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**Practice and Challenges of Implementing Active Learning Methods in
Teaching Physical Education in Oromia Regional State, East Wollega Zone,
in Senior Secondary Schools of Nekemte Town**

By

Dawit Kena

**March, 2018
ADDIS ABABA**

**Practice and Challenges of Implementing Active Learning Methods in
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**By
Dawit Kena**

**A Thesis Submitted to School of Graduate Studies of Addis Ababa University,
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the Requirements for the Degree of Masters of Education in Teaching Physical
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This is certified that the thesis prepared by Dawit Kena, entitled: **Practice and Challenges of Implementing Active Learning Methods in Teaching of Physical Education in Oromia Regional State, East Wollega Zone, in Senior Secondary Schools of Nekemte Town** and Submitted In Partial Fulfillment of the Requirement for the Degree Masters of Education (Teaching Physical Education) Complies with The Regulations of the University and Meets the Accepted Standards with Respect to Originality and Quality

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DECLARATION

I, the undersigned, declare that this thesis is my own original work and has not been presented for a degree in other University and that all the relevant sources materials I have used for the thesis have been duly acknowledged.

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Abstract

The main purpose of this study was to explore the practice and challenge of active learning and the factors hindering the implementation of active learning in three senior secondary schools of Nekemte administrative Town in 2016/2017. It attempted to identify factors that affect the implementation of active learning, the attitude and perception of teachers towards active learning, the role of school principals and supervisors in promoting active learning, participation of students in active learning, the extent of active learning situation. In order to attain the objective of the study, a qualitative method was adopted. The target populations of the study were 1374 grade 10 students, 8 teachers, 6 Principals and 2 supervisors. From these groups, 30 students were selected by simple random, 8 teachers and 2 supervisors by available and 3 academic vice principals were selected by purposive sampling techniques as sample. The instruments used to collect the relevant information were interviews that were conducted to all respondents groups and classroom observation employed on Physical Education teachers 24 times in three months. The data gathered through interviews and class room observation were analyzed and interpreted qualitatively. The findings of the study suggested that large number of students per class, lack of students' trend on active learning in lower grades, negative perception of teachers and students to the method, lack of support from school management, scarcity of educational materials, lack of awareness creation and refreshment course for the stake holders and lack of motivation on teachers to teach their students through teacher centered approach were the major findings of the study. From the findings of the research it was concluded that active learning was not being implemented in those schools and the more dominant type of teaching strategy was teacher centered approach. Finally, on the bases of findings and conclusions the following recommendations were drawn to alleviate the challenges that hinder the implementation of active learning: Nekemte Administrative City Education Bureau, Principals, Supervisors and PTSA should unite to provide continuous in-service refreshment course, determine the class size, fulfill the necessary educational materials, follow up through observation and supervision to implement the strategies.

Key words:- Implementation, Active Learning, instructional material and Lecture Method

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Acronyms and Abbreviations

The following abbreviations are used as meant in the study:

AAU Addis Ababa University

AL Active Learning

ICDR Institute of Curriculum Development and Research

MoE Ministry of Education

PE Physical Education

PTSA Parents, Teachers and Students Association

CHAPTER ONE

1. INTRODUCTION

This chapter presents the background of the study, statement of the problems, objectives, basic questions, significance, limitation of the study, definition of terms and organization of the study

1.1. Background of the Study

Education is defined as a wide distribution of courses which highlight the acquisition of knowledge, understanding and evaluation of ideas, the ability to think constructively, creatively and the capacity to communicate effectively (George, 2014). In light of this, the Federal Democratic Republic government of Ethiopia document the Education and Training Policy (ETP, 1994) elaborates education enables individual and society to make all-round contribution in the development process by acquiring knowledge, skills and attitudes. Hence, the aims of education are to strengthen the individual's and society's problem solving capacity. To realize this, the teaching learning process was being employed through student-centered (modern) approach.

The traditional approach of teaching and learning was predominantly carried through chalk and talk through telling information (spoon feeding) approach. Correspondingly, Borich (1988) described that the role of teachers are to pass facts, rules or action sequences to the students in direct way; that means, the students are simply the recipient of knowledge only given by the teacher. According to Marshal (1990) as cited in ICDR (1999) indicated that in teacher centered approach, teachers use only small number of methods typically teacher talk, question, answer and text book assignments.

Therefore, teachers were telling information and students were passive listening to memorize and recall the information transferred by teachers. In addition, Ambaye (1999) indicated that “among many teachers in Ethiopia, the critical determinants of effective teaching were; knowledge of the subject matter, pedagogical skills and motivational activity”.

Whereas, in the modern teaching approach, effective techniques of teaching and learning process requires the use of various methodologies and pedagogy that help to meet the demands of the

new generation in which the students should be motivated to participate in active learning (Leu, 2000).

In student-centered learning approach; curriculum material preparation and organization, classroom organization and class room management, class size, the availability of instructional materials and equipment (specifically for physical education practical classes) are very essential. Through active learning process, the students can collect information and record it systematically, discuss on it, compare it, analyses it, draw conclusion from it and communicate about it, rather than receiving information from lecture only.

In order to maximize the probability of students to interact as well as to participate in different activities, to be effective in teaching learning process and to motivate them; Physical education teachers should use different instructional methods and techniques of teaching (Beshir, 2012). In line with this, the Education and Training Policy of Ethiopia stated that the traditional methods of instruction (lecture method) should be shifted to the modern teaching learning methods to implement active-learning techniques (student-centered).

There are some of the factors that initiated the researcher to conduct a research on practice and challenges of the implementation of active learning. Some of them were the studies which have done by other researchers for instance; kuma (2014) studied the status of active learning in high schools. From his findings he concluded that “because of teachers and students tendency to the traditional/lecture methods, active learning was not being implemented in secondary schools”. The existing research knowledge in theory and the new instructional method (active learning method) that introduced by the ministry of education to be implemented at all level of education According to Addisalem (2014) a study on challenges of implementing active learning in higher education revealed that “shortage of instructional materials and low understanding of the method affected the application of the student centered strategies”. Therefore, the researcher was initiated to assess the implementation of active learning strategies in Senior Secondary Schools.

1.2. Statement of the Problem

Active learning is generally defined as any instructional method that engages students in the learning process. In line with this, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell and Eison, 1991). Moreover, Daniel (1996) cited in Addisalem, (2014), active learning is the interaction between the teachers, the students and the instructional materials together.

The Education and Training Policy and the existing curriculum of Ethiopia call students to be taught through Active Learning. Moreover, the new curriculum reform initiated a shift from passive-learning to active learning (Leu, 2000). Hence, active learning provides opportunities and benefits to an individual student or group of students by maximizing their participation in the learning- teaching process.

In addition, Yonas (2007), conducted a research on the implementation of active learning and pointed out that there was less motivation of teachers, problem of large class size, lack of students' motivation, availability of sufficient materials such as different reference books, lack of positive attitude of teachers towards the implementation of active learning, less knowledge of school leaders to implement active learning were discussed as a challenges of implementing active learning.

Besides these, Solomon (2000) explained that the problems of active learning were concerned with teachers; they were not employing the methods and techniques prescribed by the syllabus. So that it was difficult to implement active learning method due to serious shortage of teaching materials, non-availability of sufficient budget, lack of motivation and readiness of teachers to go together with the new method of teaching. Therefore, these and others problems have their own negative impact on effective implementation of active learning.

Concerning active learning many researches were done by different researchers; For instance, Adisalem(2014), Studied on "Challenges of Implementing Active Learning in Higher Education At Addis Ababa University" revealed that “shortage of instructional materials and low understanding of the method affected the application of the student centered strategies”, Abera (2016), "Challenges in Implementing Active Learning in East Wollega Zone", From his findings he concluded that “because of teachers and students tendency to the traditional/lecture methods,

active learning was not being implemented in secondary schools”. Daniel (2014), "Implementation of Active Learning in Continuous Assessment in Theological College" pointed out that there was less motivation of teachers, problem of large class size, lack of students' motivation and availability of sufficient materials such as different reference books, lack of positive attitude of teachers towards the implementation of active learning.

In fact, failures to choose participatory teaching approach have a considerable impact on students' motivation that is why; MOE has incorporated active learning as the major teaching approach in all levels formal of Education. The researcher strongly believe that the mechanism of teaching method could affect students' performance.

The earlier stated problems and the existing reality of the implementation of active learning at school level inspired the researcher to conduct a study on the Practice and Challenges of Implementing Active Learning Method of Teaching in Physical Education in Senior Secondary Schools of Nekemte Town. Finally, the study expected to answer the following basic questions.

1.3. Research Questions

This research was conducted to answer the following basic questions

1. To what extent was active learning implemented in those senior secondary schools?
2. What were the knowledge, skill and attitude of physical education teachers in active learning method of teaching?
3. Do students actively participate during active learning class room situation?
4. What are the challenges in implementing active learning strategies?
5. What is the role of school principals and supervisors in promoting or facilitating the implementation of active learning?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to investigate Practice and Challenges of Implementing Active Learning Methods in Teaching of Physical Education Subject in Senior Secondary Schools of Wollega Zone Oromia National Regional State Nekemte Town.

1.4.2. Specific Objectives

1. Examine the degree of active learning implementation in Senior Secondary Schools.
2. To assess the degree of students' participation to implement active learning in class room situation.
3. To identify factors affecting the implementation of active learning in physical education.
4. To determine the degree principals and supervisors support the implementation of active learning strategies
5. To examine the Knowledge, skill and attitude of physical education teachers towards active learning method.

1.5. Significance of the Study

The researcher hopes that conducting the study would have the following contributions for the teachers, concerned bodies who prepare materials and researchers.

This study might help teachers to develop their understanding about active learning and it might help them to provide methodological insights and information about active learning which are helpful for teachers and students to implement in classroom. It also hoped to give some insights for professionals that develop curriculum and teaching materials in order to help students including activities that entertain the use of active learning. Finally, this study can give insights to individuals who have interest to conduct on related issues.

1.6. Delimitation of the Study

The study was to examine the Practice and Challenge of Implementing Active Learning Methods in Teaching of Physical Education Subject in Senior Secondary Schools of Wollega Zone Oromia National Regional State Nekemte Town. As regards schools, the study delimited to Senior Secondary Schools, the study was conducted grade 9 and 10 during the academic year 2016/2017. Therefore, to make manageable the study was delimited to three secondary schools; Biftu, Derge and Dalo.

1.7. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some limitations were also observed in this study. One apparent limitation was that most of secondary school principals, teachers and supervisors were not willing to respond to the interview. However, the researcher tried to create awareness about the purpose of the study and the benefits of the study to their school. Hereafter, the respondents were motivated to respond and the researcher has made a lot of effort to bring the paper to its complete form.

1.8. Operational Definition of Key Terms

Operational and contextual definitions of the selected terms of concern used in the study are as follows:

Active learning: in this study refers to active participation of the learners on different learning tasks in the classroom, for the creation of new things, while the teachers facilitate the teaching learning process.

Passive-learning: in this study the use of traditional methods of teaching in which teachers talk and student listen

Implementation: in this study the process of putting a method to practice in a classroom by a teacher. It is how teaching-learning activity put into practice in/out of classroom by instructors in educational institutions.

1.9. Organization of the Study

This study has five chapters. Chapter one deals with the problem and its approach. Chapter two consists of review of related literature. Chapter three deals with methodology and procedure of data collection, Presentation and Analysis of data were dealt with in chapter four. Finally, chapter five consists of summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This part provides review of related literature regarding the theoretical and empirical concepts written by different scholars and research findings related to practice and challenge of the implementation of active learning in physical education

2.1. The Nature of Education

Education is a process by which man transmits experiences and new findings. Education enables individuals and society to value accumulated knowledge over the years in his struggle for survival and development through generations (MoE, 1994).

The main purpose of education is enabling students to develop knowledge, skill and attitudes. These can be achieved through different methods that we used to achieve desired educational objectives. They are means of conveying ideas and skills to impart and acquire a certain subject matter more concentrated and compressive way. In line to this, the Education and Training Policy (MoE, 1994) states that

The objective of education is to develop mental, potential and problem solving capacity of individuals. Moreover, it aims at acquiring all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. The policy also emphasis to the strengthening of the individual's and society problem solving capacities at all levels.

Education plays a decisive and vital role in the overall development of any society. For an educational system to be efficient, a clear direction which is compatible with the objective of socio-economic realities of a given country needs to be devised. It is obvious that no countries have achieved developmental goals without successful teaching learning process.

Hence, effective teaching and learning require the use of different methodologies and strategies to meet the demand of the learners (Leu, 2000).

In this regard, education could be implemented either through teachers centered or student centered approach. Now a day the most important method of inculcating different skills, ability

and knowledge to the students the modern teaching approach is student centered (Active learning) provide opportunities for the student to involve practically in the learning teaching process than teacher centered (traditional method of teaching)

2.2. Concept of Active Learning

Active learning is generally defined as any instructional method that engages students in the learning process and requires students to do a meaningful learning activities and think about what they are doing (Michael, 2004). Moreover, Active learning shifts the focus of teaching learning process from the teacher delivery of course content to the student and his active engagement with the materials through active learning techniques and modeling by the teacher; so that, students shed the traditional role as passive receptors to learn.

In short, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell and Eison, 1991). While this, definition could include traditional activities such as homework, in practice, active learning refers to activities that are introduced into the class room.

Active learning provide opportunities for students to meaningfully talk and listen, write, read and reflect on the content, ideas, issues and concern of an academic subject (Meyers and Jones, 1993). The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional method of teaching (lecture method) where students are receiving all information only from the teacher.

The growth of active-learning as stated by Nunan (1988) signifies a paradigmatic shift from the transmission model of teaching to a process oriented, participatory model, seeing learners as active agents in their learning and teachers as researchers of their work.

The issue of active learning was explained in different literature by different scholars in different ways such as Bonwell and Eison (2003) supplemented that active learning as anything that involves students in doing things and thinking about the things they are doing. (Chriskyriacou, 1998) states that, active learning activities involve problem-solving and investigation work, while (Dewing, 2008) believes that, active learning is an approach for in-depth learning that draws on, creatively synthesizes and integrates numerous learning methods. Temechehegn

(2001) reiterated the fact that when students are actively involved rather than passively listening they learn more effectively. Adams and Burns (1999) also emphasized new knowledge is constructed when students combine new information with existing knowledge through the process of reflection. Temechehegn (2001) again states that students come to the class with different beliefs, ideas and opinions that need to be modified or altered by the teachers who facilitate the alteration.

In previous education system of Ethiopia, the focus was reinforcing factual knowledge through academic, content-centered curriculum, teacher-centered instruction and rote memorization oriented assessments.

However, the new Education and Training Policy noted that the absence of interrelated contents and modes of presentations were major challenges of education system (MOE, 1994). In response to these challenges recent education reforms proposed changes in the school curriculum, mode of delivery, teacher education programs and the assessment techniques (MOE,2002).

What was discussed so far is summarized by Wallace (2007), real learning is not memorizing and most of what we memorize is lost easily. Learning cannot be swallowed as a whole; to retain what has been taught, student must chew on it. Learning comes from exposure to different kinds of stimulation through the sense organ. When learning is active, the learner is seeking something to answer a question, information, to solve problems or a way to do a job. Moreover what a student discusses with others enables him/her to understand and master the learning.

2.3. Principle of Active Learning

Kuma(2014) as cited in Petty (2004) indicated seven principles for good practice of active learning in undergraduate education these were encourage contacts between students and teachers, develop reciprocity and cooperation among students, use active learning techniques, give prompt feedback, emphasize time on task, communicate high expectation and respect diverse talents and ways of learning

Furthermore, Ellis et al. (1999) stated that the following principles were created to help the implementation of active learning process. These were learning does not occur in a vacuum.

Learners discover and construct meaning from information and experience based on their unique perception, thought and feelings, more information does not necessarily mean more learning. Learners seek to create meaningful uses of knowledge regardless of the quantity and quality information presented, learners link new knowledge to existing information in ways that make sense to them, personality influences learning, learners want to learn, learners like challenges and are most creative, learners are individuals, the learning environment is important, learners like positive reinforcement and past experience matters.

2.4. Characteristics of Active Learning

The following are the main characteristics of student centered approach the process of active learning engage students in some activity that forces them to reflect ideas up on it (Farrant, 1980). Teacher acts as essential link between the learner and what he is learning, teachers select what the child learn, the methods by which they learn and the pace at which they learn. In this regard the main role of the teachers were facilitating as communicating knowledge to their pupils to learn by themselves as efficiently as possible.

Active learning methodologies require that the student must find opportunities to meaningfully talk and listen, write, read and reflect on the content, idea, issues and concerns of an academic subject (Meyers and Jones, 1993).

Bonwell and Eison (1991) stated that some merit of active learning are: students are involved in more listening, less emphasis is placed on transmitting information and developing students' skills, students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities (reading, discussing, writing) and greater emphasis is placed on students' exploration of their own attitudes and values.

2.5. Importance of Active Learning

Active learning is a broad strategy that includes techniques substituting lecture, holding students' learning responsibility, involve students' in doing things and thinking about what they are doing. In light of this, Gunelli (2008) stated that active learning is a process in which learners bear their responsibility are given the opportunities to make self-regulation and take decision about the

different aspects of learning process and forced to use their mental skills during the learning process.

In addition, Petty (2004) revealed that active learning shows learning by doing and requires making our own meaning that is develop our conceptualization of what we are learning. During this process we physically make neural connection in our brain, the process we call learning. Active method also give the learner feedback on which learners understand and we needs help, develop learners thinking skills such as analyze and solving problems, help learner to use their learning in realistic and useful ways, it is also more fun, produce much better achievement and give the teacher a bit of rest.

Furthermore, Leu(2000) described the benefits of using such activities include improved critical thinking skills, increased retention and absorption of new information, increased motivation, and improved interpersonal skills by involving students directly and actively in the learning process. This means that instead of simply receiving information verbally and visually, students are learning, participating and doing.

Thus, active learning is engaging students in doing something other than listening to a lecture and taking a note. Students may be involved in talking and listening to one another, writing, reading and reflecting individually or in small groups.

On top of the above Bedru (1988) also stated several importance of student-centered methodology; it caters for individual difference of learners, it ensures the development of whole person, develops self-confidence of students, it allows for student creativity, enhances student self-evaluation, promotes students self-directing learning and make the students ready to use assigned readings and reviewed materials from the previous classes.

In general, active learning shifts the focus of instruction from what the teacher deliver to the students, to what the teacher want students to be able to do on the course material and it provide a great opportunities for the students to participate actively in the learning teaching process.

2.6. Physical Education and the active learning

Even if different academic subjects have different content the method of imparting the knowledge of the subjects were in a similar fashion. Greyson and Clifford (1979) stated that the

increasingly popular trends in the school program include individualized, prescribed instruction, role playing, programmed learning, diagnostic teaching, problem solving and independent study, teaching for specific behavioral objectives and self-check.

Therefore, the modern teaching and learning process (student-centered) method of teaching can be applied to physical education subject in both classroom and practical classes. Moreover, the application of effective teaching practical classes of physical education resulted in the characteristics sequences of explaining a skill, demonstrating skill, practicing skill, analyzing and correcting skill and evaluating the result of skill performance.

The teaching-learning process of physical education in school to be effective and to fulfill the desired objective needs modern method

According to Singh V.K. and Singh Y.K. (2008) the need of modern methods in physical education:

1. There are many roads to successful learning to be tried for meeting particular needs and situations. To make the subject interesting vital and living the teachers should also use permutations and combinations of methods, devices and techniques for example to lend color to class teaching. He may use lecture or discussion method or a combination of these two. The teacher should be conversant with a variety of methods of teaching.
2. Different lessons or units should be taught by different methods of teaching. It can be very monotonous to use the same methods for every circumstance in the past few decades a tremendous increase in equipment materials, means and teaching procedures has been witnessed these should be utilized to provide a variety and color to teaching physical education . To create and maintain their interest and avoid monotony children should be exposed to varied experience.
3. No single method can be the best for all situations and for all teachers and pupils. The suitable method should emerge out of the abundance of information and skill of the teacher. Good teacher know what to teach/how to teach and understand the need of their pupils. In addition, they are able to communicate effectively, can plan for and organize classes efficiently and have a deep commitment to the optimal development of the pupil.

2.7. Active Learning Strategies

To be effective in the teaching- learning process, teachers must use different active learning strategies because the current thinking and practice of teaching highly advocates the need to active learning strategies.

As different scholars suggested there are many teaching strategies that can be employed to actively engage students in the learning process. As indicated by Kuma(2014),Beshir (2012), McKinney(2010) and Reece and Walker (2003)the different strategies of active learning were; Brain storming, Active listening, Active writing, Peer teaching, Group discussions, Questioning, Problem solving, Collaborative learning group, Conducting field trip, Jigsaw Group, Gold fishbowl, Demonstration method and so on.

2.7.1. Brain Storming

Brainstorming is a method used with a group to generate a large number of ideas quickly. It actively engages students in the learning process and encourages full participation as one person ideas spark off ideas for another. Brainstorming is a valuable activity because it is unlikely that if students worked alone that they would come up with the same volume of ideas (Silberman, 1996).

2.7.2. Active Listening

This approach helps them to gain a deeper understanding of the material and recognize where their grasp of the material is insufficient. Active listening gives students' a chance to practice restating in their own words what they have heard (Silberman, 1996).

2.7.3. Active writing

As students “think in writing” they clarify the material for themselves and see what they understand and what they need help in making sense of it. Some commonly used short writing assignments ask students to reiterate/restate what the instructor has said in class or what an authoritative document, such as a textbook or article, has stated (Silberman, 1996).

2.7.4. Peer Teaching

Allowing students to teach each other in face-to-face situation or online, each time a student step before a class, a range of skills and knowledge that together, enable them to guide students toward comprehension of the course material (Silberman, 1996).

2.7.5. Discussions

Discussions provide opportunities for students to demonstrate their knowledge. It allows for clarification and expressions of opinion. The teacher can provide immediate feedback and correct the misunderstandings (Silberman, 1996).

2.7.6. Questioning

Questioning techniques used to proceed through a lecture, during problem solving session and demonstration or simply as a stand-alone can be an effective active learning technique. Therefore, students learn to process concepts/ information and to articulate that knowledge (Silberman, 1996).

2.7.7. Problem Solving

Teachers who intend to use problem solving method in their teaching so as to enhance the understanding level and critical thinking skill of students. Problem solving is a most elective approach for teaching higher-level thinking presses, helping students to construct their own knowledge and the social and physical world around them (kuma, 2014).

2.7.8. Collaborative Work

A collaborative learning group is a successful way to learn different material for different classes. It is where you assign students in groups of 3-6 people and they are given an assignment or task to work on together. This is a good example of active learning because it causes the students to review the work that is being required at an earlier to participate (McKinney, 2010).

2.7.9. Conducting Field Trips

Clark and Star, 1991 stated that one of the most common devices used for extending the classroom in to the community is field trip. Field trip, sometimes called excursion that is visit to some location other than the normal class room for education purpose. This is a wonder full method to teach the students through recreation and observation.

2.7.10. Jigsaw Group

Bashir, (2012) cited in Addis Ketema sub city educational department (2005) the teacher divides a topic in to different parts depending on the number of groups present in the class and finally he/she gives for each group a different topic to work on each.

2.7.11. Goldfish Bowl or Fishbowl

Beshir, (2012) cited in Addis Ketema sub city educational department, 2005 stated that ask for small group of people to sit in the middle of a large circle comprising the rest of group. Give the inner circle a task to do that involves discussion, problem solving or discussion making, with the group around the outside acting as observer.

2.7.12. Role Playing

It is a method of acting out an imaginary but real life situation. Here students are asked to "act out" a part. In doing so, they get a better idea of the concepts theories being discussed. Role playing exercise can range from the simple to the complex one. Role playing is all unrehearsed dramatization. Players try to act out what they would do and how they would feel in a certain situation (Clark and Starr, 1986) as cited in (ICDR, 1999); it is particularly useful for motivating and developing learners feeling and attitudes. it is possible to use role playing:

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

2.7.13. Demonstrations

The method is usually associated with demonstrating a practical skill. It often introduces the skill. The skill is demonstrated after which the students practice the skill, the practical situation to introduce a new skill to a group of students to rectify faults with individuals (Reece and Walker, 2003).

2.8. The Role of Teachers, Students and Principals and Supervisor in Implementation of Active Learning.

2.8.1. Roles of Teacher in Active Learning Practice

The implementation of effective teaching strategies is one of the basic criteria to be an effective teacher. If teachers are on the position to help students to learn, they must be able to select and use teaching strategies that produce learning. Broadly speaking many educators has strictly underlined that teacher's play a crucial role in the implementation of active learning. As to Fiseha (2001) the teacher's task in this approach is to use classroom methods that encourage the learner to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based on the methods in their teaching. The common element in any form of active learning approach is that teaching is removed from teacher's role of standing at the front of classroom and presenting the material. Rather the students are placed in to the position of teaching themselves and the instructor is converted in to coach and a helper in this process. Active learning approach is based on the empirically proved hypothesis that students achiever superior academic result and even personal growth in terms of higher self-confidence openness to experience etc.

A learner centered approach requires a shift in roles and responsibilities, a different set of rights and obligation on the part of teacher and students. The role of the teacher in the classroom has shifted from the primarily role of information giver to that of facilitator, guide and learners. A facilitator teacher provides the rich environments and learning experience needed for collaborative study. The teacher also required to act as a guide, role that interpolates mediation, modeling and coaching.

According to Trizmann et.al. (1990), the role of teacher can be expressed in three ways:

1. Facilitator or facilitating: involves creating rich environment and activities for linking new information to prior knowledge providing opportunities for collaborative work and problem solving and offering students a multiplicity of authentic learning tasks.
2. Modeling may involve thinking a loud (sharing thoughts about something) or demonstrating (showing students how to do something in a step-by step fashion) to figure out an information word, to represent and solve a problem, to organize a complicated information and so on.
3. Coaching involves giving hints or cues providing feedback redirecting student's efforts and helping them use strategy. Generally coaching is to provide the right amount of help when students need it, neither too much nor too little, so that students prepare as much responsibilities as possible for their own learning.

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

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

The finding reported by Kuma (as cited in Yalew, 2004) revealed that at every academic level of education system the role of the teachers were critical “how” to teach and “what” to teach their students. In line with this, all teachers are responsible for how to motivate their students, their sitting arrangement, what the students do in the classroom, encourage students by themselves through group discussion and how to interact among them as well as with him/her, particularly during active teaching learning process.

2.8.2. Roles of Students in Active Learning Practice

In the new approach to modern education often called active learning, students not only receive information from lecture and books. They also collect information, record it, systematically, discuss it, analyze it, draw conclusion from it and communicate about it (ICDR, 1999). When they are given 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, discuss it and make report on it (Fiseha 2001 as cited in Hile and Kifle, 2000).

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

Even more research shows that students have higher achievement when they attribute success to their own abilities not to luck or help. In active learning approach, it is the students themselves who were responsible for the success of their own learning. According to Bernet et.al.(1995) one important students role of is that explorer interaction with the physical world and with other people allows student to discover concepts and apply skills. Students then encouraged reflect up on their discoveries which are essential for the student as a cognitive apprentice. Apprenticeship takes place when students observe and apply the thinking process used by practice.

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

Unlike to the teacher centered classroom practices, in a learner centered classroom, the principle of learning gave more emphasis on the learner themselves in this regard the teacher acts us a facilitator and resource person for the teaching learning process. Accordingly, Amenu (2005) point out that in learner centered teaching learning is self-initiated and involves the process of inquiry and discovery. In line with this idea Nuna (1988) stated that active learning can be

realized through different teaching strategies by giving more responsibility of learning to the learner.

2.8.3. Roles of Principal and Supervisor in Active Learning Practice

First and foremost school principals and supervisors can be considered as prominent figure in the school system as far as they are the one who are assigned to lead all activities that go on in the school environment.

School principals and supervisors have a unique position and share much of the burden to implement the policies and strategies of the government. It is obvious that a school principals and supervisors are responsible for academic and administrative affairs of the schools. Pertaining to this issue (Moffet, 1979) stated that more of school tasks were dependent upon the effectiveness of the principals and supervisors. Moreover, (Kuma, 2014) revealed the school principal and supervisors were expected to have dedication, commitment and positive attitude towards their profession.

Therefore, Principals have a responsibility to create a conducive environment for the organization activities and resources, encourage and foster teaching- learning process in line to the designed teaching strategies.

2.9. Factors Affecting the Implementation of Active Learning in Physical Education Class

Schools are a very complex organization because the input, the process carried on and the outputs were all human beings. To this end, there are some factors that can facilitate or hinder the implementation of active learning. Those are: the Knowledge and attitude of teachers to the method, the conducive physical environment, classrooms condition and class size of the school are some of the factors.

2.9.1. The Knowledge of Teachers

ICDR (1999) stated that teachers must know much more about subject matter, method of teaching, the learners and his/her growth. Moreover, it supplemented the idea by saying teachers

(instructors) teach the way they are taught. If teacher trainees learn mainly through the lecture method, this will be their main mode of instruction.

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

Concerning this idea Mutassa and Wills (1995) have explained that instructional methods by themselves cannot do much to improve learning and thus, their value lies on the professional skill of the teacher in using handling them. In addition, Kakkar (1995) stressed that teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learner. Similarly, Sguazzin and Graan (1998) have stressed that good and effective education in classroom demands a well-prepared teacher, a competent teacher (both academically and pedagogically) and selection of best teaching strategies, activities and materials to achieve the objective.

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

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

Moreover, ICDR (1999) supplemented the idea by saying teachers (instructors) teach the way they are taught. If teacher's trainees learn mainly through lecture method, this will be their main mode of instruction. If teacher's trainees experience participatory methods they will tend to use them in their own teaching. Several studies indicated that

“Teachers should be taught by the same methods which will be expected to use them in their future career” (Friedman, et al 1959, Ambaye 1999) this call for the trainees proper orientation and continuous on job training exposure to the career demands expected to him/her

However, Ambaye (1999) noted that teachers in our current training in states predominantly use conventional types of teaching methods, that they are familiar to them perhaps even the one that they themselves experience when they were students schools. Several researches support this idea. For instance, ICDR indicates that teachers use small number of methods, typically teachers talk, question and answer and text book assignments.

Ambaye extended his argument by saying all available evidences indicate that among many teachers in Ethiopia, the critical determination of effective teaching namely, knowledge of subject matter, pedagogical skills and motivation are actively lacking, although teachers are in the front line of education reform programs.

Another Scholar, Kakkar (1995) stated that the changing roles of the teachers and dynamics in education necessitate that the teachers must grow in profession and practice teaching through in-service education programs.

Generally speaking, as mentioned by Oslen (1976) teachers are expected to be knowledgeable, skillful and effective professional to teach the learners effectively.

2.9.2. Teachers Attitudes

Attitudes are also one factor that can facilitate or hinder the implementation of any educational program in general and active learning in particular. Teacher's attitude is the basic ground to act in positive or negative way towards persons. Ideas or events happening in the environment most of educators are convinced that teacher attitudes are very important dimensions in the teaching process.

According to Keen's (1986) description that a successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations students with teachers of positive attitude towards teaching and the curriculum are found to be higher level achieve in learning. Moreover, Lue (2000) stated the teacher's attitude towards active learning largely depends on the epistemology adhere.

So, many prominent writers focus on the importance of teacher's attitude to the real achievement of educational result. Selection and training provides qualified personnel to do each job. But to get the job the individual must also want work. What the immediate superior or towards their fellow workers, and towards other aspects of the job. Low moral can make a brilliant person to well high incredible feats. (Walberg, 1986) as cited in Callhan, (1998), there may be many factors that contribute to low participation and negative attitude of teachers on the active learning in classroom. Few of them as Temechegn Engida (2002); indicated as follows:

1. In adequate teacher training
2. Teachers fear of losing their authority/control
3. Teachers resistance to change

Therefore, teachers cannot be effective in their teaching unless and otherwise they have positive attitude to the subjects and approaches of teaching and even to his/her learners. Negative attitude may harm to the whole process of teaching, such as: the selection of content, methods, planning activities, mechanisms of evaluations and so on. A teacher with positive attitude and the necessary theoretical and technical knowhow is the one who can demonstrate the ability to bring about the intended learning outcomes.

2.9.3. The Physical Environment and Classroom Conditions

Silberman (1996) point out that the physical environment in classroom can make or break active learning of course, no one set up or class arrangement is ideal; rather there are many options. The interior decorating of active learning is fun and challenging, when the furniture is less than ideal.

The same author has suggested ten different types of classroom lay outs which facilitate active learning approaches. These lay out include; U-shape, team style, conference table, circle, group on group, work station, break out grouping, chevron arrangement traditional classroom and

auditorium. Moreover, Sguazzin and Graan (1998) have explained that in active learning communication is very important. The acts of the learner are doing learning and it may necessary for them to move around the classroom and even go outside to do part of an activity. This has two important implications for the classroom arrangement:

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

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

2.9.4. Class Size

Different scholars who strongly favor the need for appropriate class size; class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit known as class or section; usually under the direct guidance of single teacher (Monere, 1956). The class size has its own impact in facilitating or influencing activities of teaching and learning.

In fact there are arguments, which support the idea, the class sizes by itself has nothing to affect teaching and learning if teacher selects appropriate methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate number of students in a class. The idea of class size is becoming a concern and an essential point of discussion among scholars because it assumed as the class size increase, any (or all) of the following problem as Gibbs cited in Barnet et.al (1995)

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

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

- Individualized of instruction is limited
- Instruction to be lecture without group participation
- Oral communication with in the classroom from pupil to pupil to teachers is minimized

Tozedv, Violsen and Sense (1993), summarize the effect of large class size on instructional process as follows:

Large class size leads the discipline problems, less involvement of students in different activities and little or no support to individual student. As a result of this, students may develop on atmosphere of disinterest in their learning because they don't know whether they did good or not.

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

2.10. Practice and Challenges Active learning in Ethiopia

There are many local studies were conducted in relation to the implementation of active learning in Ethiopian context. For instance, the study done by Fiseha(2003) in different regions of the country showed that the magnitude of practicing active learning is very low.

On the other hand, Yonas (2007) conducted a study on active learning and found out that large class size, shortage of instructional materials, lack of skills in selecting varieties of methods and lack of awareness on active learning are the major factors that affect the implementation of active learning. Furthermore, he also explained that there was less motivation from teachers, problem of large class size, lack of students motivation, availability of sufficient materials:-such as different reference books, lack of positive attitude of teachers towards the implementation of active learning, less knowledge of school leaders about active learning implementation are discussed as a challenges of implementing active learning.

Besides these, Solomon (2000), also explain that the problems of active learning was concerned with teachers, that is they were not employed the methods and techniques prescribed by the syllabus. So that it is difficult to implement the active learning process due to serious shortage of teaching materials, non-availability sufficient budget, lack of motivation and readiness of teachers to go together with the new method of teaching. Therefore, this and other problems have their own negative impact on effective implementation of active learning.

Even though, many research works have been done on the implementation of active learning, still the practice and challenges of implementation of active learning method of teaching in physical education subject is not much known that is why the researcher wanted to conduct this particular study.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter includes detailed description of the research methodology that was utilized in the study. The chapter was organized into several sections that provide a frame work within which to describe the research procedures. The chapter begins with brief description of the study area, followed by the study design. Attention is then given to a discussion of the various components of the method- data source, study population and research participants, data gathering technique and instruments, data analysis and ethical consideration

3.1. Study Design

The purpose of this study was to explore the practice and challenges of implementing active learning methods in teaching Physical Education Nekemte Town. To meet this purpose mixed technique approach (mainly qualitative supported by quantitative) was applied and this study has a taken form of multi case study design. Qualitative research is concerned with non-statistical methods of inquiry and analysis of social phenomena. It draws on an inductive process in which themes and categories emerge through analysis of data collected by such techniques as interview, observation, videotapes, and case studies. Qualitative research has been defined in a variety of ways. In one definition, Strauss and Corbin (1998) identified qualitative research as:

Any type of research that produces findings not arrived at by statistical procedure or other means of quantification. It can refer to research about person's lives, lived experiences, behaviors, emotions and feelings as well as about organizational functioning, social movement and cultural phenomena.

These authors elaborated that qualitative research is best used when the methods are: complementary to the preferences and personal experiences of the researcher, congruent with the nature of the problem and employed to explore areas about which little is known. Miles and Huberman (1994) expressed an expanded position and indicated that qualitative research is conducted to: (a) confirm the previous research on a topic, (b) provide more in-depth detail about something that is already and (c) expand the scope of an existing study.

Hence, qualitative research is an exploration, elaboration and systemization of the significance of an identified phenomenon. Strauss and Corbin (1998) also explained that in qualitative research one is interested in process, meaning and understanding.

3.2. Study Area

The study was conducted in Nekemte town Administration which is located at 320 K.M from Addis Ababa in the region of Oromia East Wollega Zone

3.3. The Source of Data

There are primary and secondary data sources. The researcher gathered primary data from the school principals, supervisors, physical education teachers and students to assess the implementation of active learning in those selected secondary schools.

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

3.4. Population, Sample Size and Sampling Technique

3.4.1. Study Population

The population of this study was all students, physical Education teachers, school Principals and Supervisors of senior secondary schools of Nekemte administrative Town (Biftu, Derge and Dalo). As it had been observed from the school statistical data document, the total population of students in Biftu, Darge and Dalo were 651 males, 723 females with a total population of 1374. In addition, the population of Physical Education teachers from those schools were male 6, females 2 totally 8 Physical Education teachers. Furthermore, the population of principals and supervisors were male 6 and 2 respectively (there was no female principal and supervisor in each selected school). Therefore, the total population of the study from the three selected schools was 1374 students, 8 Physical Education teachers, 6 principals and 2 supervisors. (Refer Table 3.1).

3.4.2. Sample and Sampling Techniques

As it was mentioned above, this study was conducted in three selected senior secondary schools in Nekemte administrative town and the target populations of this study were physical education teachers, students, principals and supervisors. As the statistical data of Nekemte city Administration Bureau shows, there are six senior secondary schools in the town. To make the study easy and manageable, only three senior secondary schools (50%) of the school were selected randomly as a sample. To this end, (Biftu, Derge and Dalo) senior secondary schools were selected for this study as shown in Table 3.1 below.

Different scholars suggested that qualitative research method typically require smaller sample size than quantitative research. Likewise, for qualitative research, Morse (1994) recommended that approximately 30-50 participants were selected for interviews from the total population, while Creswell(1998) also suggested that only from 5-25 samples were selected for qualitative research.

Accordingly, from the total population of students, 651 males and 723 females only 30 students were selected through randomly sampling technique. Since, qualitative method selected for this study from the total population 1374 students only 10 students from each school and total of 30 students were selected by randomly sampling method for interview; because simple random method provides an independent and equal chance to all population members to be included in the sample. In support to this, Creswell (2005) suggested that in a simple random sampling method, every individual has equal probability of being selected and the selection of one individual does not affect the selection of another individual.

Whereas, regarding the other groups 8 Physical education teachers and 2 supervisors were selected by Purposive sampling technique because they are small in number.

Even though, some high schools have 3 principals, the task of main principals were to control the whole activities within the school. On the other hand, from the two vice principals one of them follows up and controls the administrative process. Similarly, the other vice principal follows up and controls the academic activity of the schools. In light of this, the researcher selected the 3 academic vice principals from a total population of 3 main and 3 vice principals as sample representative of the school Principals population using purposive sampling technique.

Table 3.1, a Summary of the Population and Sample Size Selected from three Senior Secondary schools

Name of the school	Participants	population			Grade	Sample size		
		M	F	T		Male	Female	Total
Biftu Senior Secondary School	Students	332	302	634	10	5	5	10
	PE teachers	4	-	4		4	-	4
	Principals	2		1		1	-	1
	supervisor's	1		1		1	-	1
Derge Secondary Schools	Students	267	256	523	10	5	5	10
	PE teachers	1	1	2		1	1	2
	Principals	2	-	1		1	-	1
	supervisor's	1	-	1		1	-	1
Dalo Secondary School	Students	124	93	217	10	5	5	10
	PE teachers	1	1	2		1	1	2
	Principals	2	-	1		1	-	1
	supervisor's	1	-	1		1	-	1
In Summary	Students	723	651	1374	10	15	15	30
	Physical Education Teachers	6	2	8		6	2	8
	Principals	6	-	6		3	-	3
	Supervisors	2	-	2		2	-	2
Total population		737	653	1390		26	17	43

3.5. Data Collection Instruments/ Tools

This study employed a face to face interview method and classroom observation to explore the participants as teachers, students, principals and supervisors in Nekemte administrative Town.

Interview, is very useful for gaining insight and context into research topic and allows respondents to describe what is important to them. Interview also is a very useful tool that generates stories and quotes that narrate connection among interviewees. The interview format was semi-structured interview. Semi structured interview enabled respondents to talk freely and it allowed me to probe deeper into the primary response of the respondents and gains a more detailed answer on a particular topic unlike structured interview, semi structured interview allows both interviewer and interviewee flexibility in conversation and an opportunity to probe further on issues that the researcher things need more details. The interview guide first developed in English and then translated to Afaan Oromo and back to English to ensure proper translation. The interview were focused on factor affecting the implementation of active learning strategies, the degrees of active learning implementation, the participation of active learning strategies and the role of principals and supervisors to implement active learning. During the interview, I conducted an hour interview in Afaan Oromo Language with each of the 43 respondents, with 8 physical Education teachers, 30 students, 3 Principals and 2 Supervisors.

Class room Observation; In addition to interview the classroom observation was conducted. In support of this idea, Hancock (1998) affirmed that the richness and credibility of information it can provide by stating observation as “being a desirable part of data gathering instrument”. The main objective of classroom observation was to assess how active learning practice was implemented in the classroom. To achieve its purpose, the observation checklist was prepared on the basis of three categories, namely; regarding teachers’ role to implement active learning, the role of students’ in the process of active learning, class room conduciveness to practice active learning, students’ discipline during the process of active learning and the availability of teaching materials for active learning. In light of this, the observation was conducted in 3 selected schools on 8 teachers in 24 periods for a month.

3.6. Procedure of Data Collection

For the collection of data two types of tools; interview guide and class room observation checklist were developed by the researcher.

Before conducting the interview in the actual respondents to check the reliability and validity that helped to ensure the appropriateness of the item, the interviews checklist were pre-tested on a pilot test carried out on 10 students that were randomly selected out of the sample school at kibawacha Senior Secondary School.

After attempt was made to modify interview checklist a brief orientation was given for the interviewee were under taken on a one- to- one base with all interviewees.

To realize this study, in addition to the interview, classroom observation also employed to collect the necessary and relevant data from observation. In line to this, the observation checklist was constructed and conducted by the researcher himself while teaching and learning process carried on. In this regard, class room observation was conducted 4 days per month (one day per week) in two classes in each selected schools. Class room observation was done on two physical education teachers were selected from each sample school and a total of 6 teachers in two different classrooms (grade 9 and 10) had been observed for 24 periods in a month.

3.7. Method of Data Analysis

All the data from interviews were collected by hand-written notes. Codes for names were used to ensure anonymity of respondents was maintained. For analysis I started with reading through all the interviews to get an overview, where upon I went back to each interview transcript and read carefully. Then I created an interview summary for each participants as soon as possible after each interview took place. This way, the data was transcribed, edited, coded and translated in to English before it was analyzed.

To make an important connection to the research question, I employed thematic analysis to identify the most interesting and demonstrative patterns across interview (Merriam, 2002).

Thematic analysis aims at discovering the most common and relevant themes within the data, which were able to represent the whole data set. This step entails describing and developing the

themes from the data in relation to research question as the lens for analysis. After I identified major themes and differentiated significant themes from insignificant themes as according to my research question, I re-read my data and revised my themes when necessary.

3.8. Reliability and Validity of the Instruments

3.8.1. Validity

Regarding to the Validity of the study, the researcher constructed the measurement or test strategy, which measures the necessary trait. Before the actual data collection would start, the instruments were given full information to the subject so as to get valuable comments and criticisms on the strengths and weakness of the instrument. Based on the comments obtained, necessary modifications were made.

3.8.2. Reliability

Reliability of the study was done before the actual questionnaire was disseminated. During data collection the researcher would use the best measurement or assessment technique in order to obtain stable and consistent score. Moreover the reliability of the study were checked by using the retest method

3.9. Ethical Considerations

Ethics and safety of informants have a very special emphasis in any research work. Accordingly, maximum care was used to ensure anonymity and safety of participants. Participants in this study were ensured that their identities could not be traced at any point. They were also told, at the initial contact, about the goals of the study and that they could skip questions or stop at any time. Oral consent was obtained from each respondent and participant. Code names were used in presenting data to maintain anonymity of the participants of the study.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter deals with the presentation, analysis and interpretation of data gathered from interview and classroom observation. The chapter begins with a description of the demographic characteristics of participants and proceeds with a discussion of the findings with the identified themes.

4.2. Demographic Characteristics of Participants of the Study

This section provides a brief summary of each participant's demographic information related to their sex, age, work experience, educational status and field of specialization. The participants of the study were categorized into four groups; teachers, school principals, school supervisors and students as shown in table 1a. and 1b.

Table 1A. Background Information of Participants of the Study

No	Respondents	Sex	Age			Work experience			Qualification			Field of specialization
			25-30	31-36	Above 36	5-15	16-25	Above 25	Diploma	1 st degree	2 nd degree	
1	Teachers	M	1	4	1	3	2	1		4	2	Physical education
		F	1	1	-	1	1	-		2	-	
		T	2	5	1	4	3	1		6	2	
2	Principals	M	-	1	2	2	1	-	-	3	-	Academic subjects
		F	-	-	-	-	-	-	-	-	-	
		T	-	1	2	2	1	-	-	3	-	
3	Supervisors'	M	-	-	2	2	-	-	-	1	1	Management and academic subject
		F	-	-	-	-	-	-	-	-	-	
		T	-	-	2	2	-	-	-	1	1	

As it can be summarized in table 1a related to the participant age majority of them were adults, related to their work experience most of them have served more than five year. On the other hand, with respect to their qualification a large proportion of the participants have first degree

Table 1b Demographic Characteristics of Students

No	Sample schools	Number of selected students	Sex		Age		Grade 9and 10
					17-19	Above 20	
1	Biftu	10	M	5	4	1	9and10
			F	5	5	-	9and10
			T	10	9	1	9and10
2	Derge	10	M	5	5	-	9and10
			F	5	5	-	9and10
			T	10	10	-	-
3	Dalo	10	M	5	3	2	9and10
			F	5	4	1	9and10
			T	10	7	3	9and10

As it can be observed in Table 4.1b; in addition to physical education teachers, school principal and school supervisors, students were also selected for interview from the three schools. Those students that selected for interview from the three sample schools were 15 females and 15 male with total of 30 students.

4.3. Analysis and Interpretation of Teachers' Response for Interview

4.3.1. Analysis of Teacher Response of Related to Factors Affecting the Implementation of Active learning Strategies

For convenience and clarity of the analysis the researcher assigned (represent) each interviewee with English alphabetical letters (A, B, C . . .)

Regarding item 1, the extent at which active learning strategies were implemented in their schools. All of the teachers selected for interview pointed out that because of different factors active learning strategies were not implemented in their school.

“For instance, teacher A described that because of scarcity of educational materials such as text book and teachers' guide active learning strategies were not implemented”

Another teacher B explained that:

“Since the period allotment given for Physical Education one period per week, it is very difficult to implement active learning strategies because this type of teaching strategies require more time “

Among the interviewee groups, three teachers responded similar idea with the same words and stated that:

“... lack of student's interest and trend in their previous grade were an obstacle to implement active learning strategies in physical education class”

The rest three teachers indicated that:

“It's too difficult to implement active learning strategies in large class size and poor perception of students in the case of our school”

In addition to the above, the pedagogical shift from teacher centered approach to student centered / active learning/ requires fundamental changes in the role of the educator from that of didactic teacher to that facilitator of learning. The common element in active learning approach is that teachers are removed from their role of standing in front of class room and presenting the

material. The students are placed into the position of teaching themselves and the teacher is converted into coach and helper in the process.

The next item in the list was opinion of teachers related to the idea that explains, active learning strategies add a work load on the teachers. The responses of five teachers were:

“...Active Learning Strategies require the interaction of teachers with students and students among themselves. Therefore, teachers need to motivate each individual to participate more actively and require the arrangement of many educational materials as result it takes and makes the teacher busy”

The rest teachers believed that:

This method of teaching makes the students busier rather, it supports the activity of the teacher

In line to this, the above opinions of teachers indicated that teachers believed as active learning strategies add additional work load on day to day activities of teachers.

In line with this idea, Nuna(1988) mentioned that active learning strategies realized through different teaching strategies by giving more responsibility of learning to the learner. So that, the learner becomes more active participant than passive listener in teaching-learning process

Furthermore, items 3, teacher's perspective in using active learning strategies what makes it difficult to use it. Except one of the interviewees' majority of the respondent's perspective revealed that active learning strategies were time consuming and cannot be implemented in our school situation.

In the case of factors that influence up on the implementation of active learning strategies in physical education class (in item 4), the respondents' group stated that: less contact hour per week, lack of educational materials in the school, large number of students per class, lack of students interest and readiness to learn in group, lack of background trend of students, lack of support from school management, poor perspective of teachers and students were some of the factors that hinder the implementation of active learning strategies in those sample schools.

Item 5, which explains the way how teachers assess the implementation of active learning strategies in physical education department. To this item, all teachers explained that of course, we are discussing always in our department. However, even if we are discussing how we are going to implement the active learning strategies the real situation observed in the school are the major obstacles to assess and practice of active learning method of teaching.

Moreover, related to item 6, this requires the perception of students' towards the active learning strategies. For this item, the interviewees have similar perception by saying

“...Except few talented groups of students were not interested in learning through student-centered method of teaching”

Of course, as it was mentioned in the above it seems that it's difficult for them. Since, they were not exercise student centered method of teaching in the lower grades.

Whereas in other sample members where stated that

Students were interested and ready to learn through active learning method.

4.3.2. The Participation of Students in Active Learning Strategies

With regard to item1, that aimed at whether students are more active or passive during the practice of active learning. For this item, the interviewee groups stated two different ideas. The majority groups of interviewees pointed out there

Students were not ready to practice and participate in the active learning strategies.

On the other hand, a very few interviewee confirmed that

Students were more active and highly participated during the implementation of active learning strategies.

Regarding the second item, all the interviewee members agreed that the most common and dominant type of teaching learning method in the interviewee school was teacher centered method.

Item 3, presents the opinion of teachers regarding the more effective method of teaching to increase the academic performance of students (teacher-centered or student-centered). Accordingly, all of the interviewees selected the student-centered method of teaching as more preferable than teacher-centered method of teaching to increase the academic performance of students

4.3.3. The Role of Principal and Supervisor to Implement Active Learning Strategies

In item 1, it seeks the suggestion of teachers related to promote the implementation of active learning in their school setting. To this end, teachers suggested that

The ministry of Education should provide refreshment course and in-service training concerning the active learning method for all school members, the school should register students according to the class size principle of MOE, as much as possible, the school principal and supervisors should follow up the implementation of active learning strategies.

Item 2, explains how school principals and supervisors support physical education teachers during the practice and implementation of active learning. In this regard, the teachers revealed that the principals and supervisors were not providing any kind of support that helps to implement active learning strategies.

As far as item 3 is concerned, the solution for the overall problems concerning the implementation of active learning, the teachers suggested that awareness creation through refreshment course, determine the number of students according to the standard, to maximize students trend they should learn by active learning method from the lower grades and as much as possible each students should have to have each text individually.

However, few interviewee groups were not willing to suggestion a solution to the problem.

4.4. Analysis and Interpretation of Students' Response for the Interview

The interviews conducted with students on the support were categorized in to three categories. These are factors affecting of the implementation of active learning strategies, the degree of active learning implementation and participation of the student in active learning strategies.

4.4.1. Investigation of Factors Affecting the Implementation of Active Learning

Concerning item 1, which is related to the perception of students towards active learning strategies, majority of them stated that, through active learning methods students did not obtain the necessary knowledge and they were not benefited.

This perception indicates that majority of students' perceived active learning strategies as not beneficial for them.

Whereas, a few students' confirmed that

If active learning strategies were practiced in their class they were benefited.

With regards to item 2, factors that affect the implementation of active learning. the interviewee pointed out that lack of educational materials such as students' text book, the negative perception of students towards active learning and the interest of teachers to implement the method is some of the factors that affected the practice of active learning strategies.

This idea was also supported by the interview conducted with physical education teachers. In contrary to the above idea a very less number of the interviewees withhold themselves to point out those factors that affect the implementation of active learning method.

On the other hand, in item 3, needs to know the perception of students towards active learning. Agreed that majority of their classmates were hate the mechanism of active learning strategies. However, less than half of the interviewee groups affirm that some of the students want to learn through active learning strategies.

4.4.2. Regarding Interview Response Related to the Degree of Active Learning Strategies

Related to this item 6, investigated that during the process of active learning from who expected more activity (from students or teachers). In line to this, the interviewee were agreed that

In the process of active learning more activities were expected from teachers than students. This implied that students were did not have the concept how active learning was employed.

Item 7; needs to assess the degree at which active learning has been practiced in the sample schools. In this regard, most of the interviewee revealed that Active learning process did not implement in all their school. The interview conducted with teachers supported the idea.

4.4.3. The Participation of Students in Active Learning Situation

Item 8, that seeks the most common and dominant type of teaching method in their school. To this end, every interviewees shared a common idea that the most common and dominant type of teaching learning method in their school was “teacher-centered”.

Item 9, needs to assess the more effective way of teaching "whether student-centered" or" teacher- centered" to increase the academic performance of students. Accordingly, the majority of interviewees was depicted that teacher-centered increase the academic performance of students.

Whereas, a few members showed that

“The academic performance of students increased only in through the process of student centered method of teaching”.

Finally, item 10, respondents were asked to suggest what they assumed to be the solutions for overall problems that hinder the implementation of active learning in physical education class. Students responded that awareness creation for both teachers and students related to the benefits of active learning. Moreover as much as possible, the school should disseminate text books for all students.

4.5. Analysis and Interpretation of Principals' and Supervisor's Response on Interview

4.5.1. Factors Affecting the Implementation of Active Learning Strategies

As it was depicted in item 1, that requires the perception of principals and supervisors in relation to active learning strategies. Accordingly, interviewees were indicated that

Active learning strategies are the modern and scientific method of teaching that enhance the academic performance and achievement of each student.

They also stated that student has a possibility to learn by him/herself and with his/her group member.

This implies that even though active learning strategies were not implemented in their school they perceived that active learning strategies are scientific methods of teaching that promotes the academic performance of students.

Item 2, displayed the factors that they think to affect the implementation of active learning in their school. Related to this idea, interviewees (teachers, students, principals and supervisors) reported that lack of materials such as text book, large no of students per class, negative perception of student and teachers, lack of commitment of principals and supervisors to practice the strategy, lack of awareness creation and refreshment course for teachers, principals and supervisors. Were assumed to be the challenges that affect the implementation of active learning method

Item 3 investigated the tendency of teachers to practice active learning strategies. To this end, the interviewees were agreed that teachers have a negative attitude to practice this new method of teaching.

Regarding item 4, this required to assess the perception of students towards active learning method. As it was noticed from the response of interviewee all principals indicated as all students have a positive perception related to active learning strategies.

However, the response of principals contradicted to what they have responded for item 2. On the other aspect, all of the supervisors responded that they did not think students perceive positively.

4.5.2. Degree of Active Learning Implementation

Regarding item 5, that demanded to determine the more dominant teaching strategy from the two methods active learning or passive learning. Principals and Supervisors responded that active learning method is more dominant method of teaching in their school than teacher-centered method.

However, the responses obtained from interview and the reality observed from classroom observation showed that active learning strategies were not employed in all sample schools.

In addition, on item 6, the interviewees were asked about the method of teaching that they thought more effective to raise the academic achievement of students. Their responses indicated that the more effective method of teaching was student centered method.

4.5.3. The Role of Principals and Supervisors to Implement Active Learning Strategies

Item 7, that needed to assess whether teachers have got refreshment course on active learning method or not. To this end, all of the respondents revealed that teachers were not refreshed through in-service training at all.

Item 8, need the ways as to how principals and supervisors follow-up and support to practice and implement active learning strategies. Principals and Supervisors replied that to practice and implement active learning strategies by investigating activity checklist, through supervision, reports from departments and teachers' weakly lesson plan.

Regarding, item 9, which required the recommendation they suggest to the implement of active learning strategies in their school context with particular reference physical education. Accordingly, both the principals and supervisors commented that zone and district education Office should provide continuous refreshment course related to the topic. Teachers should be committed to practice the method; Parents and Teachers' Association Committee should provide the necessary educational materials and determine the class size of the school.

4.6. Classroom Observation

Table 4.2, The Way How Classroom Observation was Conducted

No	School	Grade	Total observation days per month	Period	Time taken
1	BiftuNekemte Sec School	9&10	Four days	8 periods	320 minutes
2	Derge Sec School	9&10	Four days	8 periods	320 minutes
3	Dalo Sec School	9&10	Four days	8 periods	320 minutes

To obtain the necessary data through classroom observation the researcher conducted 4 days per month (one day per week) in two classes in each selected schools. As mentioned in Table 3, from each selected sample school two physical education teachers and a total of 6 teachers in two different classrooms (grade 9 and 10) had been observed for 24 periods in a month. In addition, the classroom observation in each school was conducted in the morning shift with the support of observation checklist.

Moreover, from those 6 teachers on which classroom observation was conducted one was female and five were males. Regarding their work experience as indicated in Table 2, majority of them were between 5-15 years' service and concerning their educational status two of them were with second degree and the rest were first degree holders.

Table 4.3, Teachers' Role to Implement Active Learning

No	Instructional Activity	Availability on the Lesson		
		Present	Absent	Total
1	Does the teacher make the students to be ready physically, mentally and emotionally to conduct the teaching learning process?	6	18	24
2	Does the teacher give clear instruction about the procedures and activities to be done in that particular time?	9	15	24
3	Is the teacher making aware of how to implement various active-learning methods regarding physical education class?			
	3.1. Brain storming		24	24
	3.2. Motivate students	5	19	24
	3.3. Provide exercise		24	24
	3.4. Provide group discussion	5	19	24
	3.5. Give a time to ask him a question	20	4	24
	3.6. Encourages students to participate actively	10	14	24
	3.7. Students arranged in pair and group for collaborative learning of different activities	8	16	24
4.	Does the teacher apply the necessary types of active learning strategies depending on the topic delivered?			
	4.1. Provision of introduction on the lesson topic?	10	14	24
	4.2.Provision of support and encouragement for students to ask and answer various questions?	10	14	24
5	The teacher managing the class during the practice of active learning strategies?	6	18	24
6	Does the teacher arrange students' sitting arrangement according to their academic diversity?	2	22	24

* N= number of frequency

In this part, the researcher assessed the role of teachers towards the implementation of active learning, the role of students' in the process of active learning, class room conduciveness to implement active learning, students' discipline during the process of active learning and the availability of teaching materials for active learning through observation supported by observation checklist to collect the necessary data.

The implementation of active learning, the role of teacher has its own impact on teaching-learning process. Therefore, assessing the teacher's roles against some points related to active learning has paramount importance. During classroom observation teachers didn't completely do

this most of the time they didn't make students to be ready physically, mentally and emotionally and they didn't give clear instruction about the procedures and activities. With regard to arranging the students in heterogeneous grouping, they didn't attempt it. In one group around eight and nine students in other group two or three students sit together.

As shown in Table 4.3, regarding item 1, the results obtained from classroom observation revealed that fairly. This showed that the teachers did not make students ready physically, mentally and emotionally during the teaching learning process.

As can be seen from Table 4.3, item 2, concerned about whether the teacher give clear instruction about the procedures and the activities to be done. In this regard, the classroom observation showed that majority of the teachers did not give clear instructions and procedures to their students about the activities to be done in that particular time.

Item3, in Table 4.3, deals with the awareness of teachers how to implement various methods of active learning during physical education class. Accordingly, Brain storming results obtained from classroom observation was light. Whereas, related to motivating students are good. This implied that most of the teachers did not apply to motivate and to bring their mind to him before the beginning of the teaching learning process.

On the other hand, with regards to arrangement of students in pair and group for collaborative learning indicated that being absent. In addition, the results of the data related to provision of exercise and group discussion were very less. From the observed data, it was possible to conclude that almost all teachers did not arrange students in pair and in group for collaborative learning and different activities were not done through group discussion. In all method of teaching learning process the teacher have to provide time for the students to practice different exercise. In line to these, related to item 3.5 the data obtained from classroom observation could be seen as very good. These data affirmed that the largest proportion of teachers were give a time for students ask him different question.

Furthermore item 4, which is presented in Table 4.3, concerned to the provision of introduction on the lesson topic. In this regard the arguments observed from the observation showed that good. Therefore, the arguments from the observation revealed more than three fourth of the teachers introduce the lesson.

On the same table, under item 4, the observation was conducted whether teachers Provide support and encouragement for their students' to ask and answer various questions or not. As noticed from table 4.3, the observation results revealed good. To this end, the observer agreed that more than half of the teachers provided support and encouragement for students to ask and answer various questions.

For item 5, the results obtained from the observation. From these data it was possible to conclude that the way how the teachers were managing the class during the practice of teaching learning process was less.

As described in Table 4.3, the sitting arrangement of students according to their academic diversity, the results obtained from the observation were fair. In line to these results, teachers were not employing the sitting arrangement of students according to their academic diversity.

Table 4.4, Students 'Role in the Process of Active Learning

No	Instructional Activity	Availability on the Lesson		
		Present	Absent	Total
7	The students Attend during active learning process.	4	20	24
8	the student Readiness to participate in each activity		24	24

* N= number of frequency

As presented in Table 4.4, the attention of students during active learning process in item 7, classroom observation results showed fair. These data realized that the attention of students in the teaching learning process was significant.

Furthermore, item 8, in Table 4.4, deals with the readiness of the students to participate in each activity. In light of this, the observation results were absent. From these data it was possible to conclude that readiness of the students to participate in the classroom reasonable.

In contrast to these, Amenu (2005) points out that in learner centered teaching learning self-initiated and involvement the process of inquiry and discovery. Moreover, Nuna(1988) also

revealed that active learning realized through different teaching strategies by giving more responsibility of learning to the learners.

Table 4.5, Class room Conduciveness to Implement Active Learning

No	Instructional Activity	Activity on the Lesson		
		Present	Absent	Total
9	Does the nature of classroom conducive to facilitate active learning strategies?			
	9.1. Light?	24	-	24
	9.2. Free space?	8	16	
	9.3. Classroom size?	24	-	24

In line with item 9, in table 4.5, the observation checklist was conduciveness of the classroom to implement active learning strategies. In this regard, being the brightness (light) and size of the classroom the observation result revealed that excellent. To this effect, the brightness and the size of classroom are conducive to facilitate the teaching learning process effectively.

On the other hand, the presence of free space in the classrooms, the observation results confirmed fair.

To this end, the data revealed that the movement of teachers within the classroom was not so much sufficient free space. This was not related to the size of the class, rather due to the large number of students in the classroom (more than 65 students per class).

Table 4.6, the Result of Observation Concerning Students' Discipline during the Process of Active Learning

No	Instructional Activity	Availability on the Lesson		
		Present	absent	Total
11	What about the discipline of students' during the implementation of active learning strategies?			
	11.1. Listening?	19	5	24
	11.2. Taking a note?	24	-	24
	11.3. Actively participate?	6	18	24

* N= number of frequency

As observed from the table 4.6, the context of item 11 was the discipline of students' during the implementation of active learning. In this regard concerning the listening manner of students, the results obtained from observation were good. As this data showed, large proportion students' listening manner was having positive attributes to implement active learning strategies.

Furthermore, the manner of note taking implies that students were actively taking note.

On the other hand, related to the participation of the students reported on the table 4.6, was fair. In connection to these results, majority of the students were not participating actively.

Table 4.7, the Availability of Teaching Materials for Active Learning

No	Instructional Activity	Availability on the Lesson		
		Present	Absent	Total
12	Are the necessary teaching learning materials available for the effective implementation of the active learning strategies?			
	12.1. Chalk	24	-	24
	12.2. Blackboard	24	-	24
	12.3. Notice board	-	24	24
	12.4. Student text book	4	20	24
	12.5. Teachers guide	-	24	24

* N= number of frequency

As observed from Table 4.7, the observation checklist in item12 was set to assess about the availability of teaching learning materials such as chalk, Blackboard, Notice board, students' text book and teacher's guide for the effective implementation of active learning strategies. To this end, the observation data results were showed that in all observed classes chalk and blackboard were 24(100%) available for the effective implementation of the active learning strategies. Whereas, regarding to Notice board, and teacher's guide the observation result was absent that affirmed those materials were absent in all observed classes. With regards to student text book as noticed from the table the results were fair. On top of these, it was well known fact that scarcity of teaching material are the most serious factors that affect the implementation of active learning strategies effectively in those schools.

The overall, discussion results based on the data presented in table 4-7 supported in a research conducted by Yonas (2007), which emphasized that less motivation of teachers, problem of large class size, lack of students' motivation, lack of sufficient educational materials such as different text and guide books, lack of positive attitude of teachers towards the implementation of active learning, are discussed as challenges of implementing active learning.

CHAPTER FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATION

5.1.Introduction

This chapter aimed to summarize the whole components of the study the major findings of the study, draw conclusions arising from the findings and give alternative recommendations as plausible solutions for the problems obtained from the findings.

5.2. Summary

The study was carried out in three Senior Secondary Schools, found in Oromiya regional state, with particular reference to Nekemte Administrative town. The main purpose of this study was to investigate the Practice and Challenge of Implementing Active Learning Methods in Teaching of Physical Education Subject in Senior Secondary Schools of Wollega Zone Oromia National Regional State Nekemte Town and finally to give a plausible suggestion or recommendations based on the finding from collected data. In order to achieve the purpose of the study basic questions were raised addressing the areas of the problem.

1. To what extent was active learning implemented in those senior secondary schools?
2. What were the knowledge, skill and attitude of physical education teachers in active learning method of teaching?
3. Do students actively participate during active learning class room situation?
4. What are the challenges in implementing active learning strategies?
5. What is the role of school principals and supervisors in promoting or facilitating the implementation of active learning?

To make it manageable and be complete within the specified time from 6 senior secondary schools only three (50%) of the school were randomly selected to represent the sample population. In line to this, from each selected sample school 8 physical education teachers, 3 academic vice directors and 2 supervisors through purposive sampling technique. On the other

hand, 10 students from each school, totally 30 students were selected by using probability sampling technique through simple random method.

To collect relevant and pertinent information, interview with check list practical classroom observation that addressing the areas of the problem to the topic under investigation were employed as data gathering tools.

Before conducting the interview on the actual interview the researcher planned to employ the pilot study. That was very important as it helped the researcher to refine the data collection plan with respect to both the contents, forms of the check list and the procedure to be followed. Moreover, the pilot test was done to test and improve the tools before they were used with the actual respondents, to identify unexpected problems and to judge the feasibility of the overall research plan and then to make necessary modification such as changing inappropriate strategies to the more effective and feasible one.

Therefore, to achieve the objective of the study, to check how respondents understand and respond to the interview questionnaire, a pilot test was given for 10 students out of the sample selected schools. The pilot test was given in Kibewacha secondary school that was selected randomly.

Finally, after the necessary modification was made on interview, check list, the necessary information was collected from the targeted respondents, analyzed and interpreted by using qualitative method.

The findings of the study revealed the magnitude of practices and challenges to implement active learning strategies in physical education class of those selected senior secondary schools was very high, due to the seriousness of several problems. After all, on the bases of the analyzed data the study came up with the following major findings.

It is evident that school principals in general have two basic roles as administrator (administering) and as institutional leader (teaching) has a power to monitor, control, manage and evaluate the implementation of and the rules and policies designed by government for teaching learning process as a whole. Similarly, teachers as profession also have a great responsibility and show commitment to implement the teaching learning process designed in the

curriculum. Furthermore, students also obligated to learn their subject as designed by Ministry of Education.

However, the analysis of the data obtained from practical classroom observation and interview conducted with physical education teachers, students and principals and supervisors result showed the following major findings.

1. The findings obtained in this study related to factors affecting the implementation of active learning strategies revealed that as a result of the following factors active learning strategies were not implemented. As the interviewee pointed out these factors that hinder to implement active learning method are: classroom size, less period allotment for the subject, lack of students' trend in lower grade as a result students were not interested and motivated, negative perception of teachers and students to the method, poor perception and lack of support from school management and scarcity of educational materials; such as students' text book and teachers' guide.

In support of the above idea the research conducted on active learning by Yonas (2007) revealed that lack of students motivation, large class size, shortage of instructional materials, lack of skills in selecting varieties of methods and lack of awareness on active learning are the major factors that affect the implementation of active learning.

2. As the data analysis on the attitude of students toward active learning method showed that except in practical classes (in the field practice) majority of respondents were not interested and motivated in learning through this modern approach.

In contrast to the above, that process of active learning requires students' engagement to do a meaningful learning activity and to think about what they are doing.

3. a larger proportion of the respondents confirmed that majority of students were active during teacher centered while they were passive during student centered approach. As a result, the more dominant type of teaching strategy was teacher centered.

On the other hand, the response of both principals and supervisors were different from the other sample groups in that they responded as active learning method is the more dominant method of teaching in their school than teacher centered method. In addition,

they stated as active learning method is more effective to raise the academic achievement of students. With respect to this it was a response in which all of them agreed that more effective method of teaching was student centered methods.

However, the data obtained from the majority of the respondents and reality obtained from classroom observation and interview implied that active learning strategies were not employed in all sample schools.

4. Principals and Supervisors did not perform their tasks related to their position, they did not monitor, evaluate and regulate the implementation of the teaching learning process as it was designed by the Ministry of Education.
5. Factors affecting the implementation of active learning strategies were lack of student text book, lack of awareness to the benefit of active learning approach and the negative perception of students to the method are some of the factor that hinder the implementation of active learning.

This study also confirmed that the tendency of teachers to practice active learning method was less and majority of teacher were not interested and motivated to teach their students through teacher centered approach. In same manner, principals and supervisors were also agreed with the idea of students in that teachers have a negative attitude to practice the new method of teaching approach.

6. Students' perceived teacher-centered approach is more effective to increase the academic performance of students. To this effect, the findings of the study showed that in those selected schools the more dominant type of teaching strategy was teacher-centered method.
7. Principals and Supervisors affirmed that both of them perceived as active learning strategies are the modern and scientific approach method of teaching that enhances the academic performance and each student has a possibility to learn by themselves as well as with their group member.
8. Teachers did not get refreshment course through in-service training related to the methodology of active learning method.

9. Finally, the entire respondents group of principals, supervisors and PE teacher suggested as a solution for the overall problems were awareness creation through continuous refreshment course, determine the class size, maximize student's trend to learn by active learning method from the lower grades and as much as possible each student should have to have each text individually.
10. The findings of the study from class room observation revealed that teachers did not their students' ready physically, mentally and emotionally through to motivate and bring their mind to him; before the beginning of teaching learning process. In addition, majority of the observed teachers did not give a clear instructions and procedures to be followed by their students related to the various classroom activities.

In line this, Solomon, (2000) explained that the problems of active learning was concerned with teachers, they did not employ the methods and techniques prescribed by the syllabus, lack of motivation and readiness of teachers to go together with the new method of teaching. Therefore, this and other problems is related to their own negative impact on effective implementation of active learning.

11. The sitting arrangements of students were not in accordance to their academic diversity that needed to implement active learning strategies. Similarly, in all observed classroom teachers were not arrange their students in pair and in group for collaborative learning through different activities.
12. The numbers of the students were very large in number (more than 65 students per class). To this effect, the mechanism of teachers to manage the class during the practice of teaching learning process was very less. In addition, majority of students did not participated actively while teaching learning process employed.

5.3. Conclusions

Based on the analysis of the data and the findings of the study the following conclusions were drawn. Accordingly, the analysis and the findings of the study showed that the major hindrances that could impede the effective implementation of active learning strategies in those selected schools were classroom size, less period allotment for the subject and lack of interest motivation on the parts of the teachers and preference to teach their students through teacher-centered approach. Lack of students' exposure in lower grade as result students were not interested and motivated. Negative perception of teachers and students to the method, poor perception and lack of support of school management, lack of awareness creation and refreshment course for stake holders and scarcity of educational materials; such as students' text book and teachers' guide were some of the factors that hinder the implementation of active learning. Thus, the modern teaching approach (student-centered) method was not employed in those schools where this research was conducted.

5.4. Recommendations

It is impossible to practice and realize the intended target of education without considering various factors that contribute to enhance or hinder the teaching learning process at any level of education. Because educational achievements are the outcomes of interwoven factors, in this research, data were collected from different sample groups by using interviews and classroom observation. Based on the findings and conclusions of the study, the researcher would like to forward the following recommendations for the improvement of the active learning implementation and as means to alleviate the problems encountered the implementation of active learning strategies.

1. Nekemte Administrative City Education Bureau should provide continuous in-service refreshment course to teachers and principals related to the topic under investigation.
2. In principle, principals and supervisors have a power and responsibility to implement the policy and rules designed by Ministry of Education. Therefore, principals and supervisors should make follow-up of the implementation of the strategies through classroom observation, supervision, checklist, weekly and yearly lesson plan of teachers.
3. The school management and Parents Teachers Association (PTA) Committee should determine the number of students per class in that level according to the policy designed by the Ministry of Education.
4. One of the basic obstacles to implement active learning strategies was scarcity of educational materials. Therefore, the school management and Parents Teachers Association Committee should fulfill the primary and necessary educational materials; such as teachers' guide, students' text books and so on.
5. Nekemte Administrative City Education Bureau, Supervisors and School Principals should have to provide the necessary awareness creation to both teachers and students on the topic under investigation.
6. Another basic problem that hinders the practice and implementation of active learning teaching method particularly related to the interest and motivation students was the limitation of trends in their lower grades. To this end, Nekemte Administrative City Education Bureau should follow-up, monitor, control and evaluate the implementation of active learning strategies in all level of schools.

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APPENDICES

- F.** The interviews guides prepared for Physical Education teachers
- G.** The interviews guides prepared for students
- H.** The translation of interview guide for students from English Language to Afaan Oromo Language
- I.** The interviews guides prepared for principals and supervisors
- J.** The class room observation Check list

APPENDIX -A
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Guides to Interview Conducted for Physical Education Teachers

Dear respondents

The aim of this interview is to assess issues related to the problems for the implementation of active learning practice in secondary schools of Nekemte town with particular reference to physical Education. The information obtained from the respondents will help to the problems that encountered the practice and implementation of active learning strategies in secondary schools of Nekemte town and to suggest plausible solutions to the problems. The information obtained will be secured and used only for the research purpose.

Thank you in advance for your cooperation!

Part I. General information

Sex_____ **Age**_____ **Qualification**_____

Experience: _____ **Position**_____

I. Factor affecting the implementation of active learning strategies

1. To what extent active learning is implemented in your school?
2. Do you think that active learning strategies add a work load on the teacher?
3. Do you think that the practice of active learning strategies make it difficult to cover the contents of the material?
4. What are the factors that you think influence up on the implementation of active learning in your physical education class?
5. How do you assess the implementation of active learning strategies in your department?
6. What are the perceptions of students towards active learning strategies in your physical education class?

II. The participation of the student in active learning situation

1. Are the students more active or passive particularly in active learning process?
2. Which type of teaching strategy is more dominant in your physical education; active or passive?
3. Which method of teaching do you think, more effective to increase the academic performance of students; teacher-centered or student-centered?

III. Interview presented for teachers related to the role of principal and supervisor to implement active learning strategies

1. What do you suggest to promote the implementation of active learning strategies in your school context with particular reference to physical education class?
2. How do the school and supervisor support you during the practice and implementation of active learning strategies in your class?
3. What do you suggest as solution for the problems?

APPENDIX -B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Guides to interview conducted for students

Dear respondents

The aim of this interview is to assess issues related to the problems for the implementation of active learning practice in secondary schools of Nekemte town with particular reference to physical Education. The information obtained from the respondents will help to the problems that encountered the practice and implementation of active learning strategies in secondary schools of Nekemte town and to suggest plausible solutions to the problems. The information obtained will be secured and used only for the research purpose.

Thank you in advance for your cooperation!

Part I. General information

Sex _____ Age _____ Grade _____

I. Factor affecting the implementation of active learning strategies

1. What is your perception regarding active learning strategies?
2. What are the factors that do you think that affect the implementation of active learning in your physical education class?
3. What are the perceptions of students in your class towards active learning strategies in your physical education class?

II. The attitude of students toward active learning method

4. Are you interested and motivated during the practice of active learning strategies in physical education class?
5. What do you think about the tendency of teachers to practice active learning strategies?

III. The extents of active learning implementation

6. In the process of active learning from whom expected more activity, from the students' or teachers?
7. To what extent do you implement the active learning practices in physical education class?

IV. The participation of student during active learning situation

8. Which type of teaching strategy is more dominant in your physical education; active or passive?
9. Which method of teaching do you think, more effective to increase the academic performance of students' teacher centered or student centered?
10. What do you suggest as solution for the problem?

APPENDIX -C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Qajeelchaa Gaaffilee afgaaffii Barattootaaf dhiyaate

kutaa 1^{ffaa} Odeeffannoo Waliigalaa

Saala_____Umurii_____Kutaa_____

I. Gufuwaan hojiiirraa olmaa barnoota barattota gidu galessaa godhate

1. Mala Barnoota Barattota Gidugalessaa Godhate irraattii Yaada Maalii Qabda ykn, ilaalchaa kee Maal fakkata?
2. Barnoota Guddinnaa fi Jabeenyaa Qaamaa mala barnoota barattota gidu galessaa godhate irraatti iakka hin raawane guffawwaan jette kan yaaduu maalii dha ?
3. Barattota Barnoota Guddinnaa fi Jabeenyaa Qaamaa mala barnoota barattota gidduu galessaa godhate ilaalchise ilaalchi barattota maalii dha?

II. Feedhii barattota mala barnoota gidu galessaa godhate ilaalchisee

4. Barnoota Guddinnaa fi Jabeenyaa Qaamaa mala barattota gidduu galessaa godhate barachuuf fedhii fi kaka'umsaa qabdaa?
5. kaka'umsi barsiisonii mala barnoota barattota gidduu galessaa godhate kennuu irraattii kaka'umsii fi feedhii jiruu akkammitti ilaalta?

III. Hojiiirraa olmaa mala barnoota barattota gidduu galessaa godhate hagaam dha

6. Barattota ykn barsisoota kessaa mala barnoota barattota gidduu galessaa godhaatee kessaa irraa caalmaattii enyu jette yaada?
7. Barnoota Guddinnaa fi Jabeenyaa Qaamaa barattota gidduu galessaa godhate hagaam hojiiirraa olaa jirraa?

**IV. Hirmaana barattota yeroo barnootnii barattota gidduu galessaa
godhaatee kenamuu ilaalchisee**

8. Barnoota Guddinaa fi Jabeenyaa Qaamaa mala barnoota barattota gidduu galessaa godhaatee fi mala barnoota Barsisoota gidduu galessaa godhaatee Kessaa irraa caalaatti mala baru- barsisuu issaa kami dha? (Active or Passive)
9. Akka yaada keetti irraa caalaatti dandeettiin fi qabxii barattota ol gudisuu kan danda'uu mala baru-barsisuu issaa kami (barattota gidduu galessaa godhaatee ykn Barsisoota gidduu galessaa godhaatee)?
10. Rakkolee kanaaf furmaata ta'aa jettee kan yaaduu maal jettee yaada ?

APPENDIX -D
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Guides to interview conducted for principal and supervisors

Dear respondents

The aim of this interview is to assess issues related to the problems for the implementation of active learning practice in secondary schools of Nekemte town with particular reference to physical Education. The information obtained from the respondents will help to the problems that encountered the practice and implementation of active learning strategies in secondary schools of Nekemte town and to suggest plausible solutions to the problems. The information obtained will be secured and used only for the research purpose.

Thank you in advance for your cooperation!

Part I. General information

Sex_____ **Age**_____ **Qualification**_____

Experience: _____ **Position**_____

A. Factor affecting the implementation of active learning strategies

1. What is your perception regarding active learning strategies?
2. What are the factors that you think affect the implementation of active learning in your school?
3. What do you think about the tendency of teachers to practice active learning strategies?
4. What are the perceptions of students towards active learning strategies in your school?

B. The participation of the student in active learning situation

5. Which type of teaching strategy is more dominant in your physical education; active or passive?
6. Which method of teaching do you think, more effective to increase the academic performance of students; teacher-centered or student-centered?

C. The role of principal and supervisor to implement active learning strategies

7. Do the teachers get adequate refreshed course through in service training regarding the methodology of active learning strategies?
8. How do you follow-up and support the practice and implementation of active learning strategies?
9. What do you recommend to implement active learning strategies in your school context with particular reference to physical education class?

APPENDIX -E

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Checklist for Classroom Observation

The main purpose of this observation checklist is to assess the activities practiced in the classroom in relation to the implementation of active learning.

Instruction: Tick “Yes” if the appropriate activity is observed or “No” if it is not observed.

Part I. General Information

- Name of the school_____
- Topic being observed_____
- Period being observed _____
- Shift in which observation is carried out: Morning ☐ Afternoon ☐
- The teacher observed: Male ☐ Female ☐
- Educational status:- Diploma ☐ First degree ☐ Second degree ☐
- Teaching experience:-1-5 ☐ 6-10 ☐ 11-15 ☐ above 15 ☐
- Number of student in the class: Male_____ Female _____Total_____

Part II. Checklist for Classroom Observation

No	Instructional Activity	Availability on the Lesson		
		Present	Absent	Total
1	Does the teacher make the students to be ready in their physically, mentally and emotionally to conduct the teaching learning process?			
2	Does the teacher give clear instruction about the procedures and activities to be done in that particular time?			
3	Does the teacher aware of how to implement various active-learning methods regarding physical education class?			
	3.1. Brain storming			
	4.2. Motivate students			
	4.3. Provide exercise			
	4.4. Provide group discussion			
	4.5. Give a time to ask him a question			
	4.6. Encourages students to participate actively			
	3.7. Students arranged in pair and group for collaborative learning of different activities?			
5.	Does the teacher apply the necessary types of active learning strategies depending on the topic delivered?			
	5.5. Provision introduction of on the lesson topic?			
	5.6.Provision of support and encouragement for students to ask and answer various questions?			
5	How the teacher managing the class during the practice of active learning strategies?			
6	Does the teacher arrange students' sitting arrangement according to their academic diversity?			

No	Instructional Activity	Availability on the Lesson		
		Present	Absent	Total
8	Attention of the students during active learning process.			
9	Readiness of the student to participate in each activity			
10	Does the nature of classroom conducive to facilitate active learning strategies?			
	10.1. Light			
	10.2. Free space			
	10.3. Classroom size			
11.	What about the discipline of students' during the implementation of active learning strategies?			
	11.1. Listening			
	11.2. Taking a note			
	11.3. Actively participate			
12	Do the necessary teaching learning materials are available for the effective implementation of the active learning strategies?			
	11.1. Chalk			
	11.2. Blackboard			
	11.3. Notice board			
	11.4. Student text book			
	11.5. Teachers guide			