ADDIS ABABA UNIVERSITY

School of Graduate Studies

AN ASSESSMENT ON CHALLENGES OF EFFECTIVE ACTIVE LEARNING: THE CASE OF UNDERGRADUATE PHYSICAL EDUCATION PROGRAM AT ADDIS ABABA UNIVERSITY

By

Addisalem Girma

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A THESIS SUBMITED TO THE SCOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULLFILMENT OF THE REQUERMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN TEACHING SPORT SCIENCE

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ADDISALEM GIRMA

Approval of Board of Examination

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Chairman, Department Graduate Committee	Signature
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Advisor	Signature
....	.....
Internal Examiner	Signature
.....	.....
External Examiner	Signature

Dedicated to

my dearly loved mother Worke Defecha for her invaluable contribution to be what I am now and my dearly loved brother Ketema Girma who always wanted me to learn and to wish my achievement in education.

Declaration

The following declare that this thesis is my original work and all relevant sources used for thesis are duly acknowledged.

Name ……

Signature ……...

Date of Submission …….

The thesis has been submitted for examination by approval as a university advisor.

Name ……

Signature …….

Date of submission ……

Acknowledgement

If I was not assured that no tongue, however deep its wisdom, can be fittingly magnify His name, nor can the bird of the human heart, however great its longing, ever hope to ascend in to the heaven of His Majesty and Knowledge', I would have devoted pages and pages in praising the Lord God for all what he has bestowed on me.

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Abbreviations

HEI – Higher Education Institutions

AL - Active Learning

PE – Physical Education

SC – Student Centered

ACL – Active and Cooperative Learning

ICT – Information and Communication Technology

CTL – Center for Teaching and Learning

SCI – Student Centered Instruction

CL – Cooperative Learning

ITL – Inductive Teaching and Learning

ETP – Ethiopian Training Policy

MOE – Ministry of Education

AAU – Addis Ababa University

IM – Instructional Materials

OH – Overhead projector

LCD – Liquid crystal display

Abstract

It has been about ten years since the government of Ethiopia made a new educational and training policy. The making of the policy has been followed by the development and implementation of different programs in order to carry forward the innovations enshrined in it. One of the highly emphasized aspects of this policy is the need to implement an active learning education most of the time which is expressed as student-centered, both in content and approach with the objective of producing a problem solving citizen. Related with this, the more elaborate aspiration of the policy is the trend towards shifting learning instructions from teacher-centered approach to a student centered approach. Though a variety of understanding exist on what 'a student-centered approach' means, the active learning approach with its qualifications as a student-centered approach and its unquestioned relevance in the development of problem solving citizen, it is expected that this approach is given precedence in the implementation of the policy.

Student-centered method of teaching learning as occupied an important place in modern world. This is because it has many advantages in developing learners' knowledge and skills. But its advantage is realized only when it is effectively and properly applied. Based on this, the main purpose of this study was to assess the status of implementation of active learning (student-centered method) in PE program of AAU.

Teachers, students, class room and practical sessions, and documents were the source of data for this study. Questionnaire was the main data gathering instrument which was supported by observation and document analysis.

The result of the study indicate that most of the instructors in the PE department got different training in teaching, but there is low understanding, methods of delivery and helpfulness to effective teaching learning process. Also the study revealed that the students have a favorable perception towards the method. In addition the university doesn't supply necessary materials and equipments that are necessary to effective implement. According to the result of the study, teachers' lack of appropriate training particularly related with active learning method, shortage of instructional materials and facilities has affected the application of the method. Student-centered strategies like problem solving, discovery, inquiry, project, field trip and role play were not applied by the teachers according to different challenges. Finally the study revealed that the teachers of Physical Education department in Addis Ababa University were not properly applying the active learning (student-centered) method. They mostly used traditional teacher-centered method.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Teaching is considered by modern pedagogues as “a process of facilitating individual’s learning through motivation, coordination, guiding or directing the activities he or she performs and controlling or evaluating the learning results” Bandura, A. (1986). Teaching is also defined as “a process of directing the interaction between the learner and the material to be learned”, etc. Teaching can be defined as a set of processes and procedures used by the teacher for the purpose of making learning happen. Obanya (1998) sees it as the process of bringing about positive changes in a learner.

Similar to teaching the psychologists differ in defining learning as indicated “Learning is the process of acquiring knowledge through the mental process. It is developing the mental caliber of the individual. Learning is a relatively permanent change or modification of the behavior of the learner as a result of practice.” Here the change in behavior is related to the acquisition of knowledge, the development of skills, and the formation of value systems.

With exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and adolescents translating into reduced health risks in adulthood (Dobbins, et al, 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education and physical activity programs (Naylor & McKay, 2009; Pate et al., 2006).The combination of the decline in fitness standards of young people, high drop-out rates, and inadequate pathways to accessing physical activity (Hardman,2008) and the substantial increase in the prevalence of overweight and obesity among children and adolescents around the world (Eisenmann, 2006) undoubtedly equates to a growing concern. Therefore, it is not only schools that have been identified as having a key role to play, but it is also apparent that physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will

ensure that young people are given the opportunities to become physically-educated individuals (Lee, et al, 2007). This idea leads us to see what higher education institutions (HEI) are? W.H. & Phillips, S.R, (1975), explained that HEI are institutions that provide post secondary education and produce human resource, conduct research, and involve in community services. They are tertiary level institutions that should educate students to become well informed and deeply motivated citizens, who can think critically, analyze problems of society, look for solutions to the problems of society, apply them and accept social responsibilities through lectures, practical work, fieldwork, tutorials, etc. for the development of knowledge, skills and attitudes.

To achieve these goals, they need to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. Teaching and learning involve the active learning approach, interaction of the learner, the teacher, the curriculum (knowledge, skills &values) under learning situation. "Active learning" is a phrase tossed around a great deal today on college campuses. It suggests an approach to classroom instruction in which students engage material through talking, writing, reading, reflecting, or questioning-in other words, through being active(Ibid).

By considering the above points we should see the benefits of Active learning implementation in physical education also. When we see the activation or implementation of physical education based on Active learning there are many barriers against it.

Morgan and Hansen (2008) suggested that Barriers within schools that restrict teachers providing physical education programs have been classified by as being either *institutional* (outside the teachers' control) or *teacher-related* (arising from the teachers' behavior).

The simplicity of this classification enables it to be applied to both primary and secondary school settings. Previous research has highlighted many *institutional* barriers including budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment (Hardman, 2008). Similarly, Dwyer et al. (2003) reported that the lower priority given to physical education, the absence of performance measures for physical education and activity, and insufficient infrastructure were the three major *institutional* barriers identified by generalist elementary teachers in Canada to the provision of a curriculum that was capable of meeting the

health and physical education guidelines. Most teacher-related barriers have been reported in primary school studies (Barroso, et al, 2005). The barriers described include possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lacking training, knowledge, expertise and qualifications to provide physical education (De Corby, et al, 2005; Xiang, et al, 2002).

All active learning opportunities can be supported when necessary through sensitive intervention to support or extend learning (Bonwell and Eison,1991). All areas of the curriculum, at all stages, can be enriched and developed through an active approach. Therefore there comes the need to have further research on the curriculum and instruction being implemented in higher education in terms of their capacity to equip students with problem solving capacity. This research has set out to see teaching in higher education especially these study focused on getting feedback about challenges of implementing active learning (student- centered) style of teaching in higher education in under graduate of PE program in AAU.

1.2. STATEMENT OF THE PROBLEM

According to Daniel (1996), Active learning is the interaction between the teacher, the students and the instructional materials together. Universities need to consider cost-effective and efficient methods of operation if they are to survive. While technology alone might not be the answer to all of the university's problems, it certainly can play a key role. Society requires higher levels of skills and qualifications to fill the same 'worthwhile' jobs (Davies, 1998), and individuals see education as a status provider (Pritchard & Jones, 1996. Volery & Lord (2000), point to the capacity constraints and resource limitations that can be overcome through the implementation of active learning, creating a new opportunity to satisfy this growing demand. The benefits of utilizing technology, particularly for developing online collaborative activities are well documented (Redfern & Naughton, 2002).

Based on different documents, current status of HE and from personal experience it is hard to implement active learning, especially more challenges are faced its implementation in PE program. Relationships can also be fostered within the context of an online environment.

Technology is a powerful medium particularly for part time work based students who find erratic attendance requirements and study difficult (O'Donoghue & Singh, 2001).

The implications are clearly multi-faceted. The institution necessitated change physical, cultural and managerial. Students required support in adapting to a potentially unfamiliar learning context. Finally the implications are immense for staffs that are under pressure to introduce and develop often radically different approaches to their teaching and delivery.

Therefore based on the above points it is necessary to investigate the challenges for implementing AL, not only because of lack of time, lack of instructional materials, and lack of an interest in PE, but also because student-centered as a Learning Area or Subject in the department and in the university, respectively, is new. The fact that AL is a new Learning Area evoked a number of questions; not only the success of its implementation, but also its status among teachers. Because of such boundaries the researcher studied teaching in higher education especially challenges of implementing Active learning approach in higher education in the selected students. In more specific terms, the basic questions and which the researcher gave more emphasis and focused are the following:-

RESEARCH QUESTION

- What is the perspective of PE teachers towards Active learning (student- centered) approach?
- What things are expected from the managements and the stakeholders in the PE department?
- Does the higher education's have sufficient facilities for implementing this AL approach in PE?
- How much the PE teachers are efficient on the specified course contents?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General Objective

- ✓ To assess challenges of implementing Active Learning in higher education the case of PE program in AAU.

1.3.2. Specific Objectives

The Specific objectives of this study are:-

- To identify PE teachers' out looks regarding to Active Learning (student-centered) approach.
- To assess whether the managements and the stakeholders have done the expected things in the PE department.
- To explain whether the higher education institution have sufficient and suitable facilities and equipment to present Active Learning in PE.
- To assess whether AAU have qualified and efficient instructors in PE department.

1.4. Significance of the study

This paper emphasized to give awareness on the challenges for implementing AL approach in teaching PE in higher education institutions and the perspectives of their stuffs. The researcher believed that the result of this study may have important contribution for this institution and point out suggestions for the solution. Again it contributed in indicating problems, lacks and gaps in the higher educational institutions. So that the higher education institutions could take the necessary measures if there is a need to do so. This study may also be used as a bridge to other research in the area.

1.5. Delimitation of the study

The researcher took samples from 1st to 3rd year students in under graduate of PE program in AAU, in 1st year class there were 34 students, in 2nd year 59 and 97 students were in 3rd year class. So it is impossible to cover all areas of the study due to lack of time and money the study is limited in assessing the challenges for implementing student-centered pedagogy in PE and how AL is implemented in higher education.

1.6. Limitation of the Study

During the process of making this research many problems were faced the researcher such as:- time constraint, lack of finance, shortage of (documents, text books, etc…), ICT availability on time, unwilling of participants in fulfilling the questionnaire.

1.7. Organization of the Study

The setting of this study is; in the first chapter it includes Introduction, statement of the problem, research question, objectives, significance of the study, delimitation, limitation, operational definitions and organization of the study. In the second chapter; it contains the related literature review, where as chapter three includes Research design and methodology, sources of data and sampling procedure, methods and instruments of data collection, data management and analysis, while chapter contains presentation of data and analysis of findings, the last chapter which is chapter five contains summary, conclusion and recommendation.

1.8. Definition and Explanation of Key Terms

Active Learning – a learning situation with active involvement of students

Challenge – a demanding task or situation

Higher education - education at universities or similar educational establishment especially to degree level

Implement – a tool, utensil or other piece of equipment, used for a particular purpose

Learner –a person who consumes knowledge or skill

Learning –Knowledge or skills acquired through experience or study by being thought

Pedagogy - An art, a science, or a profession of teaching

PE – physical education

Perceptions – a way of regarding, understanding or out looking

Policy – a course or principle of action adopted or proposed by an organization or individual

Student-centered - a type of teaching which uses, discussion, presentation, demonstration, etc

Teaching – enchanting of information and transforming of knowledge

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Health & Physical Education

2.1.1. Learning Area Statement

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being (curriculum framework, 1998).

The Health and Physical Education learning area focuses on a holistic concept of health. It recognizes the physical, mental, emotional, social and spiritual dimensions of the health of the individual. It examines the impact of interactions between the individual, the family, the wider community and the environment on the health of populations. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle (ibid).

These are conceptualized and taught through an integrated approach to ensure that students achieve a healthy, active lifestyle, including a sense of well-being. There are numerous factors that affect the achievement and maintenance of a healthy and active lifestyle. Young people are growing up in an increasingly complex and diverse society which is characterized by rapid change, sedentary work and leisure practices, changing family structures and roles, and the promotion of unhealthy behaviors by various sources. The Health and Physical Education learning area empowers students to critically evaluate the opportunities and challenges associated with living in modern society and teaches them how to take action to avoid injury or reduce threats to their health and well-being. Without the benefits provided by this learning area, individuals face a reduced quality of life and society increasing health care and social costs (Ibid).

The Health and Physical Education learning area recognizes that improving students' knowledge about health issues and practices does not guarantee they will lead healthy lifestyles. However, students who are able to identify and develop their own attitudes and values associated with leading a healthy lifestyle are better equipped to make personally-and socially-responsible decisions. This has the potential to enhance the quality of the students and other people's lives. Students who are able to respect the attitudes and values of others are well placed to contribute effectively to home, school, work and community life. Study in this learning area encourages them to exhibit attitudes and values that are consistent with lifelong participation in sport and physical activity, the prevention of ill-health and the acceptance of personal responsibility for their actions. Students require movement skills in order to perform competently in physical

activities. Experience in fundamental movement skills in the early years of schooling supports the development of more specific skills in later childhood and participation in sport and recreation as lifelong pursuits. Students, who enjoy, participate in, appreciate and are skilful in play, games, sport, dance and outdoor recreation develop confidence and self-esteem (curriculum framework, 1998).

The contribution of sport to Australia's national identity, as well as to an individual's personal development, is well recognized. Through participation in sport, recreation and other physical activities, students improve their physical skills and fitness, and become aware of the important role that motivation, enthusiasm, initiative, self discipline, self-respect, cooperation and the assumption of responsibility play in the maintenance of a healthy society. It is critical that all students develop proficient self-management skills for their own benefit, and for the benefit of the communities in which they live and work. Being able to set and achieve personal goals; plan, implement and evaluate decisions; develop self-esteem; and manage stress and cope with change and conflict are essential self-management skills that underpin a healthy and active lifestyle. Through participation in classroom interactions, work placements, sporting, recreational and other physical activities, students develop and practice these skills. Students who possess sound self-management skills are better able to identify and avoid potential health risks, enhance their mental health and well-being, as well as planning for their future (Ibid).

Effective interpersonal skills are essential for participation in meaningful and fulfilling relationships in family, school, recreation, work and community contexts. Interpersonal skills such as assertive communication, negotiation, conflict resolution, cooperation and leadership enable students to act responsibly and contribute effectively to groups and teams. Studies in the Health and Physical Education learning area provide the potential for a better quality of life for all students, now and in the future (curriculum framework, 1998).

2.2. Educational Policy and Practice

2.2.1. Policy

According to Hornby (1995) explained that a policy in general is a plan of action or a statement of ideas proposed or adapted by a government, a political party, etc. A policy is a position or stance' developed in response to a problem or issue directed towards a particular objective. An educational policy is a statement intended to facilitate purpose, goal or achievement in the area of education and entails the materialization of goals and objectives by institutions, teachers and all stake stakeholders. It is a plane of action or a statement outlines to guide the process of education in the country.

2.2.2. The Ethiopian Education and Training Policy

Following the political or government change in the country in 1991, policy makers felt the need to restructure the education in Ethiopia through a new education and training policy. It was pointed out that 'a comprehensive educational policy and direction that replace the old inequitable, undemocratic and a *non-problem solving* educational system is a categorical necessity' (MOE, 2002).

The world itself is in rapid and twin processes of integration and disintegration that force changes in all aspects of human endeavor. In the world at large, beyond the different needs that oblige changes the forces of 'globalization, privatization, decentralization and choice' are becoming the causes for restructuring in education (Daun, 1996). Almost all nations of the world are in a state of creating and formulating new policies and restructuring education. When the objective situation in the country all these forces were/are at work: so it could possibly be argued that the process of formulating and implementing new educational policy in Ethiopia is based on the needs of the society and is part of the global changes currently taking place (The education, Training Policy and its implementation, 2002).

Responding to some accusations that the policy formulation was not democratic, the Ministry of Education in a document issued in February 2002, argues that the process of formulation of the policy to some extent was transparent, participatory and democratic. It was stated with twenty-two government institutions and sixty-two experts from Addis Ababa University served in various committees and contributed to the drafting of the policy.

The same document restated the objective of the policy in retrospect by saying;

> The aim of the study was to formulate a comprehensive and coherent education policy that would be in the service of development and democracy, to assess the problem of modern education in Ethiopia, to recommend solutions, to broadly analyze all education related issues (pp.4, of the argues).

2.2.2.1. Why a new Educational Policy

Based on the above premises it is not surprising that the Ethiopian government formulated a new Education and Training Policy for the country. The introductory part of the policy actually explains this fact briefly:

Education, as a very important factor to human development, is of a high priority in the overall development endeavor of the government. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation. For this, a comprehensive education and training policy is formulated (ETP, 1994).

2.2.2.2. Innovations in the content of the policy

When summarizing the requirements of impact in innovation, the Australian Karmel Report (Karmel, 1973) states that the effectiveness of innovation is dependent on the extent to which the people concerned perceive a problem, are knowledgeable about a range of alternative solutions and feel themselves to be in a congenial climate.

The Ethiopian government claims that it perceived problems of access, equity, efficiency, quality and relevance in the area of education and prepared the policy (1994) in such a way that it addresses these problems. It also felt that it is time to do something about the issues at stake.

A. The policy has clearly stated five general and fifteen specific objectives. The objectives discuss major issues like:

1. Development of the problem solving capacity of individuals,

2. Development of scientific and democratic citizens,

3 Integrating education, research and development,

4. Recognizing the contribution of women,

5. Equal access for general education to all children in Ethiopia, etc

B. Curriculum preparation and implementation

According to Karmel (1993), the preparation of the curriculum is based on the stated objectives. It intends to involve teachers in the preparation, implementation and evaluation of the curriculum. Textbooks are planned to be prepared at central and regional levels and the curriculum is thought to foster appropriate relation among the various levels of education, training, research, development and social needs maintaining the required materials.

Changes were made in educational structures, educational measurement and examination, teachers profile with respect to assignment, languages and education. Emphasis was also given to the creation of nexus between education, training, research and development, augmenting educational support input. Areas of special attention and action priority were delineated.

C. Teaching Methods

It has also been clearly stated that the current educational system employs more of student-centered teaching approaches rather than teacher-centered teaching learning approach which has a wider

implication in the development of curriculum and training of teachers. The unique features of this policy is that it gave a wider latitude for experiments at regional and school and at higher educational level for a variety of approach which should be 'result oriented' (Ibid).

2.2.3.3. Implementation of the Education Policy

Many curriculum experts and educators have argued what should be included under the concept of implementation of policy of education (Barr, 1994; Pratt, 1980). However, having reviewed some of their works, implementation can be to include: the preparation of flow chart and syllabus, the development of text books, teachers training and instructional strategies.

In the case of implementation of the Ethiopian Education and Training Policy three broad issues have been given priority (MOE, 2002).

1. Change of curriculum and provision of educational materials and equipment;
2. Improvement of the ability and efficiency of teachers;
3. Change of the educational structure.

2.3. Instructional Methods

Methods are means of conveying idea and skills to impart and acquire a certain subject matter in a more concrete and comprehensive way. Methods are used to achieve desired educational objectives. They are all tools for educating learners and require appropriate selection and application. There are a number of methods but they can be categorized in to two main areas. The traditional and modern method, sometimes they are known as teacher-centered and student-centered. The active learning approach is related to student-centered method. It is an approach that gives a due emphasis to the learner to be an actor in learning and searching solutions rather than to be dependent only on the teacher Daniel (1996).

There are different types of Instructions in teaching learning process;

A. Informal instruction

Informal instruction is, as the name suggests, much less formal. Good teachers know their students. If you have been teaching a particular group of students for some time, you probably already know quite a bit about their interests, ability levels, and learning styles. If the group of students is new to you, you can make a point of asking them, individually or in a group, about their interests and academic strengths. Depending on the age of the children, they may also be able to write about this, or answer some form of questionnaire about their hobbies, interests, previous instruction, strengths, and weaknesses. Students generally enjoy talking about

themselves and having their teacher get to know them well, as it makes them feel special, as well as directing you in choosing your teaching methods (Ibid).

B. Direct instruction

Once you have assessed your students, you need to plan for different teaching methods. **Direct instruction** is the most common form of instruction. This is the lecturing method of teaching. Many teachers use this teaching method almost exclusively, as it is considered the simplest, and you can cover large amounts of material in a short period of time. However, this is not the most effective teaching method to reach all students, especially younger ones, who often need a more engaging, hands-on strategy in order to learn effectively. In addition, it is hard for teachers to tailor instruction to students at different levels (Ibid).

C. Inquiry based learning

Inquiry-based learning is a teaching method which is rapidly gaining popularity in the United States. Based on the scientific method, this teaching method can be used for virtually all subjects. Using inquiry-based learning takes a lot of time, energy, and planning, but it is often very effective. Students practice problem solving and critical thinking skills to arrive at a conclusion. This teaching method is extremely student-centered and student-directed, and can be modified for students at any level, reaching them where they are. Teachers will generally need to start by modeling the process to the students (Ibid).

D. Cooperative learning

Cooperative learning is another teaching method that is considered highly effective when done correctly. With cooperative learning, students are put in small groups to work together. They are usually not grouped by ability, but put in a group with children at a variety of levels. The students are then given tasks to accomplish together. Teachers may need to monitor these groups carefully, to make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation, because the teacher can assign specific tasks to children at different ability levels (Ibid).

E. Information processing strategies

One more common teaching method is to teach **information processing strategies**. While it is often advisable to have students really understand the teaching methods and not just memorize facts, there are some cases when facts need to be memorized. Facts and concepts may also need to be grouped or organized in order to facilitate better understanding. Teachers can use various teaching methods to help students with memorization, or they can use graphic organizers, mind maps, story webs, or other ways to represent information visually.

There are many, many more teaching methods, but these are the most common. If the teacher finds the best teaching method for a particular group of students, the students are likely to learn more quickly and be more engaged. In addition, using a variety of teaching methods will keep children from being bored, and help them encounter the information in new and exciting ways (Ibid).

2.3.1. What is Instructional Material (IM)?

IM is the means of encoding course content for presenting the content to students to be sensed for learning purposes. It serves as a means of creating an indirect link in the space between lecturers' intention and students learning. Meaning or understanding is a mental process in individuals. They cannot be sent out of the individual. Words and pictures that can be produced (encoded) in a physical form out of the individual represent ideas and meanings in the mind of the individual. These are content forms that others learn how to read and listen and infer meaning out of them. When the content is new knowledge to be learned, the form it is found out of individuals' mind is called Instructional Material. Examples are content written on chalkboard or whiteboard, textbooks, pictures on paper, overhead presentations, handouts, etc. In the case of teaching Physical Education the instructional Materials are fields, tracks, different types of balls, swimming pools, javelins, discuses, gymnasiums, different equipments for fitness and massage and therapeutic exercises, etc. Griffin et.al (1997).

As there are many senses to be stimulated, the methods of presentations are numerous. There has been continuous development in the creation of encoding mechanisms, which perhaps started with the manipulation of body parts to create word of mouth. In the interest of overcoming human physical limitations and strengthening our sensory capacity many devices have been created that can help to:

- Store,
- Reproduce and
- Disseminate or distribute content to individuals and groups, near and far.

The list of the created materials is numerous. They serve different social interests. Some have crossed thresholds of Higher Education lecture halls. All the Printed materials (books, picture, maps, charts, graphs, diagrams...), the tele-devices-like television, computer, telephone, audio devices, the different display boards, (chalkboard, Bulletin B., Whiteboard, OH, LCD presentation, Film show on TV screen, ...) are but a few of the many that are applied in lecture halls. These materials when used to carry instructional content to be learned by students are named Instructional Materials. They are many. Thus we have to be selective. Here our interest is the Higher Education Teaching and Learning and we will limit it with instructional materials most used at HE level. There is no all-perfect device created yet. Each has its own unique strength that justified its creation and limitations that could be alleviated by use of other means. If we prepare and use it effectively it helps us to achieve our objective to the highest degree possible; if we misuse it then we fail to achieve our

objectives. Lecturers of HE need to have clear idea about the production and proper utilization of instructional materials in order to achieve their objectives better and help students learn better.

Instructional Materials can be prepared at various levels. It can be produced at a central level to be distributed to users like books, films, printed procedures, large pictures, diagrams, maps and the likes. Usually professionals are employed to do the preparation at central levels. But there are also multiple IM prepared locally by instructors such as handouts or modules, chalkboard or whiteboard displays, diagrams, OH presentations, LCD Displays and the likes.

Wherever the production, the utilization part is all the time of the instructors. Here again the focus will be on what individual teachers can do in the preparation, and utilization as well as in the preservation (prolonging the use time) of IMs (Ibid).

2.3.2. Contemporary Method of Teaching Physical Education

A. Teaching Methods

During lessons and training sessions, the teacher or coach must provide guidance to the athletes to ensure they learn effectively. To do this the demonstration and practice of the new skill will be manipulated by the coach to best suit the individual, skill and situation (http://www.teachpe.com/sports_psychology/teaching.php).

There are four parts to teaching a new skill:

1. **Instructing** - instructions must be given for them to complete the task or skill. These may be written or verbal. The teacher must ensure the student knows what is required of them
2. **Demonstrating** - The teacher may provide a demonstration of the skill or may get a peer to perform it. It is key that this is a good demonstration to allow the student to form a model in their memory and mentally rehearse the skill to be performed
3. **Applying** - The student then practices the skill in a planned situation to help them transfer the learning from practice to a competitive situation
4. **Confirming** - This is all about feedback and providing information for the student about how successful they have been. Testing or assessing the skill allows the teacher and the student to evaluate performance.

B. Types of Practice

There are four types of practice which can all be used in different situations and dependant on the skill being learned:

1. **Fixed practice** - This are sometimes also known as drills and involves repeatedly practicing a whole skill in order to strengthen the motor program. This type of practice is best with discrete, closed skills.

2. **Massed practice** - This is a continuous form of practice which is best for simple skills. An example would be a rally in badminton where the learner must repeatedly perform drop shots. This causes fatigue and therefore simulates the late stages of a game.
3. **Variable practice** - This is used best for open skills and involves repeating a skill in varying situations. For example shooting practice in football, where the coach may set up drills and alter the starting position and involvement of defenders. This helps to build up schema to use in game situations.
4. **Distributed practice** - Attempts at the skill are divided up with intervals in between to allow for rest and mental rehearsal. This is best used in difficult, dangerous or fatiguing skills and with young or lowly motivated individuals.

C. Methods of Practice

Certain skills are best taught in different ways depending on the learner and the skill in question Commonwealth of Australia (1992):

i. Whole method

The skill is first demonstrated and then practiced as a whole, from start to finish. It helps the learner to get a feel for the skill, timings and end product. It is best used for fast skills which cannot easily be separated into sub-parts, such as a javelin throw. It is unsuitable for people with low attention spans, complex or dangerous skills.

ii. Part method

The parts of the skill are practiced in isolation which is useful for complicated and serial skills and is good for maintaining motivation and focusing on specific elements of the skill. It is possible; however, that the transfer of the skills from parts, to a whole may not be effective and it may also reduce the kinesthetic awareness (feel) for the full skill.

iii. Whole-part-whole method

The whole skill is first demonstrated and practiced, before being broken down into the constituent parts to practice the individual elements and improve on these, before putting the whole skill back together. This can be very effective in skills which have easily distinguished parts, where the whole skill together is complex. A good example comes in swimming, where the learner would practice the whole stroke, then isolate a weak component, such as the kick and use a float in the hands to ensure using only the legs, before putting the whole stroke back together. This gives the performer a sense of the whole skill before they break it down and improve on the weak aspects of the performance. As with the part method this may affect the transfer of the skill from parts to the whole.

iv. Progressive part method

This is sometimes also known as the chaining method, as the parts of a skill are practiced individually, in order, before being linked together and expanded. For example in the triple jump, the hop will be practiced and learnt, before the skip is then practiced and learnt. The two are then linked together. Finally the jump will be learnt individually and then tagged on the end of the skip. This is slow process but allows weaknesses to be targeted and for the performer to understand the relationship of the sub-routines Common wealth of Australia (1992).

2.3.3. ORGANIZATIONAL FORM OF TEACHING PHYSICAL EDUCATION

2.3.3.1. The Ultimate Organized Classroom

A well organized classroom that can practically run itself is easy to achieve. A classroom where files, supplies, and forms can be easily found, where you can easily identify and access student records, and where a substitute teacher can come in and pick up where you left off without any hitches. Just follow our easy steps to creating the ultimate organized classroom Siedentop. D. (1994).

Step One: Organize resources and materials.
Step Two: Organize student records.
Step Three: Train your students.
Step Four: Prepare for extracurricular events.
Step Five: Be prepared for absences.

Step One: Organize resources and materials

every teacher gets buried in paperwork from time to time. But there are painless ways to reduce clutter and confusion. Here are a few tips:

- Colors code everything. Use the same color for all materials for each subject or unit. If you can, color code assignments and handouts by using colored copy paper. If you don't have access to colored paper, then use colored labels. Use colored labels on resource books for students so they'll return articles to the right notebook. Use different colors for student records in each class.
- Put everything in binders. Place your teacher resource books in three-ring binders using plastic sleeves. Once again, color codes these binders according to subject. Use binders to store articles that you'd like to keep.
- Store items in boxes. Use plastic tubs or cardboard file boxes to store holiday projects, art projects, special books, and supplies. Be sure to label these boxes with the name of each project or unit (Ibid).

Step Two: Organize student records

As soon as you get your student list, set up a system that will allow you to access student records quickly and easily. Here are a few suggestions:

- Assign numbers to students. Assign the same number to each student that you used in your grade book. Have each student write his or her number on every assignment. Use corresponding student numbers to label all student materials, including mailboxes.
- Use an online grade book. Online grade books allow you to automatically give out online assignments and record grades. Make labels with each student's name. Have your students write their names and numbers on labels, which you can peel off and use for all folders, notebooks, and other materials that need student identification, including forms. This is a real time-saver.
- Be prepared for new students. Have packets of information for new students prepared ahead of time so that when a new student enters your class in the middle of a lesson, you're ready.
- Create a seating chart. As soon as your class list is final, create a seating chart from your perspective at the front of the class. This should help you learn students' names and help keep some order in the classroom.
- Create an assignment basket or tray. Use a basket or tray for students to turn in assignments. You can have a different basket or tray for each class or subject. Then train your students to turn in assignments in these places (Ibid).

Step Three: Train your students.

When your students know and understand class rules and procedures, they'll help you maintain order in the classroom throughout the school year. Here are a few key points:

- Establish classroom rules and policies. During the first week of school ask your students to suggest class rules. Chances are, the rules that they suggest will be similar to those you have in mind. If not, you can guide them. ("Should we have rules for getting ready for lunch? What should they be?") Include general classroom standards such as cooperation and routines, including restroom use, assignment turn-in, and work standards.
- Go over district rules with students. These might include suspension and school behavior codes.
- Explain class organization to students. Tell students where they will find supplies and how they should put supplies and materials back. Give them rewards or credits for following directions (Ibid).

2.3.3.2. Creating an Effective Physical Classroom Environment

Every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community. But for many teachers, setting

up the physical environment of their classrooms can be quite daunting, especially when faced with older buildings, crowded classrooms and insufficient storage space. You can make the most of your classroom environment by carefully considering your needs and the needs of your students (Brookfield, et al. 1999).

Survey you're Classroom: Looking at the Basics

The first things to consider when organizing your classroom are cleanliness, light and temperature. Although you may not have complete control over some of these elements, try to make or suggest improvements as necessary (Ibid).

The Floor Plan: Assessing Your Needs

Once you have checked the basic elements in your classroom, think about your floor plan. It should maximize classroom space and reflect your individual teaching style.

Your floor plan will also depend on the grade you are teaching. For the lower grades, your classroom setup may include many different learning areas, such as a reading area, an art center and a technology center. The placement of these areas will depend upon the layout of your classroom. However, when setting up these areas, you will want to keep the following points in mind:

- Room dividers should be low so that all areas are visible to you.
- Areas that invite group work should not be next to quiet areas where students read or study independently.
- Art or other messy areas are best located near a sink.
- You should always be able to make eye contact with all students.

Many of these guidelines hold true for the middle and upper grades, too. However, older students often spend more time seated in one area. Take your teaching style and lesson plans into consideration as you consider the different types of seating arrangements you might employ (Ibid).

2.4. Classification of Instructional Methods

Different scholars use different terms when they talk of classification of instructional methods. Some of this is teacher-centered Vs student-centered, direct instruction Vs indirect instruction, conventional versus non-conventional instruction and traditional Vs modern instruction. Even though different terminologies are used, the basis for classification is the same. In all cases the ***degree of students' involvement in teaching learning process*** serves as basis for the

classification. Just for our purpose and as appeared in many reference materials, we use terms teacher-centered and learner-centered (McKay, 1956).

2.4.1. The Teacher-Centered Approach

As indicated by many scholars the teacher-centered method is the oldest approach, which probably lived for more than thousand years. This approach, according Plass (1998:310) makes learners passive receivers of knowledge, while teachers and texts are the source of authority In this approach lecture format dominates and students learn by wrote fashion; reproducing the subject matter in set exercises in easy form and in examination. In the teacher-centered method, most of the time the teacher talks while the students are passive listeners. According to Silberman (1996), it is hard to keep up with a teacher who is talking for a long time. In such a situation, students usually lack concentration, even if the material is interesting. It is hard to concentrate for a sustained period of time even, when a teacher talks slowly.

This approach gives the priority role and responsibility to the teacher, the teacher is considered as the source and the student as recipient. This approach includes methods like recitations and classroom lectures. Some people agree that this method, if properly handled by experienced teachers it can give students the necessary knowledge. However, many scholars in the field of pedagogy emphasized its disadvantages rather than its advantages. Accordingly, the following points are some of the shortcomings mentioned by pedagogical scholars.

Since traditional methods have no variety, they become monotonous and boring. The learning process depends on the talking of the teacher where the learner becomes a passive listener Moreover, it inhibits active participation and research ability of the learner and encourage him or her to be submissive (Elizabeth,Leu 1999).

The teacher centered- method focuses on content, emphasizes knowing what students work as individuals and often-in competition with each other. Students are highly dependent on the teacher’s activities and learning objectives are imposed; lecture dominates as the mode of curriculum delivery. The teacher’s role is that of an expert (Ellis,1995). Therefore, the role of the traditional method of teaching in the current time is decreasing in its relevant. Rather it is seen as a problem endangering to fruitful results of education. Although education is fundamental to social regeneration, yet there is a danger that it will fail to play the role to bring about changes. The traditional approach of educating is still dominant in AAU.

As indicated by many authorities (Mcnamara,1994. Mckeachie,1998. and Pollar et al., 2000), the teacher-cantered method has an immense impact on learning activities of the learner. For

instance, Mcnamara (1994) associated the teacher-centered approach with an image of harsh authoritarian who engage children in an enervating learning in a sterile environment According to him, there is no necessary or logical reason why this should be so.

According to Mckeachie,(1998) and Pollar et al., (2000) children learn by exploring and interacting with the world. Their brain tries to make sense of all the different things they discover and it is this process, which creates learning. According to them if we want the learners learn about something specific, we must give them something to explore, freedom should be given for the learners. This indicates that students will learn what they want to learn and will have great difficulty in learning material in which they are not interested. All this qualities are lacking in teacher-centered classrooms, usually teachers think of learning in terms of instruction. In general it might be more realistic for the teachers to think of themselves as individuals who facilitate certain kinds of learning, because they can neither learn for their students nor stop them from learning (Mckeachie, 1978). The teacher-centered approach doesn't capitalize on all the opportunities for learning that a learner-centered approach does.

In the other hand, though a shift from teacher-centered method to student-centered method is essential to overcome all problems mentioned above, still teacher-centered approach dominates teaching learning activities. For instance, Pollard, et al., (2000) indicated that teaching in today's primary schools is very much a matter of teachers talking and children's' listening. Pupils are less autonomous in their use of space and time and in their choice of activity. Whether the same experience exists in higher education's or whether there are some improvements now a day's need some investigations.

2.4.2. Student-Centered Approach

The purpose of education is to develop intelligence and skill to live (the old school curricula and instruction), which focuses on rote memorization, passive learning and lower order thinking are found to wasteful. The emerging new society is an information society, it needs flexible learners who are self directed, capable of higher order thinking and skilled in technology of communication (Nardos, 2000).

The short coming of teacher-centered method has lead to bring about changes for the new learner-centered or active learning. The new methods pave the way for the learners' active participation under the guidance of the teacher or in a personal initiative forms. This approach adheres to the strong assumptions of the learner to be active rather than to be passive. In fact learning in this approach is associated with doing. The learner is actively involved, so that there can be more connections with the past learning and between new concepts (Barniet, 1995).

The learner centered method is sometimes known as direct method. Various studies assured that indirect methods are usually more effective than the direct teaching, it is not because indirect

teaching does teach indirect style, but because it can teach both directly and indirectly (Flanders, 1914). The learner-centered approach or direct teaching requires developing for the appropriateness or various techniques and methods for various kinds of learning situations, and expertise in a large variety of methods as well as good command of the subject matter. Changes are built one up on another.

This approach focuses on process, emphasizes knowing how, students work independently in groups and teams collectively and cooperatively. Teaching sessions are flexible and are not always classroom based. Teacher is facilitator and a resource for students in a learning partnership (Ellis, 1998).

2.5. Active Learning Approach

Learning actively means being involved in your study. Active learning will enable you to better engage with, and come to a deeper understanding of, the subjects you are studying (http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/topten.htm).

Several elements are involved in active learning. Developing strategies to target these forms an essential part of the learning process.

2.5.1. Elements of active learning

The essential elements of active learning are:

- Motivation. You need to have the desire to learn and understand.
- Mental transformation and manipulation of material. For example:
    - linking the sections of course materials to each other
    - seeing course materials from multiple and critical perspectives
- Matching the strategy to the material being learned. You need to be willing to experiment with the learning in subject-appropriate ways.
- Making use of your own preferred learning style. Are you:
    - an active or reflective learner
    - a sensory or intuitive learner
    - a visual or verbal learner
    - a sequential or global learner?

A. Active listening

Listening actively in lectures requires more than just ‘hearing’. You not only need to focus carefully on what is being said, but you also need to interact with the content in various ways. For example, you can:

- summarize the material, review what has been said, anticipate what is to come, and decide on key ideas/concepts
- evaluate, reflect on, and ask yourself questions about the material
- make connections with other material by linking it with your own experience and considering alternative viewpoints.

Before your lecture, prepare to listen actively by anticipating the material:

- do the pre-reading
- print out and read over the lecture slides in your LMS.

During lectures, spend as much time listening and thinking as you do writing notes.

Alternatively, you may like to listen attentively during lectures, reserving the task of taking notes to when you access the slides and listen to the lectures again on the LMS (Ibid).

B. Collaborative Learning

Another form active learning can take is collaboration. Collaborative learning involves students working together, using a variety of practices such as:

- brainstorming questions
- discussing topics
- sharing approaches and ideas.

Research shows that working with other people allows you to learn more effectively. By being involved in discussion and asking questions, you are more likely to have a deeper understanding of the subject you are studying.

Also, remember that working as a team member is one of the most important skills all employers expect you to have.

C. Online discussions

If you enjoy working on the internet, you can benefit from the technology by including it as a strategy for active learning. Many university courses now include online discussions as an integral part of student participation in a subject.

Participation in an online discussion helps you clarify your ideas because you learn through your interactions with others. It can greatly:

- broaden your perspective on your course material

- develop understanding
- reinforce your learning in the course
- make the course more interesting.

D. Active learning and memorizing

While most of university learning is about understanding and applying concepts and ideas, at times you are required to actually memorize some information.

When you need to memorize complex and detailed material, consider different memorization techniques and develop methods that suit your own learning style and the subject matter.

Generally speaking, the more important it is for you to remember a piece of information, the more actively you need to engage with it and the more frequently you need to revisit it. To memorize information you need to attend to it, to store it and be able to retrieve it (Ibid).

2.6. Factors affecting the Implementation of Active-Learning Approach

2.6.1. Teachers Training

The way teachers can strongly affect the whole educational process, particularly the implementation of the learner-centered method. Because teachers are the most important subject in the most educational process. They play a great role to develop independent intellectual discovery and help the learners to acquire lifelong education reflect (MOE 2002).

As we know Physical education is an active education by its nature, it needs more interaction of teachers, students, environment and equipments. Without active participation of these core subjects it cannot get the effective provision, if one of this absent it will affect the all process or it will be partial learning. Like instruction in the classroom, practical class in the field also have different barriers and antecedents for its proper or active implementation; such as, the skill of the teacher to demonstrate, his or her behavior, the way he communicate with his or her students, motivating way, respect of the teacher to the students, proper equipments with proper place, the ability and the interest of the students to the teacher and to the subject, and so on are the basic needs for practical sessions. So there should be enough professional PE teachers who have good personality, good respect to the profession and the students, who trained in the modern method and who are much equipped to the necessary subject matter and its impacts related to it.

To strengthen the new method of instruction the Ministry of Education has clearly identified the method of learner centered in general objectives of teachers' education in Ethiopia. Some of the general objectives related to learner-centered approach in teachers educations include:-

- Producing teachers who are academically qualified, professionally skilled, attitudinally and ethically committed to their profession.
- Preparing teachers who can confidentially promote active learning and the development of problem solving skills through a learner-centered approach using a curriculum where content and methods are integrated.
- Equipping teachers with knowledge and ability in classroom management, which fosters constructive student inquires and interaction.
- Preparing teachers who can select and use appropriate teaching materials, choose, produce and make use of local recourses to enrich student learning.

Thus, are trained in accordance with the general objectives of teacher education set by Ministry of Education, the learner-centered be implemented method. In addition to pre-service training, in-service training plays a great role in improving and facilitating the learning and teaching process (Ibid).

According to Heneveld and Craig (1996), changed attitudes and behaviors, new skills and strategies of teachers are the results of most in-service programs. Local in-service training particularly those that focused on pedagogical skills were determinants for teachers mastery and student achievement. A relatively short pre-service training followed by relevant, practical and participatory in-service programs were highly recommended. Learner-centered method is more effective when teacher have confidence in their ability to teach, care about teaching and about their students and co-operate with each other. These characteristics are reflected in teachers in using learning materials trying new ideas and a high level of group involvement in planning, teaching and resolving the whole learning issues. To accomplish this, in addition to pre-service training there must be appropriate in-service training and assistance of teachers in the system. Especially this becomes very important in the case of our country since there are majority of teachers who were trained in the old method of teaching. There must be also training and support to the deans and the heads so that they can contribute to teachers strategies of teaching and learning. Researches indicate that many in-service teacher training components improved and facilitated teaching learning process. In-service teachers training will help to make teachers more effective in teaching outcomes. In general in-service teachers training program can train large number of teachers to improve classroom teaching learning directly.

2.6.2.2. Teachers attitude

The attitude of teacher is a very important factor that has to be considered in the provision of the necessary educational services in the learner-centered approach. Without teachers' positive attitude, it becomes difficult to make the learner-centered method practical. The understanding they have towards the method can influence their attitude, Heneveld and Craig (1996).

Positive teachers attitude exist when teachers have confidence in their ability to teach and committed to teaching and cooperate with each other. Teachers have confidence in their ability to reach when they exhibit and teach ideas and integrate them in their teaching learning process. Teachers are

committed to teaching learning and care about their students, when they set high standard of work, behavior and model themselves when there is low teacher absenteeism and tiredness. Teachers are cooperative when they plan teaching activities and their teaching collaboratively and when they share ideas with each other and when teachers and administrators work together on teaching and learning issues (Ibid).

2.6.3. Classroom and Field Conditions

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 a single teacher (Monre, 1956). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the student and the teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

The central problems of class size relates to the effects up on administrative efficiency, pupils achievement, teacher health and moral in addition to this as Monre, he further noted that there are significant correlations between class size and student achievement (Ibid).

There are arguments, which support the idea that class size by itself has nothing to affect teaching and learning, if the 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 is assumed as the class size increase, students face any or the entire following problem. As Gibbs cited in Barneit (1995).

1. Lack of clarity of purpose

2. Lack of knowledge about progress

3. Lack of advice on improvement

4. Inability support wide reading

5. Inability to support independent study

6. Lack of opportunity to discussion

7. Inability to motivate students, Another author known as Smith (1961), has also mentioned the following disadvantages that come as the result of large class.

    1. Individualization of instruction is limited

    2. Instruction tend to be the lecture, without group participation

3. Oral communication with in the classroom from students to students to teachers are minimized

4. Written work is assigned less frequently and when assigned receive less teachers attention

5. Pupils are less well known to teachers as individuals

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

The field is the most important place for practical learning in PE. It is a special environment which needs to be more than a long with a teacher at one end and the pupil at other. Emphasizing the importance of equipping the field for demonstration, it needs the available space, material; equip teacher and motivated students for the activity.

On the other hand the organization of the curriculum, the teachers guides (Teacher's guide is a guide addressed specifically to teachers describing the system and giving suggestions on how to use it (Yalden, 1987) , the availability and utility of instructional materials (IM may be defined as any media of communication used by the teacher or pupil to advance learning(Shores, 1960, & Anderson, 1956), resistance to change; this may occur due to self interest, misunderstanding and lack of trust, as indicated by Plass (1998) resistance to change is perhaps the greatest challenge to the implementation of active learning (student-centered) methodology and it comes from psychological drives of teachers and from students and teachers perception about who does what in the classroom, and there should be support from educational system management (for implementation of student-centered method the well structured, openness and willingness of the managements has a great contribution to innovate and apply a new teaching method).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This research has taken a form of case study in that it examines single aspect of the instructional approach of under graduate students in PE department. The case study probes deeply and analyzes interactions between the factors that explain present status of the implementation of active learning approach. Patton (1987) states that case studies become particularly use full where one needs to understand some particular situation in great depth, where one can identify cases rich in information. The sampled department affected by different institutional, teacher related and student related problems which provide an appropriate context in the implementation of active learning approach.

The case study focuses mainly on describing, exploring, analyzing, and interpreting the conditions that exist in relation to the implementation of active learning approach in the PE department of AAU. Once the department is chosen its uniqueness, the next phase in the research process was reviewing related literature. The literature review helped in determining what to look for the department and in the development of the instruments of data collection. So the sources of data have been class rooms, students, teachers, documents and the department facilities. And that data from these sources where gathered in multiple methods of data collection including observation by the researcher, questionnaires and document analysis.

As active learning approach is an instructional process the main source of the data is class room and field observation. However questionnaires for students and teachers and document analysis have also helped in describing the status of the approach and the challenges and prospects in its implementation. Both purposive and random samplings have been used in filling questionnaires. Once the data are gathered from the sources the next phase was to present and analyze the data under the different themes that pertain to active learning approach in the instruction process.

3.1. Sources of data

The researcher used both primary and secondary sources of data;

As a primary sources, the researcher used Teachers, Students, Class room and field opractices. As a secondary sources, the researcher used document analysis, books and different reference materials related with the active learning implementation.

3.1.1. Teachers

As teachers were considered rich source of information, the plan was to use all 10 teachers from total staffs N=12, (5=phd and 7=masters) teaching in the PE department as a source of data. However the one was not volunteer to fill the questionnaire, some of them were so busy and were not fully happy to fill the questionnaire. some of the teachers leaved some questions without writing any comment, some of them took 7 up to 15 days to fill and to return the questionnaire, where as some of them lost the questionnaire paper but the researcher gave to them again and it needs other additional time to collect the responses, while some of them were much egger and committed to fill to the questionnaire. it might be misunderstanding of the question. But by one or the other means 9 teachers fill the questionnaire. (**Valid indicate the exact number of participants that fill the questionnaire, Missing System indicate the number of participant that doesn't fill the questionnaire by any means**).

Table1. Number of the sampled teachers

		Frequency	Percent
Valid	Male	9	90.0
Missing	System	1	10.0
Total		10	100.0

3.1.2. Students

As the nature of reality is too complex to be grasped and described by one mind, one formula or one method, it has been found important to have a variety of sources of data. Therefore students from the three classes N=34 1st year, N=59 2nd year, N=97 3rd year were taken as one source of data so as to vindicate their status in terms of their knowledge and attitude on active learning.

For the sake of brevity and focus the study was made on the class rooms and N=30, 10 from each class of undergraduate students. The present researcher has at least three reasons for selecting this particular class and field: first, these students are expected to evaluate their confidence on the department, second, attitude and prevalence of higher institutions to the program, and third, the quality of their teachers that considered to be 'capable of solving environmental and other problems' (MOE, 2002).

Table 2, Back ground year of the sampled students

Year	Sex	Frequency	Percent
1st	Male	8	80
	Female	2	20
		10	100
2nd	Male	6	60
	Female	4	40
		10	100
3rd	Male	10	100
	Female	0	0
		10	100

3.1.3. Class rooms

Since the main research question was on the implementation of active learning approach, which is an instructional process, class rooms and fields served as the main source of data. Therefore, class rooms and practical fields in each sessions were made as key source of data (for a summary of the subjects and the number of observations made in each class please refer Table 5 under section 3.2.1).

3.2. Research Method

The researcher used qualitative research is an approach to gather non-numerical data and related ways of analysis where emphasis is on the qualitative results. Words and observations are used to express the reality where ‘getting close to the data’ and an ‘in-depth’ approach are key concerns. This type of research is mainly subjective. Qualitative method of research characterized in depth inquiry and immersion, here representativeness is secondary to the quality of the participants’ ability to provide the information which gathered for the study.

3.3. Sampling Technique

Random purposive sampling, with a small sample , selecting by random means participants who were purposively selected and are too numerous to include all in the study; with intensity sampling approach, selecting participants who permit study of different levels of the study topic**.**

3.4. Sampling Procedure

First define the sample frame, simply a list of the study population. The case in the study was the department and the units of analysis were Instructors. The total number of Instructors in the department is N=12, 5=phd, 7= masters and Students, N=34 1st year N=59 2nd year N=97 3rd year. Next define the sample size, the number of elements in the obtained sample. Instructors, n=10, 4=phd, 6=masters Students, n=10 from each classes of students then the researcher distributed the questionnaires to the samples, response of the subject counted and it presented in number in the form of tables, this numbers computed in percentage after that the researcher interpreted the result of the study.

3.5. Instruments of Data collection

3.5.1. Class room observation

Class room observation is one of the most important and key instrument of data collection in describing what methods are being implemented or used during instruction. Written curriculum important as it is, it is highly influenced and characterized by class room instruction. Class room instruction is a kind of melting pot where the experience of the students and teachers, the class room condition, the quality of modules, supervision, and necessary facilities meet and interact to create the citizens envisioned by the education and training policy.

Therefore the major and central source of data of this study was the class room observations. Questionnaires and document analyses were meant to explain the 'why' of class room interactions: they provided the reasons how and why things were happening in the way they were happening. In fact compared to the central position class room interaction should in describing the variable of methodology, the other variables like teachers' training, text book or administrative support are peripheral. So class room observations were made as a starting and central point in describing the implementation of active learning approach in higher educations. In order to be consistent with the concept of physical education students, observations were made only on under graduates program.

Twelve periods and field observations were made in the three classes (please refer table 5). There was an average of four observations in each class. The observations were evenly divided between 1st, 2nd and 3rd year students. At least two observations were made for one selected subject and teacher. The subjects observed included History of physical education and Athletics in 1st year class, sport medicine and Volley ball in 2nd year class, and Kinesiology and Hand ball in 3rd year class. The class room and the field observations were made in two ways. The first one is observing and making notes according to a check list prepared for the purpose (see Appendix three). The assistant researcher (from the researcher) fills the check list based on the previous training which gave them to by the main researcher. While the assistance fill the check list the main researcher takes notes of what major actions the teacher and the students take from the

beginning up the end of the period. All in all observations were focused in finding out if and how the steps of active learning approach are being implemented in the process of instruction. The check list for the observations included what, how and why the teacher and the students are doing compare to what they should have done with respect to implementing active learning approach.

Table5. Type and number of subjects observed in each class

		Subject Observed and Frequency of Observations						
No	Level of the class	Hist.of PE	Ath.	Sp.med.	VB	Kin.	HB	Total
1	1st year	2	2	-	-	-	-	4
2	2nd year	-	-	2	2	-	-	4
3	3rd year	-	-	-	-	2	2	4
	Grand Total	2	2	2	2	2	2	12

3.2.2. Questionnaire

Two kinds of questionnaires were used: one for teachers and another for students. All questionnaires were open ended except that the questions needed a previous 'yes' /'no', 'other' answer before elaboration (Appendix Four and Five). The questionnaires for teachers and the students were administered in English because the language the researcher used in the questionnaire was easy and media of the instruction were English as the researcher believes.

Both questionnaires were pilot tested on 30 students and 10 teachers of the department. The questionnaire distributed after the first semester completed was because it was difficult to evaluate the implementation of active learning in the instruction for 1st year students, because at least a semester (4-5) months are needed for evaluation. But as the result of the pilot test showed, 1st year students didn't have the necessary skills to fill a questionnaire, in the other hand their hand writing was clean and easy to understand and the special thing that the researcher seen from them was they were much eager and committed to the questionnaire. Then the questionnaire filling process with the 1st year students were easy and tired less. The questions in the questionnaires for the teachers were aimed at discovering what training the teachers had in terms of active learning approach, how they are trying to implement it and what challenges they face during implementation.

The questions in the questionnaire of the students were aimed at discovering on what level of understanding students are found in terms of the process of active learning and their attitude

towards facing and solving problems. Of course open-ended responses on questionnaires represent the most elementary form of qualitative data as it is related to answering and writing skills. Yet even at this simple, elementary level of measurement, the feelings revealed in the open-ended comments of a single teacher or students illustrated the power and depth of qualitative data.

3.2.3. Content analysis

Examining trends and patterns by analyzing and referring documents.

3.3. Data Management and Analysis

The data generated with the above mentioned instruments are presented in two forms. The first type of presentation is a discussion of findings, sometimes supported by theoretical arguments or related literatures. The other type of presentation is the placing of responses, mostly through ranking, in table forms. 'Frequency of response' in the table represents how many times a particular response appeared in different questionnaires. Frequencies sometimes could correspond to the number of people who respond to the particular question under discussion. It is also possible that a teacher or a student gives more than one response or no response to a question as most of the questions are open-ended. In the later case the frequency doesn't correspond to the number of people who respond to the questions. This kind of presentation shows the range and diversity of options voiced by respondents. Some tables are also placed in the appendices section in order to minimize the interruption in the flow of discussions.

Percentages are given in places where there are specified choices. In 'yes' or 'no' response and some other places a space is given for 'other comment'. This is not to bind respondents with limited categories of responses the researcher proposed. They are used as a basis for further probing questions. In some cases where respondents have a different or special comment it is shown in the discussion.

Direct questions and careful description of program situations, events, people, interactions, and observed behaviors have provided from the data. Then in some instances descriptions are presented as open-ended narration without attempting to fit program activities or people experiences in to predetermined, standardized categories.

The sources of data for this research are the students, their teachers, class rooms, practical fields, text books, and internet. Target populations of this study are the three year students and their teachers in PE department in under graduate program.

Chapter Four

Presentation of Data and Analysis of Findings

This chapter deals with presentation and analysis of data that are divided in to two main parts. The first part deals with the background information of the respondents and the second, with the analysis and interpretation of data related to the application of active learning in higher education PE department of AAU.

4.1. Profile of Teachers, 1st, 2nd and 3rd year students versus Active Learning Approach

The respondents of this study were teachers and students in the PE department. There are 12 teachers in the department, 5 teachers have PhD and 7 teachers have Master. The researcher takes 10 sample teachers from all. Four PhD teachers fill the questionnaire, and the other five teachers were Masters, the one who has a master's degree was not a volunteer to fill the questionnaire because of his own reason. The second samples included in the study were students from the all under graduate class, in 1st year there were 34 students 5 females and 29 males, in 2nd year there were 59 students 5 females and 54 males, and I 3rd year class there were 97 students 4 females and 93 males. The researcher takes 10 sample students from 1st year, 10 sample students from 2nd year and 10 students from 3rd year class as the teachers take. The total number of students in each class is vary but the sample distribution for questionnaire is the same, because taking much sample and also taking few sample has its own disadvantage and it may affect my result.

4.1.1. Profile of Teachers

A. Sexual Composition

Table 6, Sexual composition of the sample teachers

Sex variation		Frequency	Percent
Valid	male	9	90.0
Missing	System	1	10.0
Total		10	100.0

It is amazing to note that all percentage (100%) of the teachers teaching in Physical Education program are males, no females at all. This may indicate that neither female are more unenclosed to teaching profession by different mechanisms, or the job opportunity closed to women in this department is the teaching profession, or both. The researcher tries to put some reasons for zero number of females in the department; there are no females PE teachers, if there are they may under the qualification for universities, the department has no job positions for females etc. The data also indicates that things are not did in such issues, the researcher believes that it also another title for research and left for others.

B. Age, Educational and Teaching Experience

Table 7, Age composition of the sample teachers

Age variation		Frequency	Percent
Valid	25-45	3	30.0
	46-58	5	50.0
	59-65	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

It is expecting to note that a larger percentage (50%) of the teachers teaching in the department is above 46, a matured category of age which can be utilized to a transferring end. At this stage its boring to follow up each and every student daily how he is learn, study, understand, why he/she absent, which method of teaching is better for the weak students, checking their exercise book, etc. Teaching in general and instructing students with active learning approach in particular needs a youthful personality as it involves a flexible attitude and greater follow up of students. A desire to try things out experimentally, willingness to change one's option or conclusion when confronted with new evidence, determination to be objective in judgment, and an willingness to base a conclusion on one or a observations are more simpler when one is younger in age (Keeslar, 1956).

Table 8, Educational level of the sample teachers

Educational status		Frequency	Percent
Valid	Master	5	50.0
	PhD	4	40.0
	Total	9	90.0
Missing	System	1	10.0
		10	100.0

The comparative approximate percentage of (40%) PhD and (50%) Master Teachers represents an appropriate reflection of the composition of the staff in the department. This may indicate that the university gives an opportunity for the staffs to upgrade their status for the sake of succession in the teaching learning process, and this proportional distribution helps to develop efficiency of the department and to expand its fields. For developing the curriculum and instruction with active learning approach is composition has to be taken in to account.

Table 9, Teaching experience of the sample teachers in PE

Year of experience		Frequency	Percent
Valid	0-5	0	00.0
	5-10	2	20.0
	11-20	2	20.0
	21-30	4	40.0
	> 30	1	10.0
Missing	System	1	10.0
Total		10	100.0

Have we seen in the table the large percentage (40%) teaching experience of teachers in the PE department is above 20 years, while (20%) of the teachers have 20 years, the other (20%) of the teachers have below 10 years and the rest (10%) of the teacher has above 30 years. It indicates there is a big gap between the students and the teachers in personality, in desire, in attitude, in way of communication, in perspective, etc., this may affect the students success and the desired result. The (20%) teaching experience which is 5-10 years, it means the teachers were trained and deployed in the last ten year within which the new education and training policy was issued and being implemented.

C. Number of subjects and level of classes the sample teachers teach

Table 10, Number of subjects that the sample teachers teach

No. of subjects		Frequency	Percent
Valid	3 sbj't	4	40.0
	>3sbj't	3	30.0
	allsbj't	2	20.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

Table 11, Year of classes that the sample teachers teach

Class level		Frequency	Percent
Valid	2^{nd} & 3^{rd} yrs	1	10.0
	1^{st} ,2^{nd} &3^{rd}	6	60.0
	Pre & post	2	20.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

It is amazing to note that a large percentage (40%) of the teachers in the department hold 3 subjects, also the other (30%) of the teachers carry out greater than 3 subjects while the rest (20%) of the teachers teach all subjects. It means one teacher in the department should expected to hold at list three or more than three subjects and it shows there is a lack of teachers and a work load. The researcher believes that nobody has equal effort and interest with others even with himself, so it raises a question like are they teach all subjects with equal effort and love?

Again it is amazing to point out the large proportion (60%) of the teachers teach all classes, while (20%) of the teachers both under and post graduates, and the rest (10%) of the teacher teaches 2nd and 3rd year students. It shows us the same problem that seen in the above table 8.

Table 12, Interest in teaching profession of the sample teachers

Interest level		Frequency	Percent
Valid	very high	4	40.0
	medium	3	30.0
	low	1	10.0
	very low	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

As indicated in the table majority of the respondents (40%) of them suggest that their interest in teaching profession is very high. Nearly an equal number of respondents (30%) consider interest in teaching profession as moderate. This two responses show as the majority of the teachers have an interest in teaching profession, the rest (20%) of the teachers the one answer low, the next very low indicates that there are some teachers in the department who teaches because they have no a choice or because of getting place in the department. Interest in profession is a much needed thing whatever your job is if you want to be succeed, especially teaching profession needs a very high interest because if you haven't it fell down not only you, and you will kill others may be generations.

Table 13, Love to the subject that the sample teachers teach

Love to the sub't		Frequency	Percent
Valid	Very-high	4	40.0
	high	2	20.0
	medium	1	10.0
	low	1	10.0
	very low	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

In table 11, the data shows (40%) of the sample teachers have very high love to the subject they teach, (20%) of the respondents have high love for the subject they teach, the rest (30%) of the responses hold (10%) medium, (10%) low and (10%) very low, this distribution indicates 1/4th of the teachers doesn't love the subject that they teach.

4.1.2. Profile of students

B. Age composition of all under graduate students'

Table 17, Age composition of 1st year students

Year	Age	Frequency	Percent
1st	18-25 26-35	10 0 10	100 0 100
2nd	18-25 26-35	9 1 10	90 10 100
3rd	18-25 26-35	10 0 10	100 0 100

The table shows (80%) of students in 1st year, (60%) in 2nd year and (100%) 3rd year included in the study were males while (20%) in 1st year, (40%) in 2nd year, and (0%) in 3rd year were females. This shows that as there is a gap between male and female students in enrolment. Regarding to age (100%) in 1st year, (90%), in 2nd year and (100%) in 3rd year students were between "18-25" but (10%) of a student in 2nd year was between "26-35". The researcher believes that it is the right time to join and to sustain in the campus.

4.2. Teachers' Training

One of the recurring themes among the challenges in way of implementing active learning approach is lack of teachers' training. Teachers' training has a great effect on instructional activities. Especially, to implement learner-centered method of instruction, proper pre-service and in-service training and programs are very important.

Table 20, Response of sampled teachers to get training on active learning approach

Gets Training of AL approach		Frequency	Percent
Valid	yes	8	80.0
	no	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

There are different teachers training institutions in Ethiopia which are few in number, the most common and known teachers' training institutions and the sampled teachers trained in are listed in table 21, below.

Table 21, Teachers' training institutions that the sample teachers attend

Training institutions		**Frequency**	**Percent**
Valid	KCTE	6	60.0
Abroad	TTC	1	10.0
HDP	AAU	2	20.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

Very large proportions (60%) of teachers currently teaching in the department are graduates of Kotebe College of Teachers Education (KCTE). While (10%) of a teacher attend at abroad TTC and the rest (20%) of teachers are attend in AAU in Higher Diploma Program.

The success of educational process depends to a great extent on the character and ability of teachers. Teaching in the modern education must be vastly enabled to produce better educated person that was found formerly. Teaching demands the ability to adapt boldly, to invent, to create procedures to meet the ever changing demands of learning situation in order to enable to develop the continuous imaginative anticipation of mental process of the learner. Teachers must know much more about subject matter, methods of teaching , the learner and his growth, the setting for and environment of learning , about the interaction between learner and environment. Therefore, the modern professional teacher must possess a system of principles and habit of thinking which guide the operational process.

Scholars have suggested that if education is to be successful, next to curriculum, teacher training is of special significance, which needs consideration so as to maximize the development and changes in education.

Teacher's pedagogical skills can be improved by emphasizing courses that that develop the teachers ability to reason about the content of instruction. As already has been discussed teachers should have a sound knowledge of the curriculum and be able to transfer it to the students. They must be able to analyze critically the material to the interest and abilities of their students. Teachers must be able to recognize and manage the classroom evaluate discipline, and encourage students in manner that promotes better learning. Andrew Pollar and Jill Burne, (1994:80), and Cooper (1986, pp.4-5) suggests similar views about the need to have teachers' competencies resulted from training.

Therefore, for a teacher wishing to do a good job in his or her profession, it is essential to have a sound grasp of the basis of the subjects he or she teaches. As indicated in the literature, the teacher should be acquainted with the research techniques and tools of his or her discipline. This together with continual updating of his or her knowledge is necessary in order to train the young generation in a world in which basis scientific technical knowledge and skill alone makes it possible for them to participate consciously in the economic and social process.

4.2.1. Teachers understanding of Active learning approach

Policy & Practice*:* A Development Education Review is a bi-annual, peer reviewed, open access journal published by the Centre for Global Education and funded by Irish Aid. Launched in 2005, Policy and Practice has a growing international readership. In 2012, the journal web site received 85,000 visitors from 185 countries with particularly high numbers of readers found in Australia, Britain, Ireland, North America, Philippines, India and South Africa. The journal aims to celebrate and promote good practice in development education and to debate the shifting policy context in which it is delivered. Policy and Practice is informed by values such as social justice, equality and interdependence and is based on the Freirean concept of education as an agent of positive social change. We hope you find the journal a useful means of analysis, reflection, debate, and action on development issues.

Educational Policy (EPX) focuses on the practical consequences of educational policy decisions and alternatives. It examines the relationship between educational policy and educational practice, and sheds new light on important debates and controversies within the field. Educational Policy blends the best of educational research with the world of practice, making it a valuable resource for educators, policy makers, administrators, researchers, teachers, and graduate students.

For the analysis and interpretation of understanding of teachers about active learning method tally scale was used. The responses indicating number of teachers who said 'yes' and what was their reason for this and number of teachers who answered 'no' with their reasons the researcher assigns 1 for say 'yes' and 2 for say 'no'.

Table 22, List of response of teachers to understand active learning method well

Do you think AL approach suggested in the education and training policy is understood well by the teacher?	Reasons for say 1	Frequency of responses
	Because we have a policy and legislation	1
	We have been give a no. of short and long term courses relevant to the education and training policy, eg- HDP	1
	Although it is not fully implemented in one way or the other, instructors are applying the AL approach while conducting or offering courses	1
	Bringing up citizen endowed with human outlook, democratic values and others	1
Total		4
//	Reason for say 2	Frequency
	According to the subject matter we cannot use all approach	1
	Less respect to the teachers by the students, lack of teaching material, specifically in sport profession	1
	Because the teachers did not follow it properly and the university has no the exact material	1
	Some teachers have no idea on the AL approach and they didn't accept it,	1
	No response	1
Total	-	5

Table 22.1. Frequency table of teachers understanding of AL approach

Understanding		Frequency	Percent
Valid	yes	6	60.0
	no	3	30.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

It is obvious that, the instructional methods used in higher education's are highly influenced by the implementers' attitude towards that method than any other factors. That is, as implementers of any innovation of classroom teaching, teachers are the influential factors in any education system. The success or failure of any instructional method ultimately depends on the attitudes, skills and knowledge of teachers. From this point of view, teachers' understanding of principles of active learning method is very crucial in application of the method.

4.2.2. Implementation of Active-Learning Method in PE

With exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and adolescents translating into reduced health risks in adulthood (Dobbins, et al., 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education and physical activity programs (Naylor & McKay, 2009; Pate et al., 2006).

The combination of the decline in fitness standards of young people, high drop-out rates, and inadequate pathways to accessing physical activity (Hardman, 2008) and the substantial increase in the prevalence of overweight and obesity among children and adolescents around the world (Eisenmann, 2006) undoubtedly equates to a growing concern. Therefore, it is not only schools that have been identified as having a key role to play, but it is also apparent that physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to Australian Journal of Teacher Education Vol 35, 8, December 2010, become physically-educated individuals (Lee, Burgeson, Fulton, & Spain, 2007).

The provision of quality physical education curriculum can be affected by many factors, some of which can assist or hinder delivery and participation. There are different institutional, teachers related and students related barriers for effective implementation of active learning in PE. The following table shows the response of the sample teachers for implementation of AL approach in their department.

Table 23, Responses of the sample teachers to AL implementation in their department (PE)

Implementation		Frequency	Percent
Valid	Yes	2	20.0
	No	4	40.0
	other suggestion	3	30.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

As indicated in the above table (40%) of the teachers' respondents agrees that active learning is not implemented as it necessary and as it is. They gave different clarities for their answer no, like the teachers have no idea about the method, lack of instructional materials for its implementation, less willingness of teachers, ability and readiness of the students, etc. And (20%) of teacher respondents agree with the opposite answer of the previous answer 'no', they say it implemented in the department because we uses different types of teaching styles and they says PE needs

active involvement by its nature and the rest (30%) marks the choice which written out with other suggestion.

Table 24. Response of teachers on Discussion of problem and active learning process

Discussion on problem & AL process		Frequency	Percent
Valid	Yes	2	20.0
	No	5	50.0
	other suggestion	2	20.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

The table shows from total respondents, (50%) of the respondents says we don't have to remember any kind of problem and active learning process in the text book or the teachers guide whereas (20%) says yes we remember a discussion on active learning process and discussion of problems related to its implementation, the remaining (20%) marked on other suggestion list. This indicates less implementation and insignificant movement on active learning in the department and in AAU, respectively.

4.2.3. Support from the Education System

To implement learner-centered method, support to educational institutions by the education systems management structure is very important. The literature suggests that in terms of demonstrating its support, the system needs:-

To delegate authority and responsibility for improvement to the institution themselves.
To provide service to the schools to help them succeed including information and training regarding to instructional practices.

To monitor and evaluate schools teaching methodology, academic performance and the efforts of heads, school directors particularly as instructional managers).

Therefore, it is obvious that the role of the educational system in supporting schools is very important to enhance the expected students' competencies and promote high academic standards. The education system supports school stuffs by providing advice, training and resources. Through this support school directors are supervised and students' academic performance and methods of teaching is monitored regularly. Schools perform better in teaching-learning process to the extent that the education authorities outside school provide support that includes information and training regarding to instructional processes (Henveld and Craig).

Thus support of education system is given to the schools based on supervision. Supervision can play a role in teaching and learning process by providing professional assistance and guidance to the teacher. To properly implement the learner-centered method in schools, the responsible bodies found at different level should supervise teaching methodology, coach teachers, evaluate and monitor instructional activities. But according to Henveld & Craig (1996) in Sub-Saharan African Country, the facilities for providing supervisory support to schools and teachers are very limited or none exist. Therefore, from the role supervision plays in supporting teachers by providing advice, training and resources the process of learning teaching methods, its improper utilization affects the application of learner-centered method. The next table shows the response of the sample teachers on support by outside sources.

Table 25, The sample teachers response of support from outside

Support		Frequency	Percent
Valid	yes	1	10.0
	no	8	80.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

4.2.4. Identifying problems

Problems do not arise out from vacuum (Esayas, 1995). Rather they may be initiated from a variety of sources. Problems are all around the girls and boys we teach. They cannot help but see it. They will see more of it with a little help. Esayas (1995) also states that teachers too are the most important resource persons either introducing problems from their experience or reformulating problems raised by students. But sometimes there will be similar out looking of teachers and students on the same problems, and students raised different problems also. The next are the problems listed by the student.

Table 26, Lists of problems listed by 1st, 2nd and 3rd year PE students

What are the different problems in PE department? (please list them in order to severity, the most sever first, the less sever next, so on.)	Student who ranked the problems			Frequency of 1st, 2nd & 3rd yr sts'	Percent
	1st	2nd	3rd		
Different guiding books doesn't found in the campus concerned about the department, .	*	*	*	30	100
Lack of punctuality (the teachers doesn't use the plan or the schedule,	*			1	10
Disagreement, and less friendship b/n the students,	*	*		3	30
Missing of class by the teachers,	*			1	10
Lack of materials and conducive environment for practical classes, and even staff offices,	*	*	*	30	100
Improper use of time,	*			1	10
Lack of knowledgeable and teachers disciplined teachers,	*			1	10
Shortage of equipped professional teachers in the courses,	*		*	2	20
The teachers uses un effective teaching method,	*			1	10
Registrar problem,		*		1	10
Lack of utility and respect b/n the students,		*		1	10
The students expect more from the teacher,		*		1	10
Shortage of suitable class rooms,	*	*		2	20
Less number of teachers in quality and in quantity,	*	*	*	3	30
The quality of the students that join the department,			*	1	10
The teachers gives more emphasis to the competition rather than the teaching learning process,			*	1	10
Class size (much number of the students in one class,		*	*	2	20
Bad administration system in the department,		*	*	2	10
Wrong of implementation of the curriculum,			*	1	10
The teachers uses lecture method most of the time,	*	*	*	30	100
Other suggestions	-	-	-	-	-
No response	-	-	-	-	-
Total	10	10	10	30	100

From the table we can observe that 'lack of materials' has been ranked as the most severe problem by PE department students. Ninety percent of the students mentioned lack of materials as a problem of them, if we disregard the extent of the ranking. It can also be observed that twenty percent of the students ranked large class size as the second sever problem. About ten percent of the students listed large class size as a problem in one way or another. It is interesting to note that students themselves voice large class size as an obstacle for better learning and it pushes the much number of teachers to use lecture method rather than others. Students listed highly varied problems and these problems are aggregated together as 'others'. Problems like punctuality miss of class by the teacher, wrong implementation of the curriculum and registrar problems are mentioned though with one or two percent of students.

The comprehensive primary school-based findings reflect not only the lack of research across the primary school teachers having dedicated physical education units as part of their training. This specialization should equip teachers with the skills to overcome barriers more easily and enable them to plan and implement programs accordingly. In the next table there are list of problems identified by the sample teachers.

Table 27, List of problems identified by the sample teachers

Would you please list the problems that you think exist in the program in terms of active learning when your department is located or established?	Teachers who ranked the problem (%)				
	1st	2nd	3rd	Frequency	%
Students has no interest in learning,	*			1	10
Lack of participation in the class,		*		1	10
They not doing their assignments (the students'),			*	1	10
The class size and the nature of the class rooms has brought the problem to implement AL as expected,	*			9	10
Class room construction,	*			9	10
Teaching learning inputs,		*			10
Students lack of assertiveness (specially girls),			*	1	10
The problem of students intake,	*			1	10
The knowledge of the instructors,		*		2	10
The problem of curriculum changes 2 or 3 times in between 1-2 years,	*			2	10
Facilities and equipments especially pedagogical means's,		*			10
Shortage of equipped teachers, materials, conducive environment, working office and teaching class rooms,	*			8	10
Lower capacity of the students for the level,		*		1	10
Wrong demonstration method and communication way with the students,	*			2	10
Depend on their experience (the teachers'),	*			1	10
Wrong course offering,	*			1	10
Lack of fields,	*			9	10
Negative perceptions for the AL method	*			3	10
Resistance to change,	*			2	10
No response		1	1	1	10
Total	12	5	2	19	100

The class size, room constructions, its set up and shortage of materials has listed as the most severe problem by (90%) of teachers. Here we can see a unity of thought between teachers and students. We can also see that there is consensus on problems like quality of instructors, lack of equipments and facilities. Based on this we can say that problems that are related to the teacher to teach and the student to learn can be easily identified for the instruction of active learning approach.

If we summarize the findings of the questionnaire and the personal observations of the department, we can have few larger categories of problems under which we can enumerate all

the others. The problems are so much interrelated that it is clear to see one problem occurs as a result or an impact of the other.

Following is loose category of problems of the department:

A) Institutional: lack of different guiding books, hand outs, large size, poor administration, different sport equipments, instructional materials,

B) Teacher related: punctuality, improper use of the schedule, dad personality, misunderstanding of the teaching method, hating the profession, wrong demonstration, not motivating the students, not following the students as expected,

C) Student related: no interest to the class, less respect to the teacher and the subject, lack of readiness, back ground both in social life and in learning also, work weakly, expect more from the teacher,

D) Infrastructure: gymnasiums, swimming pools, tracks and fields for different types of exercises, fitness centers, laboratories for physiology courses, bath rooms,

The above listing has a great role in constructing students with active learning approach in physical education.

4.2.5. Students believe on their ability in problem solving

After students were asked to list the problems in their department (table 16), they were asked if they think they can solve these problems. Following is a table showing their responses:

Table 28, Students level of responses about their capacity to solve the listed problems Table 28.1, 1st year student's capacity to solve listed problems

		Frequency	Percent
Valid	yes	4	40.0
	no	5	50.0
	other comment	1	10.0
	Total	10	100.0

Table 28.2, 2nd year students' capacity to solve listed problems

		Frequency	Percent
Valid	yes	5	50.0
	no	1	10.0
	other comment	4	40.0
	Total	10	100.0

Table 28.3, 3rd year students' capacity to solve listed problems

		Frequency	Percent
Valid	yes	6	60.0
	no	4	40.0
	Total	10	100.0

It is interesting that to see how high percent of the students think that they can solve the problems they mentioned. In the first table (table, 18.1), (40%) of the students say that they can solve the problem, whereas (50%) of the students says no we cannot solve, while the remaining (10%) of a student marked the 'other comment' category and jumped without any comment. The next table (table 18.2), also indicate that the large proportion of the students response was "yes" we can solve. The (50%) of the respondents says that they can solve the problem that they listed above, whereas

(10%) of a student says no, and the other (40%) simply marked the 'other comment' category and jumped the provided space without any comment as like as the previous table. As like we see in the two tables the third table (table 18.3), shows that (60%) of the students commented that they can solve the problem provided the necessary facilities are there and the remaining (40%) of the students commented that they cannot solve the problems that they listed above.

4.2.6. Information gathering Methods

Information means facts or knowledge provided or learned as a result of research or study. It can be defined as what is conveyed or represented by a particular sequence of symbols, impulses, etc, gathering means collecting or searching of something for a purpose and particular procedure for accomplishing or approaching something is also a definition for method. The sampled students listed some of the methods for gathering information below.

Table 29, Lists of information gathering method for the problem by the sampled students

Year	Items of information gathering method					Frequency	%
class level	Observation	Discussion	Asking	Reporting	Searching IT	Frequency of responses	(%)
1st	**	*****	*	**	-	10	100
2nd	**	******	*	-	*	10	100
3rd	******	-	-	*	***	10	100
Frequency of item	10	11	2	3	4	30	300
Total	33	36	8	10	13	100	300

As indicated in the table above the large proportion (36%) of the students choose the discussion method, whereas (33%) of the respondents chooses the discussion method, while (13%) of the students chooses searching information technology, from the rest (10%) of the students choices the reporting method and the last remaining (8%) select asking method of information gathering. This shows that the students face the challenges and also they tried to solve the problem as much as they could.

As indicated in the above three tables (table l8.1,18.2, & 18.3) students always have in mind some unexamined solution to every problem. It is possible that they take an action to solve problem before they knew what the problem exactly is. It was nice if the problem can be solved by the ways that the students listed, but it needs the strong, coordinated and continuous work of the staffs in any position. Because if one of the career does not work his or her duty properly, it is difficult to fulfill the required solution that provided for the problems. But students always tried to put they think it as a solution. The next question and response demonstrate this stated fact:

Table 30, Students responses to a question of procedure they follow in solving a problem in their department

If you answer 'yes' to the question…, would you please list the procedures you can follow or apply in solving problem in your department?	Class year	Frequency of responses	%
I choose depends on my information related to the problem,	1st	1	10
By discussing the students in the class,	1st	1	10
Buying materials are the best choices,	1st	1	10
Meeting concede on the problems,	1st	1	10
By discussing with the students and the teachers,	1st	3	30
By reporting the problem to the responsible one,	1st	1	10
To report to the administrative parts,	1st	2	10
Thinking always positive and carrying responsibilities and choose best representative in the class,	2nd	2	2o
Make a strong decision to solve the problem even on the system,	2nd	1	10
By creating a peaceful environment which is good for the development of the and a smooth relation between the students and the teachers,	2nd	2	10
By discuss it with the stake holders we try to contribute as much	2nd	2	10
Evaluating the instructors without fear,	3rd	1	10
If there are solutions I see details and select the best ones,	3rd	1	10
Buying different books,	3rd	1	10
Discussing with the teachers	3rd	1	10
Not mentioned	2nd& 3rd	8	80
Total	1st,2nd&3rd	30	100

Table 31. Responses of teachers do you believe or not in students competency

Believe in being equipped		Frequency	Percent
Valid	No	6	60.0
	other suggestion	2	20.0
	Yes	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

As we understand from the above table the large proportion of the teachers (60%) does not believe that the students are being equipped with the necessary knowledge and skill to solve these problem, whereas (10%) of a teacher says that yes the students are equipped at all and the remaining (20%) of the teachers comment on "other suggestion" category and they jumped the provided space without giving any suggestion. This indicated that there is a gap between the curriculum, its implementation, and the result.

Table 32, Responses of teachers for answered 'yes' or 'no' on student's knowledge and skill

Would you please give reasons why you answered 'yes' or 'no' to question….?				
Answer	Reason	Frequency	Percent	Total
No	Because of reasons listed in question # 8,	1	10	10
No	Because students by themselves do not want to be a knowledgeable person,	1	10	10
No	Because there is no enough material, modules, handout, etc,	1	10	10
No	Most of our students are unfit for university education, moreover refer to what I answered in question # 8,	1	10	10
No	Because they did not get the required knowledge and skill because of so many problems like we tried to mention of the list from much,	1	10	10
No response	Nothing is written	4	40	4o
Missing	Not volunteer	1	10	10
Total	7	10	100	100

Table 21, shows that the large proportion (40%) of the teachers does not gives any comment on the question what was your reason to answer 'yes' or 'no' to the students knowledge and skill to solve the problem, whereas (50%) of the respondents gave reasons and the remaining of (10%) of a teacher was not volunteer to fill the questionnaire as mentioned earlier. But here we should take it in to account all the respondents answer was no, because they also believe all the pre conditions like mentioned in the above topic "teaching and learning assessment" formalities are needed to be fruitful in learning PE outcomes.

4.3. Bring and discuss the problem

A discussion session by the whole group of a class to forward solution to a problem creatively. It is a conference technique whereby a group seeks as many answers to a problem posed as possible by collecting all the ideas contributed spontaneously by its members. There should be pupils who bring the question or the idea to the class or the group. The following table show as how much percent of the students answer 'yes' or 'no' to the question of do you bring and discuss the problems of your department?

Table 33, Responses of 1st year sampled students to bring and discuss about the problem

Bring and discuss		Frequency	Percent
Valid	yes	9	90.0
	other comment	1	10.0
	Total	10	100.0

Table 34. Types of problems that the 1st year students bring and discuss in to the class

If you answered 'yes' to question # 10, what kind of problems do you bring to the class and discuss?	Frequency	Percent
The lack of material like books, balls, fields,	1	10
The lack of fitness center, gymnasiums,	1	10
The lack of teachers competency, instructional materials and laboratories for science and experimental courses,	1	10
The problems that mentioned in question # 3,	2	20
Teachers bad personality during demonstration of skills,	1	10
Problems like books, hand outs, modules,	1	10
Teachers with less knowledge on their subject,	1	10
Less punctuality of the teachers,	1	10
Not mentioned	1	10
Total	10	100

In table 34., the highest proportion (90%) of the students that included in the sample answered 'yes' we bring and discuss the problems in the class, while the remaining (10%) of a student marked on 'other suggestion' category without putting any comment, according to the kind of the problems that bring and discuss in the class listed by the students in table 22.1.1. are almost similar.(70%) of the respondents listed lack of materials while the remaining (30%) raises the personality and problems related to their teachers. This indicates that the problems for effective implementation of AL approach most of the time are institutional and teacher related.

Table 35. Responses of 2nd year sampled students to bring and discuss about the problem

Bring and discuss		Frequency	Percent
Valid	no	10	100.0

Table 36. Types of problems that the 2nd year students bring and discuss in to the class

If you answered 'yes' to question # 10, what kind of problems do you bring to the class and discuss?	Frequency	Total
Teachers bad behavior during demonstration,	1	10
Mentioned	9	90
Total	10	100

Table 36, indicates that total (100%) of the students answer no to the question for do you bring and discuss about the problems in the class, but in listing the type of problems that they bring and discuss was the (90%) of the respondents not mentioned the remaining (10%) was listed his problem by forgetting his answer or by other mistakes.

Table, 37. Responses of 3rd year sampled students to bring and discuss about the problem

Bring and discuss		Frequency	Percent
Valid	yes	6	60.0
	no	4	40.0
	Total	10	100.0

Table 37.1. Types of problems that the 3rd year students bring and discuss in to the class

If you answered 'yes' to question # 10, what kind of problems do you bring to the class and discuss?	Frequency	Total
Both class size and shortage of reference brings for discussion,	1	10
The lack of teaching and learning method, books and class rooms,	1	10
Material shortage,	1	10
Problems like awareness of the teachers and managements about the problems,	1	10
Lacks of books and an equipped instructors,	1	0
The problems are listed in question # 3,	1	10
Not mentioned	4	40
Total	10	100

Here we have seen that some variety was occur, six students in table 22.3., answers 'yes' to question

Do you bring and discuss the problems in the class and (60%) as a percent the listed different problems while the remaining four teachers answer 'no' and they did not write anything on the provided area. But here is better contribution of students in participating to solve the problems. When we compare the all three classes the 1st year students had a better contribution to solve problems as ordinary.

4.3.1. Solving problems

Problem is an unwelcome or harmful matter needing to be dealt with and overcome, and also it means a thing that is difficult to achieve. **Solving** means find an answer to, explanation for, or way of dealing with a problem or mystery.

4.3.1.2. Academic and Social Antecedents of the Higher Education Learner

Who are prospective higher education learners? The majority are young male and female adults aged between 16-26 years who have had 12-14 years of formal education. They would have obtained the school leaving certificate with the minimum pass grades to earn them places in higher educational institutions. As primary and secondary school pupils, their academic and social life would have been organized and sometimes regimented by principals, and teachers. They would have been expected to obey laid-down rules and regulations without question as well as recognize and respect the school's hierarchical structure of authority. Those who may have had the privilege of attending boarding schools would have experienced even greater management of their time and indeed of their lives. Graduates of single-sex schools often have additional problems of adjustment in their interactions with the opposite sex (Dagkas, S. & Stathi, A. 2007).

Our learners' typical school day could be broken into several very short periods during which various subjects would be taught in typically under-resourced classrooms, and by teachers with extremely low morale. With few exceptions, the learners would have been exposed to predominantly traditional methods of learning and teaching. With regard to assessment, the educational system of most countries now is in favor continuous assessment. The message that emerges is that schools are about testing. This has implications for learners' attitudes towards learning and teaching.

The world is in constant changes demanding change in the provision of education at different levels. The responses of higher education to a changing world should be guided by three watch words which determine its local, national and international standing and functioning, relevance, quality and internationalization. "UNESCO's Policy Paper for Change and Development in Higher Education", Executive Summary, Section V reads as follows. In the context of these new orientations, every higher education policy should fit into the particularly complex social dynamics of the training and/or research institutions (Universities, Teacher Training Colleges, Institutions…) that have interfaces with secondary or "pre-university" education on the one hand and with the world of work and the development concerns of the States on the other. Set at the extremities of the educational system, these two entities exert pressure and lay down conditions that cannot be ignored. Hence, such a policy will emanate from a dynamic compromise between the external demands and the tasks which the states assign to these institutions.

In this regard, the relevance of higher education should be perceived in terms of its role and place in society, its mission as regards training and research and the resultant services. It should also be seen

in terms of its linkages with the world of work (in the widest sense), its relationship with the state and sources of funding as well as its interactions with other levels and forms of education.

However, under the impact of significant external trends (economic globalization, high population growth rates, technological innovations and serious financial constraints), the higher educational institutions are now in crisis in a crucial phase of their development. Beyond the negative trend (decline in the internal and external training efficiency) the basic issue is to know what type of institution the states need. Generally speaking, there is an urgent need for higher educational reform for the purpose of maintaining and strengthening quality standards among other concerns. It is more than necessary to develop a new perception of education and training in order to adapt and enhance the system's relevance, efficiency and quality.

The rapid increase in student enrolments in the Francophone countries is due to the combined effect of at least four factors namely:

- the rapid increase in the number of secondary school leavers;

- the lack of selection at the time students enter universities;

- the low internal efficiency;

- the generous student-aid policy which encourages students to extend their stay at university because of the uncertainty of finding job upon completion of the courses.

Of course, such a quantitative expansion should be matched with a corresponding increase in infrastructures, facilities, teaching staff and scientific and instructional materials so as to meet the requirements of quality with respect to training and research. Unfortunately, that has not been the case. In Francophone Africa, it is usual to see a lecture hall designed for 800 students crammed with as many as 3,000. It is also noteworthy that such lecture halls hardly provide an enabling environment for teaching as they have more in common with markets or sports studio than with places for reflection. Under the circumstances, access to knowledge is largely determined by the students' ability to arrive 3 or 4 hours in advance to occupy the best place so as to hear the lecturer (Ibid).

As a result of the limitation of academic infrastructures and shortage of human and material resources, the quality of education has declined. Indeed, several institutions were already forced to cancel practical and field work.

As we seen in the above implication different countries uses different mechanisms for the different problems that they faced. So the students in the sample also answer 'yes' or 'no' to the question do you try to apply what you have learned in school to solve the problem and they gave their reasons for why answering 'yes' or 'no' as follows.

Table 38. Responses of 1st year students for applying what they have learned to solve a problem

Do you apply?		Frequency	Percent
Valid	Yes	4	40.0
	No	5	50.0
	other comment	1	10.0
	Total	10	100.0

Table 38.1. Reasons of 1st year students for how do you apply? Or what are challenges to apply?

If you said 'yes' to question # 12, how do you apply them? Or if said 'no' what are challenges not to apply them?	Answer	Frequency	Total
At this time the problem that's that I mentioned in the above already solved,	No	1	10
For example Hurdle game in to the field in order to practice and Baton game in to the field, so we can practice,	No	1	10
By changing the theoretical courses to practical ones and I try to solve as much as possible,	Yes	1	10
By sharing materials and by using our extra time by helping each other and also by tolerating,	Yes	1	10
Not mentioned	-	6	60
Total	5	10	100

Table 39. Responses of 2nd year students for applying what they have learned to solve a problem in school

Do you apply?		Frequency	Percent
Valid	no	10	100.0

Table 39.1. Reasons of 2nd year students for how do you apply? Or what are challenges to apply?

If you said 'yes' to question # 12, how do you apply them? Or if said 'no' what are challenges not to apply them?	Answer	Frequency	Total
The system closed,	No	2	20
The staffs are not accountable,	No	1	10
Because I know that it is impossible to do so and this research also won't bring any change,	No	5	50
There is no possible conditions,	No	1	10
Not mentioned	-	1	10
Total	5	10	100

Table 40, Responses of 3rd year students for applying what they have learned to solve a problem

Do you apply?		Frequency	Percent
Valid	yes	3	30.0
	no	7	70.0
	Total	10	100.0

Table 40.1. Reasons of 3rd year students for how do you apply? Or what are challenges to apply?

If you said 'yes' to question # 12, how do you apply them? Or if said 'no' what are challenges not to apply them?	Answer	Frequency	Total
Different challenges,	No	1	10
If there is problem in my school; first select the problem and then take the possible solution but here everything is hard,	No	1	10
I will try all my best in order to solve the problem by direct participation and by discussing with the collage dean,	No	1	10
Because the department head has no willing to discuss with us about anything,	No	1	10
Not mentioned	-	6	60
Total	6	10	100

In the above tables (table 23, 24 & 25) we have seen that (40%) of the students answered 'yes', but in the opposite 'yes' answer is not found in 2nd year class, while (30%) of the students in 3rd year class says 'yes', and the large proportion (50%) of the respondents in 2nd year class says 'no' when the list (10%) not comment anything. The next highest proportion (70%) of the respondents says 'no' in 3rd year classes. According to the reason that they gave to why they answer 'yes' or 'no', it is listed under the sub-tables respectively.

4.3.1.3. Understanding Higher Education

According to Knowles, Malcolm S. (1970), higher education institutions are institutions that provide post secondary education and produce human resource, conduct research, and involve in community services. They are tertiary level institutions that should educate students to become well informed and deeply motivated citizens, who can think critically, analyze problems of society, look for solutions to the problems of society, apply them and accept social responsibilities through lectures, practical work, fieldwork, tutorials, etc. for the development of knowledge, skills and attitudes (Knowles, Malcolm S. 1970).

To achieve these goals, they need to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural

contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum. New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity (Ibid).

Teaching and learning involve the interaction of the learner, the teacher, the curriculum (knowledge, skills & values) under learning situation.

4.3.1.4. THE LEARNER AND THE LEARNING SITUATION

A. The Learning Situation

The learning situation or the teaching environment is the set of resources available for implementing the teaching or learning process. These include human resources (lecturers, learners, administrators and support personnel); physical resources (e.g. classrooms, library, laboratory, and workshops); material resources (teaching material, audiovisual materials and others) financial materials (operational allowances, scholarships, training grants and others); and the political and social context (democracy versus dictatorship, peace versus war).

B. The Teacher and the Learner

Learning is influenced by the teacher - learner relationship. The roles of the teacher and the learner vary in this relationship. On the one hand, the teacher can be a mere transmitter of knowledge; the learner is entirely dependent on what the instructor says or does. He or she is then more of a "recipient" than a "learner". On the other hand, the teacher can play the role of a guide, or a facilitator. The learner is assisted in becoming autonomous, that is to say, in being able to plan him or her learning.

C. The higher education curriculum

Curriculum is defined as the sum total of the planned experiences of the education level that is to be offered both inside and outside of the institution. It reflects the aims of the programs, objectives of the different courses, content areas to be covered, activities and methods of teaching, the assessment mechanisms, resources required, etc.(Ibid).

Table 41, Responses of the sampled teachers to how do you rate readiness of higher institutions to equip students with problem solving capacity

How do you rate?		Frequency	Percent
Valid	very high	2	20.0
	medium	6	60.0
	very low	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

As mentioned in the table the large proportion (60%) of the teachers answered 'medium', whereas (20%) answered 'very high' the remaining (10%) choice 'very low' category. This indicates that the readiness of the higher institutions to equip students with problem solving capacity is insignificant.

4.3.1.5. Mission and Function of Higher Education

The missions are related to educate, to learn and to undertake research;

The core missions and values of higher education are to contribute to the sustainable development and improvement of society as a whole. It should be preserved, reinforced and further expanded, namely, to:

educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

- provide opportunities for higher learning and for leaning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice.

- advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

- help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity;
- help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives; and
- Contribute to the development and improvement of education at all levels, including through the training of teachers.

4.4. The Demonstration Method: Definition, Nature and Classification

The Demonstration /performance method is a visualized presentation that involves showi how to perform an act or to use a procedure, or showing an experimentation of import processes, events and procedures of work.

The method uses real objects, natural phenomena, models and processes to show and tell. It involves verbal explanation and practical illustrations, handling or operating equipment or materials in the classroom, in the laboratories, workshops and outside the classrooms. It is a method of teaching that develops both mental and motor skills of the learners. It involves observation, imitation, participation and practices.

The demonstration (performance) method has two major forms. They are:

1. formal demonstration method;
2. informal demonstration method

In the formal demonstration method, all the explanations and demonstrations are done by the teacher /demonstrator/. Students are simple observers. They sit or stand at a place where they can listen and observe about the demonstration and the practical activities respectively. Formal demonstration is usually done when there is no sufficient materials, time and when there is the need for too much care in the demonstration.

The informal demonstration (performance) method is the form where students are made active participant individually or in-groups. In this form, the teacher demonstrates the part of the demonstration or the whole of the activity, or process or procedure and makes the students involve in practicing what was demonstrated. The participation of the students depends on the availability of sufficient materials the time required and students' ability and skills in handling the equipment or materials in use. If students have no experience in handling the materials, the choice is always to be formal demonstration.

Both forms of the demonstration method involve explanation and demonstration. However, the informal form of the method involves practice of students, the supervisory activities of the teacher while the students are performing the activities and finally the evaluation of the results. Thus, one

can see five components of the demonstration method, which can be done in dependently or concurrently in some cases. The five components include:

1. Explanation – a stage where the teacher gives explanation on the objectives procedures and expected results of the demonstration;
2. Demonstration – showing the mental and physical activities in a sequential order in front of the students. It can be done concurrently with the explanation;
3. Students' performance – a stage where students are given chances to practice the different activities as they are demonstrated. Usually more time is given to students' practice.
4. Instructor's supervision – a component part of the demonstration method where the teacher walks around and visits what individuals or groups of students are practicing. The purpose is to make a follow – up and help students on their practice students' performance and instructor's supervision can be done concurrently.
5. Evaluation – a stage of passing judgment on the performance of students. It is done after students have done the activities thoroughly. The training models fixed to the demonstration purpose will be removed. The evaluation is to be done individually and the students must be told when they will be tested.

As we know the field work or the practice is the core and the most needed portion in learning physical education, so it is important to know and to implement the practical sessions in the proper and in the exact demonstration method to meet the curriculum and the course goal. The next two tables gave answer to the question how often you go to the field to visit and observe things and the reasons for why they saying 'always' or 'sometimes' accordingly.

Table 42, Responses of 1st year students to the question how often their teachers take them to the field to visit and observe things?

How frequently?		Frequency	Percent
Valid	sometimes	9	90.0
	never	1	10.0
	Total	10	100.0

Table 42.1. Things that 1st year students did in the field those who said 'always' or 'sometimes'

If you answer 'always' or 'sometimes' what are the things you did in the field (please mention for which subject)?	Frequency	Total
Sometimes athletics' teacher show us field and track events on our practice day,	2	20
Athletics, track and events only,	3	30
We visit track and field events in Athletics course,	3	30
Sometimes we visit Athletics training practice,	1	10
Not mentioned	1	10
Total	10	100

Table 42, show as the large proportion (90%) of the 1st year students says ‘sometimes’, where as the remaining (10%) of the student says never. This indicate that at this semester the course with practice that this section students take were Athletics and the researcher believes that there were be misunderstanding with the question and the one student who says ‘yes’. According to the type of thing s that the students did in the field and for which course was track and field in Athletics course mentioned in (table 42.).

Table 43, Responses of 2nd year students to the question how often their teachers take them to the field to visit and observe things?

How frequently?		Frequency	Percent
Valid	sometimes	3	30.0
	never	7	70.0
	Total	10	100.0

Table 43.1, Things that 2nd year students did in the field those who said ‘always’ or ‘sometimes’

If you answer ‘always’ or ‘sometimes’ what are the things you did in the fie (please mention for which subject)?	Frequency	Total
Sometimes athletics’ teacher show us field and track events on the practice day,	2	20
Sometimes Athletics; running , throwing,	1	10
Not mentioned	7	70
Total	10	100

The above table (table, 28) shows (30%) of the respondents says ‘sometimes’ and the large (70%) of the students in the sample says ‘never’. In the next table (table 28.1.) we can see that (30%) of the students mentioned that sometimes they went to the field and visit track and field’s in Athletics course while the rest (70%) of the respondents does not mentioned anything on the provided place.

Table 44, Responses of 3rd year students to the question how often their teachers take them to the field to visit and observe things?

How frequently?		Frequency	Percent
Valid	sometimes	3	30.0
	never	7	70.0
	Total	10	100.0

Table 44.1, Things that 3rd year students did in the field those who said ‘always’ or ‘sometimes’

If you answer ‘always’ or ‘sometimes’ what are the things you did in the fie (please mention for which subject)?	Frequency	Total
Sometimes athletics’ teacher show us field and track events on the practice day,	1	10
When we take an example during playing volley ball, the teacher encourage as us and he play with us,	1	10
We didn’t visit much due to commitment,	1	10
Not mentioned	7	70
Total	10	100

Like table 28, this table (table 44), show as the highest proportion (70%) of the respondents says ‘never’ where as the remaining (30%) of the sampled students says ‘never’ we did not went to the field and visit and observe things. Due to mentioned what the visit and observe that answer ‘sometimes’ they visit track and field in Athletics course, as like the above table there was a misunderstanding with the things that mentioned by the students because there were variety of answers between the students

4.4. Health & Physical Education Learning Outcomes

4.4.1. Physical Education

Physical education provides opportunities for students to gain current knowledge of physical fitness facts, healthful living practices, leisure time pursuits, stress management techniques, and to receive instruction in the skills necessary for successful participation in activities necessary for optimum health and physical efficiency.

The profession is based on the philosophy that physical education is an academic discipline, an essential portion of the General Education process. Further, the physical education curriculum is centered on the concept that movement skills, intellectual development, physical fitness and healthful living practices are elements of life that must be taught and reinforced. Specific knowledge, skills and practice techniques that best benefit the student do not just happen. Instruction, analysis and evaluation by a credentialed professional is essential for implementing this philosophy. In the following table there are some of contributions of PE to solve the problem of the society which is listed by the teachers who are included in the study.

Table 45, Contribution of PE to solve the problem of the school society listed by the sampled teachers

Would you please list the ways PE can contribute to solve the problems of the school society?	Frequency	Percent
PE can assist concerned bodies to reach to the vast majority of the young students to address issues related to social problems in the society,	1	10
Life skills, problem solving skills (critical thinking), are in skill learning, sports competition, team work are all in PE.	1	10
Practical oriented PE, regular sport participation during extra time, excellent demonstration skill of teachers is necessary.	1	10
It is a science or basic science that important for daily life.	1	10
If societies use properly they can have a change to prevent from diseases, keep their body shape, their relationship will be always positive.	1	10
To create elite sport man, good sport leadership members, etc.	1	10
By developing an overall personality of students and producing not only mentally but also physically fit and healthy students.	1	10
Develop physical and mental potential of students.	1	10
It creates a positive friendship between the school societies, and it motivates the society for doing their work hardly and it is also a basic stance for mental, physical emotional performance and skill.	1	10
Not mentioned	1	10
Total	10	100

As we seen in the above table the large proportion (90%) of the sampled teachers listed the contribution of PE to solve the problem of the society while the one (10%) not mentioned because he was not volunteer to fill the questionnaire.

The outcomes in the Health and Physical Education learning area are interrelated and all contribute to the development of healthy, active lifestyles for students. Learning and teaching programs developed by teachers should allow students to learn and achieve the essential knowledge, attitudes and values and skills in an integrated manner: for example, a physical activity program may include knowledge of a game, the development of attitudes such as fair play and respect for the rights of others, and movement skills. It will also include interpersonal skills such as communication and conflict resolution for refereeing and team communication, and decision-making skills for choice of tactics and strategies. In a classroom context, a smoking education program might include essential knowledge about the effects of smoking, the development of values and the attitude that support the decision not to smoke and communication skills (including assertiveness skills) to cope with peer pressure to smoke.

There are five outcomes which provide a framework for the kindergarten to year 12 curriculum in Health and Physical Education. The paragraphs beneath each outcome provide, with examples,

further detail of the knowledge, understandings, skills, values and attitudes that students should exhibit to achieve the outcomes (curriculum framework, 1998).

1. KNOWLEDGE AND UNDERSTANDINGS

Students know and understand health and physical activity concepts that enable informed decisions for healthy, active lifestyles. Through knowledge and understandings of key concepts, students are informed and take a critical perspective on health and physical activity issues within family, school, community and work settings. Students know the essential health concepts and understand the importance of a balanced lifestyle that takes into account work, leisure and recreation. They know and understand, for example, vital concepts related to growth and development, physical activity and sport, food preparation and nutrition, mental health, sexuality, hygiene, communicable disease, relationships, drugs, personal safety and protective behaviors, sun protection, first aid and injury prevention. Students learn and understand the roles of relevant health agencies and how and when to access them. Students comprehend the various social, cultural, environmental and political factors that influence an individual's well-being and participation in physical activity. They understand, for example, how factors such as gender, culture and socioeconomic background might affect food choices or nutrition; how government initiatives might enhance sun protection; and how gender expectations or peers might influence participation in physical activity and sport. They recognize that not all groups in society have similar health status or access to health care, sport and recreational opportunities.

Students understand the importance of regular physical activity and its contribution to the quality of life of individuals and groups. They understand the principles of movement – how, when and why the body moves in certain ways – and use this knowledge to improve their movement skills. They know the rules, strategies, traditions and etiquettes of play, games, sport and recreation, and exhibit these understandings in physical activity.

They appreciate the physical activity options that are available and that suit their needs in family, school, community and work contexts and critically analyze their physical activity preferences.

2. ATTITUDES AND VALUES

Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity. Students identify attitudes and values for a healthy active, lifestyle and demonstrate values consistent with the prevention of ill-health, the acceptance of personal responsibility for their health and physical activity levels, respect for social justice principles and a commitment to personal achievement. For some students, religious insights will feature significantly in values acquisition and implementation.

Students acknowledge the value of regular physical activity and its contribution to health, by choosing to participate regularly in a variety of movement forms. They are willing participants in play, games, sport, adventure pursuits and recreational activities; for example, walking, cycling

or doing tai chi or yoga in their daily routines. Students value and demonstrate a commitment to the benefits of collaboration. They exhibit this in the classroom and in social and sporting settings: for example, they cooperate with others in planning rules for the classroom and contribute to the teamwork required for achievement of goals. They demonstrate a willingness to seek a compromise in situations in which conflicting views are evident, while protecting their own rights. They play fairly, abide by the rules and assist with equipment distribution and care.

Students recognize and value, safe and supportive environments. They demonstrate support for structures such as family, friendship groups, religious groups, support agencies and sporting teams. They support school policies such as a smoke-free environment, the prevention of bullying and a healthy canteen. They exhibit safe practice in the classroom, in play and in games, and observe occupational health and safety guidelines where appropriate. Students recognize and respect the principles of social justice. They demonstrate this by being inclusive and just in their interpersonal relationships in classroom, peer, friendship and team situations. They know and protect their own rights and respect the rights of others. In physical activity and sport, they recognize inequities and do not discriminate on the grounds of gender, race, culture, physical or mental disability or experiential background. Their actions reflect ethical considerations and a desire to rectify inequities that exist in school, social and sporting settings. Students value the concept of personal excellence. They demonstrate this by striving for their personal best and acknowledging the achievements of others in class, social and physical activity settings.

3. SKILLS FOR PHYSICAL ACTIVITY

Students demonstrate the movement skills and strategies for confident participation in physical activity. Students participate competently and confidently in physical activities such as play, games, sports, gymnastics, aquatics, dance, adventure pursuits and other active recreation. They demonstrate fundamental movement skills of locomotion (e.g. walking, running and hopping), body management (e.g. balancing, tumbling and dodging) and object control (e.g. throwing, catching, striking and trapping) in free and structured play settings.

They apply, extend and refine their fundamental movement skills and demonstrate this refinement in games, modified sports, sports and other recreational activities.

They can combine fundamental movement patterns to create the more intricate movements required in play, games and recreation. They display coordinated movement, can move rhythmically to music and have optimum mobility and agility for their day-to-day living. They can also demonstrate skill in aquatic environments through swimming and water survival techniques. Students apply these movement skills strategically in games, outdoor pursuits, dance and other recreational pursuits to enhance personal and group or team performance: for example, in games and sports, they demonstrate offensive and defensive tactics to reduce or prevent opposition scoring opportunities and enhance their own scoring potential. In outdoor pursuits, students plan strategically to determine factors such as the best route, mode of transport and

necessary safety equipment when on an expedition. In gymnastics, they work strategically to improve their performance.

4. SELF-MANAGEMENT SKILLS

Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles. Students demonstrate self-management skills such as decision making, goal setting, time management and stress management. They demonstrate these skills in all aspects of their lives, including family, school, careers, leisure and relationships. They set goals in the context of maintaining a healthy, active lifestyle. Students demonstrate the use of self-management skills to cope with the changing and often conflicting demands of a contemporary lifestyle. They are able to make decisions that guide practical actions for a healthy, active lifestyle, considering the influence of other people, media and advertising. They can demonstrate the use of these skills to plan and implement physical activity, manage stress and maintain their self-esteem. Students apply a decision-making model to maintaining their personal health and the health of others. They make responsible decisions relating to issues such as personal hygiene, physical activity, drug use, nutrition and food preparation, relationships, healthy environments, injury prevention and personal safety and protective behaviors. They contribute to decision making for a healthy school environment and make informed choices about current and future education and employment options.

They plan and set short-and long-term goals to maintain and enhance their personal health and physical activity in areas of their lives such as family, school, careers, leisure and relationships. When participating in physical activity, they make strategic decisions that enhance personal and team performance. They can plan and monitor daily physical activity and fitness programs to meet the specific physical demands of a sport or daily living. The students exert control over their lives through the application of time and stress management strategies: for example, they can keep a diary, prioritize changing and often conflicting demands and reflect on the effectiveness of their planning and modify their plans as required.

When influenced by their peers, the media (especially advertising) or others to act in a manner contrary to their well-being, self-managed students assess the consequences of their behavior, make informed decisions and choose courses of action that avoid risks and reduce harm.

5. INTERPERSONAL SKILLS

Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles. Students possess the interpersonal skills of negotiation, assertiveness, conflict resolution, collaboration, cooperation and leadership in family, school, sport, work, cultural pursuits and social situations. They use these skills to interact effectively with others and to develop, maintain and end friendships and relationships. Students demonstrate interpersonal skills in group-work and health promotion contexts: for example, assertive communication skills when making decisions about changing relationships, collaborative skills when planning and

preparing a menu for a school camp, negotiation skills as part of a health committee promoting Heart Week throughout the school, and assertiveness skills when pressured by their peers.

Students demonstrate interpersonal skills in groups and teams in roles such as participant, captain, leader, player, coach, manager or referee in sport, gymnastics and indoor or outdoor pursuits: for example, within a dance group students might exhibit leadership, communication, cooperation and negotiating skills when collaboratively choreographing a dance routine using the skills and strengths of the whole group.

A team captain uses leadership, communication and negotiation skills to ensure that the team tactics reflect fair play and utilize the individual skills of the players. In conflict situations, such as refereeing close games, the students use skills of conflict resolution and assertiveness to maintain effective control. Students in outdoor pursuits might cooperatively plan and implement an overnight bush walk that caters for all students in the group (Ibid).

4.5. Teachers Training

The failure of the vast majority of candidates in the Central Teacher Eligibility Test is convincing proof that the system of teacher education is in urgent need of repair. In this case, trainees with a B. Ed degree could not pass the examination designed to test their fitness for appointment as teachers in Central government schools, and some Central Board of Secondary Education institutions. The overall system of teacher training in the country has been found wanting for decades and many recommendations have been made by expert panels for improvements. A good critique of what ails the various B. Ed programs, as well as diplomas in education is to be found in the National Curriculum Framework for Teacher Education. Demand for greater numbers of teachers has led to massive quantitative expansion of the number of institutions and courses at various levels in recent years, but without the necessary emphasis on infrastructure, faculty qualification and learning resources. A key point the Framework makes is that state provisioning of elementary education is marked by an attitude of resignation towards the existing system of pre-service and in-service training, which leaves little inspiration for the practitioners to improve.

The gamut of issues surrounding teacher education needs a fresh look. The imperative to raise the entry-level qualification for training of teachers from Plus Two, and make it a well-rounded degree program has been underscored by the NCFTE. It would be worthwhile to invest in a four-year degree program after senior secondary, or a two-year program after acquiring a Bachelor's degree. The J.S. Verma Commission appointed by the Supreme Court has also highlighted the importance of making teacher education a part of the higher education system to introduce the necessary rigour and exposure to various integral disciplines. It is the poor preparation in both the disciplinary and pedagogical domains that produces trainees who are found wanting. Making it compulsory to have a dedicated school attached to a pre-service teacher education institution,

as the Verma panel suggests, could be one way to ensure that graduates acquire the necessary competence and skills. Such a system would naturally be far superior to distance learning courses. The poor performance of teacher-trainees in recruitment examinations is a clear indicator of the failed assembly-line system of training that exists today. It is also important to note that 90 per cent of the pre-service teacher education courses are in the non-government sector and the state needs to play a more active role in improving institutional capacity especially in the East and Northeast.

Teaching is increasingly a career for the most able graduates, and to achieve qualified teacher status (QTS) you need to complete an initial teacher training (ITT) course. There are a number of options available so you can choose the one which most suits your needs.

All ITT courses include the opportunity to spend time in school to help develop your teaching skills and they are designed to build your confidence as you learn about key teaching methods. We offer a comprehensive program of support to guide you all the way through the application process. In the next table there are responses of the sampled teachers to question of have you got a training that related to AL instruction.

Table 46, Responses of teachers to question have you got any training concerned on instruction of students with AL approach

Have you got?		Frequency	Percent
Valid	yes	8	80.0
	no	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

Table 47, Responses of teachers for where did you get the training

If your answer to question # 12, is 'yes' where did you get the training?	Frequency	Percent
From universities and colleges attend.	1	10
From colleges and universities I completed my higher education and AAU where I am working.	1	10
In different sport federations in other countries.	1	10
HDP, in KCTE and TTI's (Harar and Jimma).	1	10
HDP in Wolayta Soddo University.	1	10
HDP in AAU.	2	20
HDP and different trainings and seminars related to active learning in different places.	1	10
I didn't get any training concerned on AL method.	1	10
Not mentioned	1	10
Total	10	100

The above table shows the large proportion (90%) of the respondents got Higher Diploma Program and different trainings in different places. This indicate that majority of the respondents are familiar with this active learning method, how much they used and like question will interpret in the next portion.

4.5. How-to Remain Relevant in Higher Ed with 'Active Learning'

Active learning…. the topic frequently polarizes faculty. Active learning has attracted strong advocates … looking for alternatives to traditional teaching methods, while skeptical faculty regard active learning as another in a long line of educational fads." (Prince, 2004)

Is active learning a fad? Flipping the classroom, peer teaching and collaborative learning are active learning methods that appear to be 'in' right now. Should educators incorporate these active learning methods to keep up and not become irrelevant? In this post we'll address these questions – define active learning as it applies to higher education and examine what it 'looks like' in face-to-face settings. He'll also review how educators can stay relevant by incorporating active learning principles into their own teaching without compromising academic integrity. His next post will be specific to online courses; He'll provide how-to instructions for incorporating active learning activities into the course design.

Bonwell and Eison noted that when using active learning students are engaged in more activities than just listening. They are involved in dialog, debate, writing, and problem solving, as well as higher-order thinking, e.g., analysis, synthesis, evaluation.

The words, 'involved' and 'problem solving' are worthy of emphasis; active learning is not busy work, but is purposeful instruction that guides students towards learning outcomes. In recent years, numerous educators have studied and measured the effectiveness of the traditional lecture method. Results consistently show that students retain far fewer course concepts when sitting passively listening than when they are actively engaged in the learning process.

These findings are consistent with Harvard's Professor Eric Mazur, a pioneer of active learning who developed a method called Peer Instruction. Mazur has conducted his own research since implementing his method in the mid 1990's, proving that active learning is more effective not only in retention of knowledge, but for developing critical thinking skills. The next two tables indicates the responses of the teachers for how do you rate the helpfulness if you got the training and how does it affects if you doesn't get the training.

Table 48. Responses of the sampled teachers to how do you rate the helpfulness of active learning if you got the training

How do you rate?		Frequency	Percent
Valid	very high	6	60.0
	high	1	10.0
	medium	2	20.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

Table 49. Responses of the sampled teachers to how does this affect if you didn't get the training

How does it affect?		Frequency	Percent
Valid	very highly	2	20.0
	moderately	2	20.0
	little	4	40.0
	It doesn't affected me	1	10.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

In the above table the large proportion (60%) of the sampled teachers marked 'very high' , whereas (20%) answered 'medium' and the remaining (10%) says 'high' about the helpfulness of the training that concerned on in the instruction of students with active learning. On the other hand these teachers again suggested that how this affects the capacity to instruct students with AL approach. Again in table 33, the large proportion (40%) of the teachers answered it affects me 'little', the others (20%) of the respondents answered it affect us very 'highly', while the other (20%) answers 'moderately' and the remaining (10%) answered 'it doesn't affected'.

Table 50, other methods of teaching that the sampled teachers deliver their subject in the class

What other methods do you use to deliver your subject in the class? (Please them list from the most frequent to the less frequently used).	Frequency	Percent
Lecture, group work, problem solving, practical work, role play,	1	10
Lecture (because of reasons in question # 8, the nature of the subject a students lack of readiness),plus all other methods,	2	20
Consultation, Group work, Presentation, individual assignment, a presentation, sometimes lecture,	1	10
Lecture method, cooperative learning(1-5 method), giving assignment or tas presentation, etc.	1	10
Presentation, task and cooperative methods,	1	10
Individual and group assignment, group discussion, lecture,	1	10
I use almost all methods,	1	10
Not mentioned	2	20
Total	10	100

The Federal Republic of Ethiopia recently established 12 new public universities and admitted the first group of students in 2007.This study maps the current status of the New Public Universities, identifies immediate human development needs and the means by which they may be met over a three-year period with support of government, the donor community and others. The study was conducted by the Centre for International Cooperation of the VU University Amsterdam and funded by DAG through the Educational Pooled Fund.

4.6. Teaching Methods

The term **Teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or "approaches" — teacher-centered and student-centered:

Teacher-Centered Approach to Learning

Teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

Student-Centered Approach to Learning

While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction.

To better understand these approaches, it is important to discuss what is generally understood as the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning. Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement instruction and connect with their students. Within each of these three main teaching styles are teaching roles or "models." Theorist A.F. Grasha explains the five main teaching models in her publication Teaching with Style (1996): Expert, Formal Authority, Personal Model, Facilitator and Delegator. To gain a better understanding of the fundamentals of each teaching style, it's best to view them through the lens of direct instruction, inquiry-based learning, and cooperative teaching.

Direct Instruction

Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. Direct instruction is the primary teaching strategy under the **teacher-centered approach**, in that teachers and professors are the sole supplier of knowledge and information. Direct instruction is effective in teaching basic and fundamental skills across all content areas.

Inquiry-Based Learning

Inquiry-based learning is a teaching method that focuses on student investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process. Inquiry-based learning falls under the **student-centered approach**, in that students play an active and participatory role in their own learning process.

Cooperative Learning

Cooperative Learning refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters students' academic and social growth and includes teaching techniques such as "Think-Pair-Share" and reciprocal teaching. Cooperative learning falls under the **student-centered approach** because learners are placed in

responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers.

In order to identify your personal teaching style, it is important to acknowledge your personal values toward education and how your students learn. Understanding your teaching style early on will prove effective for both you and your students, creating and maintaining a balance between your teaching preferences and your students' learning preferences.

Models of Instruction

Instruction was defined previously as "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management). Professional educators have developed a variety of models of instruction, each designed to produce classroom learning. Joyce, Weil, and Calhoun (2003) describe four categories of models of teaching/instruction (behavioral systems, information processing, personal development, and social interaction) that summarize the vast majority of instructional methods. Each model differs in the specific type or measure of learning that is targeted. Therefore, as we make decisions about "best educational practices" we must be certain that we connect recommended practices with specific desired outcomes. This point is often omitted; discussion of best practices then becomes a debate about desired outcomes rather than a discussion of how to achieve them.

Another important point is that the different models and methods of instruction have been developed based on specific interpretations of concepts and principles of teaching and learning. While it is important to learn and practice the approaches developed by others, it is even more important to understand the concepts and principles upon which they are based.

If you learn only methods, you'll be tied to your methods, but if you learn principles you can devise your own methods. -- Ralph Waldo Emerson

As you review each of the models or methods of instruction, ask yourself "Why is this being done?" and "Why is this being done now?" See if you can determine the underlying principles that are being advocated. You will then be in a better position to make modifications as your competency as a teacher grows.

Direct Instruction

As stated in other sections of these materials, the most often used measures of student achievement in the U.S. are scores on standardized tests of basic skills. Using this criteria as the desired student outcome, one set of models, labeled direct or explicit instruction (Rosenshine, 1995), has developed overwhelming research support in the past 25 years. Several principles of direct instruction, such as more teacher direction and student-teacher interaction, provide the

foundation for this approach. The following chart (adapted from Slavin, 1994, p. 287) provides a comparison of instructional events from several well-known direct instruction models that incorporate these principles.

Notice that Slavin's model, which provides a reasonable summary of the approach of the other models, is focused on the activities of the teacher. This is in line with his QAIT model of effective classrooms in which he proposes that the classroom teacher is responsible for classroom learning. Huitt (1996) provides a model of direct instruction from a transactional perspective. From this viewpoint, both the teacher and student are active participants in the learning process, each with their respective responsibilities. At each event of instruction, Huitt provides both a recommended teacher activity and a set of alternative student activities. The most important deviation from the other models is that Huitt emphasizes teacher/student interaction at every event in the lesson.

Considering Individual Differences

Although the research shows that, in general, direct instruction is the preferred model of instruction when the measure of learning is scores on a standardized test of basic skills, teachers must also decide how to deal with individual differences. In general there are three different approaches. The first is to develop a set of instructional events that directly address different student learning styles. This is the approach adopted by Bernice McCarthy in her 4MAT System. A second approach is to use a method of grouping. Research has shown that cooperative learning, an in-class, heterogeneous grouping alternative, is an effective alternative that both impacts student achievement as well as social skills. A third approach is to alter the schooling system within which instruction is provided. This is the approach used by Bloom (1976; see Davis & Sorrell, 1995) in his mastery learning strategy. Although many teachers have attempted to implement a mastery learning strategy in their individual classrooms, the approach seems to work best when implemented on a school- or district-wide basis.

Table 51. Responses of the sampled teachers to possibility of implementing teaching of methods that involve students actively in the learning process in the context of PE curriculum

PE curriculum possibilities		Frequency	Percent
Valid	yes	7	70.0
	other comments	2	20.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

In the above table the large Proportion (70%) of the sampled teachers answer ‘yes’ it is possible to implement teaching methods that involve students actively in the learning process in the context of PE curriculum while the other (20%) marked on ‘other comments’ without suggesting anything on the provided space. As the table indicates that majority of the respondents agree with the curriculum setup and goal, if it is true there should be proportional result of students and succeed goals in the learning teaching process.

4.7. An Important Benefit of Emphasizing Learning in Physical Education

Many educational jurisdictions now refer to life-long active living as a goal of their physical education curriculum. In such curricula, it is hoped that physical education can promote a positive attitude toward being physically active and increase participation rates, not only in childhood, but also later in adulthood. It would seem that in order to achieve such a change in student attitude and behavior, it requires students to be comfortable with their skill level and physical performance. However, how many children, or even adults, like to do something on a regular basis if they do not enjoy or feel comfortable doing it or are unable to perform it very well? Malina (1996) stated that the more competent a person is at a young age, the more likely that person will be active later in life. Therefore, the teaching of students to be competent and to excel in their physical performance should be an aim of all teachers of physical education. Just the same as it surely is that teachers of mathematics or language arts wish their students to be competent and excel in numeracy or literacy.

Quality physical education programs can promote the holistic development of students that no other school curricula can. A well-structured physical education program can enhance and improve the movement proficiency and self-concept of students, thereby promoting the chances for life-long involvement in physical activity and, ultimately, better health.

Concluding Thoughts

The knowledge, skills, and attitude to become a physically educated person are necessary and key components of a physical education program. As Corbin (2002) concluded, a physically educated person must be fit, skilled, know the value of physical activity, and understand the benefits of physical activity. If children are to truly become physically educated then we, as educators, need to ensure that we teach for this understanding through effective teaching practices. This can be accomplished through the utilization of teaching practices that have student learning as a central consideration and basic tenet. Learning, therefore, has to be foremost in program planning, lesson delivery, and student assessment and evaluation. The following table shows that evaluation of the students’ capability to solve the society problem that completed 1st degree by PE.

Table 52, Scale of the student's capability to solve societal problem evaluated by the sampled teachers

Capacity of the students		Frequency	Percent
Valid	very high	1	10.0
	medium	4	40.0
	low	1	10.0
	very low	3	30.0
	Total	9	90.0
Missing	System	1	10.0
Total		10	100.0

As we seen in the above table the large proportion (40%) of the sampled teachers rate the capacity of the students to solve the society problem is 'medium' where as (10%) said 'very high' while (10%) also answered 'low' and the remaining (30%) of the respondents scaled 'very low'. This indicated that there is a gap between the required capacity of the students and the structured goal settled in the curriculum.

As Fishburne and Hickson (2005) suggested, teachers of physical education have the responsibility to change or continue to use those characteristics and skills that promote student learning. It is only then that students will receive the instruction that they need to gain the benefits from being physically active and to truly become **physically educated**!

Table 53, Some of the methods that listed by the sampled students that their teachers used to teach them

Table 53.1, Lists of methods by 1st year students

List of methods		Frequency	Percent
Valid	student-centered	3	30.0
	command style	1	10.0
	lecture style	3	30.0
	other comment	3	30.0
	Total	10	100.0

Table 53.2, Lists of methods by 2nd year students

Lists of methods		Frequency	Percent
Valid	lecture style	10	100.0

Table 53.3, Lists of methods by 3rd year students

Lists of methods		Frequency	Percent
Valid	student-centered	2	20.0
	teacher-centered	2	20.0
	command style	1	10.0
	lecture style	4	40.0
	other comment	1	10.0
	Total	10	100.0

The above three tables (table 36.1, table 36.2, and table 36.3) shows the methods of teaching which used by the sampled teachers accordingly. In the first table (30%), in the second table (100%), and (40%) in the third table of the students answered they used ‘lecture method’, whereas (30%) of the students in the first table marked on ‘student- centered’, no other marked category in the second table, and (20%) of the students marked on ‘student-centered’. And the other category of method of teaching listed by the sampled students is ‘teacher-centered’, it is marked only by the 3rd year students in the third table and took (20%) of the respondents from the samples in the 3rd year students. The other category ‘command style’ took (10%) in the first table and again (10%) in the third table. The last category which listed by the students ‘other comment’ ranked (30%) in the first table and (10%) in the third table. This indicated that the most teaching method which listed by the sampled students that took the large proportion in the first and in the second table is ‘lecture method’.

Table 54, Lists of the necessary measures to implement AL by the sampled teachers

What do you thing that should be done to practice AL approach in class room instructions and in the practical sessions also?	Frequency	Percent
• Reduce/minimize class size, • Fulfill materials, equipment, and teaching aids, • Employ all approaches (AL) that would enhance the teaching learning process, • Work on high school education so that more able / capable students could join universities,	1	10
✓ Utilize all approach accordingly	1	10
➢ Sufficient materials & areas for working our profession exactly, and etc,	1	10
▪ Motivation of students,	1	10

▪ Knowledge of instructors, ▪ Method of students intake to join the university		
✓ might be many in sport, participatory method, demonstration method are the best	1	10
o Small class size, o Access to books, internets, o Students commitment	1	10
➢ Class size less than 30, ➢ Enough space in the class room for grouping, ➢ Enough teaching learning inputs, ➢ Conducive working environment	1	10
• Employed enough equipped teachers, • Course offering should be based on specialization and best GP, • Small class size, • Conducive environment, • The curriculum should revised based on the suitable necessity for the program • Enough and quality materials and equipments		
Not mentioned	1	10
Total	10	100

4.8. How to Remain Relevant with Active Learning

Incorporating active learning into current instruction begins with revising the instructional plan for a selected course. To begin the planning process start by:

1) Reviewing the expected learning outcomes of a given course.
2) Identifying potential pedagogical methods to achieve the learning outcomes.
3) Selecting the method (learning activity) which is feasible and appropriate for the learner and the learning environment (context).
4) Developing a strategy to implement the method into the class.

The researcher uses the Dick, Carey and Carey instructional design model for course design, and according to this model, one important component of instructional planning is analyzing the instructional options that are available [learning activities] that support the achievement of the course objectives. The next phase involves choosing from the options, an activity that is appropriate for the *learner* and *learning environment*. Here is where relevancy comes into play – choosing a learning method that is relevant to the learners' context [in our case young adults who are engaged with technology] and the learning environment [lecture or classroom setting, or the

online environment]. The next table shows some of the possible measures that mentioned by the sampled teachers which should be done to practice active learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary Findings and Conclusion

A highly emphasized aspect of the Ethiopian education and training policy is the need to implement a problem solving approach in class room instructions with the idea of producing a citizen with high problem solving ability. One decade has expired since the making of the policy and it is time to see whether such aspiration of the policy is being implemented at least at primary school level.

This particular case study had, as its starting point, stated that in fact active learning approach or process are teachable and the capacity to solve problems can be developed in school children. Therefore it set out to find out if the active learning approach is being implemented in higher institutions. And the study also raised some research questions which are basic for the research, the questions were the following:

- What is the perspective of PE teachers towards Active learning (student- centered) approach?
- What things are expected from the managements and the stakeholders in the PE department?
- Does the higher education's have sufficient facilities for implementing this AL approach in PE?
- How much the PE teachers are efficient on the specified course contents?

The study took class room observations as central to the data collection process. However, in order to increase the validity of the research and with the intention of describing more what has been taking place in the class room interactions, the main element of the interactions have been identified and used as source of data. These main elements included; teachers, students, class rooms, facilities and documents. The sampling procedure and instrument of data collection were such that each category of elements is represented in a way they balance representation and depth and detail.

Though our daily life is full of problem solving, the scientifically accepted steps or processes of student-centered approach were identified and their implementation was assessed in a way applicable to each source of data.

Accordingly the data obtained from each sours with the particular instrument of data collection were organized and analyzed under certain themes pertinent to the process of teaching learning in active involvement of the subjects.

The provision of a policy and the steps taken by the government towards the creation of a problem solving citizen. Creating conducive economic, social and political environment for teachers and students, the provision of quality pre and in-service training to teachers, the availability of enough budget to higher education institutions which facilitate greatly the implementation of active learning approach.

Right now the study shows that Physical Education is under the expected position and status as it structured in quality and effort. Therefore, stated in a very general sense, one can conclude that the implementation of active learning approach in higher institutions (PE department in AAU) is non-existent. By extension of the process to the end, one also can say that the students who learn in the department didn't have the capacity to solve the problem even related to the profession. Students rather are found to develop dependency syndrome and highly influenced by the information they acquire from sources other than their formal education.

5.2. Recommendations

Based on the findings of the study, it seems reasonable to suggest the following recommendations:

Research and experience show that in the modern world well designed student-centered method of learning is more effective than teacher-centered method of learning, in long term retention of knowledge, motivation for learning and problem capacity of learners. But the finding of the study revealed that teachers were not using student-centered method. This was due to low understanding of teachers that resulted from less believed in the helpfulness of active learning. Rational perceptions, positive attitudes with respectful behaviors, are the basic important personality of a teacher, but new skills and strategies of teachers' are the result of most in-service training.

1. In-service training focused on instructional skills and demonstration for practices was key elements for PE teachers' mastery of instructional methods. Therefore, it seems important to provide relevant, practical and participatory pre-service and in-service training. Also it seems important if all teachers have access to training through workshops, videos, model projects and up to date literature.

2. Physical education is an active education which needs the active involvement of students and it needs strong interactions between the teachers, the students and the curriculum by its nature. But it can be passive where the absence of this interaction and with institutional and societal problems that challenge the effective ongoing process of learning and also the existence of the department. Instructional materials facilitate active learning, encourage and creative thinking, relate theory with practice and make learning more functional by increasing retention. However, the study revealed those teachers were not using the necessary instructional materials (teaching aids) as it needed. Therefore, it seems important to strengthen more higher education institution pedagogical centers (made special for physical education department), provide budget and initiate teachers and students to play their part in AL implementation.

3. Conducive higher institution facilities are very important for implementing student-centered method of teaching learning process. Again the study revealed that, the department doesn't have conducive environment and enough facilities for the application of this method. Thus it seems important to mobilize the concerned bodies (the stake holders) to play their part in improving facilities for the department and for the institution. And serving a respectful and committed administration, stand for the students and the department effectiveness and it seems important employed much equipped teachers in the department, and the teachers should create smooth interaction between the students and themselves for effectiveness of the oriented goal.

4. On the other hand it seems very important to conduct a further study to confirm that whether the curriculum, syllabus, and teaching guide were prepared in line with the active learning (student-centered) method.

5. Supplementary materials beside the formal modules could also be prepared for teachers. A comprehensive teaching methods manual, news bulletins an journals could be disseminated to clusters. Enough practical equipments and facilities should be available.

Last but not least, a capability based education program must be given in higher education's in order to equip students with the rigor and honesty needed in the process of instruction with active learning approach. Illuminated by universal human values, free from bigotry and superstition, systematic studies would elucidate the nature of desired moral capabilities and their component qualities, attitudes, skills and concepts. Through scientific rational research and experimentation educational contents and methods would then be discovered to help develop these components at various stages of individual growth. It could be included as an extracurricular activity before it is taken as a fully fledged program.

Appendix One

Table 22, List of response of teachers to understand active learning method well

Do you think AL approach suggested in the education and training policy is understood well by the teacher?	Reasons for say 1	Frequency of responses
	Because we have a policy and legislation	1
	We have been give a no. of short and long term courses relevant to the education and training policy, eg- HDP	1
	Although it is not fully implemented in one way or the other, instructors are applying the AL approach while conducting or offering courses	1
	Bringing up citizen endowed with human outlook, democratic values and others	1
Total		4
//	Reason for say 2	Frequency
	According to the subject matter we cannot use all approach	1
	Less respect to the teachers by the students, lack of teaching material, specifically in sport profession	1
	Because the teachers did not follow it properly and the university has no the exact material	1
	Some teachers have no idea on the AL approach and they didn't accept it, the others doesn't want to use it because they don't want to waste their extra time, the rest try to implement it but in improper way	1
	No response	1
Total	-	5

Table 26, Lists of problems listed by 1st, 2nd and 3rd year PE students

What are the different problems in PE department? (please list them in order to severity, the most sever first, the less sever next, so on.)	Student who ranked the problems			Frequency of 1st, 2nd & 3rd yr sts'	Percent
	1st	2nd	3rd		
Different guiding books doesn't found in the campus concerned about the department, .	*	*	*	30	100
Lack of punctuality (the teachers doesn't use the plan or the schedule,	*			1	10
Disagreement, and less friendship b/n the students,	*	*		3	30
Missing of class by the teachers,	*			1	10
Lack of materials and conducive environment for practical classes, and even staff offices,	*	*	*	30	100
Improper use of time,	*			1	10
Lack of knowledgeable and teachers disciplined teachers,	*			1	10
Shortage of equipped professional teachers in the courses,	*		*	2	20
The teachers uses un effective teaching method,	*			1	10
Registrar problem,		*		1	10
Lack of utility and respect b/n the students,		*		1	10
The students expect more from the teacher,		*		1	10
Shortage of suitable class rooms,	*	*		2	20
Less number of teachers in quality and in quantity,	*	*	*	3	30
The quality of the students that join the department,			*	1	10
The teachers gives more emphasis to the competition rather than the teaching learning process,			*	1	10
Class size (much number of the students in one class,		*	*	2	20
Bad administration system in the department,		*	*	2	10
Wrong of implementation of the curriculum,			*	1	10
The teachers uses lecture method most of the time,	*	*	*	30	100
Other suggestions	-	-	-	-	-
No response	-	-	-	-	-
Total	10	10	10	30	100

Table 27, List of problems identified by the sample teachers

Would you please list the problems that you think exist in the program in terms of active learning when your department is located or established?	Teachers who ranked the problem (%)				
	1st	2nd	3rd	Frequency	%
Students has no interest in learning,	*			1	10
Lack of participation in the class,		*		1	10
They not doing their assignments (the students'),			*	1	10
The class size and the nature of the class rooms has brought the problem to implement AL as expected,	*			9	10
Class room construction,	*			9	10
Teaching learning inputs,		*			10
Students lack of assertiveness (specially girls),			*	1	10
The problem of students intake,	*			1	10
The knowledge of the instructors,		*		2	10
The problem of curriculum changes 2 or 3 times in between 1-2 years,	*			2	10
Facilities and equipments especially pedagogical means's,		*			10
Shortage of equipped teachers, materials, conducive environment, working office and teaching class rooms,	*			8	10
Lower capacity of the students for the level,		*		1	10
Wrong demonstration method and communication way with the students,	*			2	10
Depend on their experience (the teachers'),	*			1	10
Wrong course offering,	*			1	10
Lack of fields,	*			9	10
Negative perceptions for the AL method	*			3	10
Resistance to change,	*			2	10
No response		1	1	1	10
Total	12	5	2	19	100

Table 29, Lists of information gathering method for the problem by the sampled students

Year	Items of information gathering method					Frequency	%
class level	Observation	Discussion	Asking	Reporting	Searching IT	Frequency of responses	(%)
1st	**	*****	*	**	-	10	100
2nd	**	******	*	-	*	10	100
3rd	******	-	-	*	***	10	100
Frequency of item	10	11	2	3	4	30	300
Total	33	36	8	10	13	100	300

Table 32, Responses of teachers for answered ‘yes’ or ‘no’ on student’s knowledge and skill

Would you please give reasons why you answered ‘yes’ or ‘no’ to question….?				
Answer	Reason	Frequency	Percent	Total
No	Because of reasons listed in question # 8,	1	10	10
No	Because students by themselves do not want to be a knowledgeable person,	1	10	10
No	Because there is no enough material, modules, handout, etc,	1	10	10
No	Most of our students are unfit for university education, moreover refer to what I answered in question # 8,	1	10	10
No	Because they did not get the required knowledge and skill because of so many problems like we tried to mention of the list from much,	1	10	10
No response	Nothing is written	4	40	4o
Missing	Not volunteer	1	10	10
Total	7	10	100	100

Table 34. Types of problems that the 1st year students bring and discuss in to the class

If you answered ‘yes’ to question # 10, what kind of problems do you bring to the class and discuss?	Frequency	Percent
The lack of material like books, balls, fields,	1	10
The lack of fitness center, gymnasiums,	1	10
The lack of teachers competency, instructional materials and laboratories for science and experimental courses,	1	10
The problems that mentioned in question # 3,	2	20
Teachers bad personality during demonstration of skills,	1	10
Problems like books, hand outs, modules,	1	10
Teachers with less knowledge on their subject,	1	10
Less punctuality of the teachers,	1	10
Not mentioned	1	10
Total	10	100

Table 36. Types of problems that the 2nd year students bring and discuss in to the class

If you answered ‘yes’ to question # 10, what kind of problems do you bring to the class and discuss?	Frequency	Total
Teachers bad behavior during demonstration,	1	10
Mentioned	9	90
Total	10	100

Table 38.1. Reasons of 1st year students for how do you apply? Or what are challenges to apply?

If you answered 'yes' to question # 10, what kind of problems do you bring to the class and discuss?	Frequency	Total
Both class size and shortage of reference brings for discussion,	1	10
The lack of teaching and learning method, books and class rooms,	1	10
Material shortage,	1	10
Problems like awareness of the teachers and managements about the problems,	1	10
Lacks of books and an equipped instructors,	1	0
The problems are listed in question # 3,	1	10
Not mentioned	4	40
Total	10	100

Table 39.1. Reasons of 2nd year students for how do you apply? Or what are challenges to apply?

If you said 'yes' to question # 12, how do you apply them? Or if said 'no' what are challenges not to apply them?	Answer	Frequency	Total
The system closed,	No	2	20
The staffs are not accountable,	No	1	10
Because I know that it is impossible to do so and this research also won't bring any change,	No	5	50
There is no possible conditions,	No	1	10
Not mentioned	-	1	10
Total	5	10	100

Table 40.1. Reasons of 3rd year students for how do you apply? Or what are challenges to apply?

If you said 'yes' to question # 12, how do you apply them? Or if said 'no' what are challenges not to apply them?	Answer	Frequency	Total
Different challenges,	No	1	10
If there is problem in my school; first select the problem and then take the possible solution but here everything is hard,	No	1	10
I will try all my best in order to solve the problem by direct participation and by discussing with the collage dean,	No	1	10
Because the department head has no willing to discuss with us about anything,	No	1	10
Not mentioned	-	6	60
Total	6	10	100

Table 42.1. Things that 1st year students did in the field those who said ‘always’ or ‘sometimes’

If you answer ‘always’ or ‘sometimes’ what are the things you did in the field (please mention for which subject)?	Frequency	Total
Sometimes athletics’ teacher show us field and track events on our practice day,	2	20
Athletics, track and events only,	3	30
We visit track and field events in Athletics course,	3	30
Sometimes we visit Athletics training practice,	1	10
Not mentioned	1	10
Total	10	100

Table 43.1, Things that 2nd year students did in the field those who said ‘always’ or ‘sometimes’

If you answer ‘always’ or ‘sometimes’ what are the things you did in the field (plea mention for which subject)?	Frequency	Total
Sometimes athletics’ teacher show us field and track events on the practice day,	2	20
Sometimes Athletics; running , throwing,	1	10
Not mentioned	7	70
Total	10	100

Table 44.1, Things that 3rd year students did in the field those who said ‘always’ or ‘sometimes’

If you answer ‘always’ or ‘sometimes’ what are the things you did in the field (plea mention for which subject)?	Frequency	Total
Sometimes athletics’ teacher show us field and track events on the practice day,	1	10
When we take an example during playing volley ball, the teacher encourage as us and he play with us,	1	10
We didn’t visit much due to commitment,	1	10
Not mentioned	7	70
Total	10	100

Table 45, Contribution of PE to solve the problem of the school society listed by the sampled teachers

Would you please list the ways PE can contribute to solve the problems of the school society?	Frequency	Percent
PE can assist concerned bodies to reach to the vast majority of the young students to address issues related to social problems in the society,	1	10
Life skills, problem solving skills (critical thinking), are in skill learning, sports competition, team work are all in PE.	1	10
Practical oriented PE, regular sport participation during extra time, excellent demonstration skill of teachers is necessary.	1	10

It is a science or basic science that important for daily life.	1	10
If societies use properly they can have a change to prevent from diseases, keep their body shape, their relationship will be always positive.	1	10
To create elite sport man, good sport leadership members, etc.	1	10
By developing an overall personality of students and producing not only mentally but also physically fit and healthy students.	1	10
Develop physical and mental potential of students.	1	10
It creates a positive friendship between the school societies, and it motivates the society for doing their work hardly and it is also a basic stance for mental, physical emotional performance and skill.	1	10
Not mentioned	1	10
Total	10	100

Table 47. Responses of teachers for where did you get the training

If your answer to question # 12, is 'yes' where did you get the training?	Frequency	Percent
From universities and colleges attend.	1	10
From colleges and universities I completed my higher education and AAU where I am working.	1	10
In different sport federations in other countries.	1	10
HDP, in KCTE and TTI's (Harar and Jimma).	1	10
HDP in Wolayta Soddo University.	1	10
HDP in AAU.	2	20
HDP and different trainings and seminars related to active learning in different places.	1	10
I didn't get any training concerned on AL method.	1	10
Not mentioned	1	10
Total	10	100

Table 50. Other methods of teaching that the sampled teachers deliver their subject in the class

What other methods do you use to deliver your subject in the class? (Please list th list from the most frequent to the less frequently used).	Frequency	Percent
Lecture, group work, problem solving, practical work, role play,	1	10
Lecture (because of reasons in question # 8, the nature of the subject and students l of readiness),plus all other methods,	2	20
Consultation, Group work, Presentation, individual assignment, and presentati sometimes lecture,	1	10
Lecture method, cooperative learning(1-5 method), giving assignment or tas presentation, etc.	1	10
Presentation, task and cooperative methods,	1	10
Individual and group assignment, group discussion, lecture,	1	10
I use almost all methods,	1	10
Not mentioned	2	20
Total	10	100

Table 54, Lists of the necessary measures to implement AL by the sampled teachers

What do you thing that should be done to practice AL approach in class room instructions and in the practical sessions also?	Frequency	Percent
• Reduce/minimize class size, • Fulfill materials, equipment, and teaching aids, • Employ all approaches (AL) that would enhance the teaching learning process, • Work on high school education so that more able / capable students could join universities,	1	10
✓ Utilize all approach accordingly	1	10
➢ Sufficient materials and court or areas for working our profession exactly, and etc,	1	10
▪ Motivation of students, ▪ Knowledge of instructors, ▪ Method of students intake to join the university	1	10
✓ might be many in sport, participatory method, demonstration method are the best	1	10
o Small class size, o Access to books, internets, o Students commitment	1	10
➢ Class size less than 30, ➢ Enough space in the class room for grouping, ➢ Enough teaching learning inputs, ➢ Conducive working environment	1	10
• Employed enough equipped teachers, • Course offering should be based on specialization and best GP, • Small class size, • Conducive environment, • The curriculum should revised based on the suitable necessity for the program • Enough and quality materials and equipments		
Not mentioned	1	10
Total	10	100

Appendix two

Table 1. Number of the sampled teachers

		Frequency	Percent
Valid	male	9	90.0
Missing	System	1	10.0
Total		10	100.0

Table 2, Number of the sampled students

Year	Sex	Frequency	Percent
1st	Male	8	80
	Female	2	20
		10	100
2nd	Male	6	60
	Female	4	40
		10	100
3rd	Male	10	100
	Female	0	0
		10	100

Appendix three

Check list for the theoretical and practical classes

No.	Item	V. good	Good	Poor	Not at all
1	✓ The performance of teachers in implementing active learning when the teach				
2	✓ Physical education students participation in practical class -boys, girls, peoples with disabilities				
3	✓ Availability of equipments -class room construction -class size -sport fields -swimming pools -gymnasiums and facilities like balls, javelins, mat,				
4	✓ The interest and motivation of students towards active learning				
5	✓ The perception of teachers towards active leaning and their interest to implement it				

Appendix four

ADDIS ABABA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTEMENT OF SPORT SCIENCE

Questionnaire for teachers

Highly estimated teacher,

First of all I would like to thank you for your willingness to fill this questionnaire. This study is concerned on the "Challenges of implementing Active learning in Higher Education: the case of undergraduate Physical education Program" in Addis Ababa University. And it gives more emphasis on implementation of the active learning (AL) approach so advocated in the education and Training Policy. Any response given in the questionnaire is free. This is used only and only for the purpose of research and it remains confidential.

- **The questionnaire is also by no means an evaluation of the teacher so I humbly request you to give a true and precise response.**
- **No need of write your name!**

Thank you!

Instruction: whenever choices are given to questions**,** please circle one that most fits your position. Write your comments freely in the provided blank spaces whenever you are asked to give your comments.

Part i. General information about the respondent

1. Sex: a) male b) female

2. Age a) 25-45 b) 46-58 c) 59-65 d) above

3. Highest certificate awarded: ……..

a) Diploma b) Degree c)Masters d)Ph.D

4. Which teachers' training institution did you attend? .....
.....

5. How many years of teaching experience do you have in teaching physical education? .....
.....

6. Which subject are you teaching? …….....
.....7. Which level are you teaching?

a)1st year b) 2nd year c) 3rd year d) all classes e) if any other ……..

8. How do you rate your interest in teaching profession?

a) Very high b)high c)medium d)low e)very low

9. How do you rate your love to the subject you teach?

a) Very high b)high c)medium d)low e)very low

Part ii. Problem and active learning process

1. Do you think al approach suggested in the education and training policy is understood well by the teacher?
a)yes b) no c)other suggestion …….

2. Would you please list some of your reasons for your answer of "yes or no" to q 1: ……
……

3. Do you say that AL approach is being implemented in your department regardless of the extent of the awareness? a) yes b) no c) other suggestion

4. Do you remember the discussion of any problem and al process in the text book or teachers' guide you use to teach students? a)yes b)no c)other suggestion:……

5. If you answer to question number 5 is yes can you mention which part of the text book or the teachers guide you mean? .....

6. Is there any support by outside sources to assist you to use al approach in your instruction of your subject? a)yes b)no c)other suggestion……

7. If you answer to question number 6 is yes would you please mention who assisted you and the manner of the assistance? .....
.....

8. Would you please list the problems in terms of AL that you think exist in the program where your department is located or established? .....
.....

9. Do you believe that students are being equipped with the necessary knowledge and skill to solve these problems? a) yes b) no c) other suggestion

10. Would you please give reasons why you answered 'yes' or 'no' for q 10? .....
.....

11. Would you please list the ways PE can contribute to solve the problems of the school society? .....
.....
.....

12. Have you got any training on the instruction of students with al approach?
a) yes b)no

13. If your answer to Question number 12 is 'yes' where did you get the training? .....
.....

14. If your answer to question number 12 is 'yes' how do you rate the helpfulness of the training in instructing students with the al approach?

a)very high b)high c)medium d)low e) very low

15. If you didn't get any training, how does this affect your capacity to instruct students with al approach?

a)it affected me very highly b)it affected me highly c)it affected me moderately

d)it affected me little e)it doesn't affected me in any way and I'm using the approach

f) I have never wanted to use the approach so I didn't feel the AL approach however we are trying to teach the way we understood it.

16. How do you rate the readiness of higher institutions to equip students with problem solving capacity? a)very high b)high c)medium d)low e)very low

17. What other methods do you use to deliver your subject in the class? (please list them from the most frequently to the less frequently used). ……...…….

18. Is it possible to implement teaching methods that involve students actively in the learning process in the context of the PE curriculum? a)yes b)no c)other comments

19. How do you rate the capacity of students who completed 1st degree by sport science to solve problems in the society? a)very high b)high c)medium d)low e)very low

20. What do you think that should be done to practice al approach in classroom instructions and also in the practical
sessions? .....
.....

Appendix five

ADDIS ABABA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTEMENT OF SPORT SCIENCE

Questionnaire for students

Highly estimated students,

First of all I would like to thank you for your willingness to fill this questionnaire. This study is concerned on the "challenges of implementing Active learning in Higher Education: the case of undergraduate Physical education Program" in Addis Ababa University. And it gives more emphasis on implementation of the active learning (AL) approach so advocated in the education and training policy. Any response given in the questionnaire is free. The used only and only for the purpose of research and it remains confidential.

- **The questionnaire is also by no means an evaluation of the student so I humbly request you to give a true and precise response.**
- **No need of write your name!**

Thank you!

Instruction: whenever choices are given to questions**,** please circle one that most fits your position. Write your comments freely in the provided blank spaces whenever you are asked to give your comments.

Part i. General information about the respondent

1. Sex: a) male b) female

2. Age a) 18-25 b) 26-35 c) 36-45 d) 46-60 e) above 60

Part ii. Problem and active learning process

Instruction: Whenever choices are given to questions, please circle the answer you think most suit for your thinking whenever you have a different option than the choices listed, please written your comments briefly on the given blank space.

3. What are the different problems in your department? (Please list them in order to severity: the most sever first, the less sever next, so on.) …… …… ……

4. What method do you use to gather information on the problems? ……..……. .....

5. Do you think you can solve the problems you listed above?

a) yes b) no c) other comment

6. If you answer 'yes' to question no 7, would you please list the procedures you can follow or apply in solving any one of the problem? ....

7. If there are solutions to solve a problem how do you choose the best one? ....

8. Do you bring and discuss the problems of your department?

a) yes b) no c) other comment……

9. If you answered 'yes' q no 10, what kind of problems do you bring to the class and discuss? ....

10. Do you try to apply what you have learned in school to solve the problems of your dept?

a) yes b) no c) other comment……..

11. If you said 'yes' to q no 12, how do you apply them? Or if said 'no' what are challenges not to apply them? ……..……..... .....

12. How frequently your teachers take you to the field to visit and observe things?

a) always b) sometimes c)never d) other comment……..

13. If you answer ‘always’ or ‘sometimes’ what are the things you did in the field(please mention for which
subject)? .....
.....

14. If you answered q 15 did you report about it in the class?

a) yes b) no c) other comment……..

15. How frequently your teachers show you something and ask you questions about it?

a) always b)sometimes c)never d) other comment…..

16. What are some of the methods your teachers use to teach you their subject?
a) student-centered b) teacher-centered c) command style d) lecture style e) other comment

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