Instructors lead less and facilitate more, with learners taking on the responsibility for organizing content, generating examples, posing and answering questions, and solving problems. The instructor does more design work, constructing real-life, authentic tasks that encourage learner involvement and participation. Instructors model or demonstrate. .

2.6.1. Importance of Active Learning

Researchers, for example, Bonwell and Eison (2003:66) explained that active learning is vital in the classroom because of its powerful impact up on students learning. Furthermore, several studies have shown that students prefer strategies that promote active learning to traditional teaching approaches. Active learning is a strategy that can increase participation as noted down in: <http://www.honolulu.hawaii.edu/intrant/teachtiphtm>, many researches show that there will be improvements in student- faculty interaction, student-student interaction, academic achievement, communication skills, higher level thinking skills, team work, attitude towards the subject and motivation to learn. Active learning therefore, plays important role to move students from passive recipient to participants who have their own role in their learning processes. This is due to the fact that “active learning is not only a set of activities, but an attitude on the part of the teacher and the learner that makes learning effective.” More specifically “the purpose of active learning is to stimulate lifetime habits of thinking, to stimulate students to think about HOW as well as what they are learning and increasingly to take responsibility for their own learning.” Silberman (1997:32)

Learner focused methods and activities are useful to promote effective learning. This is because ICDR (1999:66) states. We all remember much more when we are active and when

we participate. We all become more enthusiastic learners when we are active. What is discussed so far is summarized by Chet. et.al (1993:81)

Real learning is not memorizing. Most of what we memorize is lost easily. Learning cannot be swallowed whole; to retain what has been taught, students must chew on it. Learning comes from exposure to different kinds of stimulation through the senses. When learning is active, the learner is seeking something to answer a question, information, to solve a problem, or a way to do a job. What a student discusses with others enables him/her to understand and master the learning. In line with this Silberman (1996:180) states that active learning strategy clearly addresses the different learning styles of the students. He further illustrates the different learning styles:

Principles of learning styles reveal that some students are visual, they like carefully sequenced presentation of information. They prefer to write down what a teacher tells them and they are quiet in the classroom and are seldom distracted by noise. But the auditory learners do not bother to look at what a teacher does or they do not bother to take notes. They rely on their ability to hear and remember. Whereas: kinesthetic learners learn mainly, by direct involvement in activity. They tend to be impulsive, with little patience. They want to move about and do. Only few students are exclusively one style of learners; they share more than one. Thus different active learning methods create the best match for students with different learning styles. (Silberman,1996 :) Taye Geresu(2008.) 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 lasting knowledge. Active learning encourages participation, analysis and critique, which are higher order thinking skills. Active learning prepares students for participation in a democratic society.

2.6.2. Additional Importance Aspects of student-centered Classroom

The following section discusses how student-centered classrooms relate to the three connecting elements of the Iowa Core regarding planning, instructing, and assessment.

I. Planning: Student-centered classrooms are a planned process. Problems can be structured around big ideas to provide a framework with which to gather information and build knowledge. Make learning high-interest and personalized .If students are introduced to topics that interest them, they're more likely to be motivated (Jones, 2007, p. 13).Realize —students and teachers are partners in a caring relationship and be willing to be co-learners and co-creators of learning experiences (McCombs & Miller, 2007, p. 110).Student-centered classroom teachers plan with an emphasis on the knowledge of who their learners are both individually and collectively and are armed with the best available knowledge about learning and about the best teaching practice (McCombs & Miller, 2007).

II. Instruction; Student-centered instruction revolves around the needs and abilities of the students. A student-centered school offers each child many opportunities to learn. Teachers experiment with different approaches to learning to enable each child's different learning style (Brooks & Brooks, 1993).Teachers facilitate a variety of learning opportunities: experiential, holistic, authentic, and challenging in a student-centered classroom. Constructing ideas or systems is interactive (Zemelman, Daniels, & Hyde, 2005).Learner-centered teachers recognize that knowledge construction is not entirely an individual process... The teachers question and probe to help children make meaning. They listen carefully, encouraging reflection and stimulating new connections and interpretations (Rallis, 1995, p. 226).The teacher's role is more that of a facilitator than instructor; the students are active participants in the learning process. The teacher helps to guide the students, manage their activities, and direct their learning. Being a teacher means helping people to learn; and, in a student-centered class, the teacher is a member of the class as a participant in the learning process (Jones, 2007.)

III. Assessment; Student-centered assessment is authentic. Without training, most learners cannot accurately judge what they do and don't know (Paschler et al. 2007).For collaborative group work to have an impact; teachers must design effective learning tasks. The tasks must have clear outcomes and be interdependent among the students. The teacher needs to carefully monitor activities and give constant feedback (Darling- Hammond &Bransford, 2005).Performance assessments are those involving students in activities, which require them

to demonstrate mastery of certain performance skills or their ability to create products that meet certain standards of quality (Stiggins, 2001).

2.7. Characteristics of Student-Centre Learning

More than likely, this was a class in which you discovered new knowledge and felt motivated to learn both by the instructor and by an intrinsic desire to know more. The student-centered classroom facilitates learning by increasing motivation and effort. The student-centered model requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, they have different abilities and talents, their feelings of efficacy may vary, and they may be in different stages of development. In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. The learning environment supports positive interactions among learners and provides a supportive space in which the learner feels appreciated, acknowledged, respected, and validated. Rather than trying to "fix" the learner, the learner has the power to master his or her world through the natural process of learning (McCombs & Whistler, 1997). The student-Centre classroom involves changes in the roles and responsibilities of learners and instructors, in the delivery of instructional strategies, and in learning itself; these all differ from those in the traditional, teacher-Centre classroom. In the student-Centre classroom, the learner requires individualization, interaction, and integration. Individualization ensures that learners are empowered to create their own activities and select their own authentic materials. Learners interact through team learning and by teaching each other. During the learning process, learners integrate what they have learned with prior learning and construct new meaning (Moffett & Wagner, 1992). Below are examples of the changed roles and responsibilities in the student-Centre classroom.

- Learners
- Are active participants in their own learning.
- Make decisions about what and how they will learn.

2.7.1. Characteristics of Student-Centered Teaching

According to Weimer and Maryellen there are five characteristics of student-centered teaching. These are Student-centered teaching engages students in the hard, messy work of learning. Student-centered teaching includes explicit skill instruction. Student-centered

teaching encourages students to reflect on what they are learning and how they are learning it. Student-centered teaching motivates students by giving them some control over learning processes. Student-centered teaching encourages collaboration

2.7.2. Features of Active-learning

In the new approach to education, often called active-learning, students not only receive information they also record it, discuss it, compare it with their day-to-day life, analyze it, draw conclusions from it, and communicate about it (ICDR, 1999:71). When they are given sources of information and facts from their teachers or their textbooks, they are asked to do something active and creative with the information- analyze it, think about it, and make reports on it. Aggarwal, (1996).

Similarly, Sguazzin and Graan (1998:57) explained that active-learning is a social process and the emphasis in this process is on collaboration and the exchanging of ideas, experiences, values and attitudes. It is a negotiated process where our understanding expands through interaction and active engagement with others. This is to say that the emphasis in viewing knowledge as something “out there”. Positivist idea has shifted to the view of constructing knowledge (Frazee, et al,1995:26). Thus the emphasis in teaching has shifted from transmission of “facts” or information to teaching learners how to learn, how-to find information for themselves etc.

Here learners are placed in the center of the learning process (Lue, 2000:4). In relation to this idea Brophy (1992:69) as cited in Eggen and Kauchax 1996:83) puts the learner at the center of the learning process by stating Current research focuses on the role of the students. It recognizes that students do not passively receive or copy information from the teacher. Instead actively mediate by trying to make sense of it and to relate it to what they already know about the topic. Thus, students develop new knowledge through a process of active construction.

In line with this, Plass (1998:310) has explained that in learner-centered classroom students are actively involved in the learning process, and their prior knowledge and experience is integral part of that process. They are encouraged to articulate their ideas and opinions. The teacher creates opportunities for learning and encourages learner’s autonomy.

Lue (2000:11) and Plass (1998:312) stated that in active learning, previous knowledge and experiences are so crucial and valued since they help to construct new knowledge. The role of the teacher is creating conducive environment for learning and offering guide, stage setting, facilitating, observing and evaluating his/her students in a more objective way. In other words, the teacher, as a facilitator and co-worker, is not expected to give information only, but he is also expected to design instructions that would lead students learning for understanding through debating, interrogating, discussing, creating and explaining.

2.8. Empirical studies

Johnson and Johnson (1989) have found that student-centered (active learning) instructions seem to motivate students to form closer relationship with one another in working together. Each student-centered group not only scored high marks academically, but they also gained some social skills through cooperative work. On the other hand, the students in the teacher-centered classroom did not spend as much time working cooperatively and thus hoodless of working relationship with one another.

The teacher-centered classes were geared around lecture and the individual work of students. Both group studied the same content, though each interact with radically different ways. The first T-test chart shows how each group did on their pre-test. The average of both groups' pre-test scores was relatively going to the student-centered group. After giving tests for both groups, it was found out that not only did the student-centered group scored high; they also stated that learning was easier due to the review games and group assistance. Later, the roles had been reversed (the student-centered class received teacher-centered instruction and teacher-centered students received student-centered instruction); the student-centered group had hard time in adjusting to their assignment. However, the results of the scores and the amount of participation indicated higher achievement and better attitudes in the student-centered group.

Again for the last time the roles had reversed. Thus student-centered approach seems to yield better levels of achievements no matter what group received the treatment.

On the other hand; Halperin, (1994) comments on the domination of old instructional approach in most higher education. He suggests that most activities today, in majority of higher education continue to reflect an “old style of instruction where students sit quietly, passively receiving words of wisdom being professed by the lone instructor standing in front of the class.

In contrary to this finding, Amenu (2005) states that his research reveals that in different colleges of Oromia regional state, even though, lecture method is practiced occasionally, much of the time is devoted to active learning instructional approach.

Silberman, (1996:44), delivers a key note that addresses a challenging issue to develop an environment in which students become actively engaged in learning. Thus, after decades of research on teaching and learning strategy, the effectiveness of active learning has been clearly documented. However, in the institution of higher learning there have been challenges to incorporate the new model of active learning in to their classrooms. Thus, some have embraced this approach to instruction with enthusiasm while others seem more cautious in moving towards adoption. Anyway, active learning occurs in an environment where the student is at the center and the instruction is student- centered. On the other hand, passive learning occurs in a setting where the teacher is the focus, described as teacher-centered instruction.

In the teacher- centered (passive learning) approach the teacher becomes the manager of the classroom with the learning process heavily dependent up on the pronouncement and enforcement of rules. Here, note that little is required or expected from the students to the very end. The students are presumably expected to ride the assembly line quietly and dutifully accepting all data transmission in a similar manner as an automobiles skeletal frame moves towards the new car dealer’s show room. But practically, most cognitive psychologists and educators agree that instruction is effective when students are encouraged to become actively involved in their own learning. Besides, an allowance of time must be made for meaningful open interaction between students and teacher and group of students that nurture the student’s natural curiosity.

Finally though some have criticized the effectiveness of active learning method/instructional approach, more studies show the true effectiveness of active learning on academic achievement and classroom participation (Taye Geresu, 2008.)

2.9. Views of Scholars on Student-Centered Teaching Approach

Teacher covered the curriculum first; students worked in small groups, chose a question, did research and discovered the answer, prepared a report and gave presentations in class (Passman, 2000). Students learned the material with the teacher, analyzed the material provided by the teacher; conducted interviews, classroom observations and writing tasks; had discussions; analyzed, synthesized, and evaluated related information (Ogawa, 2001). Students worked on hands-on team projects, were responsible for their own learning; teacher assumed a facilitator role (Akers, 1999). Teacher used transactional teaching (Rowe, 1996). Teacher used the peer-assisted method (Wallhead, 2004). Students engaged in small-group, self-directed learning format with a problem-based learning curriculum (Deretchin, 1997). Teacher used an add-on group dynamics activity (Rada, 1975). Teacher posed problems to students, led a critical dialogue in class; students selected their own writing topics; teacher attempted to create a supportive classroom climate (Njoroge, 1998). Students used self-expression and self-discovery in writing activities; teacher functioned as a facilitator by asking questions provided an environment for students to learn by doing (Wood, 1990).

Students led discussions and worked in small groups (Spurlock, 2001). Teacher used teacher-directed instruction and small group problem-solving activities, served as a facilitator and resource person (Kuehnle, 1988). Students used prediction and explanation to given situations, and conducted student-centered discussions (Chang, 1993). Teacher used a combined lecture-discussion with individualized student projects, provided individualized instruction to help students with their projects; students set their own performance objectives (Ciaburri, 1975). Teacher used a problem-based learning, case-driven type of student-centred teaching approach (Bayard, 1994). Cooperative learning, learning cycle and the combined cooperative learning/learning cycle represented three student-cantered teaching approaches (Nicolo, 1993). The student-centered teaching approach took the form of group-discussion and active reflection (Katz, 1981). Teacher used peer-oriented, peer-evaluated method as the

student-centered teaching approach (Delaney, 1980). Teacher used cooperative learning; pair, group and class discussions; contextualized and project-based learning (Keller, Russell & Thompson).

Helping learners during the activities in cooperative and active learning situations (Tsay & Barady, 2010), teachers use different tools of assessment for learning by providing constructive feedback to improve learning. That is why, Student- Centered Approach to Teaching (SCAT) is considered to be one of the best ways to achieve the objective of providing quality education to all citizens for mental development of children in school system where children are mostly socially conscious about the importance of social interactions and team work in their daily life activities, out of their classroom, in their community life. In this way, they get constructive feedback to improve their skills of social interactions (McCombs, 1997). However, most of the teachers lag behind in using these strategies to achieve this objective for many reasons.

Therefore, teachers mostly prefer „conventional methods “to complete their syllabi in the given period of time and provide just guidelines to the whole class to do things accordingly (Peterson, 2009). This teacher- centered instruction again compels students to go for rote memorization to pass the high stake testing rather than getting enough chances to work in smaller groups, focusing on their learning difficulties and discussing with their peers and teachers for their „powerful learning” (Hopkins, 2001; 2007; Kumandas & Kutlo, 2010). In such a critical situation the slogan of providing quality education through SCAT remains superficial and thus students become puppets, not intellectual and socially conscious citizens as depicted in the vision of Community Schools (CS).

The notion of developing CS was to provide quality education to the children of low income families at affordable fees within the community structure by mobilizing and utilizing required resources, increasing community participation, and adding institutional facilitation at different levels. As the concept of „community schools was to develop, organize and manage within the community effectively to achieve the objective of providing quality education, School Managing Committees (SMCs) under the Community Based Education Societies were formed and registered under the Society’s Act of Pakistan (Rugh & Bossert, 1998). The

structure of SMCs consists of chairman, member finance, honorary secretary (head-teacher), and 10 to 12 other members including two to three parent representatives whose children are studying in these community schools. The key stakeholders of the CS are students, parents and teachers are responsible for improving the teaching learning conditions at schools. The concept of quality education as defined by the community, linked with Weimer“ Model as framework of the study was used to look into the practices and perceptions of teachers to what extent this concept is reflection their practices in the school system.

2.10. Some Teaching-Learning methods that promote Student-Center Learning

Demonstration: Means is best used in teaching learners how to perform manipulative operations. It is valuable tool for teaching concrete techniques/skills/and abstract concept(principles).A good demonstration allows students learn by observation, a skill we use innately when learning to talk, walk and even clap our hands. A demonstration activity is when the instructors demonstrate how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions. When an instructor demonstrates, he /she should point out the process, step by step. Having written instructions on the board or on a piece of chart paper is also helpful. (Cpel, et.al, 1995).

Asking question: is a form of active learning that has a place with in any classroom setting. Question asked by the teacher/instructor/ can involve students more fully in a lesson, leading to deeper understanding of subject material. Questions asked by students offer an opportunity to clarify material and they also provide feedback for the teacher.

Discussions: Are a variety of forms for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving and understanding participants present multiple points of view, respond to the ideas o others. Psychology classroom learning: an Encyclopaedia.(p 330).

Debate: In class room it creates interaction between students and students as well as students and instructors. Bartlet and Ferbert,(1998) in Brownson (2013)to be more effective than

traditional teaching strategies. Journal of the British Educational Studies Association .(NoBSA) (p 40)

Group Work: Usually involves groups of students formally working to gather on projects or assignment, though it may sometimes takes place in formal classroom settings.

Home work: Is intended to be a positive experience that encourages learner to learn. Teachers assign homework to help students review, apply and integrate what has been learned in class: to extend student exploration of topics more fully than class time permits and to help students prepare for the next class session.

This is help learner:

Acquire effective habits of self-discipline and time management.

Develop initiative and learn to work independently.

Gain a sense of personal responsibility for learning.

Develop research skills such as locating, organizing and considering information.

Learn to use libraries and other reference resources.

Guided learning. is a technique used to create an independent learner who is able to find the information by him/herself and manage his/ her own learning .

Individual Assignment. It helps learner to develop their abilities and reflect their own work.

Practical work. Students observe real objects materials or they witness a teacher demonstration. Example teaches laboratory skills.

Role play/Drama./Is a learning method that depend on role playing. Learners take on the role profiles of specific characters or organization in contrived setting. Role play is designed primarily to build first person experience in safe and supportive learning environments. Role-playing is a deliberate acting of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, et al 1995:115). Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

Simulation: is the process where the trainees practice procedures that can be applied in many different ways. Example imitates the real world activities.

Discovery/inquiry learning: Is an inquiry-based approach in which students are given a question to answer, a problem to solve or a set of observations to explain and then work in largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes, discovering the desired factual and conceptual knowledge in the process.

Problem based learning /PBL/: It is a student-centered method of teaching and learning both thinking strategies and domain knowledge. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation.

Project-based learning: is a teaching method in which students gain knowledge and skills by working for extended period of time to investigate and respond to authentic, engage and complex question, problem or challenge and acquire a deeper knowledge by their efforts.

Case- based teaching: in these teaching students develop skills in analytical thinking and reflective judgment by reading and discussing complex real life.

Teaching with archival, botanical and Museum collection: It can help students to evaluate evidence in primary documents, develop skills in visual and contextual analysis, let and examine raw data, extract and synthesize information from a large amount of undifferentiated material and correlate different sources in order to make informed arguments.

Pair works: Is great for practicing model dialogues, playing games. It gives individual students a lot of speaking time. If working together, students will often have more confidence than when completing exercise individually. If students are competing with their partners they will be more motivated.

Brain storming : this is when the students generate as many ideas as possible about a topic- an ideal storm! It can be a great way to start a class on any given topic. It may be done in a number of different ways: in groups –recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity. (Bonwell and Eison, 2003:132)

Problem Solving: Problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal1996:91). Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have

no connection with the learners' life. According to Lue, (2000:22) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion.

Project method: A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999:84). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students' immediate environment individually or in group (Daryand Terry, 2000:17).

Peer-Teaching: Peer-teaching is a participatory, active and democratic strategy integrated into the students' own experience; that results in deep learning. Peer-teaching involves occasional use of students in the class who have experiences because of their good background in particular area. Peer-teaching is also an appropriate strategy to be applied in teacher training program. It can solve the problem of large class size and it may release teacher educators' time for personal research or for producing resource based learning material (Benet et al., 1996:38). In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

Debating: Debating is an organized discussion on an issue which is usually controversial. The class is divided into two groups, each supporting a "side" of the issue: the people who are "pro" and the people who are "against". Each side has a leader and supporters. There is also a chair person, who keeps order during the debate. Each side presents its argument in an organized, clear, and intelligent manner. The chair person or chairing committee then decides on who has won. This is decided by judging who has made the strongest, logical arguments and who has refuted the other side's arguments most successfully. (Chet, et.al.1995)

Cooperative Learning: In cooperative learning, students are required to work together in small groups and class discussions. In order for small groups to develop cooperative learning, five basic elements are necessary: positive interdependence, face-to-face interaction (promote

each other's success), individual and group accountability (no social loafing), social skills, and group processing or feedback (Johnson et al., 1991). When the five elements are present, cooperative learning in small groups can maximize each student's learning as one helps another.

2.11. Summary of Review Literature

Conceptually, student-centered teaching approach, with its conceptual framework based on the constructivism theory (Confer, 2000; Cuban, 2006), has been popular among many educators. From an educational perspective active learning contributes to improved cognitive and non-cognitive skills which become more important in this 21st century (Jolles & Keizer, 2015).

It is practical application and a constant life-long acquirement of knowledge. Regarding this, Jolles (2015) argues that every student has to be able to apply knowledge not only inside the school context but also outside of it. To achieve that, students have to gain experience in how to apply knowledge and be aware of which methods provoke the development of the non-cognitive skills or, like self-knowledge, motivation, curiosity and reflective skills. Well-developed non-cognitive skills ensures better cognitive results due to improved motivation, the ability to priorities knowledge and making transfers from concepts into practical knowledge (Jolles & Keizer, 2015). This could lead to a better educated population which is beneficial for economic developments (Verspoor, 2008).

In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. This approach is thought to promote processing of skills (knowledge to a much deeper level than passive learning. Similarly, it is a shift in classroom practice from a static view of learning in which knowledge is poured into the passive, empty minds of learners to a more dynamic view through different activities. Students in this case can play a more vital role in creating new knowledge to be applied to other professional and academic contexts. Moreover, according to Bonwell and Eison (2003:38), active learning is a process whereby learners are actively engaged in the learning process, rather than 'passively' absorbing lectures.

Student-centered involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. .

By its very nature, student-centered learning allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. By definition, the student-centered learning experience is not a passive one, as it is based on the premise that “student passivity does not support or enhance Learning’ and that it is precisely “active learning” which helps students to learn independently. Within student-centered learning, students are given options in shaping their courses and in choosing particular units within their study program.

The emphasis in this process is on collaboration and the exchanging of ideas, experiences, values and attitudes. It is a negotiated process where our understanding expands through interaction and active engagement with others. This is to say that the emphasis in viewing knowledge as something “out there”. Positivist idea has shifted to the view of constructing knowledge (Frazee, et al,1995:26). Thus the emphasis in teaching has shifted from transmission of “facts” or information to teaching learners how to learn, how-to find information for themselves etc

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

As mentioned in the introduction, the aim of this study was to assess the factors that affecting the implementation of active learning approach in case of Chomen Guduru Woreda. To analyze this descriptive survey design was employed. Descriptive survey research is the act of describing the existing situations in the context (Crosswell, 2003).

In this study, a descriptive survey was used because it enables the researcher to illustrate the state of existing factors that affect the implementation of student-centered methods in Chomen Guduru Woreda some selected Governmental upper primary schools. As noted by Sharman (1992), descriptive study is concerned with the present and attempts to determine the status of the phenomena under investigation. Descriptive survey method was employed because, it helps to explain educational phenomena in terms of the condition that exist, opinions that are held by students, teachers and principals or school leaders, possesses that are going on, effects that are evident, or trends that are developing. At times descriptive survey is the means through which opinions, attitudes, suggestions for educational practices can be obtained. The main objectives of descriptive research are to identify existing conditions and point out present need, to study immediate status of phenomena, and to find findings.

3.2. Research Method

In this study both quantitative and qualitative methods of data collection were used in this study. Because, they would help the researcher to collect and analyze data obtained from various groups of respondents. In relation this, Creswell (2012)suggested that, a mixed method research is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or series of study to understand the research problems. Also supported it blends of quantitative and qualitative data merge the data and use the results to understand the research problems. In this study the researcher was employed both quantitative and qualitative methods .Thus descriptive survey was chosen as it enables the researcher to describe the current status of an area of study.

3.3. Sources of Data

Primary sources: The major sources of information for the study are principal and vice principal, teachers and students. From these all stakeholders the data were gathered through questionnaires, interview and class observation.

Secondary Sources of Data: The researcher was used as secondary source of data collection from teacher's weekly lesson plan methods of teaching to see actual practice of active learning in study area.

3.4. Sample size and Sampling Techniques

The selected four schools had 4 principal, 5 vice principals.78 teachers and 3258 students. All these are the population of the study. In order to get valuable and relevant information; both purposive and available sampling techniques were used to select appropriate representative of study. However, respondents who participated in the pilot of study were not included in to final research. Hence, the participants of the research were 68 male and 44 female. There are 4(100%) school principals, 5(100%) vice principals, 24(49%) male teachers, 14(51%) female teachers 35(2%) male students and 30(2%) female students are selected as respondents. Generally the total numbers of the respondents are 112.

Table 3.1 Distribution of respondents

No	Schools	Level of grade	School leaders				teachers				Students			
			M	F	T	%	M	F	T	%	M	F	T	%
1	Walkite Gudena	1-8	3	-	3	100	11	7	18	50	12	11	23	2
2	Nu Barie Ife	1-8	2	-	2	100	4	2	6	50	9	8	17	2
3	Abdi Buru	1-8	2	-	2	100	4	2	6	50	7	6	13	2
4	Chiracha Michael	1-8	2	-	2	100	5	3	8	50	7	5	12	2
Total		4	9	-	9	100	24	14	38		35	30	65	2

3.4.1. Sampling Technique

First, purposive sampling technique was used to select woreda. The schools were selected by simple random sampling techniques. Participant of the study from each school selected by availability sampling techniques

3.5. Data Collection Instruments

3.5.1. Questionnaires

The main data gathering instrument was questionnaire. It helps to collect data from population in short period of time and respondents give their opinion freely. The questionnaires had four parts. The first part of the questionnaire was intended to gather background information of the school leaders, teachers and students. The second part of the questionnaire consisted of items that intended to examine school leaders', teachers' and students' perception of active learning. The third part was about the practices of active learning strategies. In the fourth part of the questionnaire the respondents were asked about factors that affect the implementation of active learning. They usually include a set of standardized questions that assess a specific topic and collect information about opinions, attitudes, and behaviors. It also describe in numerical static. It was constructed on the bases of close ended or structured and open ended (unstructured) questionnaires. Questionnaires enables respondents freely express their opinion and ideas without restriction. It is a scale ranging from very low (1) to very high (5) measuring factors affecting the implementation of student-Centre approach in primary

3.5.2. Interview

As indicated in Wilkinson and Bhandarkar (1999:288), interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate. In the light of this, to supplement the data obtained through questionnaire the researcher conducted interviews with four teachers using open-ended (not choice) questions which are related to the knowledge and implementation of active learning. The researcher use interview question for available information from teachers.

3.5.3. Classroom Observation

Lewy (1977:163) noted that observation is useful to indicate how the lesson is divided in a variety of activities such as: group work, individual work, role-playing, discussion and others. Hancock (1998:89) also says, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument. Therefore, to obtain more information, observation in the actual classroom teaching and learning process was used as data gathering instrument. The researcher use four different subjects class room observation to see practical teaching and learning process. For the purpose of observation, checklist was employed. So the researcher was used class observation to describe the practical use of teaching and learning is practiced in the class. Because it opportunity to observe the methods of teachers use in classroom and prepare their weekly lesson plan methodologies and see actual practices in the classroom. The researcher was used the interview to have details information. It has very advantageous for data quality and reliability. In this study unstructured and semi-structure were used to hold with four school teachers.

3.6. Validity and Reliability of the instruments

3.6.1. Validity

The researcher validated the instruments that were developed as follow; before the actual data collection was started; the instruments were given to different high school teachers those are experienced in teaching and process by intention of getting valuable comments, criticisms on the strengths and weaknesses of items and concepts. Based on the comments obtained, the necessary modifications were made and given to the thesis advisor for further comment, criticisms and evaluation. Constructive suggestions were incorporated with few being revised. In line to the, Cohen(1994) emphasized that to ensure content validity instruments need to demonstrate fairness comprehensively covers the domains of active learning methods. Thus, for this study further analysis of the instruments was made in pilot testing on selected representative samples from high school principal and teachers. Here some irrelevant items were discarded and some ambiguous items were modified as the comments given by the high school principal and supervisor.

3.6.2. Piloting the instruments

In order to check the reliability and internal consistency of the questionnaire a pilot study was conducted. Before distributing questionnaire to pilot participants, it was assessed for conceptual difficulty and commented for maintaining by two English high school teachers. Inconsistencies and discrepancies of meaning and any other difficulties were corrected by two high schools principals those have MA in educational planning and management and experienced. So the issue of was addressed by pilot testing of the instruments in two high school teachers and two different high schools principals to minimize the error of qualitative information. The average agreement calculated for two teachers were 93.3% and 90% and two principals were 96.6% and 90 %respectively. According to Good and Brophy (1990) observers should achieve general agreement from 60-90%to get reliable data. So the total average of agreement was 92.5%.and implies the data were reliable. These, consideration were given for careful records of notes and observations

3.6.3. Ethical Consideration

Before collection data from the sample upper primary school principals, teachers and the sample students, they were communicated the objectives of the study clearly and get consent from them. So the procedures of the study considered all the basic and universally-accepted ethical guidelines that are required for high-quality research. Besides the ethical requirement of the researcher being competent and professional, the research also met the necessary legal and social obligations to the respondents, such as ensuring the anonymity and confidentiality of the respondents, and that no harm would be inflicted upon them. Permission to conduct the research was also obtained from the relevant parties.

3.7. Data Collection Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. Finally the interview with four teachers was conducted

3.8. Methods of Data Analysis and Presentation

In order to address the basic researcher questions data was collected through questionnaires, interview and class room observation. The result is analyzed by using by frequency and percent. More over the result of the study is reported using frequency and percentages. But the interview and class observation are presented in textual narration.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis and interpretation of data and the major findings of the study. In doing so, the data collected through the questionnaires and classroom observation are presented with the help of tables. The chapter is divided into three sections. Characteristics of the subjects, analysis of the main data and discussion of the major results are presented respectively.

4.1. Characteristics of the subjects and their Background Knowledge on active learning

Before discussing the data related to the major questions, a summary of characteristics of the subjects is presented here. As mentioned in chapter three, the intended information for this study has been gathered from four groups; namely, principal, vice principal, teachers and students. A total of 112 respondents were included in the study. Four (4) principal, five (5) vice principal, thirty eighth (38) teachers and sixty five of them were students. All principals and vice principals are degree holders. The four principals and five vice principals had taken general method of teaching. Among thirty eighth of teachers twenty six of them are degree holders and the others are diploma teacher's. They taken all teaching methodologies. From twenty six degree holders only fifteen teachers took PGDT course. But eleven teachers do not took any teachers teaching methodologies. But they are interested to take the methodologies courses to practices.

Table 4.1 Profile of principal and vice principals

no	Name of schools	Level of grade	Principal			Vice principal			Sample size			
			M	F	T	M	F	T	M	F	T	%
1	Walkite Gudena	1-8	1	-	1	2	-	2	3	-	3	100
2	Nu Barie Ife	1-8	1	-	1	1	-	1	2	-	2	100
3	Abdi Buru	1-8	1	-	1	1	-	1	2	-	2	100
4	Chiracha Michael	1-8	1	-	1	1	-	1	2	-	2	100
Total		4	4		4	5	-	5	9	-	9	100

Table 4.2 Socio-Demographic Characteristics of school leaders

sex	no of pri and v.pr		Age						Experience						Educational status.							
			20-30		31-40		>41		<5		6-10		11-15		>16		Dip		Degr e		M.A	
	No	%	No	%	No	%	No	%	No	%	no	%	No	%	No	%	no	%	No	%	no	%
M	9	100	1	11	8	89	-	-	2	22.2	4	44.5	3	33.3	-	-	-	-	9	100	-	-
F	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tot	9	100	1	11	8	89	-	-	2	22.2	4	44.5	3	-	-	-	-	-	9	100	-	-

Table4.3 Profile of Teachers

No	School name	Level of grade	Teachers			Sample size			%
			M	F	T	M	F	T	
1	Walkite Gudena	1-8	22	14	36	11	7	18	50
2	Nu Barie Ife	1-8	9	5	14	4	2	6	43
3	Abdi Buru	1-8	8	4	12	4	2	6	50
4	Chiracha Michael	1-8	10	6	16	5	3	8	50
Total	4		49	29	78	24	14	38	49

Table 4.4 Socio-Demographic Characteristics of Teachers.

sex	No of teachers		Age						Experience								Education status			
			20-30		31-40		>40		<5		6-10		11-15		>16		Dipp		Degree	
	N	%	N	%	N	%	N	%	N	%	N	%	n	%	n	%	n	%	N	%
M	24	49	18	75	6	25			8	33	5	21	7	29	4	17	7	29	17	71
F	14	51	12	88	2	12			3	21	1	7	1	7	-	-	5	36	9	64
T	38	50	30	82	8	18			11	27	6	14		18	4	8	12	32	26	68

Table 4.5 profile of students

no	School name	Level of grade	Studets			Sample size			%
			M	F	T	M	F	T	
1	Walkite Gudena	1-8	623	551	1174	12	11	23	2
2	Nu Barie Ife	1-8	455	417	872	9	8	17	2
3	Abdi Buru	1-8	342	278	620	7	6	13	2
4	Chiracha Michael	1-8	367	245	612	7	5	12	2
Total		4	1767	1491	3258	35	30	65	2

Table 4.6 Socio-Demographic of Students

Sex	No of students		Age						Grade								Rank in the class			
			10-15		16-20		>20		5		6		7		8		1-5		6-10	
	N	%	N	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%
M	35	2	10	29	25	71	-	-	6	17	8	23	10	29	11	31	15	43	20	57
F	30	2	6	20	24	80	-	-	5	17	7	23	8	27	10	33	12	40	18	60
T	65	2	16	24.555	49	75.5	-	-	11	17	15	23	18	28	21	32	27	41.5	38	58.5

4.2. Data obtained through questionnaire

Using the teachers’, principals and vice principals and students’ questionnaire, responses about challenges and their perceptions of active learning were calculated and presented. The data taken from the surveys were analyzed in line with the research questions. In analyzing the challenges and perceptions of school leaders ,teachers and students on active learning, questionnaires entitled “Knowledge and experience on active learning” (See Appendices A and B) served as the primary source of information.

Respondents replied the question “Ask what is the active learning” as follows. From nine 7(77.8%) define the meaning of active learning relatively. This showed that most of principals and vice principals have the awareness of the methodologies. But 2 (22.2%) do not define it accordingly. This reflects there is knowledge gap between principals and the vice principals which is the source lack of effective communication for the implementation of active learning methods. The other question which is included is questionnaire was the attempts made for teachers understanding about of student-centered approach implementations as the school. The eight or 8 (88.9%) respondents showed the negative response. This means there is no any discussions about active learning to develop the teachers understanding .Fore this reason, the lack of any discussion is one of the factors that affecting the implementation student-centered approach in the area. According to respondents, there are no any workshop and training to develop the principals and teachers awareness about student-centered approach from any higher institutions and officials. Respondents asked to discuss different methods of

teaching strategies that teachers are used. All respondents are stated some of the methods, like problem based learning, question and answer, debate, demonstration and etc.

Respondents asked how teachers have adequate orientation about active learning methodologies. From nine 6(66.7) showed the negative response. They also stated some of their reason, like newly employed teachers do not take any teaching methodologies and the factor for the implementation of active learning. According to the principals and vice principals the solution of this problem is teaching pre-service teachers about the methodologies deeply before employing to as a teacher. Respondents asked the challenges that confine teachers from implementing active learning. They states , lack of teachers commitment, lack of enough time with respect to the high numbers of students in the classroom, lack of teachers awareness about the importance of active learning methods and low interest of students in class participations which demotivated teachers from implementing the methods. A respondent asked is there any orientation given to teachers from higher officials about implementation of active learning. All or 9(100%) principals and vice principals showed negative response.so there is no any orientations given to teachers to develop their knowledge about active learning methods. moreover the participant of the study asked that how is there experience sharing between experienced teachers and newly employed teachers. From nine 6(667%) reflect negative response.

This showed there is low experience sharing between newly employed teachers. Respondents were asked to specify the problems that made teachers to demotivate from implementing active learning. Most of principals and vice principals states some of problems like low interest participation of students, non -confortable classroom conditions, low knowledge of some teachers, large numbers of students and non-facilities classroom resources like desk and over crowd of students. Respondents asked to specify their suggestion relating to factors affecting the implementation of active learning methods. The respondents suggest that the higher institution focused on the student-centered approach teaching and school leaders or other officials make effective communication with teachers about active learning methods.

Table 4.7.Frequency Distribution of Data Collected from principals and vice principals on Perceptions of teachers and Students

No	Items	5=s.agree		4=Agree		3=undecided		2=Disagree		1=s.disagree	
		F	%	F	%	F	%	F	%	F	%
1	Student work in pair by their interest for more understanding.	1	11.1	1	11.1			6	66.7	1	11.1
2	The teachers offer students to ask question and answer.			6	66.7	1	11.1	2	22.2		
3	Students learn when there is interaction.	8	88.9	1	11.1						
4	There are timely effective communication between teachers and school leaders about active learning methods of teaching strategies.	1	11.1	1	11.1			7	77.8		
5	Teachers encourage students to communicate effectively.			1	11.1			8	88.9		
6	Teachers prepare their lesson plan in active learning ways.			2	22.2			7	77.8		
7	Active learning is intellectually more stimulating.	2	22.2	6	66.7	1	11.1				
8	Teachers have commitment to implement active-learning methods.	1	11.1	1	11.1			7	77.8		
9	The class condition affects the implementation of active learning.	3	33.3	5	55.6			1	11.1		
10	Active learning prepares students for participation	2	22.2	7	77.8						
11	There are timely effective communication between teachers and school leaders about active learning methods of teaching strategies for their own learning.			1	11.1	1	11.1	5	55.6	2	22.2
12	Active learning adds work load on teachers.	2	22.2	6	66.7			1	11.1		
13	Lack of well training of teachers affect implementation of active learning.	1	11.1	7	77.8			1	11.1		
14	Active learning requires a lot of time.	2	22.2	6	66.7			1	11.1		
15	Teachers use active learning methods in the classroom.			2	22.2			7	77.8		
16	In using active learning, teachers find it difficult to cover the portion of the year prescribed.	3	33.3	5	55.6			1	11.1		

Table 4.7 are presented in Appendix ‘A’.

Active learning demands not only teachers to be experts in their fields, but also that they understand how students learn. It is a challenge for teachers to accept an active learning approach. Thus it is not easy to get teachers to join an active learning. (Derebsa, 2006:136). It was in cognizance of this fact that principals and vice principals were asked about their knowledge and experience on active learning.

Accordingly, items related to assumptions about the factors that hinder active learning, advantages of active learning and their views about active learning were presented to find the factors that affect the implementation of active learning. The items are presented in 'Appendix A' and the data collected are presented in Table 4.3.

Item 1 deals with "Student work in pair by their interest for more understanding. As can be seen in table 4.1, 6 (66.7%) of principals and vice principals responded as disagree. Hence this implies that the low interest of students affect the implementation of student-centered methods.

On the other hand item 2 revealed that " The teachers offer students to ask question and answer." The most or 6 (66.7%) of principals and vice principals response agree. This implies that teachers give opportunity for students to participate in learning and teaching process.

Item 3 deals with Students learn when there is interaction All most high numbers or 8(88.9%) encountered strongly agree. This means that teaching facts alone is not enough to prepare students for more understand.

Items 4 deals with there are timely effective communication between teachers and school leaders about active learning methods of teaching strategies. The most principals and vice principals 7(77.8%) response strongly disagree. This reflects that there are no effective communication between teachers and school principals about active learning methods.

The fifth Item of the questionnaire is "Teachers encourage students to communicate effectively. Regarding to this item, almost all 8 (88.9%) of the respondents showed their disagreement with the issues. So teachers oppose the idea of active learning offers opportunities for progress." Regarding this item, almost all (88.9%) of the respondents showed their disagreement with the issue.

The six items was " Teachers prepare their lesson plan in active learning ways. Against this most of principal and vice principals 7 (77.8%)response disagreement and this showed most teachers do not prepared their weekly lesson plan in active learning ways. The seventh Item was active learning is intellectually more stimulating. More of them 6 (66.7%) respondents reflect their agreement. This means active learning methods stimulating students to take part in learning and teaching process.

The eighth item was teachers have commitment to implement active-learning methods. High numbers 7 (77.8%) respondents showed their disagreement. This means most teachers have no commitment to implement active learning methods.

The ninth item was the class condition affects the implementation of active learning. The 5 (55.6%) respondents showed their agreements. This reflects the class condition affect the implementation of active learning.

The tenth Item was active learning prepares students for participation. High numbers of school leaders 7(77.8%) respond their agreement. This showed us most of school leaders know the advantages of active learning for active participation of students. The eleventh was 'there are timely effective communication between teachers and school leaders about active learning methods of teaching strategies for their own learning. Most of 5(55.6%) respondents showed their disagreement. This reflects there is no any effective communication to update the experience of teachers about active learning teaching strategies in the schools.

The twelfth item 12 was Active learning adds work load on teachers. Most 6 (66.7%) respondents showed their agreements. According to the view of principals and vice principals the active learning methods add work load on teacher.

The thirteenth item was 'lack of well training of teachers affect implementation of active learning'. High numbers 7 (77.8%) respondents showed their agreement. This reflect the most teachers lack of well training affect the implementation of active learning methods.

The fourteenth item was 'Active learning requires a lot of time. Most school leaders 6 (66.7%) showed the implementation of active learning requires a lot of time. This means they fear the need of time for implementation.

The fifteenth item was 'teachers use active learning methods in the classroom. Most numbers 7 (77.8%) response their disagreement. This showed the teachers do not practice active learning methods.

The sixteenth item was 'In using active learning, teachers find it difficult to cover the portion of the year prescribed'. Most numbers 5 (55.6%) showed their agreement. According to the school leaders view, the using active learning methods; the teachers find it difficult to cover the portion of the year.

The general analysis of all the items indicates that most teachers seem to have positive attitude towards active learning. But most of them do not implement different teaching strategies. This showed that students have no participation in their own learning and teaching process. According to the view of four principals and five vice principal's the practice of active learning is very low. In this line there is no commitment of teachers to implement the active learning methods.

4.3. Data Obtained through Questionnaire from Teachers

Respondents asked the questions about what is the active learning. From thirty eight teachers 21(55.3) define the meaning of active learning relatively. This showed that most of teachers have the awareness of the methodologies. But others do not define it accordingly. This reflects there is knowledge gap between teachers which affect the implementation of the methods.

Respondents asked about the attempts made for teachers understanding about of student-centered approach implementations as the school. All respondents showed the negative response. This means there is no any discussions about active learning to develop the teachers understanding .Fore this reason, the lack of any discussion is one of the factors that hinder teachers from implementing student-centered approach.3.3 item asked the different strategies teachers used in classroom. From 38 teachers 27(71.1) used traditional ways of teaching. Example most of the time they used lecture, individual work and class activities. This is the opposite of active learning methods. So the current ways of teaching of teachers affect the modern ways of learning and teaching process. Item 3.4 ask how teachers have adequate orientation about active learning methodologies. All teachers showed negative response. This reflects discussion about active learning. It confines teachers from implementing the methods. Respondents asked about the challenges that affect the implementation of the active learning. Most of teachers 36(94.7) stated some of the challenges. For example, lack enough time, low interested participation of students, problems of high numbers of students, low commitment of teachers, negative perception of teachers, lack of enough knowledge of teachers, lack of research to solve the factors, that affect the implementation, condition of class and facilities in the class. But 2(5.3%) do not stated any ideas on this item.

Respondents asked about how is an official give any orientation to teachers to implementing active learning. Almost all teachers respond negatively. This showed there are any orientation given to teachers for the implementation of active learning .respondents asked whether there is experience sharing among experienced and newly employed teachers about the implementation of active learning methods or not . Most of teachers 32(84.2) respond negatively. This showed that there is lack of experience sharing between different experienced teachers which is one of the factor that affecting the implementation of active learning. Item 3.9 ask the teachers to specify the problems that hinder the implementations of active learning. Many teachers specify some the problems like, demonization of teachers by low interests of student’s participation in the classroom. This is problem affect the implementation of active learning methods.

Table 4.8: Frequency Distribution of Data Collected Challenges and Perceptions of teachers on factors affecting on active learning methods

No	Items	1=S.disagree		2=disagree		3=unde cide		4=Agree		5=S,Agree	
		F	%	F	%	F	%	F	%	F	%
1	Students work in pair by their interests for more understanding.	29	76.3	7	18.5			2	5.2		
2	Students are actively participating in the classroom.	3	7.9	33	86.8			2	5.3		
3	Teachers offer students for involvement in teaching and learning process.	2	5.3	1	2.3			26	68.4	9	24
4	The low participation of students in the classroom demotivated teachers from implementation of active learning?	1	2.3	3	8			28	73.7	7	18.4
5	Teachers have adequate training on the implementation of active learning?	1	2.6	3	7.9			4	10.5	30	79
6	Student-center learning requires a lot of time.	2	5.2	4	10.5			27	71.1	5	13.2
7	Using student-center learning hinder for covering the portion of the year prescribed.	1	2.6	1	2.6	1	2.6	32	84.2	3	8
8	Student-center learning add work load on the teachers.			1	2.6			34	89.5	3	7.9
9	Lack of well knowledge of teachers about active learning affects the implementation.	1	2.6	2	5.2			8	21.1	27	71.1
10	There is effective communication about student-center methods between school leaders and teachers affect the implementation.	2	5.2	2	5.3			30	79	4	10.5

The first item deals with whether students work in pair by their interests for more understanding or not. In regard the majority 29(76.3%) of respondents showed strong

disagreement. This implies that the interest of students in pair work is very low in teaching and learning process and may cause for demonization of teachers to implement active learning. The second item was Students are actively participating in the classroom. In this case 33(86.8 %) the respondents are showed that disagreement. So the participation of students is very low in the classroom. The third item was 'teachers offer students for involvement in teaching and learning process'. A great numbers 26(68.4%) respondents replied that agreed. From the above information it is possible to say that teachers encourage students to involve in teaching and learning process.

The fourth item was 'the low participation of students' demotivated teachers from implementing of active learning'. Accordingly 28(73.7%) of respondents said that poor participation of students demotivate teachers from implementing the active learning methods. The fifth item was lack of training for teachers affect the implementation of active learning. In this regards 30(79%) of respondents replied that strongly agreed. This means the training of teachers decisive for implementation of active learning. The sixth item was 'Student-centered learning requires a lot of time. Against this statement 27(71.1%) respondents reflect their agreement. So the implementations of student-centered methods need additional time in the teaching and learning process. In line of this, the seventh item was using student-center learning hinder for covering the portion of the year prescribed. The 32(84.2%) also showed their agreement. This means if the teachers use active learning they cannot cover the portion as it planned for the year. The eighth item 8 was Student-center learning add work load on the teachers. According to 34(89.5%) respondents showed their agreement. This reflect the implementation of active learning add work load on teachers.

The ninth item was 'lack of well knowledge of teachers about active learning affects the implementation. 27 (71.1%) respondents showed the strongly agreement. This means the lack of well knowledge of teachers affecting the implementation of active learning. The tenth item was 'lack of effective communication about student-center methods between school leaders and teachers affect the implementation'. The most respondent 30(79%) replied agreed. This reflects the lack of effective communication among teachers and school leaders affecting the implementation of student-centered methods.

The general analysis of all the items indicates that there are many challenges that affect the implementation of active learning method. Among of these: the interest of students in pair work is very low in teaching and learning process and the case for demonization of teachers to implement active learning, the participation of students is very low in the classroom,, low participation of students are demotivated teachers from implementing the active learning methods, Lack of well training of teachers affect the implementation of active learning, the implementation of student-centered methods need additional time in the teaching and learning process, using student-center learning hinder for covering the portion of the year prescribed, the implementation of active learning add work load on teachers, the lack of well knowledge about active learning of teachers affecting the implementation of the method, the lack of effective communication among teachers and school leaders affecting the implementation of student-centered approach.

Table 4.9: Frequency and percentages of teachers’ use of Active Learning Strategies

No	Item	5=always		4 =frequently		3 some times		2 =rarely		1 =not at all	
		F	%	F	%	F	%	F	%	F	%
1	Brain storming			2	5.3	27	71	9	23.7		
2	Cooperative learning	1	2.6	3	7.9	6	15.8	28	73.7		
3	Field trip					5	13.2	31	81.5	2	5.3
4	Group work			25	65.8	8	21	5	13.2		
5	Question and Answer	26	68.4	4	10.5	7	18.4			1	2.6
6	Demonstration			4	10.5	3	7.9	7	18.4	24	63.2
7	Debating			3		5	13.2	28	83.7	2	5.3
8	Lecture/ explanation	25	65.8	8	21	5	13.2				
9	Project method			3	7.9	6		29	76.3		
10	Problem solving method	2	5	1	2.5	9	24	23	60.5	3	8
11	Peer Teaching					6	15.8	27	71	5	13.2
12	Role-playing			3	7.9	4	10.5	28	73.7	3	7.9

As can be seen from table 4.9 different active learning strategies were provided as representatives. Accordingly, the frequency distribution of the use of these strategies by respondents is presented as follows.

The pedagogical shift from, teacher- centered approach, to student- centered / active learning, requires a fundamental change in the role of the educator from that of a didactic teacher to that of a facilitator of learning. The common element in the active learning approach is that teachers are removed from their role of standing at the front of a classroom and presenting the material. The students are placed in to the position of teaching themselves, and the instructor is converted into a coach and a helper in the process (Chet et al, 1993).

Table 4.6 pointed out that the response of respondents asked the teachers to what extent they use different teaching strategies in the classroom. Example the first ask to what extent teachers use brain storming. Most teachers 27(71%) respond sometimes. But the second item ask how you often use cooperative learning. The most numbers 28(73.7%) use rarely. This reflects many teachers do not give opportunities their students for cooperative learning. In this table item three asked in what extent they use field trip. The high numbers 31(81.5%) respondents showed their view rarely.

The fourth item showed that how is the teachers use group work. Most numbers 25(65.8%) said teachers used frequently. The fifth Item was question and answer. Most 26 (68.4%) showed teachers used question and answer method of teaching always.

The sixth item was a show how is teachers use demonstration. High numbers 24(63.2%) do not use demonstration. The seventh item deals with how is the extent teachers use debating method. Most teachers 28 (83.7%) respond rarely. This means the students do not learn by debating. The eight item was how is the extent teachers use lecture/ explanation/method. Most numbers 25(65.8%) always used lecture or explanation. This showed that, students are the receiver of information from teacher.

The ninth item 9 was showed how teachers used project method is. Most numbers 29(76.3%) replied that teachers rarely used project method of teaching. The tenth item was Problem solving method. Most 23(60.5%) respondents used rarely. This reflects that students have no participating in problem solving. Respondents asked that how much teachers used peer

teaching in the classroom. The 27 (71%) teachers report that the use of peer-teaching is rarely. This showed that all most all students do not engage in peer-teaching. Item 12 ask many teachers used role-playing teaching method. Again 28 (73.7%) teachers showed the use of role playing is rarely. This reflects students have no participation in role playing.

The general analysis of all the items indicates how the teachers used different student-centered approach. Among of them the teachers do not implement in the classroom some of student-centered methods. Example: teachers do not give opportunities for their students for cooperative learning; the teachers do not use demonstration, the students do not learn by debating, the teachers used lecture or explanation, students have no participating in problem solving, the use of peer-teaching is rarely and Students have no participation in role playing.

Table 4.10. Frequency and percentage of teachers’ factors affecting of Active Learning Strategies

No	Factors Affecting Implementation of Active learning	4=M.serious		3=serious		2=undecide		1=not serious	
		F	%	F	%	F	%	F	%
1	Teachers’ use lecture method	31	81.6	6	15.8	1	2.6		
2	Shortage of time to practice active learning in classroom	26	68.4	10	26.3			2	5.3
3	Students’ lack of interest in active learning	33	86.8	5	13.2				
4	Teachers’ lack of interest in active learning	6	15.8	5	13.2			27	71
5	Lack of well training of teacher.	28	73.7	9	23.7			1	2.6
6	Lack of work shop for teacher to update perception of teacher.	5	13.2	29	76.3			4	10.5
7	Large class size	32	84.2	5	13.2			1	2.6
8	Teachers’ belief and perception	3	7.9	31	10.5	81.6		4	10.5
9	Students’ belief and perception	1	2.6	34	89.5	1	2.6	2	5.3
10	Diversity of students’ interest	8	21	30	79				
11	Some students’ dominance during group activities	36	94.7	2	5.3				
12	The design of the teaching text book			2	5.3	2	5.3	34	89.5

Table 4.10 shows factors affecting teachers’ implementation of active learning. In this part there were twelve factors assumed to be affecting the implementation of active learning.

Respondents asked that how the teachers' use of lecture method affects the implementation of active learning. According to 31(81.6%) it is the most seriously affect the active learning method. This implies the uses of active learning methods are affected by traditional ways of teaching. In the same table, respondents asked that how the shortage of time to practice active learning hinders the implementation of active learning. Most of them or 26(68.4%) respondent's reflect their view one of the most seriously affecting the practice of active learning in the classroom. Inline to this, respondents asked that how the students' lack of interest affect the active learning. High numbers of teachers 33 (86.8%) respondent's showed their response it is the most seriously affecting the implementation of active learning method.

Respondents asked that how the teachers' lack of interest is affects the active learning. According to 27(71%) teacher's response, the lack interest of teachers not seriously affects the practice of active learning method. This tells us the teachers have interest in active learning method which they cannot implement in the classroom. Again the respondents asked that how the lack of well training of teacher is affects the implementation of active learning. As 28(73.7%) respondents view, the lack of well training of teachers is the most seriously affecting the implementation of active learning strategy. Respondents asked that how is the lack of workshops for teacher to update their perception about active learning. Large numbers 29(76.3%) respondents replied that as it seriously affect the practicing of student-centered approach. This showed that lack of work shop and off job and on job training about active learning affect the implementation of the methods.

Respondents asked that how the large class size is affects the implementation. All most all 32(84.2%) respondents' responded that it is the most seriously affects the implementation of active learning .This also showed the numbers of students are above standards in the classroom. respondents asked how is the teachers' belief and perception hinder the practice of active learning. Great numbers 31(81.6%) showed their response the belief and perception teachers seriously affecting the implementation of active learning.

Respondents asked that how is the belief and perception and diversity of students' interest affecting the implementation of active learning. The most 34(89.5%) and 30(79%) respectively respond the perception and diverse interest of students seriously affect the implementation of active learning methods. Respondents asked that how is the some students'

dominance during group activities affect the practice of student-centered approach. Large numbers 36 (94.7%) responded it is the most seriously affect the practice of active learning. This showed while the teachers give group activities, it is done by some students. This reflects all members of students do not participate in activities. Respondents asked that how the design of the teaching text book is affects the implementation of active learning methods. Accordingly, 34 (89.5%) responded that it is not seriously affect the practicing of active learning. This showed that the preparation (design) of text books is not affecting the implementation of active learning. But the teachers don't used accordingly. The general analysis of all the items indicates the factors that respect with activities of teachers used in different student-centered approach. Among of them the teachers' use of lecture method affects the implementation of active learning, the shortage of time to practice active learning hinders the implementation of active learning, the students' lack of interest affect the active learning, the lack of well training of teacher affects the implementation of active learning, the lack of workshops for teacher to update their perception about active learning, the large class size affects the implementation, the belief and perception teachers seriously affecting the implementation of active learning, the belief and perception and diversity of students' interest affecting the implementation of active learning, the some students' dominance during group activities affects the practice of student-centered approach.

Generally, it is very difficult to apply active learning to large classes and in a situation of classroom is not comfortable. The lack of well training of teachers, lack of workshop for teachers to update their perception and believes, shortage of time to follow the all students participation in the classroom, low commitment of teachers to implement the methods, no experience among experienced and newly employed teachers and etc. are the most serious factors that affect the implementation of active learning. These implies that the uses of active learning methods affected by traditional ways of teaching. Students on their part indicated factors that affect their participation in active learning.

Table 4.11 Activities of teachers and students in the classroom.

No	Items	Yes	%	No	%
1	Arranging students for different classroom activity			4	100
2	Clarifying the learning objectives	3	75	1	25
3	Encouraging students to become active participant	3	75	1	25
4	Giving direction about procedures and activities	1	25	3	75
5	Using different instructional methods to implement active learning			4	100
6	Managing the class for active learning implementation			4	100
7	Using questions to obtain students' ideas	3	75	1	25
8	Students are actively participate			4	100
9	The teachers' gives group work activities, for the learners to participate			4	100
10	The teacher follows up students' participation	1	25	3	75
11	Students are discussing issues in groups			4	100
12	Students are taking part in peer-teaching	1	25	3	75
13	Students are practicing demonstration			4	100
14	The teacher checks and gives constructive feedback to students work	1	25	3	75
15	Students are participating in problem solving activities			4	100
16	Students are playing roles	1	25	3	75

In table 4.11 above, the classroom observation result indicates that majority of the activities expected to be practiced by the four different teachers were observed. For instance, from four teachers observed 100% of them do not arranging students for different classroom activities. But most of them 3(75%) clarifying the objectives of learning and encouraging students to become active participant. From four teachers observed, 3(75%) of them do not giving direction about procedures and activities done in the classroom. Again as the researcher observed how the teacher using different instructional methods to implement active learning. All of them are 4(100%) do not used different instructional methods of teaching and managing the class for active learning implementation. But most of them are 3(75%) using questions to obtain students' ideas. Since the teachers give chance for students for participation they cannot actively participate in classroom. Respondents asked that whether teachers' gives group work activities, for the learners to participate. From 4(100%) of observed teachers no one gives group work activities to learners for participation and the students do not discuss by their groups. Generally the teachers do not give group work and the students cannot actively participate in teaching and learning process.

Table 4.12 Classroom condition observation

	Class room condition	yes	%	No	%
1	Classroom condition				
1.1	Is there enough sitting space for all students?			4	100
1.2	Are the seats movable?			4	100
1.3	Is the classroom layout arranged to facilitate active learning?			4	100
1.4	Is there enough space for movement between desks?			4	100
1.5	Is the class size appropriate?			4	100
1.6	Is there group work activity?	1	25	3	75

In table 4.12 above, the classroom observation result indicates the class condition is almost all not suitable for implementation of active learning. For example there is non enough sitting space, the sitting are not movable, the class arrangement is not facilitated for implementation of active learning methods and the class size is not appropriate for active learning methods.

Table 4.13: Teachers' Activity

	Teachers' Activity	yes	%	No	%
2.1	Arranging students for different classroom activity	4	100		
2.2	Clarifying the learning objective	3	75	1	25
2.3	Giving direction about the procedures and activities	3	75	1	25
2.4	Using different instructional methods to implement active learning.	3	75	1	
2.5	Encouraging students to become active participant	4	100		

In table 4.13 above, the classroom observation result indicates that majority of the activities expected to be practiced by the four different teachers were observed. For instance, from four teachers observed 100% of them are more active than students to explain, monitoring and describing the lesson. Most of teachers do not prepare the classroom for implementation of active learning and use an exercise to obtain students 'knowledge and skill.

Generally they used traditional ways of teaching which controversy with modern ways of teaching. This makes students more listening and passively receives the information.

4.4. Data Obtained through interview from Teachers.

The interviewee asked that how a teacher is feeling implement active learning in classrooms and mention some challenges that hinder the methods of teaching. The interview with the teachers examined how they feel the implementation of active learning and the challenges that hinder the methods. General statements indicate the negative feeling towards the implementation of active learning in the classroom. The researcher asks the challenges that hinder the implementation of active learning. As the teachers (Desta and Adisu): They are really interested and believe in the views of active learning. But according to those teachers interview, “many teachers do not implement the methods. As those teachers, the students do not like to be taught by active learning method. As both teachers said, “the most of teachers also think teaching in active learning was the wastage of time.” It is also very difficult to apply active learning to large classes. According to those teachers one of the most serious factors affecting the implementation of active learning is lack of commitment of teachers to implement active learning methodologies.”

As the researcher interviewed (x) and (y) pointed out that active learning in the teaching and learning process is very crucial. “Since many teachers do not take any training that improves our using different methods of teaching the implementation of active learning. The active learning methods engage students in teaching and learning process. It also enhances the capacity of participation. It develops social skills, cooperative working, builds the ability of generating ideas and reporting information. It makes students more effective in learning and teaching process. It increases the spirit of self- esteem and succeeds together. Again it builds the feel of team and personal accountability for conceptual understanding. Generally, if it applies according to its science it improves the ability of working together for achieving the goal of education by upholding the norms of group success.

Moreover the interviewee asked that how does teachers practice this strategy in your classroom and mention some of the strategies they employed as well as the challenges faced them. According to those teachers (Desta and Adisu) the answer is negative. “The challenges were:

Lack of learner's interest to participate in learning and teaching process.

Lack of teacher's commitment to apply active learning methods.

The negative perception of teachers in the case of time and covering of prescribed portion of the year.”

The other Interviewee asked that how do teachers think the training of newly employed teachers affect the implementation of active learning and specifies their reasons. According to the view of teacher (x): “the newly employed teachers have no enough knowledge of teaching methodologies. For example the degree holders those who did not taken any teaching methodology affect the implementation of active learning. As we observe in our school, there are three degree holders newly employed those do not use different teaching strategies in which we seen by internal supervision.”

The interviewee asked that how teachers do think the way of teachers has been taught affect the implementation of active learning. According to teacher Yohanis “the ways of teachers have been taught seriously affect the implementation of active learning. I am really, the low interest and believe of teachers affect the practice of active learning. As many teachers said; “thought in using active learning was wastage of time and difficult to cover the portion of the year.” So I cannot see the practice of active learning from many teachers in our school. I do not observe in my school the engagement students in teaching and learning process which demotivated teachers to implement the methods. Generally the ways teachers used to teach is highly affect the practicality of active learning methods.”

Table 4.14: Frequency and percentages of students' view on Active Learning Strategies

No	Items	Yes	%	No	%
1	Do teacher use a demonstration way of teaching in the classroom?	13	20	52	80
2	Do teachers use group work way of teaching?	18	27.7	47	72.3
3	Do you learn in a debate ways of learning method?	4	6.2	61	93.8
4	Do teachers give opportunities to ask question and answer in the classroom?	43	66.2	22	33.8
5	Is that your classroom condition suitable for implementation of active learning methods?	2	3	63	97
6	Is the project given to you?	42	64.6	23	35.4
7	Do the teacher teach you in filled trip way?	56	86.2	9	13.8
8	Do you learn most of the time by lecture methods?	59	90.8	6	9.2
9	Do students learn from each other in a classroom?	3	4.6	62	95.4
10	Do you have a group members for class discussion	57	87.7	8	12.3
11	While students discuss in the classroom, do teachers follow up them?	17	26.2	48	73.8
12	Does the teacher give feedback after group discussion?	12	18.5	53	81.5
13	Do teachers teach in active learning methods?	4	6.2	61	93.8
14	Do teachers give correction for home work and class work?	57	87.7	8	12.3
15	Do teachers use different teaching strategies?	16	24.6	51	84.4
16	While you are doing group work, all group members actively participate?	4	6.2	61	93.8
17	Do teachers use teaching aids in the classroom?	38	58.5	27	41.5
18	Do you think most of students participate in classroom?	9	13.8	56	86.2
19	Do teachers give awareness on the active learning methods?	2	3	63	97

Table 4.14 shows factors affecting students' on the implementation of active learning. In this part there were twenty factors assumed to be affecting the implementation of active learning.

First the respondents asked that how is teachers' use of demonstration method to implement active learning. According to 52 (80%) respondents many teachers do not use the demonstration ways of teaching This implies that the students do not learn by seeing and observing way. uses of active learning methods are affected by traditional ways of teaching. Second students asked how teacher apply group work way of teaching. As 47(72.3 %) most of teachers do not apply a group work ways of teaching in the classroom.

Students asked how the teachers use debate ways of teaching. According to 61(93.8 %) all most all teachers do not use debate way of teaching method. This implies that the students do not practice group debate learning. Item 4 ask how teachers give opportunities to ask question

and answer in the classroom. Most 43(66.2%) respond positively. This reflects that teachers give opportunities for students to participate in the classroom for self-learn. Students asked that how the classroom condition suitable for implementation of active learning methods. According to 63(97%) the classroom condition totally not suitable for implementation of active learning methods. Students asked that how is the teachers given a project for students for more learn. As 42(64.6%) high numbers of teachers give project for students. Students asked that how the teachers teach by a filled trip. According 56(86.2%) respondent teachers do not teach by filled trip. This showed the students do not learn by observing out of the classroom. Respondents asked that how teachers is use lecture methods. According 59(90.8%) respondents all most all teachers use lecture method which is a traditional ways of teaching and make students passive. Students asked that how is the student learn from each other in a classroom. According 62(95.4 %) respondent view any students do not learn from each other. Students asked that if the students have a group members or not for class discussion. As 57(87.7%) respondents the students have group members for class discussion. Students asked that during students discuss in the classroom, how the teachers follow up the class discussion. According to 48 (73.8%) respondents the teachers do not follow up the student's group discussion. Students asked that how the teacher is gives feedback after group discussion. High numbers 53(81.5%) of respondents showed their negative response. So the teachers do not give feedback for students' group discussion. Respondents asked how a teacher is teach in active learning methods. According to 61(93.8%) respond negatively. This showed that the teachers do not implement active learning.

Respondents asked that how is a teacher give correction for home work and class work. As 57(87.7%) respondents most of teachers give correction for home and class work. This implies that the student's group and class work corrected by their teachers. Respondents asked how teachers use different teaching strategies in their teaching is. According to 51(84.4%) respondents the teachers do not use different teaching strategies which are the one of the factor that affects the implementation of active learning. Respondents asked while the students are doing group work, all group members actively participate. High numbers 61(93.8%) respond negatively. This showed the group work of students done by few numbers of group numbers which make most students dependents. Respondents asked that how is a teacher use teaching aids in the classroom. According to 38(58.5%) respondents the teachers

used teaching aids in the classroom to make education more practical. Question presented to student respondents how is the most of students participate in classroom. As 56(86.2%) respondents the students do not actively participate in the classroom. respondent asked how is teachers give awareness on the active learning methods. According to 63(97%) respondents the teachers do not give awareness about active learning.

The general analysis of all the items indicates that most teachers' activities to implement active learning are negative according to the student's response. For example the teachers do not used: demonstration ,apply group work, debate way of teaching method, the classroom condition totally not suitable for implementation of active learning methods, teachers do not used filled trip. Teachers use lecture methods, students do not learn from each other, the teachers do not follow up the student's group discussion, the teacher do not gives feedback after group discussion, the teachers do not use different teaching strategies, the group work of students done by few members of group numbers, the students do not actively participate in the classroom and the teachers do not give awareness about active learning. Generally most the teachers do not implement different teaching strategies. This showed that students have no participation in their own learning and teaching process. According to the view of sixty-five students the practice of active learning is very low. In this line the active participation of students in implementation of active learning methods is affected by above different factors.

4.5. Discussion of Results

In this part of the paper an attempt is made to explain the results of the study with reference to the basic questions formulated under the statement of the problem.

The major ideas of the discussion are:

1 Factors affecting the implementation of active learning method negatively in terms of:

1.1 Teachers and school leaders related factors.

1.2 Student related factors.

1.3 School facilities related factors.

Teachers and school leaders related factors: Lack of adequate training of teachers on student-centered approach seriously affects the implementation of active learning methods. Lack of commitment, workshops for teacher to update perception and knowledge and lack of effective communication about student-centered approach among teachers, schools leaders and other educational officials and the negative perception of teachers in the case of time and covering of prescribed portion of the year highly affect the methods.

Student related factors: Low participation in classroom and the some students' dominance during group activities affect the implementation of active learning methods.

School facilities related factors: The large numbers of students in the classroom, there is no enough sitting space for all students for group work movement in the classroom, the seating arrangement is not movable and the class size is not appropriate for implementation of active learning method and affect the practice of active learning.

Therefore, as collected data from questionnaire, observation checklist and interview the study shows that the level of pre-service and short term training is insufficient. Hence, the absence of organized training, low commitment of teachers to implement and the absence of effective communication are negatively affected the implementation of active learning methods. In line to these, the low participation of students, dominance of few students during group activities and the unfavorable condition in schools also affect the implementation of active learning methods.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and major findings are made. Second, conclusions of the basic finds are drawn. Lastly; some possible recommendations are forwarded on the basis of the findings of the study.

5.1. Summary

The purpose of this study was to assess the factors affecting the implementation of active learning approach in some selected upper primary government schools of Chomen Guduru worda. In order to achieve this purpose, the following questions were raised in the study.

1. Is there effective communication between teachers and school leaders about methodologies that affect the implementation of active learning methods?
2. What are the students, teachers, class size and nature of class room related factors that affect the implementation of active-learning?
3. Do teachers have adequate training in the methodologies that affect the implementation of learner-Centered approach?
4. What is the perception of teachers and students on the implementation student-centered methodologies?

The data were gathered mainly through questionnaires, observation check list and interview from all respondents. The data obtained were analyzed in percentage. Based on the analysis of the data the following findings were obtained from the study.

Based on result of study, the researcher was summarized the research as follow:

The implementation of active learning is affected by three main factors. Those are teachers, students and school facilities related factors.

Teachers Related Factors; Lack of adequate training on student-centered approach, lack of commitment, lack of workshops for teacher to update their perception and knowledge, lack of

timely effective communication about student-centered approach among teachers, schools leaders and other educational officials.

Students Related Factors: Low participation in classroom and the some students' dominance during group activities.

School Facilities Related Factors: The large numbers of students in the classroom, there is no enough sitting space for all students for group work movement in the classroom, the seating arrangement is not movable a the class size is not appropriate for implementation of active learning method. Based on the analysis of the data the following findings were obtained from the study.

5.2. Major Findings

5.2.1. Teachers and School Leaders Related Factors were the following:

Lack of well training on student-centered approach, lack of commitment of teachers to implement the active learning methods, lack of workshops for teacher to update their perception about active learning, lack of timely effective communication about student-centered approach among teachers, schools leaders and other educational officials. The use of lecture method affects the implementation of active learning. The teachers do not use different teaching strategies in which we see by class observation. The perception and believe of teachers also the most serious factors for implementation of active learning methods. For example: teachers perceive the implementing the active learning add work load on teachers and need a lot of time. In other way, teachers see active learning as to difficult to cover the portion prescribed of the year. Teachers do not prepare their weekly lesson plan in active learning ways Low consideration about active learning from school leaders and other officials.

5.2.2. Students Related Factors were

Low participation in classroom, the some students' dominance during group activities affects the practice of student-centered approach and Students low interest to participation in the classroom demotivated teachers

5.2.3. School Facilities Related Factors were

The large class size affects the implementation of active learning methods, there is no enough sitting space for all students for group work movement in the classroom, the seating arrangement is not movable and suitable for students, the classroom layout arrangement is not facilitate for active learning, and there is no enough space for movement between desks and The class size is not appropriate for implementation of active learning method.

5.3. Conclusion

Based on the findings of the study, the following conclusions were drawn. The implementation of active learning is affected by three main factors. Those are teachers, students and school facilities related factors.

With regarding to teachers, there are many problems which hinder the implementation of active learning methods. Those are the issues of teachers training, commitment, and giving low attention to the methods. In other way, lack of any workshop to update the perception and believe of teachers and lack of effective communication between teachers, school leaders and other educational officials are highly influence the practices or implementation of active learning methods.

In other hand, the negative attitudes of students towards of active learning methods also affect the implementation of active learning. For example; they have low participation in the class which demotivated their teachers from implementing the methods. In line to this, the dominance of few students during group activities also the factors that affect the implementation of active learning methods.

The third factor is school conditions and facilities that affect the implementation of student-centered approach. These are large numbers of students in the classroom; sitting arrangements and size of the class are the school facilities which affect the implementation of active learning. Those three main factors that affect the implementation of active learning were identified. These imply that the teachers use the traditional ways of teaching which is contrary with active learning methods. This shows that the teaching and learning process in current practices is not aligned with the Ethiopian education policies objectives. So it needs attention by all education stakeholders to improve learner-centered methods. This concluding section

explains findings and links them with main research questions answered. It also gives recommendation. The suggestions for further research are forwarded.

5.4. Recommendations

Based on the finding of the study the researcher attempted to recommend the following:

Teachers' Training (Higher institutions): It is difficult to realize the intended objectives and practices without considering the training of teachers at higher institutions. As the researcher reflect on the findings the training of teachers have great impact on the implementation of active learning. Based on this finding, the following recommendation is forwarded for the improvement of teachers training. The researcher would like recommend the higher institutions to consider the pre-services teacher training about active learning methods. It hinders the implementation of active learning methods. Therefore, it is important to conduct pre- service training so that their use of active learning strategies will be improved. The higher institution also offers short-term trainings that can improve new teachers understanding and skills of using active learning methods.

School Leaders: As the finding showed there were no any workshops and communications to update the perception and believe of teachers about active learning. This is also affecting the practice of active learning methods. So the researcher would like to recommend the school leaders to have timely effective communication and work shop to update the knowledge and perception of teachers for implementation of active learning methods. New degree employed teachers can get plenty of opportunities experience sharing from experienced teachers. So the school leaders should have to prepare experience sharing workshop at school level once time in month.

Teachers: Based on the finding the researcher would like to recommend teachers to develop self-commitment to implementation the active learning methods. The teachers also use different teaching strategies and do not use traditional ways of teaching which controversy with active learning is. In other way, the teachers also change the perception and believe that the implementation of active learning add work load and difficult to cover the portion of the year prescribed. Educational officials and school leaders should encourage teachers to implement the methods.

Students: as the findings showed the low participation of students in the classroom is one of the factors that affect the implementation active learning methods. This is also demotivated the teachers from implementing the methods. With this line the some students' dominance during group activities also affects the practice of student-centered approach. Based on these result the researcher would like to recommend the students develop the habit of active participation in the classroom and involve in all group activities. They also increase the interest of participation in classroom for self-understanding and future fruitfulness. In other way, every student develops self confidence in teaching and learning process.

5.4.1. Regarding Relating to School Facilities related factor the following recommendation is made

1. Class size

The large Class size was one of the major factors which hinder the implementation of active learning. The researcher would like recommend that the stakeholders make students number as standard form in the classroom (1:50). The condition of the classrooms and the number of students do not match in the study area and this affects the implementation of active learning. In addition to this, government bodies and non-Government organization have to construct extra classes to solve the problem.

2. Classroom conditions

The result of this study showed that the classroom condition to implement active learning tends to be low. The major reasons appear to be, large class size, lack of resources such as, non- movable desk, the space of sitting arrangement the size of classroom and are the factors that hinders the methods from the implementation of classroom. Depending on these result the researcher would like recommend the school leaders, parents, parent teacher association (PTA) and kebele school board (K.Sc.B) work cooperatively in allocating the budget to constructing extra classroom to solve these problem. In line of the Woreda educational office employ additional teachers for schools.

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APPENDIX –A

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE SET FOR SCHOOL PRINCIPAL AND VICE PRINCIPALS.

Dear respondent!

The purpose of this questionnaire is to collect primary data for master' thesis entitled Factors Affecting the Implementation of Student-Centered Approach in Chomen Guduru Woreda some Government selected primary schools. Your information will be kept confidential and used only for academic purpose .Hence your genuine information would have paramount importance for the completion of this study.

Thank you!

General direction

- i. Please do not write your name on the questionnaire.
- ii. Please follow the instructions when filling out the questionnaire.
- iii. For question items that require your opinion or comments, please give short answer in the space provided.
- iv. You can leave the questions on which you do not have adequate information.
- v. Circle the letter for those questions prepared in the form of choice.
- Vi. Put “x” marks for the questions in the table.

Part one: General information.

1.1 Name of CRC (Cluster Resource Center)_____.

1.2 Name of school_____.

Part two: Socio demographic characteristics:

2.1 sex a. Male b. Female

2.2 Age _____

2.4 Level of education:

- a. TTI b. Diploma c. Degree d. MA e. Other

2.5 Experience in the work area in years _____

Part three: The following questions are concerned to gather information about student-centered approach methods. Hence answer the question by circling the letter.

3.1 What is active learning for you? _____

3.2 What are the attempts made for teachers to understand and implement active learning in your school?

a. _____

b. _____

c. _____

3.3 Discuss the different methods of teaching strategies that teachers are using.

a. _____

b. _____

c. _____

d. _____

3.4 Do teachers have adequate orientation about active learning methodologies? a.yes b.no
c. I don't know

3.5 If your answer for question of 3.4 is ' b' what is reason: _____

_____.

What is the solution? _____

3.6 What are the challenges to implement active learning?

a. _____

b. _____

c. _____

d. _____

3.7 Is there any orientation from any officials given to teachers about implementation of active learning? a. yes b. no

3.8 Is there experience sharing between experienced teachers and newly employed teachers about active learning methods? a. yes b. no

3.9. Please specify the problems that made teachers demotivate from implementing active learning. _____.

_____.

Part four:

Instruction: Items related to your knowledge and experiences on active

Learning strategies are provided below. Please give your appropriate response to each item based on your understanding and experience. Your responses could vary from “Strongly agree” to “strongly disagree” use tick “√” mark to give your responses.

Key: 5 = strongly agree 4=Agree 3 = Undecided 2=Disagree 1 = Strongly Disagree

no	Items	5	4	3	2	1
1	Student work in pair by their interest for more understanding.					
2	The teachers offers students to ask question and answer and they are actively participating in the class.					
3	Students learn when there is interaction.					
4	There are timely effective communication between teachers and school leaders about active learning methods of teaching strategies.					
5	Teachers must encourage students to communicate effectively.					
6	Teachers prepare their lesson plan in active learning ways.					
7	Active learning is intellectually more stimulating.					
8	Teachers are commitment to implement active-learning methods.					
9	The class condition affects the implementation of active learning.					
10	Active learning prepares students for participation					
11	Teachers make students to responsible for their own learning.					
12	I know that active learning adds work load on teachers.					
13	Lack of well training teachers affect implementation of active learning.					
14	Active learning requires a lot of time.					
15	The implementation of active learning requires well- trained teachers.					
16	In using active learning, teachers find it difficult to cover the portion of the year prescribed..					

Thank you!

APPENDEX –B

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE SET FOR SCHOOL TEACHERS.

Dear respondent!

The purpose of this questionnaire is to collect primary data for master' thesis entitled Factors Affecting The Implementation of Student-centered Approach In Chomen Guduru Woreda Government Some Selected Primary Schools. Your information will be kept confidential and used only for academic purpose .Hence your genuine information would have paramount importance for the completion of this study.

Thank you!

General direction

- i. Please do not write your name on the questionnaire.
- ii. Please follow the instructions when filling out the questionnaire.
- iii. For question items that require your opinion or comments, please give short answer in the space provided.
- iv. You can leave the questions on which you do not have adequate information.
- v. Circle the letter for those questions prepared in the form of choice.
- vi. Put “x” marks for the questions in the table.

Part one: General information.

1.1 Name of CRC (cluster Resource Center)_____.

1.2 Name of school_____.

Part two: Socio demographic characteristics

2.1 sex a. Male b .Female

2.2 Age_____

2.4 Level of education:

- a. .TTI b. Diploma c. Degree d.MA e. other

2.5 Experience the work area in years _____

Part three: The following questions are concerned to gather information about on student-cent red approach methods. Hence answer the question by circling the letter.

3.1 What is active learning for you? _____

3.2 Indicate some of active learning methods you used.

a. _____ b. _____

c. _____ d. _____

3.3 Do you have adequate understanding or orientation about active learning methodologies?

a. yes b. no

3.4 If your answer for 3.3 is 'b' please specify the reasons:

1. _____

2. _____

3. _____

What is the solution _____

3.5 What are the challenges constraints from implementing of active learning?

a. _____

b. _____

c. _____

What are the solution _____?

3.6 Is there any orientation from principal, supervisor and other officials given to you about implementation of active learning? a. yes b. no

3.7 Is there any orientation from any officials given to teachers about implementation of active learning? a. yes b. no

3.8 Is there experience sharing between experienced teachers and newly employed teachers about active learning methods? a. years b.no

3.9. Please specify the problems that made teachers demotivate from implementing active learning? _____

Part four.

Instruction: Items related to active leering strategies are provided below. Please give your understanding and experience .your responses could vary from “strongly disagree” to “strongly disagree” use ‘x’ mark to give your responses.

Key: 1=strongly Disagree 2=Disagree 3=Undecided 4= Agree 5=strongly Agree.

No	Items	1	2	3	4	5
1	Students work in pair by their interests for more understanding.					
2	Students are actively participating in the classroom.					
3	Teachers offer students for involvement in teaching and learning process.					
4	The low participation of students demotivated teachers from implementing of active learning.					
5	Lack of well training of teachers affect the implementation of active learning.					
6	Student-center learning requires a lot of time.					
7	Using student-center learning hinder for covering the portion of the year prescribed.					
8	Student-center learning add work load on the teachers.					
9	Lack of well knowledge of teachers about active learning affects the implementation.					
10	Lack of effective communication about student-center methods between school leaders and teachers affect the implementation.					
11	Perception of teachers negatively affects the implementation of active learning.					
12	The class conditions negatively affect the implementation of student-center learning.					

Part five

Instruction: Items related to your practices of different active learning Strategies are listed below. Please indicate the extent to which you use them in your classroom and rate according to the following scale.

Key: 5 = Always 4 = Frequently 3 = Some times 2 = Rarely 1 = Not at all

No	How often do you use these active learning strategies	5	4	3	2	1
1	Brain storming					
2	Cooperative learning					
3	Field trip					
4	Group work					
5	Question and Answer					
6	Demonstration					
7	Debating					
8	Lecture/ explanation					
9	Project method					
10	Problem solving method					
11	Peer Teaching					
12	Role-playing					
13	Discussion					

Instruction: To what extent have the following factors impeded your use of active learning methods in your class room Please, rate them from “serious” to “not serious” based on the seriousness of the problem and use tick “x” mark to indicate your response.

Key: 4 =most serious 3=serious 2 =undecided 1=not serious

No	Factors Affecting Implementation of Active learning	4	%	3	%	2	%	1	%
1	Teachers’ use lecture method								
2	Shortage of time to practice active learning in classroom								
3	Students’ lack of interest in active learning								
4	Teachers’ lack of interest in active learning								
5	Lack of well training of teacher.								
6	Lack of work shop for teacher to update perception of teacher.								
7	Large class size								
8	Teachers’ belief and perception								
9	Students’ belief and perception								
10	Diversity of students’ interest								
11	Some students’ dominance during group activities								
12	The design of the teaching text book								

Appendix -C

Part one: class observation check list

No	Items	Yes	%	No	%
1	Arranging students for different classroom activity				
2	Clarifying the learning objectives				
3	Encouraging students to become active participant				
4	Giving direction about procedures and activities				
5	Using different instructional methods to implement active learning				
6	Managing the class for active learning implementation				
7	Using questions to obtain students' ideas				
8	Students are actively participate				
9	The teachers' gives group work activities, for the learners to participate				
10	The Teacher follows up students' participation				
11	Students are discussing issues in groups				
12	Students are taking part in peer-teaching				

1	Classroom condition	yes	%	No	%
1.1	Is there enough sitting space for all students?				
1.2	Are the seats movable?				
1.3	Is the classroom layout arranged to facilitate active learning?				
1.4	Is there enough space for movement between desks?				
1.5	Is the class size appropriate?				
1.6	Is there group work activity?				
2	Teachers' Activity	Yes	%	No	%
2.1	Arranging students for different classroom activity				
2.2	Clarifying the learning objective				
2.3	Giving direction about the procedures and activities				
2.4	Using different instructional methods to implement active learning.				
2.5	Encouraging students to become active participant				
2.6	The teacher is more active than the students.				
2.7	The teacher is active in explaining, monitoring and describing.				
2.8	Managing the class for active learning implementation.				
2.9	Using an exercise to obtain students' ideas knowledge and skill.				
2.10	The teacher is more active than the students.				
2.11	The teacher is active in explaining, monitoring and describing.				
2.12	Students are listing passively during the lesson.				

Appendix-D

Interview Guide to Teachers

1. Do you feel teachers implement active learning in your classrooms? If no, mention some challenges that hinder the methods. _____

2. Do you state the significance of active learning in the teaching- learning process?

3. Do you practice this strategy in your classroom? If yes, mention some of the strategies you employ. If your response is negative, what are the challenges you faced?

4. Do you think the training of newly employed teachers affect the implementation of active learning? If your response is yes. Specifies your reasons.

5. Do you think the way you have been taught affect the way you teach now _____

Appendix –E

Maxxannee;- E

Gaaffilee :Gaaffileen arman gadii mala baruu barsiisuu barataa gidduu galeessa godhateen barsiisuu irratti kan xiyyeeffate. Kanaafuu yaada mataa keen “Eeyyeeykn Lakki” jechuun mallaatoo ‘x’ gochuun deebii kee agarsiisi.

Ajaja.I.

1.Maqaq barreessuun hin barbaachisu.

2. salaa_____3.umurii_____. 4.kutaa barachaa jirtu._____

5.sadarkaa irra baate.(semisteera 1^{ffaa})_____.

lakk	Gaaffilee.	Eeyyee	%	Lakki	%
1	Mala agarreen barnootni isiniif kennamaa?				
2	Mala gareen barnootni isiniif kennamaa?				
3	Mala falmiin barnootni isiniif kennamaa?				
4	Barsiisotni gaaffii akka gaafattanii fi deebistan carraa isiniif kennuu?				
5	Haalli teesuma daree hojii garee fi sinii mijaawaadhaa?				
7	Pirojektiin isiniif kennamaa?				
8	Yeroo baay’eeff mala daawwannaan barnootni isiniif kennamaa?				
9	Barsiisotni irra caalaa mala od-ibsaan isin barsiisuu?				
10	Daree keessatti Barattootni walbarsiisuu?				
11	Gurmaa’inni garee daree keessaa jiraa?				
12	Barattoonni daree keessatti yeroo waliin mari’atan ni hordofaa?				
13	Marii garee booda barsiisaan duub-deebii kenna?				
14	Mala barataa gidduu galeessa godhateen barnootni yoo kennaame gaariidhaa?				
15	Hojiin garee, manaa fi daree yoo kenname sirreefamni ni godhamaa?				
16	Barsiisaan mala baruu barsiisuu adda addaatti ni fayyadamaa?				
17	Hojii garee irratti miseensotni garee hundi ni hirmaatuu?				
18	Barsiisaan meeshaa deeggarsa barnootaa ni fayyadamaa?				
19	Barattoonni mata duree adda addaa irratti ni hirmaatuu?				
20	Faayidaa mala barataa gidduu galeessa godhate irratti barsiisaan hubannoo isinii kennee beekaa?				