THE IMPLEMENTATION OF ACTIVE LEARNING APPROACH IN SELECTED UPPER PRIMARY SCHOOLS OF ADDIS ABABA

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ACRONYMS

1. **MOE** – Ministry of Education
2. **GDE** – Guanting Department of Education
3. **SNNPR**- Southern Nations and Nationalities people Region
4. **TTI** – Teachers Training Institute
5. **ETP**- Education and Training Policy
6. **ICDR** – Institute of Curriculum Development and Research
7. **USA** – United States of America
8. **UK** – United Kingdom
9. **REB** – Region Education Bureau
10. **AAU** - Addis Ababa University

ABSTRACT

True learning demands engaging learners in active and purposive use of information from their environment and other sources to make a better life. The purpose of this study was to investigate the status of the implementation of active learning approach in some selected governmental and private upper primary schools in Addis Ababa. Data were generated using a questionnaire that was dispatched to a purposively selected 63 teachers and 124 students, an interview conducted with a purposively selected 8 school principals, classrooms observations and review of curricular materials. By employing a descriptive survey research method, the study found out that although the implementation of active learning approach is emphasized in the policy, currently lecture methods, in which teachers' talks dominate in most classrooms. The obstacles found were teachers' lack of skills, inappropriate curricular materials, lack of school facilities to implement active learning and to some extent students' and teachers' lack of positive attitude towards active learning. The result seems to suggest that the policy has set expectations on schools to implement active learning approach that demands more than what they actually can do at the moment. Therefore, provision of more enabling conditions such as instructional resources, suitable curricular materials and continuous and relevant in-service and pre-service trainings for upper primary school teachers is highly essential to improve the implementation of active learning.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Throughout the world, people are looking to education to pave the way for a more just social order on the grounds that education instills in the young crucial humanitarian values such as equity, tolerance and peace. Progress in education is also taken to be essential for sustainable development, environmental protection, improvement in maternal and child health and participation in democratic, social and political processes. Education is also currently becoming the single most important contributor to national economic growth. Access to good quality schooling is, thus, of central importance to national development.

The goal of education as a whole is to assist the individual to achieve self-actualization or, as Maslow (1971 cited in Yared, 2000) puts it to help the person to become the best that he is able to become. Such an objective can never be attained through teaching by merely giving knowledge. Mere knowledge transfer does not meet the facilitation of learning and change.

In schools throughout the world, there is movement away from learning that is made up of memorizing, learning by rote and from teacher-centered to a new model-student-centered, that emphasizes understanding, making connection in the world around us, collecting and using information in an active manner (Lue, 2000).

Supporting this idea, Nardos (2000) has also pointed out that, in active learning the learners have a marked degree of freedom and control over the organization of learning activities. Usually, these activities involve problem solving, inquiry and investigation work.

In agreement to the above ideas, Chauhan (1994) stated that learning is most effective when the structure of learning is developed by the individual learner himself. In an active learning it is the learner who organizes the learning sequences according to his own mental abilities. This task of organizing and laboring sequences creates confidence in the learner.

Similarly, Amare (1998) has mentioned that, problem solving approach is a leading guide to make instruction and education, to enable learners relate the day-to-day lessons in to actual life, seems an appropriate and timely response to schools' effectiveness. This is a drastic shift of attention to break the relationship of our school instruction from the traditional teacher-centered method of teaching, which is most of the time divorced from life.

The fact is that, traditional method restricts our young learners to the very simple and elementary thinking skills and does not help them to develop higher order thinking skills. Simple memorization of information without being required to do something creative or analytical keeps our students at a very low intellectual level. This is not adequate for any learner in the late 21st century, nor is it adequate for the challenges Ethiopia faces in promoting social and economic development and building a democratic civil society (Lue 2000).

Supporting the above idea, Derebssa (2006) stated that, it is cognizant of the situation that the employment of problem solving approach is emphasize in the Ethiopian Education and Training Policy of 1994. The policy statement refers frequently to the employment of learner-centered, active learning, and problem solving approaches in different contexts. Recently, the buzzword for educational reform in Ethiopia is learner-centered learning. National and regional education personnel are advocating for students to be actively engaged in learning that helps them to construct meaning.

From the above arguments supported by different scholars it can be realized that active learning is an essential component of education that have received universal importance. So, as it is mentioned earlier the focus on problem solving, active learning by ETP of the country is proper and timely.

It is generally believed that the impact of active learning in the teaching-learning process is very crucial. However, educators have also suggested that there are some constraints, which can impede the proper implementation of active learning. Some of the factors are connected with the pressure of syllabus, improper classroom organization and management, lack of trained teachers, school directors and problem with the students, etc (Plass 1988, Lue 2000).

It is with the above substantial informations that the researcher was intended to carry out research undertaking, which focuses to investigate the status of the implementation of active learning approach in some selected upper primary schools of Addis Ababa.

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1.2. STATEMENT OF THE PROBLEM

Active learning leads to bring about the expected behavioral change. The New Education and Training Policy of Ethiopia and the new curriculum call for active learning. The curriculum reforms initiated imply a shift from rote, passive learning to more active, learner-focused education (Lue, 2000).

Hence, primary school teachers are expected to implement active learning to attain the desired goal. But, there is an anomaly between theory and practice. This is to mean that what has been stated in the policy might not be implemented practically due to some reasons.

Supporting this idea, Darge (1998:33) as cited in Amare (2000:36), argued "more research is needed to investigate the nature of teaching-learning process in the Ethiopian Educational Institutions. It could, however, be easily hypothesized that the teacher-centered technique would predominate in most case.

Lue (2000:6), shares the same idea concerning the above issue, by saying the following statement "the kind of simple memorization and recall of facts and informations (teacher-centered) still forms the basis of much of our curriculum and instructional materials for grade 1-8 are very damaging intellectually to the young learners of Ethiopia. This damage comes from the fact that this approach restricts our young learners to the very most simple and elementary thinking skills and does not help them develop higher-order skills.

It is generally believed that the impact of active learning in the teaching-learning process is very crucial. However, educators have also suggested that there are some constraints, which can impede the proper implementation of active learning.

In relation to the implementation of active learning (student-centered, problem solving, communicative, etc) some researches were conducted in TTI and some selected governmental schools of Addis Ababa. Accordingly, Metasebia (1999) and Haile and Kifle (2000) have carried out research on the need for implementing active learning and indicated that to improve learning, well developed methodologies of active learning should be applied.

As already mentioned in the above paragraphs, although the policy of the country adheres to the new active learning approach for the schools of the country, there seems to be problems of implementation related to various factors. Therefore, as far as the researcher's knowledge is concerned, there are few studies undertaken on the employment of active learning approach in Ethiopia, in general, and in Addis Ababa Region in particular after the implementation of the new curriculum.

Thus, the objectives of the study are:-

1. To find out the extent to which active learning approach is employed.
2. To examine the conduciveness of school environment to employ active learning approach.
3. To analyze the appropriateness of the curricular materials for employing active learning.
4. To investigate the views of teachers and students towards active learning approach.

In order to achieve the above stated objectives, the following research questions have been raised and answered in the course of the study.

1. What is the extent of readiness of upper primary school teachers to implement active learning approach?
2. How conducive is the school environment to utilize active learning approach?
3. To what extent are the curricular materials appropriate for facilitating active learning approach?
4. What are the schools teachers' and students' views towards the active learning approach?

1.3. SIGNIFICANCE OF THE STUDY

It is believed that students must do more than just listening and note taking; they must read, write, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis and evaluation. Within this context, the results of this study may be significant in:-

- Indicating the status of the implementation of active learning in schools.
- Generating information on the factors affecting the implementation of active-learning.
- Serving as an information source to teachers, principals, curriculum developers, educational supervisors, education bureaus in sub-cities, the Ministry of Education and other concerned bodies to suggest enabling environments and means for a proper implementation of active learning in schools.

- The results of the study also encourage other interested bodies to be involved in strengthening the implementation of the active learning approach by conducting further research on the issue.

1.4. DELIMITATION OF THE STUDY

The researcher believes that it would have been better to conduct the study in a wider scale. But, to make the study manageable in the given one year time, the dimension of this study was confined to some upper primary schools of Addis Ababa and only some important aspects of active learning (teachers' readiness, school environment, curricular materials and views of teachers and students towards active learning).

1.5. LIMITATION OF THE STUDY

The researcher strongly agrees that the inclusion of a large population size in the study could have a great value so as to elicit more credible information. However, because of time and financial constraints the researcher couldn't able to consider large sample size. Unreserved effort, however, has been made to minimize the effect of the limiting factors.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter focuses on reviewing various literatures and research findings, which are assumed to have relevance to the study. This chapter deals with instructional methods, basic concepts of instructional methodology, classification of instructional methodologies and influencing factors in the implementation of active learning.

2.2. CONCEPTION OF INSTRUCTIONAL METHODS

Instructional methods are the means by which the teacher attempts to bring about the desired learning (Clark and Star, 1986). Similarly, Kasambira (1993) as cited in Firdissa (2005) stated that teaching methods are the means by which the teacher attempts to impart the desired learning or experience in a way that the learners understand and bring behavioral changes. Basically, teaching methods consist of developing the goals and objectives for teaching and selecting the subject matter and teaching procedure which will best achieve those objectives. Carrying out the procedures, evaluating the success of the learning activities, and following up the successes and failures are also components of teaching method.

The above definitions clearly indicates that the method of teaching is a set of systematic procedure, which may vary depending on the objectives and the contents of the subject that a teacher should follow when carrying out his teaching activities.

2.3. CLASSIFICATION OF INSTRUCTIONAL METHODS

The classification of methods uses different terminology, mostly they have a similar conceptual frame of reference, and that is the degree of student's participation in the instructional process is the common basis of all the classifications. In line with this, Kagan (1992) stated that, the classifications of method as direct (teacher-centered, traditional, formal, expository, dictate, authoritarian etc) or indirect (student-centered, democratic, active, informal, repressive, etc) would be made on the basis of;

- Source of the knowledge, i.e. who is the center of knowledge?
- Role of the teacher, i.e. the teacher a stage settler or information provider?
- Role of the students, i.e. are the students active listeners or active doers?
- Mechanism of evaluation, i.e. is the evaluation system subjective or objective?

Finally, despite the variation in names, it is argued that these terms have common feature for their classification. It is, therefore, worth mentioning that these terms are implied by the terms teacher-centered versus learner centered (active-learning) methods in this paper.

2.3.1. THE TEACHER-CENTERED APPROACH

The lecture method of teaching is an approach in which factual material is presented in a direct, logical manner, with low or no learner involvement (Firdissa, 2005).

Similarly, ICDR (1999) stated that in this approach the teacher use "chalk and talk" or other methods of teaching in which the teacher is active and the students passive, she/he either write notes on the board, which the students passively copy in their exercise books, or the students memorize the information from their text books. In line with this idea, Kochhar (1981) argued that in this approach the teacher acts as the director of learning and the assumption is made that the teacher knows best. Teaching takes a predominant role over learning. Indeed, pupils are assumed to be "empty vessels" that have to be filed by the teacher (Haile and Kifle 2000, Lue 2000).

Hence, the teacher-centered approach gives the priority role and responsibility to teachers. The teacher is considered as the source and the students as a recipient.

With regard to the advantages of this approach, scholars argued that when the approach is used for an appropriate purpose, with appropriate content, and at the right time, it is so crucial instructional strategy.

Supporting the above ideas, ICDR (1999) has noted that it is possible to transfer a lot of information in a short period of time. It is also effective for teaching those aspects of any subject in which the information or skill is well structured and can be taught in a step by step fashion. It may provide experience that is useful for large groups.

However, it is criticized due to its damaging of proficient oral skills, one way communication, passive audience and difficulty to guide learning (Firdisas, 2005).

Similarly, Yallew (1999) stated that, 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 encourages him/her to be submissive.

2.3.2. ACTIVE LEARNING (STUDENT-CENTERED) APPROACH

Active learning means all sorts of things related to active involvement of participation of learners in learning activities. People use the term with very different meanings and assumptions about the nature of learning and the aims and purposes of learning. Briefly, active learning means "knowing how" as well as "knowing what" (MOE, 2003/04). It implies learners' active participation, involvement, thinking and doing what they think, and sharing responsibilities for their learning rather than passively absorbing the supposedly rich contents provided by their teachers (Firdissa, 2005).

Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways (Meyer and Jones, 1993).

The advantages of applying active learning approach for an effective teaching-learning process are presented below.

Active learning provides opportunities for students to meaningfully talk, listen, write, read and reflect on the content, ideas, issues and concerns of an academic subject (Meyer and Jones, 1993). Some cognitive researches have shown that a significant number of individuals have learning styles best served by strategies promoting active learning (Bonwell and Eison, 1991).

Having the students work on some activity during class time wakes them up, gets them to focus on the key concepts of the lecture and gives them time to practice honing their critical thinking skills during class where they can receive immediate feedback on their progress. Weak students benefit by getting help from academically stronger students, and the strong students learn the material further by explaining it to someone else. When students complete an activity, they learn it better than if they watch the instructor complete it. In addition, by completing an activity, students find out how much else they need to learn to master the particular topic, and are able to focus on the lecture better than if they were just copying down the words (Bonwell & Eison, 1991)

Though scholars in the field of pedagogy emphasized the advantages of active learning instructional methods than their disadvantages, it does not mean this approach do not have any limitation in the teaching-learning process.

According to Yared (2000), the main weakness of this method is the potential increase in the need for resources and the difficulty in evaluating the learner's achievement which needs to be addressed in future studies. Comparative studies would be interesting but are rare.

Supporting the above idea, Bonwell and Eison (1991) stated that certain specific obstacles are associated with the use of active learning, including limited class time; a possible increase in preparation time, the potential difficulty of using active learning in large classes; and a lack of needed materials, equipments or resources.

2.3.2.1. MAJOR TYPES OF ACTIVE-LEARNING (STUDENT-CENTERED) INSTRUCTIONAL TECHNIQUES FACILITATING ACTIVE LEARNING

Techniques of active learning are those activities which an instructor incorporates into the classroom to foster active learning.

In active learning instruction students learning depends primarily on what the students do, both in and out of class, rather than what the teacher does. In some of the strategies through which students can master course objectives: Discussion, written exercises, reading assignments, group work, individualized instruction, field trip, observations, experiments, and many other experiences may be necessary for students to learn the things we want them to learn. (Bonwell and Eison, 1991)

Some active learning techniques take little faculty preparation and may be done spontaneously; others require much more preparation.

Active learning techniques can occur in class or outside of class. Some of a few examples of in-class active learning techniques used in small and large classes, and with all levels of students are; collaborative learning groups, student-led review sessions, analyze case studies, the project learning, the discussion method. (Meyers and Jones, 1993)

Hence, in this part of the review literature, some of the common active learning instructional techniques (methods) used in and outside of classrooms will be presented.

A. THE PROBLEM SOLVING METHOD

The basic purpose of education is to enable the child to adapt himself to live in a society, which is full of problems.

The problem solving approach is known by its nature as a fundamental means of enabling the search to solutions for a given problem. It allows the learner to use his prior knowledge and skills to arrive at a resolution of challenging problems. As a result Robert, Michael (1989) defined it as any learning activity in which the learner has to look for or think of answers. Problem solving approach enables the learner to develop generalization that will help him to solve the problems he/she encounters in life. It affords the learner an opportunity for previously conceived generalizations to use a new situation.

The student examines the facts and generalizations to solve the problem. The classroom teaching at this level requires students, active participation, critical thinking, creativeness and imagination. The students and the teacher cooperatively work to find out the solution of a problem which they face. A learning problem is not just an objective issue to be resolved; it must involve psychological tension in a learner. Problems can be divided in to two broad categories; personal and social. Personal problems are those problems in which the students are personally involved and experience tension and social problems are related to the society (Chauhan, 1994).

Chauhan has identified the following steps as a process of problem solving;

1. **Recognition and Definition**- The first step in problem solving is to recognize the problem. The problem should be selected by the students themselves. It should not be imposed by the teacher because problem suggested by the teacher may fail to induce psychological tension in the minds of the students and may not provide motivation and direction for the problem; it should be clearly defined in operational terms. One method to thrash out the problem is to formulate questions on the different aspects of the problem. Students should be helped to understand the problem from different angles.

2. **Formulation of hypothesis** – the second phase of problem solving involves making guesses or hunches. The students are encouraged to formulate as many hypotheses as possible in regard to what might resolve the discrepancies or inadequacies in thought that have been exposed. The students are urged to deduce as many of the logical implications of each hypothesis as the students can master.

3. **Testing hypothesis**- in order to test the hypothesis students collect significant related facts and pertinent information relevant to the problem. After this the students examine the hypotheses in the light of all obtainable and pertinent evidences.

4. **Conclusion** – students and teacher cooperatively identify and reach unanimously possible conclusions which are drawn from the data collected. A conclusion may involve acceptance, rejection or modification of the hypothesis.

To sum up, problem solving approach involves providing pupils with content related problems, which serve as the force for the class research activities. In work with a problem, students should formulate hypothesis, gather relevant data, and organization of these data to arrive at conclusion.

B. INQUIRY METHOD

The term inquiry has very recently emerged in educational writings. Inquiry means to develop student's capacity to inquire into and reflect on the social nature of life, particularly, the course of their own lives and the direction of their society in order to solve the social problems (Chauhan, 1994).

The inquiry method places a great emphasis on the process of learning: students learn by conducting an investigation (ICDR, 1999).

A teacher conducting an inquiry lesson has a primary goal the development of student's abilities to recognize problems, suggest tentative answers, identify and gather relevant facts, and critically assess tentative solutions. These are the skills obtained from inquiry method. The development of these skills is an explicit process of goal when inquiry model are used (Eggen, 1996:241).

Supporting the above idea Chauhan (1994) has identified six phases of inquiry method which are described as follows.

1. **Orientation** – The first phase starts by developing general statements of the problem for inquiry. Students are encouraged to locate problems in different areas. The problem should be a genuine felt need of the students.
2. **Hypothesis** – the second phase pertains to the formulation of hypothesis or hypothesis which can serve as guide for problem solving and can be tested.
3. **Definition** - students define the problems and other terms used in the hypothesis. Vague and ambiguous concepts are clarified at this stage.
4. **Exploration** – students in this phase examine and explore the hypothesis in terms of their logical validity and internal consistency.
5. **Evidencing** – Students gather facts from different sources to test the hypotheses.
6. **Generalization** – on the basis of the analysis of the data, generalization or statement about the problem are drawn.

ADVANTAGES OF INQUIRY

a. It tends to generate enthusiasm and interest in the students.
b. Since the students find out things by themselves they remember them better.
c. Some researchers maintain that the approach enhances critical thinking and states of investigation (Brown 1989:90).

C. DISCOVERY METHOD

Discovery learning takes place when students are presented with experiences from which they are asked to derive their own meaning and understanding. In discovery learning you would ask students to find it out for themselves, probably through observation. In teaching by discovery strategy you should assume the role of guide rather than dictator. As a guide to students learning try to raise problem issues and questions that will try to raise problem issues and questions that will pique the students' interest and call for further investigation. Encourage the student to pursue these matters and guide them in their investigation helping them to clarify the issues, the facts and their own thinking as well as to draw reasonable conclusion. Then carry the students as step or two further by inducing them to test their conclusions and generalizations and apply them to other situations. As a rule, discovery strategies can depended on to build from concepts and deep understanding (Tsetadirgachew and Mulugeta, 2006).

The essential element in discovery learning is pupils drawing conclusions and generalizations, or applying them to new situations. Most discovery teaching method must be a combination of deductive and inductive. Generalizations can be arrived at from specific task to generalization or from general to specific task. For discovery learning the following steps need to be considered.

a. Select the generalization
b. Set a solution to solve problems
c. Set up experience that will bring out the essential elements such as problem solving questions, demonstration and so on
d. Set up experience that will bring out contrasting elements.
e. Draw generalizations or concepts (Callahan, 1998:238).

Noel (1996) stressed the importance of discovery method as it allows the pupil himself important principles. He considers that this approach would stimulate "intuitive" thinking, which had been long ignored in schools. Moreover, discovery methods play a vital role in facilitating, in organizing the curriculum to fit to the pupil's level of intellectual development.

D. THE PROJECT METHOD

A project as a method is a natural, lifelong learning activity involving investigation and solving of problems by an individual or small group. Ideally it should consist of a task in which a student sets out to attain some definite goals of real personal value (Clark and Stars, 1986). The project method as a method of teaching and learning requires planning and should help students to arrive at a conclusion. Learners can select their own individual projects independently or in group.

In agreement to the above idea, Beswick (1987) stated that this method is a situation where the school, the curriculum and the contents of the studies are considered from the child's point of view, his or her needs and interest in the context of real life situation. In this method there are attempts to connect activities in the school to the child's daily life and needs.

The teacher can play a significant role in presenting a list of alternative or selected projects for students. He or she also should be in a position to approve the project of his students before they attempt to work. It is not enough to select a project, it is also essential to predict the product. Learners should get insight to evaluate their work progress and related results.

E. CASE STUDY METHOD

Case studies use real-life stories that describe what happened to a community, family, school, or individual to prompt students to integrate their classroom knowledge with their knowledge or real-world situations, actions, and consequences (Bonwell and Eison, 1991).

An analysis of a particular case or situation, either real or constructed, that is used as a basis for the application of knowledge and/or drawing conclusions in similar situations. The analysis can be of a person or group, or even an intensive study of a unit, such as a corporation or a corporate division.

A case study can be exemplary, cautionary, or instructive. Exemplary and Cautionary case studies are presented in total to serve as a model for success or failure, for example. Instructive case studies can present problems that require identification through clues, symptoms, or outcomes and consist of background information that can be ambiguous, incomplete or hidden (Bonwell and Eison, 1991).

The teacher's role in this method should be supportive, accepting, accentual, and positive for the students. He or she encourage the exchange of ideas, accept legitimate hypothesis, foster free debate and open discussion. (Noel, 1996) in addition, to stimulate, independent, resourceful thinking you should also check, the data gathering are through questions ask for interpretation, explanation hypothesis, ask pupil what the data interpretation implies and confront pupils with the problem contradiction.

F. THE DISCUSSION METHOD

A discussion is not just a bull session or a rap session. Rather it is a purposeful conversation proceeding toward some goal with a minimum of rambling and bickering. For discussion to be successful, the participants need sufficient background to know what they are talking about and to base their arguments on fact.

Moreover, the topic must be discussable. A really successful discussion is not only purposeful; it also achieves its purpose. If it is all possible, the discussion should lead to some sort of conclusion. Certainly, even if no conclusion is reached, it should always culminate is some sort of summing up. Sometimes the summary may have to include a minority report (Tsetadirgachew and Mulugeta, 2006).

The discussion seems to impart to the students better skills in thinking and clearer understandings, more likely to affect changes in attitudes, gives students the opportunity to develop concepts with deep personal meaning, more effective in shaping attitudes, ideals and appreciations than the more static teaching, discussion are also useful as a medium for training students in communications skill and in building positive social attitudes and sense of belongingness, in addition it gives opportunity to practice thinking – to look at their own ideas, to formulate and apply principles and face to face up to immediate feedback from their peers.

2.4. FACTORS INFLUENCING THE EFFECTIVE IMPLEMENTATION OF ACTIVE-LEARNING APPROACH

Different educators, based on their research findings, have noted that the effective implementation of active learning can be influenced by a multiple of factors. For simplicity, the researcher has categorized the factors in to two broad divisions: Human Related Factors and Non-Human Related Factors.

2.4.1. HUMAN RELATED FACTORS

This part deals with some of the human related factors that can facilitate or deter the effective implementation of active learning in the teaching-learning process.

2.4.1.1. THE TRAINING AND READINESS OF TEACHERS

Teaching is an art and a science and the teacher is an artist and a scientist. As the artist and scientists are governed by certain principles which help him acquire proficiency in his profession so a teacher is also governed by certain principles which help him acquire proficiency in teaching. The material (students) of the teacher is living beings that he has to shape according to some principles. The teacher must know the developmental characteristics of children at different age level so that he can take the advantage of the interest and motivation of the students in a learning task and hence if teachers have the lack of efficiency and desirable skills, the quality of instruction will deteriorate (Chauhan, 1994:5).

Moreover, Lockheed (1991) stressed that, teachers are central to the delivery as well as the quality of education. The academic and professional training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students. Effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills.

Supporting the above idea, Mutassa and Wills (1995) stated that, there is nothing so dangerous as using a method one cannot use well. Indeed, it is better to use a "poor" method which one can handle well rather than a method clumsily done.

However, educators have noted that there is a problem in teacher training programs because they failed to relate theory with practice. In this regard, Amare (1998) has explained that in theory an instructor may advocate a two-way communication, in practice; he/she may limit it.

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

The above arguments suggested by different scholars in the field indicate that teachers should be keeping up date with their subjects and should be able to enrich their knowledge and skills of teaching. For securing the best kind of learning and teaching, the teacher should have; mastery of the subject matter, skill of selecting and employing appropriate methods of teaching, appropriate techniques of evaluation as well as instructional materials.

Accordingly, document on teacher's education and training curriculum of Ethiopia has noted the following profile of teachers who are engaged in teaching the upper primary cycle (5-8).

After completing grade 12, these teachers get a 2 year pre-service training program and obtain a diploma (12+2). Teachers teaching in this cycle of the primary level are able to impact general education in linear approach, equipped with professional capabilities, according to their subjects of specialization, able to analyze and make use of special potentialities of the age level of student of this cycle and so prepare hem for the next level of education and for elementary practical activities, capable of self-evaluation and evaluation of the learner to enhance the teaching learning process and committed to maintaining a high level of professional ethics (MOE, 1994:54).

As it is noted earlier, even though the training in the pre and in-service programs is aimed at enabling the teachers to have the required qualities, it is evident that primary school teachers must get appropriate training on how to implement instructional methodologies in general and active learning in particular.

2.4.1.2. TEACHERS' AND STUDENTS' VIEWS TOWARDS ACTIVE LEARNING

Educators in the field of education have asserted that the attitude of teachers and students towards active learning is a determinant variable in the implementation of active learning.

Accordingly, Lue (2000:13) argued that teacher's attitude towards active learning largely depends on the epistemology they adhere. This is to mean that teachers who strongly support positivist epistemology assume that knowledge exists separate from the learner. Knowledge is something "out there" in the world, fixed and made up of discrete and irrefutable pieces of information or facts. The assumption is that the teacher is the source of knowledge and knows best. Teaching takes a predominant role over learning. Indeed, pupils are assumed to be "empty vessels" to be filled by the teacher (Plass, 1988:311). Thus, those teachers who are in favor of positivist epistemology could have negative attitude towards active learning.

On the contrary, there are also teachers who view knowledge as it is produced through interaction between the learner and the world around him/her – constructive epistemology. This interaction leads to interpretation and understanding, not just memorization. Therefore, learners should be active participants and active learners and the teacher's task in this model is to use classroom methods that encourage the pupils to be as active as possible through the use of higher order thinking skills, problem solving and communication based methods (Lue, 2000:4). Hence, in light of this idea, teachers who adhere constructive epistemology have positive attitude towards active learning.

Some research undertaking has been carried out in the Ethiopian context in relation to teacher's attitude towards active learning. For example, Lue (2000:10), Metasebia (1999) and Haile and Kifle (2000:22) have indicated that some teachers have unfavorable attitude towards active learning. For instance, Lue (2000:14) has argued that when teachers organize classes so that pupils discuss with each other and interact, more seats or desks around to do different activities at the same time, she/he afraid of losing control.

Not only teachers' attitude but also student's views to be taught by active learning method have an impact for proper implementation of active learning. In this regards, Hargraves (1982) noted that if the teacher cannot assume the "fountain of all knowledge" or expert stance, the students will not respect him; so goes another fear that teachers sometimes express. The idea of saying "I don't know" in response to a student's question is anathema to some teachers, who feel very uncomfortable if they are no in possession of all the facts related to a subject they are presenting. This sort of incompleteness is referred to by some as poor or sloppy teaching.

Prior experience and understanding of active learning is also another issue that limits implementation of active learning as long as student's view is concerned. In this regard Glasser (1969, 200) have noted that, for most students who have not done well in school, permissiveness is destructive. Ultimately it generates antagonism and ridicule toward those who unrealistically administer without rules.

Therefore, teachers' and students' attitude towards active learning can have a decisive impact on its implementation. So, pertinent efforts should be made to enable teachers and students to have positive attitude towards learner-centered approach that facilitate active learning. This is because an unfavorable attitude can definitely retard the effective implementation of active learning.

2.4.1.3. THE ROLE OF SUPERVISION IN FACILITATING ACTIVE LEARNING APPROACH

Supervision is the service provided for the purpose of improving teaching and learning. The effectiveness of supervision depends on the skills and competence of supervisors in working with the entire staff, classroom teachers, specialists and administrators. Supervision is a cooperative service designed to aid teachers rather than to report about them (Smith, 1996:403).

It is important to understand that; supervision is a type of educational service rendered by a variety of school officials; superintendents, principals, directors, head of departments and general and special supervisors (Monere, 1956).

The basic goal of supervisory support is improvement of teacher's performance. The improvement of instruction requires that teachers learn specific intellectual and behavioral skills. The primary function of the supervisors is to teach these skills to the teacher. Skills of instruction process; skills of analysis of instruction process based on explicit observational process, skills of curriculum innovation, implementation, experimentation and skills of teaching performance (Crag, 1998:72).

Many educators have asserted that the number of students in a class (class size) is one of the determinant variables in the implementation of active learning. In a typical large lecture class, students feel anonymous and are likely to behave in ways they would not think of doing in a small class where they are more accountable (and where the instructor knows their name). In a large lecture class students may be talking, sleeping, daydreaming, listening to music, talking on the phone, reading materials for another class or doing any number of things that are not associated with the course you are teaching. If the class is significantly large, it is impossible for the instructor to see or hear that these things are happening in the back two-third of the classroom. Attendance is usually low, again because students do not feel accountable for their attendance (Kagan, 1992).

A universal complaint, even among teachers with unusual success in large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956:214). In light of this idea, Squazzin and Graan (1998) in their survey study have indicated that primary school classes in many parts of Africa are composed of large number of children. Thus, in some of the schools a single teacher must teach several grades at the same time. Even when the teacher has only one grade, they often teach pupils of quite different ages and levels in the same class and therefore, giving pupils enough attention and meeting the need of very different children so as to engage actively in the learning process is difficult. For this reason, teachers attempt to retain control and teach all the children at the same time by lecturing to them. However, since young children have short attention spans, and all children learn by doing, this is neither appropriate nor effective.

Similarly, there are many pedagogues agree about the population in the classroom to be manageable size 20-35 students (Andrew and Jill, 1994; 154). Furthermore, studies made in various countries like Sweden the classroom population was 24, Japan 30, China 40-50 were mentioned in the works of (Nobuk, 1998:168).

Thus it is evident that the number of student in class should be as minimum as possible so as to implement active learning. Pertaining to this issue, the new education and training policy of Ethiopia noted that the number of students in a class should be fifty (50), (ETP, 1994).

The classroom is the most important place for learning. It is a special environment it needs to be more than a log with a teacher at one end and the pupil at other.

Emphasizing the importance of equipping the classroom for facilitating learning, Frandsen (1957:152) pointed that it should be equipped for a large variety of practices and activities. The typical intermediate classroom, for example, needs shelves containing a variety of books in children's literature, science, social studies, and nature, etc. it needs a minimum, shelves, desks, and table for special activities, Ample bulletin boards space and news print, charts for pupil presentations are useful, there should be maps, globes, variety of materials, easels, used magazines and equipment for mounting and filling, clipped picture, craft tools and work benches.

Moreover, Sugazzin and Graan (1998) have explained that in active learning communication is especially important. The fact that the learners are doing learning it may be necessary for them to move around the classroom, read the walls or even go outside to do part of an activity. This has two important implications for the classroom arrangement. First, the arrangement of desks, tables should allow movement and communication and second, the arrangement should be changed whenever necessary so that it is appropriate for the learning experiences that you have planned.

To sum up, the classroom should stimulate learning and allow for aspect of problem solving and co-operative learning.

2.4.2.1.2. LABORATORY, LIBRARY AND PEDAGOGICAL CENTER

School laboratories are essential places where different instructional materials for science teaching are easily stored, assembled and demonstrated in order to make lessons more concrete. The availability of laboratories to facilitate teaching and learning based on scientific experiences is crucial for teaching students to enable them solve problems. The current policy of our county gives emphasis to science subjects as a key base of factor to alleviate step by step the problems persisting in the country. The Ethiopian school standard (MOE, 1988) also demands the availability of laboratories in the complete primary (grade 1-8) schools in order to enable them function in a right way.

Libraries are resource centers for getting better and new knowledge, experience of other people of the past and current practices. Libraries serve to get many opportunities to see the work of others and widen the horizon of once knowledge and understanding. Students can do their best in searching truth and answer the problems of study assigned from teachers. Skills of reading develop when there is frequent relation of the individual with reading materials available in school libraries and if it is also sustainable. The ability of developing of searching new ideas, facts, and solutions for paused problems will be possible when there are libraries and render service to learners at regular base.

School pedagogical centers are resource centers for all subject teachers to prepare, disseminate and assemble instructional materials produced by teachers and students or obtained from other sources. They are established to strengthen the instructional practices in schools. Well equipped pedagogical centers help teachers to use appropriate medias, enable them to be more flexible in their teaching and to make ideas concrete. The presence of pedagogical centers enables teachers to bring about teaching that brings resourcefulness, creativity, and imagination to the classroom than a teacher who is dull disciplinarian.

2.4.2.1.3. ORGANIZATION OF CURRICULAR MATERIALS

Educators, based upon their research findings have noted that organization of curricular materials (Syllabus, text book and teachers guide) largely depends on the epistemology that we adhere. The two general models of epistemology that are often used when we talk about the organization of curricular materials are positivist epistemology and constructive epistemology (Lue, 2000:26).

In light of the above idea, Lue (ibid), argued that within the positivist epistemology the learner's task is to absorb or memorize facts. There is less emphasis on linking facts and making a coherent and meaningful whole. This being the fact, the task of the curriculum developers is to design curriculum and materials that just present bits of information for the pupil learn. Moreover, curricular materials which are organized based on this model is often 'over crowded'. They are with too many contents. For instance, the text books tend to be long and contain many pages of information. It is possible to find activities, but they often play a minor role and are placed at the very end of the unit.

On the other hand, within the constructivist epistemology the learner's task is to interact with the world around him/her, to understand, think critically, interpret, analyze, draw conclusions and communicate about what he/she is learning, not just to observe information (Lue, 2000:27). And the task of the curriculum developer is to design and organize curricular materials that invite active involvement of the learner. Thus, here they do not just give information in text books. Rather, they should design activities that requires the students to collect information from the world around them, ask students to do something active with it, such as to analyze or critique it. The text books should contain instruction and guidance for pupils to discover information on their own.

Similarly, ICDR(1999) stated that the New Education and Training Policy is guided by a new view of education, one that promotes active learning . And the need for active learning in the class room comes out of the view of 'constructivist'. Thus, so as to implement active learning in the class room the curricular materials should be organized based on constructivist epistemology.

2.4.2.1.4. THE ROLE OF INSTRUCTIONAL MATERIALS (TEACHING AIDS) IN IMPLEMENTING ACTIVE LEARNING

Instructional materials are the instruments with which a teacher teaches and from which students learn (Amare, 1998). In line with the above idea Pole (1969) and Barbara G. (2001) as cited in Tsetadirgachew and Mulugeta (2006) mentioned that, teaching aids are means that can help to make ideas clear, raise learning from mere verbalism to clear understanding. They are supplementary device to assist teacher or instructor in producing psychological cause of learning in their student they can make learning interesting and vivid, moreover, teaching aids can be used for motivating students to be engaged in active learning. Continuing their arguments Pole and Barbara have mentioned that, teaching aids have to be related to the objectives, methods and subject matter of definite level of instruction. This requires carefulness, knowledge and skill of teachers in order to get most out of teaching materials.

Teaching aids have got different functions. Among these:-

a. Teaching aids are means to develop qualities of the personality, i.e. with the help of teaching aids it is possible
    - To impact knowledge
    - To develop convictions
    - To develop abilities and skills

b. Teaching aids assists the process of cognition

   - With the help of teaching aids it is possible to get definite imagination of phenomena help students to develop their personalities

c. Teaching aids can be used for

   - Aim orientation
   - Introduction and work with new subject matter
   - Consolidation
   - Checking and evaluation

d. Teaching aids are means to rationalize the teaching learning process
e. They make learning more effective
f. They can be invaluable in promoting motivation and retention
g. They can help raise learning from verbalism to true understanding (Bale, 1969 and Barbara G., 2001 as cited in Tsetadirgachew and Mulugeta, 2006).

In Ethiopia there seems limitation in the availability of instructional materials. Although the policy gives a due emphasis, survey conducted in 500 teachers who attended summer degree program at Addis Ababa University during the years 1998 and 1999 demonstrates that almost all teachers perceive shortage of instructional materials as the most critical educational problems in that respective schools. (Amare 2000:42).

It is, therefore, evidentful that teachers need an adequate training on how to prepare and utilize appropriate instructional materials so as to realize effective implementation of active learning.

Moreover, the preparation of instructional materials demands some allocation of time. In this regard, the research undertaking by Endalew (1984:61) and Fantu (1992:56) in Addis Ababa have demonstrated that most of the teachers failed to use the school pedagogical center to prepare instructional materials due to heavy teaching load.

Besides, it is quite evident that the production of instructional material requires financial support. In other words, instructional materials that will be produced at all level call for some amount of budget allocation.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. METHOD OF THE STUDY

The principal objective of this study was to investigate the status of the implementation of active learning in some governmental and private upper primary schools in Addis Ababa. To realize this objective, a descriptive survey research method was employed to analyze the data obtained from questionnaires, interviews, classroom observations and document reviews.

3.2. SOURCES OF DATA

The sources of data for this study were teachers, students and school principals in upper primary schools of Addis Ababa. In addition, classroom observations and review of curricular materials (textbooks and teachers' guides) were made.

3.3. SAMPLE POPULATION AND SAMPLING TECHNIQUES

A. SUB-CITIES AND SCHOOLS

There are ten sub cities in Addis Ababa city Administration. From these, three (3) sub cities were selected for the study using purposive sampling techniques, which comprised about 30% of the total sub-cities. Accordingly, Addis Ketema, Kirkos and Kolfe Keranio sub cities were selected for this study. The three sub-cities were selected with an eye on neighborhood representation (central-commercial, central residential and peripheral).

Kirkos and Addis Ketema sub cities are qualified for inclusion partly due to their position in the city, and partly due to the results of a short tour of relevant schools to assess the adequacy of their roll call data. In addition, the researcher believed that including Kirkos sub city will help him to obtain relatively very crucial data by including the school in which he is currently working purposely to the schools under study.

There are seven, six and ten government and six, ten and thirteen private upper primary schools in Addis Ketema, Kirkos and Kolfe Keranio sub cities respectively. After the number of schools in each sub city was identified, the schools under study were assigned proportionally to each sub city. Accordingly, six schools (three private and three governmental) from Addis Ketema and Kirkos sub cities respectively and four schools (two private and two governmental) from Kolfe Keranio sub city were included. Then the actual sample were selected from each sub city using simple random sampling technique except one private school in Kirkos sub city, which was selected deliberately given that the researcher is currently working there.

B. TEACHERS, STUDENTS, SCHOOL PRINCIPALS, CLASSROOM OBSERVATIONS AND CURRICULAR MATERIALS

1. TEACHERS AND SCHOOL PRINCIPALS

From each upper primary school under study, all teachers who are teaching Linear Sciences (physics, chemistry and biology), Integrated Science and English in grades 6 and 8 were selected using purposive sampling (taking into account that the subjects relatively employ most of the active learning instructional strategies). All principals (10 in number) in the schools under study were selected purposely in this study.

2. STUDENTS

Grade six and eight students were selected using purposive sampling techniques (by considering, limiting the data to a manageable size, grade eight students are matured compared to other grade levels of upper primary schools and the medium of instruction (Amharic to grade 5 &6 and English to grade 7&8)).

From a total of 51 sections (32 from grade6 and 19 from grade 8 sections) in the schools under study, 153 students were selected using purposive sampling technique that is 3 students from each section by giving emphasis to those who are high, moderate and low achievers in their academic performance.

3. CLASSROOM OBSERVATION

By giving focus in English and science subjects, due to the nature of the subjects for giving relevant information, twenty observations were made. Hence two observations (one from science and one from English) in each school were made. To select the actual classes for observation simple random sampling technique was used by referring the schedule of the specific schools under study.

4. CURRICULAR MATERIALS

Textbooks and syllabus of Science and English subjects were selected for the study using purposive sampling technique.

A total of six textbooks and six teachers' guide from grade six and eight of the selected subjects were reviewed.

3.4. DATA GATHERING INSTRUMENTS

To obtain adequate information, four types of data collection instruments were used in this study. These are questionnaires, classroom observations, review of curricular materials and Interview.

1. QUESTIONNAIRES

Both open-ended and close-ended/structured questionnaires (for teachers and students) were prepared with the intention of securing pertinent information for the study.

Initially, the questionnaires for students were prepared in English and then translated in to Amharic. This helps to alleviate any unnecessary complications in responding to the items. Experts from English and Amharic departments at Future Talent Academy were consulted so as to check the grammatical clarity of the items. Subsequently, a pilot testing of the questionnaires in two randomly selected upper primary schools were carried out prior to the actual field work.

The instruments used to assess the performance of teachers in utilizing active learning instructional strategies, adequacy of teachers' skill, conduciveness of school environment and suitability of curricular materials to implement active learning were rated by the investigator, using a 4 point rating scale. A mean of 3.5 and above constituted ' a very high' score, 2.5 – 3.49 ' high' score , 2.0 – 2.49 ' average' and below 2.0 was rated as ' poor' score.

The instrument used to assess the attitude of teachers and students towards active learning approach consisted of ten items. The subjects responded to each statement (item) using a 5 point Likert – type scale anchored by 'strongly agree' (5) and 'strongly disagree' (1).

2. CLASSROOM OBSERVATION

Classroom observations were made to gather more reliable information in the actual classroom teaching-learning process. Observation checklist were developed and employed to collect the data. A minimum of two period's classroom observation was made in each sample schools focusing mainly on instructional process, students' activities, class structure and lesson contents to triangulate the data obtained from the questionnaires.

3. CURRICULAR MATERIAL REVIEW

A total of twelve curricular materials (textbooks and teachers' guide) of Science and English subjects from grade 6 and 8 were selected purposely to be reviewed and analyzed. Content analysis were made by considering similar issues to that of the questionnaire dealing about suitability of curricular materials to carryout active learning, to triangulate the data.

4. INTERVIEW

Interviews (structured according to the issues on the questionnaires) were made with school principals to supplement the data.

3.5. METHODS OF DATA ANALYSIS

The data collected through questionnaire were tallied, systematically organized in items and tabulated for analysis purpose. Based on the tables and additional informations that were obtained from the interviews, classroom observations and curricular materials review, analysis and interpretation of the data were made.

The data were analyzed quantitatively and qualitatively. Descriptive statistical tools like sum, average, frequency, percentage, mean and a series of tables showing the items alternative responses were used in order to convey ideas to the reader in a way easily understandable.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

As it has been stated in the preceding chapters, the general objective of this study was to investigate the implementation of active learning in the upper primary schools of Addis Ababa. To achieve this objective, pertinent data were collected through questionnaires, classroom observations, interview and review of curricular materials. The data were collected from ten randomly selected upper primary schools in Addis Ababa. From 72 copies of the questionnaires distributed to teachers, 63 (87.5%) and out of 154 copies distributed to students, 124 (80.52%) were returned. Hence, this Chapter deals with the presentation and analysis of data and discussion of results under pertinent themes.

4.2. PRESENTATION AND ANALYSIS OF THE DATA

This part deals with the presentation and analysis of the data

4.2.1. BACKGROUND/PROFILE OF THE RESPONDENTS

Under this sub-section, average number of students per class and teachers' years of experience data have been tabulated and interpreted followed by descriptions of sex, grade level teaching/learning, and teachers' qualification and teaching load per week.

TABLE 1: AVERAGE NUMBER OF STUDENTS PER CLASS (TEACHERS' RESPONSE)

AVERAGE NUMBER OF STUDENTS PER CLASS	NO.	%
20-29	5	7.9
30-39	6	9.5
40-49	9	14.3
50-59	11	17.5
60-69	13	20.6
70-79	14	22.2
>79	5	7.9
TOTAL	**63**	**100**

As can be observed from Table 1, 7.9% of the teachers teach more than 79 students per class. The rest 7.9%, 9.5%, 14.3%, 17.5%, 20.6% and 22.2% of the teachers teach in the range of 20-29, 30-39, 40-49, 50-50, 60-69 and 70-79 students per class respectively.

TABLE 2: TEACHERS' YEARS OF SERVICE IN THE CURRENT JOB

YEARS OF EXPERIENCE	NO.	%
1-5	23	36.5
6-10	20	31.7
11-15	8	12.8
16-20	6	9.5
21-25	4	6.3
>25	2	3.2
TOTAL	**63**	**100**

As can be seen from Table 2, 36.5% of the teachers have below six years of experience and the rest 31.7%, 12.8%, 9.5%, 6.3% and 3.2% have 6-10, 11-15, 16-20, 21-25 and greater than 25 years of experience in the teaching job respectively. This implies that most of the teachers were experienced.

Further analyses of the background data have shown that 76.2 % of the teachers and 42.7% of the students were males and 23.8% of teachers and 57.3% of students were females. It was also known that 38.1%, 52.4% and 9.5% of teachers were teaching in grades six, eight and both grade six & eight respectively. Also 62.9% and 37.10% % of students were learning in grades six and eight respectively.

Regarding educational background, 61.9% of the teachers were diploma holders, 34.9% of them first degree and the remaining 3.2% had Msc and above. Moreover, 19% of the teachers responded that they teach from 25-29 periods per week, 47.6% have had 20-24 periods and the rest 28.6%, 4.8% of teachers had 15-19 and 10-14 periods per week respectively.

4.2.2. TEACHERS' UTILIZATION OF ACTIVE LEARNING INSTRUCTIONAL STRATEGIES

Below is the summary of the responses obtained from the respondents on the performance of teachers' in the utilization of active learning instructional strategies. A synthesis of the descriptive analysis of the data are presented by the rating scale type in Table 4, where numerical values 4, 3, 2, 1, 0 have been assigned to the levels "Very Often", "Often", "Sometimes", "Rarely" and "Never" respectively. In addition, the mean score of teachers' and students' response is represented by "M_T" and "M_S" respectively.

TABLE 3: THE UTILIZATION OF ACTIVE LEARNING INSTRUCTIONAL STRATEGIES

How often do teachers apply the strategies?	PERFORMANCE BY THE TEACHERS				STUDENTS' OPINION TO THE TEACHERS' PERFORMANCE			
	Min.	Max.	Sum	M_T	Min.	Max.	Sum	M_S
Provide for students autonomy or independence in the learning process.	1	3	106	1.68	0	3	188	1.52
Design tasks that actively engage students in varied learning activities.	1	4	123	1.95	0	3	182	1.47
Group students in classroom to elicit a cooperative and competitive learning climate.	2	4	135	2.14	0	3	202	1.63
Arrange classroom seats to suit participatory/Interactive learning.	0	2	76	1.21	0	3	146	1.18
Support lessons by teaching aids.	1	4	121	1.92	0	4	216	1.74
Provide time and opportunity for students to learn through reflective thinking.	1	4	139	2.21	1	4	218	1.76
Frame the instructional activities according to the actual context of the student's life.	0	3	121	1.92	0	3	232	1.87
Design lessons in a way that requires students to learn through deep learning approaches like reasoning, experimentation, debating etc.	1	3	133	2.11	0	4	239	1.93
Provide tasks that make students use the school library.	1	4	102	1.62	0	4	176	1.42
Support lessons by experiment in the school laboratory.	0	3	71	1.13	0	4	129	1.04
Provide detailed and prompt feedback on time to students' activities.	1	4	153	2.43	1	4	175	1.41
AVERAGE	**0.82**	**3.45**	**116.36**	**1.85**	**0.18**	**3.55**	**191.18**	**1.54**

As Table 3 clearly signifies, a descriptive analysis of the data has given the mean score of teachers' performance and students' response to their teachers' performance in the utilization of active learning instructional strategies.

The mean scores obtained from the items, group students in a classroom to elicit a cooperative and competitive learning climate (M_T=2.14 and M_S=1.63), provide time and opportunity for students to learn through reflective thinking (M_T=2.21 and M_S=1.76), provide detailed and prompt feedback on time to students activities (M_T=2.43 and M_S=1.41), and design lessons in a way that requires students' to learn through deep learning approaches like reasoning, experimentation, debating etc (M_T=2.11 and M_S=1.93) were found to be average performance according to the teachers' response and low according to the students' response.

The mean scores obtained for teachers' instructional performance from, provide for students autonomy or independence in the learning process (M_T=1.68 and M_S=1.52), design tasks that actively engage students in varied learning activities (M_T=1.95 and M_S=1.47), support lessons by teaching aids (M_T=1.92 and M_S=1.74) and arrange classroom seats to suit participatory (interactive) learning (M_T=1.21 and M_S=1.18) were found to be low in both teachers' and students' response. Similarly, the mean scores from frame instructional activities according to the actual context of students' life (M_T=1.92 and M_S=1.87) and provide tasks that make students' use the school library were (M_T=1.61 and M_S=1.42). The Table further shows very low mean scores from, support lessons by experiments in the school laboratory (M_T=1.13 and M_S=1.04).

In general, the average mean scores of teachers' instructional performance in utilizing most of the strategies of active learning approach were 1.85 and 1.54 according to teachers' and students' responses respectively, which were low performance levels. This indicates that most of the teachers were not applying the active learning instructional strategies.

4.2.3. TEACHERS' SKILLS TO IMPLEMENT ACTIVE LEARNING

Below is the summary of the responses obtained from teacher respondents on the adequacy of their skills to implement active learning. It should be noted that the numerical values 4, 3, 2, 1, and 0 have been assigned respectively to the levels "to a very great extent", "to a great extent", "to a limited extent", "to a very limited extent" and "not adequate".

TABLE 4: TEACHERS' RESPONSE TO THE ADEQUACY OF THEIR SKILLS TO IMPLEMENT ACTIVE LEARNING.

ITEM	Frequency (%)					M_T
	4	3	2	1	0	
Extent of the adequacy of teachers' qualification (skill) for employing active learning in the school.	5 (7.9%)	9 (14.3%)	33 (52.4%)	8 (12.7%)	8 (12.7%)	1.93

As can be seen from Table 4, about half of the teachers (52.4%) indicated that the adequacy of their qualification (skill) was to a limited extent for employing active learning. In addition, few teachers (7.9%) indicated that teachers are qualified (skillful) to a very great extent for employing active learning. Similarly 14.3% of the respondents reported that teachers are qualified (skillful) to a great extent. On the other hand, 12.7% of the respondents reported that teachers are qualified (skillful) only to a very limited extent and the remaining 12.7% indicated that teachers are not adequately qualified to implement active learning. This implies that most of the teachers lack the necessary skills to implement active learning.

4.2.4. REASONS FOR THE POOR SKILLS OF TEACHERS TO IMPLEMENT ACTIVE LEARNING

Table 5 below reveals the summary of the responses obtained from 77.8% of the teachers to the question asked to gather information on the reasons for the poor qualification (skill) of teachers to implement active learning.

TABLE 5: REASONS GIVEN BY TEACHERS FOR THEIR POOR SKILLS TO IMPLEMENT ACTIVE LEARNING.

REASONS	FREQ	%
Lack of adequate pre-service training.	34	69.4
Lack of adequate on the job training.	38	77.5
Lack of frequent inter-staff supervision by school principals or department heads.	19	38.7
Lack of frequent supervision by sub-city expertise	8	16.3
Lack of frequent participation in workshops and seminars on active learning approach.	26	53.1

Table 5 shows that 77.5% of the teachers indicated lack of adequate on the job training as the main reason for the poor skills of teachers to implement active learning.

Moreover, the same Table reveals that, lack of adequate pre-service training, lack of frequent participation in workshops and seminars on active learning approach and lack of frequent inter-staff supervision by school principals or department heads respectively were the additional reasons indicated by 69.4%, 53.1% and 38.7% of the teachers. The least percentage (16.3%) of the teachers indicated lack of frequent supervision by sub-city expertise as another reason.

4.2.5. CONDUCIVENESS OF SCHOOL ENVIRONMENT TO IMPLEMENT ACTIVE LEARNING

In this part, the respondents (Teachers and Students) responses are presented separately because of the different appearance of the questions presented for both.

4.2.5.1. TEACHERS' RESPONSE REGARDING THE CONDUCIVENESS OF THE SCHOOL ENVIRONMENT

Below is the summary of the responses obtained from the teachers to the question asked to gather information on the extent of conduciveness of the school environment to carry out active learning. It should be noted that the numerical values 4, 3, 2, 1, and 0 are assigned respectively to the labels "to a very great extent", "to a great extent", "to a limited extent", "to a very limited extent" and "not conducive or not equipped". In addition, the mean value of teachers' response and students' response are represented by "M_T" and "M_S" respectively.

TABLE 6: TEACHERS' OPINION TO THE EXTENT OF CONDUCIVENESS OF SCHOOL FACILITIES TO IMPLEMENT ACTIVE LEARNING

SCHOOL FACILITIES	Frequency (%)					SUM	M_T
	4	3	2	1	0		
Classrooms	-	3 (4.8%)	14 (22.2%)	23 (36.5%)	23 (36.5%)	60	0.95
Library	4 (6.3%)	10 (15.9%)	23 (36.5%)	15 (23.8%)	11 (17.5%)	107	1.7
Laboratory	-	3 (4.8%)	13 (20.6%)	23 (36.5%)	24 (38.1%)	55	0.87
Pedagogical center	1 (1.6%)	5 (7.9%)	11 (17%)	21 (33.3%)	25 (39.7%)	62	0.98

As indicated in Table 6, the mean score of the extent of the conduciveness of the major school facilities were below average. That is 0.95, 1.7, 0.87 and 0.98 respectively for the classroom, library, laboratory and pedagogical center facilities. This implies that most the schools do not have the necessary school facilities.

4.2.5.2. TEACHERS' RESPONSE TO THE MAJOR PERCEIVED PROBLEMS CONCERNING SCHOOL FACILITIES THAT AFFECT THE IMPLEMENTATION OF ACTIVE LEARNING

Below is the summary of the responses on the major perceived problems in the school facilities that affect the implementation of active learning.

TABLE 7: REASONS GIVEN BY TEACHERS FOR THE POOR CONDUCIVENESS OF SCHOOL FACILITIES TO IMPLEMENT ACTIVE LEARNING.

SCHOOL FACILITY	REASONS	FREQ.	%
CLASSROOM	1. Large number of students in a class	49	81.7
	2. Traditional arrangement of furniture's (chairs, tables etc)	38	63.3
	3. Unavailabity of supportive materials in the classroom (charts, diagrams etc)	37	61.7
	4. Unattractiveness of the classroom	22	36.7
LIBRARY	1. Lack of adequate (enough) reference materials in the library	40	81.6
	2. Lack of appropriate and up-to-date references in the library	28	57.1
	3. Low capacity to accommodate as many students as possible.	33	67.3
	4. There is no laboratory assistant.	18	36.7
LABORATORY	1. Lack of adequate laboratory materials (chemicals, equipments, laboratory manuals etc)	52	86.7
	2. Absence of relevant services (water, electric light etc)	43	71.7
	3. There is no laboratory technician	28	46.7
	4. The question is not relevant because there is no laboratory in the school.	12	20
PEDAGOGICAL CENTER	1. Lack of relevant teaching aids in the school pedagogical center.	43	75.4
	2. Absence of trained pedagogical center professional.	29	50.9
	3. Low effort by the school teachers and administrators to organize the center.	36	63.2
	4. No budget for equipping the pedagogical center.	23	40.4
	5. The question is not relevant because there is no pedagogical center in the school.	12	21.1

The major school facilities (see Table 6) were found to be unfavorable to implement active learning instructional strategies. Thus, questions were raised to teachers in order to indicate the main reasons that are accountable for the poor school facilities in the implementation of active learning.

Accordingly, as stated in the Table 7, the major reasons indicated by the teachers for the poor conduciveness of the classrooms, libraries, laboratories and pedagogical centers respectively were, large number of students in a classroom, lack of adequate (enough) reference materials, lack of adequate materials (chemicals, equipments, laboratory manuals etc) and lack of relevant teaching aids according to 81.7%, 81.6%, 86.7% and 75.4% of teachers.

Moreover, "traditional arrangement of furniture's and unavailability of supportive materials in the classroom", "low capacity to accommodate as many students as possible, and lack of appropriate and up-to-date references", "absence of relevant services (water, electricity etc) and unavailability of laboratory" and "low effort by the school teachers and administrators to organize the center and absence of well trained pedagogical center professional" respectively were the additional reasons indicated by 63.3% and 61.7%, 67.3% and 57.1%,71.7% and 20% and 63.2% and 50.9% of the teachers for the poor conduciveness of the classrooms, libraries, laboratories and pedagogical centers respectively. On the other hand, 21.1% of the teachers indicated that there was no pedagogical center in their school.

4.2.5.3. STUDENTS' RESPONSE TO THE MAJOR PERCEIVED PROBLEMS CONCERNING SCHOOL FACILITIES THAT AFFECT THE IMPLEMENTATION OF ACTIVE LEARNING

The mean score of students' response to the active learning instructional strategies related to school facilities like supporting lessons by experiment in the school laboratory, engaging students to make use of the school library and supporting lessons by teaching aids was very low. Thus, question were raised to students in order to indicate the reasons that are accountable for the poor performance of teachers in utilizing instructional strategies related to school facilities.

TABLE 8: REASONS GIVEN BY STUDENTS FOR THE MAJOR PERCEIVED PROBLEMS RELATED TO THE SCHOOL FACILITIES THAT AFFECT ACTIVE LEARNING INSTRUCTIONAL STRATEGIES

SCHOOL FACILITY	REASONS	STUDENTS	
		FREQ.	%
LABORATORY	1. Lack of adequate laboratory materials (chemicals, equipments etc)	88	81.5
	2. Absence of relevant services (water, electricity)	42	38.9
	3. Unavailability of laboratory technician	32	29.6
	4. Low teachers' effort	74	68.5
	5. Unavailability of laboratory	16	14.8
	6. I don't know	31	28.7
LIBRARY	1. Teachers are not giving assignments that make students use the library.	58	77.3
	2. Lack of appropriate and up-to-date references in the library.	60	80
	3. Lack of interest.	43	57.3
	4. Lack of references in the library	67	89.3
	5. I don't know	18	24
TEACHING AIDS	1. Lack of teaching aids in the school	74	80.4
	2. Unavailability of pedagogical center	16	17.4
	3. Unsuitability of the classroom for using teaching aid	19	20.7
	4. Low teachers effort	83	90.2
	5. I don't know	71	77.2

As Table 8 shows the majority of the students indicated lack of adequate laboratory materials (chemicals, equipments etc) (81.5%), lack of reference books (89.3%), and low teachers effort (90.2%) as the major reasons for the low scores of supporting lessons by experiments in the school laboratory, make students use the school library and supporting lessons by teaching aids respectively.

Moreover, the same table reveals low teachers' effort (68.5%), absence of relevant services (water, electricity) (38.9%) and unavailability of laboratory technicians (29.6%) were additional reasons for the experiment support given to the lessons in the laboratory. In addition 14.8% of the students indicated that there was no laboratory in their school and 28.7% of the students do not know the reasons for the low performance of their teachers in utilizing the active learning instructional strategies related to the school facilities.

Additional reasons for the poor library utilization were lack of appropriate and up-to-date reference books, low teachers effort in giving assignments that make students use the library and low students interest as indicated by 80%, 77.3% and 57.3% of the students respectively. Moreover, 24% of the students indicated that they do not know the reasons for the less utilization of the library service.

In relation to low performance by their teachers in supporting lessons by teaching aids, lack of teaching aids in the school pedagogical center and unavailability of pedagogical centers were indicated by 80.4% and 17.4% of the students as an additional reason. Moreover, 77.2% of the students do not know the reason why teachers are not using teaching aids in supporting lessons.

4.2.6. SUITABILITY OF THE ORGANIZATION OF CURRICULAR MATERIALS (TEXTBOOK AND TEACHERS GUIDE) TO CARRYOUT ACTIVE LEARNING

A synthesis of the descriptive analysis of the data on the suitability of the organization of the curricular materials to carryout active learning is presented by the rating scale type in Table 10. It should be noted that the numerical values 4, 3, 2, 1, and 0 are assigned respectively to the levels "to a very great extent", "to a great extent", "to a limited extent", "to a very limited extent" and "not suitable at all or never".

TABLE 9: THE SUITABILITY OF THE ORGANIZATION OF CURRICULAR MATERIALS TO CARRYOUT ACTIVE LEARNING

ITEMS	TEACHERS							STUDENTS						
	Alternatives in frequency (percent)					M_T	Sum	Alternatives in frequency (percent)					M_S	Sum
	4	3	2	1	0			4	3	2	1	0		
The organization of students' textbooks permits to carry out active learning.	-	3 (4.8%)	40 (63.5%)	18 (28.6%)	2 (3.2%)	1.7	107	-	15 (12.1%)	69 (55.6%)	30 (24.2%)	10 (8.1%)	1.7	213
The organization of teachers' guide is suitable for employing active learning	-	4 (6.3%)	21 (33.3%)	17 (27%)	21 (33.3%)	1.1	71	-	-	-	-	-	-	-

As Table 9 clearly presents, a descriptive analysis of the data has given the mean and percentages of teachers' and students' response to the suitability of the organization of the curricular materials to implement active learning. The mean values obtained for the extent of the organization of the students text book (M_T=1.7, M_S=1.7) were found to be very low to carryout active learning. The mean value obtained for the extent of the organization of teacher's guide (MT=1.1,) was also very low to carryout active learning. This indicates that the textbooks and the teachers' guides were not appropriate to implement active learning.

Further analysis of the data also shows that the majority of the respondents 95.2% and 87.9% of the teachers and students respectively indicated that the way students' textbook organized was poor to carryout active learning. Moreover, the majority of the teachers (93.7%) indicated that the teachers guide is suitable only to a limited extent to carryout active learning.

4.2.6.1. REASONS FOR THE UNSUITABILITY OF CURRICULAR MATERIALS TO IMPLEMENT ACTIVE LEARNING

Table 10 below reveals the summary of responses on the reasons for the unsuitability of the curricular materials.

TABLE 10: REASONS FOR THE POOR ORGANIZATION OF CURRICULAR MATERIALS TO IMPLEMENT ACTIVE LEARNING.

CURRICULAR MATERIALS	ITEM	TEACHERS		STUDENTS	
		FREQ	%	FREQ	%
TEXTBOOKS	1. The activities of the textbooks do not encourage independent active learning.	46	76.7	106	97.2
	2. The textbooks are full of informations that do not lead to application.	51	85	92	84.4
	3. The textbooks do not provide opportunity for discussion and collaboration working.	32	53.3	84	77.1
	4. The textbooks lacks due consideration to students interest.	49	81.7	96	88.1
	5. The textbooks lack different methods of presentation.	41	68.3	72	66.1
TEACHER GUIDES	1. Lack of appropriate methods	41	69.5	-	
	2. Lack of appropriate examples of teaching	38	64.4	-	
	3. Lack of appropriate mechanism of teaching	19	32.2	-	
	4. Lack of information on what to teach	22	37.3	-	
	5. No teacher guide in the school.	50	84.8	-	

Table 10 shows that the students textbook are full of informations that do not lead to application and the activities of the textbooks do not encourage independent active learning were the major reasons to the poor organization of the textbooks to implement active learning according to the majority (85%) of the teachers and (97%) of students respectively.

The textbooks lack due consideration to the need of students, lack different methods of presentation and do not provide opportunity for discussion and collaborative working were the additional reasons given by teachers' and students'

Concerning the teachers' guide 84.8% of the teachers indicated that there was no teachers' guide in their school at all. From those who respond to the question, lack appropriate method and lack of appropriate information on what to teach were the limitations of teachers guide that affect the implementation of active learning as indicated by 69.5% and 37.3% of the teachers respectively.

4.2.7. TEACHERS' AND STUDENTS' OPINION/VIEWS TOWARDS ACTIVE LEARNING

Below is the summary of the responses obtained from teachers and students on their views towards active learning.

A synthesis of the descriptive analysis of the data on the views of teachers' and students' towards active learning approach is presented by the rating scale type in Table 11 below. Where, the numerical values 5, 4, 3, 2, and 1 were assigned respectively to the levels "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree". In addition, the mean scores of teachers' response and students' response were represented by "M_T" and "M_S" respectively.

TABLE 11: TEACHERS' AND STUDENTS' VIEWS TOWARDS ACTIVE LEARNING APPROACH

ITEMS	TEACHERS				STUDENTS			
	Min.	Max.	Sum	M_T	Min.	Max.	Sum	M_S
The quality of education can be improved if teachers shift their instructional approach from the transmission (lecture) method to active learning approach.	3	5	295	4.68	3	5	485	3.91
If properly guided, most upper primary school students can learn and understand even complex subject matter by themselves.	1	5	247	3.92	1	3	365	2.94
Active learning instructional strategy creates a heavy load on the part of teachers, thus, it is difficult to implement.	1	3	146	2.31	1	3	303	2.44
Most teachers use lecture method because it is the method they know well.	1	4	232	3.69	2	4	389	3.14
Student's role is listening to lecture, note taking and response to question upon request.	1	3	134	2.12	1	3	304	2.45
Students can main their attention and devotion even without the teachers' strict control over their learning.	1	3	134	2.13	1	3	299	2.41
Students have adequate prior experience and understanding of active learning.	1	2	78	1.24	1	2	195	1.57
Teaching is the sole responsibility of teachers.	1	3	135	2.14	1	3	291	2.35
Students' access to teachers' expertise may be decreased if active learning approach is used.	1	3	146	2.31	2	4	306	2.47
Active learning approach enables students to understand the subject matters easily.	2	5	277	4.39	2	5	489	3.94

As Table 11 clearly presents, a descriptive analysis of the data has given the mean scores of teachers' and students' views towards active learning approach.

The mean scores obtained from two of the items namely, "students role is listening to lecture, note taking and response to questions up on request" (M_T=2.12 and M_S=2.45) and "Teaching is the sole responsibility of teachers" (M_T=2.14 and M_S=2.35) reveal teachers' and students' disagreement about the inability of students to take initiative and responsibility of their own learning.

The mean scores for the items which states "The quality of education can be improved if teachers shift their instructional approach from the transmission (lecture) method to active learning approach" (M_T=4.68 and M_S=3.91) and (M_T=4.39 and M_S=3.94) for the item "Active learning approach enables students to understand the subject matters easily" reveal teachers' strong agreement and students agreement about the superiority of active learning approach over the transmission methods of teaching.

On the other hand, the mean score for the item "Students' access to teaches' expertise may be decreased if active learning approach is used" (M_T=2.31 and M_S=3.66) reveal teachers disagreement and students agreement about the low access of students to teachers' expertise when active learning approach is used.

The mean scores for the item "It is difficult to implement active learning approach since it creates a heavy load on the part of teachers" (M_T=2.31 and M_S=2.44) reveals teachers' and students' disagreement on the item. On the other hand, teachers' agree that they are applying the lecture method of teaching because it is the method they know well, this was indicated by the mean score (M_T=3.60) whereas students' cannot decide their views on this assumption.

The mean scores obtained for the assumption "If properly guided, most upper primary school students can learn and understand even complex subject matters by themselves" (M_T=3.92 and M_S=2.94) reveals teachers agreement on the capability of their students, whereas students are not sure for their capability in understanding complex subject matters by themselves even if they are properly guided.

On the contrary, teachers' and students' feel that students cannot maintain their attention and devotion without the teachers strict control over their learning which was proved by teachers' and students' disagreement on the item (M_T=2.13 and M_S=2.41).

Moreover, on the item "students have adequate prior experience and understanding of active learning" teachers strongly disagree (M_T=1.24) and students simply disagree (M_S=1.57).

In general, most of the teachers show positive attitude towards the active learning approach on most of the items that are presented in Table 12 except on one of the item, namely "Students can maintain their attention and devotion even without the teachers' strict control over their learning".

Similarly, the majority of the students show positive attitude for most of the active learning approaches, except on two of the items namely, "students' access to teachers' expertise may be decreased if active learning approach is used" and "students can maintain their attention and devotion even without the teachers' strict control over their learning".

4.3. DISCUSSION OF RESULTS

In this part of the paper, an attempt is made to explain the results of the study with reference to the basic questions raised earlier.

Effective teaching and learning requires the use of appropriate methodologies and pedagogies to meet the demands of current generation of students, new technologies, and the ever-changing educational environments.

Educators broadly agree that teacher dominated pedagogy, placing students in a passive role is undesirable. Government policies and implementation strategies encourage learner-centered, active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills. Yet, there is ample evidence that teacher-dominated pedagogy is the norm in the vast majority of Ethiopian primary schools, while experimental research continues to show the usefulness of active learning.

The study aimed to find out the extent of the implementation of active learning in some selected upper primary schools of Addis Ababa. For this purpose, the extent of readiness of teachers, the conduciveness of school environment, teachers' and students' views and the organization of curricular materials for the implementation of active learning were reviewed.

The cases of this study were based on 63 teachers, 124 students and 8 school principals. The researcher made teachers and students to fill questionnaires, conducted an interview with the school principals, made classroom observations and assessed textbooks and teachers' guides. The data gathered were analyzed and interpreted quantitatively and qualitatively. The major findings obtained from the data have been discussed below.

4.3.1. TEACHERS' READINESS TO IMPLEMENT ACTIVE LEARNING

Teachers' readiness for employing active learning have been observed in terms of the performance of utilizing common active learning instructional strategies and based on the adequacy of the teachers' qualification (skill).

A number of scholars have confirmed that instructional strategies contribute a lot to promote effective learning. Nevertheless, their effectiveness depends largely up on the role and quality of the teachers who play a pivotal role in the teaching learning process. In this regard, Mutassa and Wills (1995) have explained that instructional methods by themselves cannot do much to improve learning, and thus, their value lies in the professional skill of the teacher in using or handling them. Moreover, the education and training policy singles out active learning pedagogy as an essential instructional strategy for the implementation of the curriculum at all levels, consequently, in recent years, authorities in the education system have been pressing teachers to implement this pedagogical practice in their classrooms.

However, the quantitative analysis of the data gathered through the questionnaires to observe the performance of teachers in utilizing most of the active learning instructional strategies revealed low average mean score which means poor performance of teachers in utilizing active learning instructional strategies. Besides the classroom observation event supported the data gathered through questionnaire that in most of the classrooms teachers were not observed applying at least the most common active learning instructional strategies.

For the proper implementation of active learning, it is evident that teachers have to get appropriate training on how to implement instructional methodologies in general and active learning in particular.

Accordingly, teachers were asked to indicate the extent of their adequacy of qualification (skill) to implement active learning. According to the data, even though the majority of the teachers were equipped academically, 77% of them indicated that their qualification (skill) was below average for employing active learning. Further analysis of the data revealed that the mean score for the extent of adequacy of qualification (skill) of teachers was low to implement active learning.

Teachers were also asked to indicate the reasons for the poor qualification (skills) of teachers to implement active learning and hence the majority of the teachers indicated, lack of adequate on the job training as the major reason. In relation to this finding, Squazzin and Graan (1998) argued that, teachers should get continuous trainings in their respective areas of study. In other words, they strictly underlined that over dependency on initial pre-service training of teachers doesn't guarantee effective teaching. Therefore, teachers should get continuous training so as to update their knowledge and skill through workshops and seminars

In addition, lack of adequate pre-service training, lack of frequent participation in workshops and seminars and lack of inter-staff supervision by the school principals and department heads were also mentioned as reasons for the poor qualification of teachers to implement active learning.

In general, the data revealed that the majority of the teachers were equipped academically, but not effectively utilizing the active learning instructional strategies, and also were not equipped enough with the necessary skill and knowledge to implement active learning. This implies that the majority of the teachers were not ready to implement active learning. In relation to this finding Lockhead (1991) has stated that, the academic and professional training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students. Effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills.

4.3.2. CONDUCIVENESS OF THE SCHOOL ENVIRONMENT TO IMPLEMENT ACTIVE LEARNING

Under this section the major findings in the conduciveness of the major school facilities (classroom, library, laboratory and pedagogical centers) are presented.

The condition of the classroom is one of the important non-human factor, which facilitate or hinder the instructional program in general and the implementation of active learning in particular. Mutassa and Wills (1995) for instance explained that the condition of the classrooms should be conducive for the teacher and the students so as to implement active learning. But some of the classrooms might not be conducive to implement active involvement of the learner. For instance, role-play or group experimentation necessitates a large amount of space. This is to mean that the condition of the classroom (amount of space, arrangement of chairs and tables etc) could dictate the teacher to use or not to use active learning instructional strategies.

In connection with this the findings of the study demonstrated that "Traditional arrangement of furniture's (chairs, tables etc)" as another reason for the poor classroom condition that affects the proper implementation of active learning.

The other reasons indicated by teachers were unavailability of supportive materials (charts, diagrams etc) in the classrooms and unattractiveness of the classrooms.

The above result of the study seems to comply with the explanation of Squazzin and Graan (1998). That is, the traditional arrangement of furniture and its layout play a crucial impact in the implementation of active learning. The fact that learners are doing learning also means that it is necessary for them to move around the classroom, read the walls or even go outside to part of an activity.

The current Education and Training Policy of Ethiopia gives emphasis to science subjects as a key base or factor to alleviate step by step the problems persisting in the country. The Ethiopian School standard (MOE, 1988) also demands the availability of equipped laboratories in the primary (Grade 1-8) schools in order to enable them function in a right way. Teaching the integrated science in grades 5 and 6 as well as teaching the linear science subjects physics, biology and chemistry in grades 7 and 8 requires lessons to be supported by experiments for application purpose of contents.

In this regard, teachers were asked to evaluate the extent of the conduciveness of their laboratory to support lessons by experiment. Thus, according to the finding of this study, most of the laboratories as 95.2% of the teachers reported were not conducive to support lessons by experiment.

The teachers were asked to indicate the major reasons for the observed status of the laboratory. Accordingly, the majority of the teachers (86.7%) indicated "lack of adequate laboratory materials (chemicals, equipment, laboratory manuals etc)" as the major reason. In addition, absence of relevant services (water, electricity etc), and unavailability of laboratory assistants were the additional reasons given by teachers. On the other hand, few teachers reported that they did not have laboratory in the school at all.

Libraries are resource centers for getting better and new knowledge, experience of other people of the past and current practices. This will be possible if and only if the libraries are conducive and equipped well. In this regard, teachers were asked to evaluate the extent of the conduciveness of the school library for the contribution of the teaching learning process in general and active learning in particular. Thus, the findings of the study showed that most of the libraries were not conducive to give support for the teaching learning process. The teachers were asked to indicate the major reasons for the observed status of library services. Accordingly 82% of the teachers indicated "Lack of adequate (enough) reference materials in the library" as the major reason. In addition, low capacity to accommodate as many students as possible, lack of appropriate and up-to-date references in the library were the additional reasons given by the teachers.

Concerning pedagogical centers, the study revealed that in most of the schools the pedagogical centers were not equipped and not organized well. "Lack of relevant teaching aids in the school pedagogical center" was indicated by the majority of the teachers as a major reason. In addition, low efforts by the school teachers and administrators to organize the center, absence of trained pedagogical center professionals were the additional reasons for the school pedagogical center not to be conducive to support the teaching-learning process. On the other hand, few teachers reported that there was no pedagogical center in their school at all.

Students were also asked to give reasons about the problems around the school facilities that affect the instructional process to implement active learning. Accordingly, lack of adequate laboratory materials, lack of reference books in the library and low teachers' effort in using teaching aids for supporting lessons were indicated by the majority of the students for the respective major perceived problems in the laboratory, library and pedagogical center.

Additional information obtained from the school principals revealed that in most schools teachers were not employing the active learning instructional strategies due to the poor school facilities.

In general, the findings of this study have shown that, the school environments in the majority of the schools were found to be not conducive to implement active learning strategy.

4.3.3. SUITABILITY OF THE ORGANIZATION OF CURRICULAR MATERIALS (TEXT BOOKS AND TEACHERS' GUIDE) TO IMPLEMENT ACTIVE LEARNING

The curricular materials (teachers' guide and students' textbooks) need to be designed for use in the context of a class organized along active learning lines. They should consist of carefully sequenced sets of guiding activities designed for the learners and should be intended to be used actively by students.

However, as replied by the majority of teachers (95.2 %), students (85%) and also observed from the textbooks, the extent of the organizations of the students' textbooks to carryout active learning was low.

Thus, questions were raised to teachers and students in order to indicate the main reasons that are accountable for the poor organization of the text books to implement active learning. Accordingly, the majority of the teachers (85%) and students (97.2%) respectively replied that "the textbooks are full of information that do not lead to application" and "the activities of the textbooks do not encourage independent active learning" as major reasons. In addition, text books lack due consideration to students' interest, do not provide opportunity for discussion and collaborative workings and lack different methods of presentation were the other limitation indicated by the teachers' and students'.

Concerning teachers' guide, the majority of the teachers (93.7%) indicated that it was not prepared in a way to carryout active learning. In line with this, most of the teachers (69.5%) indicated that "the teachers' guide lack appropriate methods of teaching" as the major reason for its poor organization to carryout active learning. In addition, the teachers' guide "lack appropriate examples of teaching and information on what to teach" were the other limitations indicated by the teachers. Surprisingly, the vast majority of the teachers (84.8%) indicated that they did not have the teachers' guide at all in their school.

Generally, the curricular materials (teachers' guide and students' textbooks) were not designed in a way to use in the context of a class organized along active learning lines. Moreover, in most of the schools teachers were not in a position to use the teachers guide for preparing themselves due to the complete absence of teachers' guide. The result of this study seems to be consistent with that of Derebssa (2006) survey study in selected primary schools of Ethiopia, according to his finding, the curricular materials were not written to be used in actual learning class rooms.

4.3.4. TEACHERS' AND STUDENTS' OPINIONS TOWARDS ACTIVE LEARNING

Various research findings confirmed that there is a strong tie between teachers' attitude towards active learning and their effort in implementing it. For instance, a survey study conducted in Namibia in 1998 proved that teachers who had positive attitude towards active learning show a better effort in implementing and using it and vice-versa (GDE, 1999). Similarly, Squazzin and Graan (1998) showed that teachers' attitude have a great influence in the effective implementation of learner-centered instructional strategies.

The attitude survey conducted in this study has indicated teachers' agreement about the superiority of the facilitating model (active learning) over the transmission model (lecture) of teaching. They unanimously confirmed the importance of active learning and the need for applying it in their classrooms. On the other hand, these teachers have demonstrated negative attitude (on one of the items) towards one of the fundamental assumption of active learning. For example, though active learning pedagogy is best implemented in a climate where students take initiative and responsibility of their own learning (Derebssa, 2006) respondent teachers have rejected the idea that students can take initiative and responsibility for their own learning.

It is not only teachers' attitude that affects the effective implementation of active learning approach but also the attitudes and expectation of students affect how active learning is viewed and how teaching is organized (Derbessa 2006). Learning is student-centered in the sense that students take initiative and responsibility for their own learning. This is not the case in the observed schools where students disagree that, students can maintain their attention and devotion without the teachers' strict control over their learning. And, these students agree that students' access to teachers' expertise may be decreased if active learning approach is used, which is not supported by the active learning approach. On the other hand these teachers and students had positive attitude towards the remaining (most of) assumption of active learning approach.

The data obtained from different sources were analyzed quantitatively (using percentage, frequency and mean) and qualitatively. And, the result of the analysis of the data revealed the following major findings of the study.

1. The quantitative analysis on the performance of teachers in utilizing active learning instructional strategies has shown that their performance was low. Moreover, the classroom observation event shows that the majority of the teachers were not applying active learning instructional strategies.

2. Even though the majority of the teachers have diploma and above diploma (academically qualified), the results suggest that teachers lack knowledge of the theoretical framework as well as the practical skills necessary for clear understanding and proper application of active learning pedagogy. By supporting the above reality, 77% of the teachers indicated that the required skills of teachers to implement active learning were poor.

3. As to the major reasons which are accountable for the poor qualifications (skill) of teachers to implement active learning, a vast majority of the teachers indicated that "lack of adequate on the job and pre-service training" and "lack of frequent participation in workshops and seminars" as the top three major reasons.

4. Many educators suggest that the condition of the school environment is one of the crucial factors that facilitate or hinder the implementation of instructional program in general and the implementation of active learning in particular. In this regard, the majority of the teachers and school principals reported that the classrooms, the laboratory, the library and the pedagogical centers were not conducive to implement active learning.

5. As to the major reasons which are accountable for poor (not conducive) school environment in the implementation of active learning, a vast majority of the teachers, school principals and students reported that "large number of students in a classroom", "lack of adequate laboratory materials (chemicals, equipments, laboratory manuals etc)", "lack of adequate (enough) reference books in the library" and "lack of relevant teaching aids in the school pedagogical centers" as the major reasons.

6. The quantitative analysis of the extent of the conduciveness of the organization of the textbooks and the teachers' guides has shown a very low result for implementing active learning. Further qualitative analysis from the review of curricular materials indicated that the textbooks and the teachers' guides were not designed for use in the context of a class organized along active learning lines.

7. With regard to the major perceived problems in the organization (preparation) of the curricular materials (textbooks and teachers' guides) that affect the implementation of active learning, the majority of the teachers and students indicated that , "the textbooks are full of informations that do not lead to application", "the activities of the textbooks do not encourage independent active learning" and "the teachers guides lack appropriate methods and examples of teaching" as the major problems. On the other hand, it was noticed that the majority of the teachers teaching science subjects complained that there was no teachers' guide in their school.

8. Whereas, the quantitative analysis revealed that the majority of the teachers and students had positive attitude towards active learning, negative cases were also witnessed. Teachers and students seem to disclose negative opinion on a specific item, they disagree that, "students can maintain their attention and devotion even without the teachers' strict control over their learning". Moreover, students show negative attitude to the item, "students access to teachers' expertise may be decreased if active learning approach is used" by showing their agreement to the item. It seems that both teachers' and students' feel that students are not able to take initiative and responsibility of their own learning, which is not the assumption of active learning.

5.2 CONCLUSIONS

Based on the findings and discussions made so far, the following conclusions have been drawn.

1. The result of the study confirmed that the frequency (level) of utilization of active learning instructional strategies by teachers was low. This implies that teachers were not applying the active learning instructional strategies in their classroom. The results suggest that teachers lack knowledge of the theoretical framework as well as the practical skills necessary for clear understanding and proper application of active learning approach.

   Supporting the above reality most teachers indicated that "lack of adequate on the job training", "lack of adequate pre-service training" and "lack of frequent participation in workshops and seminars" concerning active learning as the reasons which are accountable for the poor qualification (skill) of teachers and as a result for the poor performance of teachers in utilizing the active learning instructional strategies. Hence, it can be concluded that the readiness of teachers to implement active learning instructional strategies was very low.

2. As can be seen from review of related literature, scholars stressed that the condition of the school environment should be as conducive as possible so as to achieve the real and practical implementation of active learning. Nevertheless, the result of this study depicted that the majority of the teachers, students and school principals reported that the conduciveness of the school environment to implement active learning was found to be poor. The teachers and students indicated that "large number of students in a classroom", "lack of adequate laboratory materials (chemicals equipments, laboratory manuals etc)", lack of adequate (enough) reference books in the library" and "lack of relevant teaching aids in the school pedagogical centers" as the major reasons accountable for the poor conduciveness of the school environment.

   Thus, it can be concluded that less effort was made by the concerned bodies to make the school environment as conducive as possible to implement active learning.

3. Educators, based on their research findings, have noted that the organization of the curricular materials could dictate the teacher to either implement or not to implement active learning instructional strategies. Thus, they advice curriculum developers to organize and develop their curricular materials in such a way that the learner can actively engage in each and every lesson. Nevertheless, the majority of teachers and students as well as the observation of curricular materials indicated that the curricular materials (teachers' guides and students' textbooks) were not designed for use in the context of a class organized along active learning lines.

These respondents further indicated that the text books are full of informations that do not lead to application, the activities of the textbooks do not encourage independent active learning, and the teachers' guides lack appropriate methods and examples of teaching as the major reasons accountable for the poor organization of the textbooks and the teachers guide. It may therefore, be deduced that the organization of curricular materials (textbooks and teachers' guides) was one of the major barrier in implementing the active learning instructional strategies in the surveyed schools.

4. Several research findings showed that teachers' and students' attitudes towards active learning could affect the implementation of active learning either negatively or positively. The result of this research undertaking revealed that the majority of the teachers and students had positive attitude towards most of the assumptions of active learning approaches presented on the items except on "students can maintain their attention and devotion even without the teachers' strict control over their learning" and "students access to teachers' expertise may be decreased if active learning approach is used". Thus, it may be concluded that both teachers' and students' attitudes towards active learning were not the major barrier in implementing active learning.

5.3 RECOMMENDATIONS

On the bases of the major findings of the study and the conclusions made so far, the following have been recommended.

1. In order to increase the performance of teachers in utilizing active learning instructional strategies, the concerned bodies: The Ministry of Education in general and educational training institutions in particular should empower teachers with the necessary skills that are required for the proper implementation of active learning approach.

2. It have been found out that there are problems observed in meeting the minimum standards of physical infrastructures and other resources in the schools for implementing active learning. In order to alleviate those problems, the concerned bodies: The Ministry of Education in general and the schools, the community and non-governmental organizations in particular should provide the necessary solutions for the observed problems of school facilities. For instance, adequate classrooms should be built, laboratories, libraries and pedagogical centers should be equipped with the necessary materials through joint effort of the government, NGO's and the community.

3. The evidences from this study indicated that the curricular materials were not appropriate to implement active learning. Therefore, concerned bodies: The Ministry of Education in general and General Education Curriculum Framework Development Department in particular should put their efforts in order to re-write the curricular materials(text books and teachers' guides of science and English subjects in the upper primary schools in general and grade eight and six in particular) in a way to be used in the context of a class organized along active learning lines. For instance, the textbooks should contain activities that encourage independent active learning, tasks that provide opportunity for discussion and collaborative workings and informations that leads to application. And, the teachers' guide should contain appropriate methods and examples of teaching.

4. Even though, the majority of the teachers and students have had positive attitude towards most of the assumptions of active learning approach, the study indicated that there are unfavorable attitudes towards the assumptions of the approach by some of the teachers and students. Therefore, concerned bodies: Higher Educational training Institutions and Schools should offer continuous and extensive orientations for teachers and students to create awareness on the approach for an effective implementation of active learning.

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APPENDIX A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT

TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on the major factors affecting the implementation of active learning approach and the status (extent) of its implementation in some selected upper primary schools of Addis Ababa. Thus, your frank and sincere response to the items in the questionnaire helps to meet the objectives of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

You are not expected to write your name on the questionnaire.

Thank you very much in advance!

INSTRUCTION - Please take a few minutes to answer all questions. Please use a pen to write (mark) your answer.

I. GENERAL INFORMATIONS

1. Sex _____
2. Age _____
3. The subject you teach _____
4. Grade level(s) you teach _____
5. Teaching load per week _____
6. Average number of students in one of your class_____
7. Qualification (Diploma, Degree, others (specify))
8. Years of Service (experience in your current job) _____

DIRECTION 1- For each of the following questions, please choose the responses below that best indicates your opinion by using tick (✓) mark in the box.

II. SCHOOL FACILITIES AND INSTRUCTIONAL ACTIVITIES

1. To what extent do you think the classroom conditions are suitable for carrying out active learning?
   a) To a very great extent ☐
   b) To a great extent ☐
   c) To a limited extent ☐
   d) To a very limited extent ☐
   e) Not Suitable ☐

   1.1. If your answer for the above question is "to a limited extent", "to a very limited extent" or "not suitable", what do you think is the reason? (you can give more than one answer)
   a) Large number of students in a class ☐
   b) Traditional arrangement of furniture's (chairs and tables etc) ☐
   c) Un-availability of supportive materials in the classroom (charts, diagrams etc) ☐
   d) The classrooms are not attractive ☐
   Others (please specify)_____
   _____

2. To what extent is the school library equipped for supporting the teaching learning process?
   a) To a very great extent ☐
   b) To a great extent ☐
   c) To a limited extent ☐
   d) To a very limited extent ☐
   e) Not equipped ☐

2.1. If your answer for the above question is "To a limited extent", "To a very limited extent" or "Not equipped" what do you think is the reason? (you can give more than one answer)

a) Lack adequate(enough) reference materials in the library ☐
b) Lack of appropriate and up-to-date references in the library ☐
c) Low capacity to accommodate as many students as possible ☐
d) There is no library assistant ☐
e) The question is not relevant because there is no library in the school ☐
Others (please specify) _____
_____

3. To what extent is the school laboratory is equipped for carrying out experiments?
a) To a very great extent ☐
b) To a great extent ☐
c) To a limited extent ☐
d) To a very limited extent ☐
e) Not equipped ☐

3.1. If your answer for the above question is "To a limited extent", "To a very limited extent" or "Not equipped", what do you think is the reason? (you can give more than one answer)

a) Lack of adequate laboratory materials (chemicals, equipments,laboratory manual etc) ☐
b) Absence of relevant services (water, electricity etc) ☐
c) There is no laboratory technician ☐
d) The question is not relevant because there is no laboratory in the school ☐
Others (please specify) _____
_____

4. To what extent the pedagogical center is equipped with various teaching aids?
a) To a very great extent ☐
b) To a great extent ☐
c) To a limited extent ☐
d) To a very limited extent ☐
e) Not equipped ☐

4.1. If your answer for the above question is "To a limited extent", "To a very limited extent" or "Not equipped", what do you think is the reason? (you can give more than one answer)

a) Lack of relevant teaching aids in the school pedagogical center. ☐
b) Absence of trained pedagogical center professional ☐
c) Low effort by the school teachers and administrators to organize the center ☐
d) No budget for equipping the pedagogical center. ☐
e) The question is not relevant because there is no pedagogical center in the school. ☐
Others (please specify) _____
_____

III. CURRICULAR MATERIALS (TEXTBOOKS & TEACHERS' GUIDES)

5. To what extent do you think the organization of students' textbooks permit for carrying out active learning?

a) To a very great extent ☐
b) To a great extent ☐
c) To a limited extent ☐
d) To a very limited extent ☐
e) Does not permit ☐

5.1. If your answer for the above question is "to a limited extent", "to a very limited extent" or "does not permit", what do you think the limitations of the textbooks are? (you can give more than one answer)

a) The activities of the textbooks does not encourage independent active learning ☐
b) Textbooks are full of informations that does not lead to application ☐
c) Textbooks lack different methods of presentation ☐
d) Textbooks lack of due consideration to students interest ☐
e) Textbooks does not provide the opportunity for discussion & collaborative working ☐
f) The presence of too much contents in the textbooks ☐
Others (please specify) _____
_____

6. To what extent do you think the organization of teachers' guide is suitable for employing active learning?

a) To a very great extent ☐
b) To a great extent ☐
c) To a limited extent ☐
d) To a very limited extent ☐
e) Not suitable ☐

6.1. If your answer for the above question is "to a limited extent", "to a very limited extent" or "not suitable", what do you think the limitations are? (you can give more than one answer)

a) Lack of appropriate methods ☐
b) Lack of appropriate examples of teaching ☐
c) Lack of appropriate mechanism of teaching ☐
d) Lack of information on what to teach ☐
e) Lack of information on how to prepare the daily lesson plans ☐
Others (please specify) _____
_____

IV. QUALIFICATION (SKILL)

7. To what extent do you think teacher's qualification (skill) is adequate for employing active learning in your school?

a) To a very great extent ☐
b) To a great extent ☐
c) To a limited extent ☐
d) To a very limited extent ☐
e) Not adequate ☐

7.1. If your answer for the above question is "to a limited extent", "to a very limited extent" or "not adequate", what do you think is the reason? (you can give more than one answer)

a) Lack of adequate pre-service training ☐
b) Lack of adequate on job training ☐
c) Lack of frequent inter-staff supervision by school principals or department heads. ☐
d) Lack of frequent supervision by sub-city expertise. ☐
e) Lack of frequent participation in workshops & seminars on active learning approach. ☐
Others (please specify) _____
_____

APPENDIX A

DIRECTION 2. Please indicate how often you apply the following strategies in the teaching learning process by using tick (✓) mark

V. INSTRUCTIONAL STRATEGIES

	ITEM	Very Often	Often	Sometimes	Rarely	Never
1.	Providing for students autonomy or independence in the learning process.					
2.	Design tasks that actively engage students in varied learning activities.					
3.	Group students in class room to elicit a cooperative and competitive learning climate.					
4.	Arrange classroom seats to suit participatory (interactive) learning.					
5.	Support lessons by teaching aids.					
6.	Provide time and opportunity for students to learn through reflective thinking.					
7.	Frame the instructional activities according to the actual context of students' life.					
8.	Design lessons in a way that require students to learn through deep learning approach like reasoning, experimentation, debating etc.					
9.	Provide tasks that make students use the school library.					
10.	Support lessons by experiment in the school laboratory.					
11.	Provide detailed and prompt feedback on time to students' activities.					

DIRECTION 3 - For each of the following statements please indicate to what extent do you agree or disagree regarding active learning in general by using tick (✓) mark

VI. ATTITUDE FOR ACTIVE LEARNING

	ITEM	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The quality of education can be improved if teachers shift their instructional approach from the transmission (lecture) method to active learning approach.					
2.	If properly guided, most upper primary school students can learn and understand even complex subject matters by themselves.					
3.	Active learning instructional strategy creates a heavy load on the part of teachers, thus, it is difficult to implement.					
4.	Most teachers use lecture method of teaching because it is the method they know well.					
5.	Students' role is listening to lecture, note taking and responding to questions up on request.					
6.	Students' can maintain their attention and devotion even without the teacher's strict control over their learning.					
7.	Students have adequate prior experience and understanding of active learning.					
8.	Teaching is the sole responsibility of teachers.					
9.	Student's access to teacher's expertise may be decreased if active learning approach is used.					
10.	Active learning approach enables students to understand subject matter easily.					

Thank you very much for answering this **questionnaire**. I greatly appreciate your help.

APPENDIX B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT

STUDENTS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on the major factors affecting the implementation of active learning approach and the status (extent) of its implementation in some selected upper primary schools of Addis Ababa. Thus, your frank and sincere response to the items in the questionnaire helps to meet the objectives of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

You are not expected to write your name on the questionnaire.

Thank you very much in advance!

INSTRUCTION

Please take a few minutes to answer the following questionnaire. Please answer all the questions. Please use a pen to write (mark) your answer.

I. GENERAL INFORMATIONS

1. Sex _____
2. Age _____
3. Grade _____
4. Section _____
5. Name of School _____, Sub-city _____

DIRECTION 1- For each of the following questions, please choose the responses below that best indicates your opinion by using tick (✓) mark in the box.

I. SCHOOL FACILITY AND INSTRUCTIONAL ACTIVITIES

1. How often lessons are supported by experiments in the school laboratory?
   a. Very Often☐ b: Often☐ c. Sometimes☐ d. Rarely☐ e. Never☐

   1.1. If your answer for the above question is "sometimes", "rarely" or "never", what do you think is the reason? (you can give more than one answer)
   a. Lack of adequate laboratory equipments ☐
   b. Absence of relevant services (water, electricity etc)☐
   c. Absence of laboratory technicians☐
   d. Low teachers effort☐
   e. Unavailability of laboratory ☐
   f. I don't know ☐
   Others (please specify) _____
   _____

2. How often do you use the school library?

a. Very Often☐ b. Often☐ c. Sometimes☐ d. Rarely ☐ e. Never☐

2.1. If your answer for the above question is "sometimes", "rarely" or "never", what do you think is the reason? (you can give more than one answer)

a. Teachers are not giving assignments which make students to make use of the library ☐
b. Lack of up-to-date references in the library ☐
c. Lack of interest ☐
d. Unavailability of library in the school ☐
e. Absence of adequate reference materials in the library ☐
f. I don't know ☐
Others (please specify) _____
_____

3. How often do teacher's present lessons supported by additional instructional Medias (teaching aids).

a. Very Often☐ b. Often☐ c. Sometimes☐ d. Rarely☐ e. Never ☐

3.1. If your answer for the above question is "sometimes", "rarely" or "never", what do you think is the reason? (you can give more than one answer)

a. Scarcity of instructional materials (aids)☐
b. Unavailabity of pedagogical centres☐
c. Low teachers effort ☐
d. Poor classroom condition☐
e. I don't know ☐
Others (please specify) _____
_____

4. To what extent do you think the organization of students' textbooks permit an effective implementation of active learning pedagogy?
a) To a very great extent☐
b) To a great extent ☐
c) To a limited extent ☐
d) To a very limited extent ☐
e) Does not permit ☐

4.1. If your answer for the above question is "to a limited extent", "to a very limited extent" or "does not permit", what do you think the limitations of the textbooks are? (you can give more than one answer)

a) The activities of the textbooks does not encourage independent active learning ☐
b) Textbooks are full of informations that does not lead to application ☐
c) Textbooks lack of due consideration to students interest ☐
d) Textbooks does not provide the opportunity for discussion & collaborative working ☐
e) The presence of too much contents in the textbooks ☐
f) I don't know
Others (please specify) _____
_____

DIRECTION 2 – For the following strategies in the teaching learning process, please indicate the frequency of utilization by your teachers by using tick (✓) mark

II. INSTRUCTIONAL STRATEGIES

	To what extent teachers' utilize the following?	Very Often	Often	Sometimes	Rarely	Never
1.	Providing for students autonomy or independence in the learning process.					
2.	Design tasks that actively engage students in varied learning activities.					
3.	Group students in class room to elicit a cooperative and competitive learning climate.					
4.	Arrange classroom seats to suit participatory (interactive) learning.					
5.	Utilize materials and resources for practical activities.					
6.	Provide time and opportunity for students to learn through reflective thinking.					
7.	Frame the instructional activities according to the actual context of students' life.					
8.	Design lessons in a way that require students to learn through deep learning approach like reasoning, experimentation, debating etc.					

DIRECTION 3 - For each of the following statements please indicate to what extent do you agree or disagree regarding active learning in general by using tick (✓) mark

III. ATTITUDE FOR ACTIVE LEARNING

	To what extent do you agree?	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The quality of education can be improved if teachers shift their instructional approach from the transmission (lecture) method to active learning approach.					
2.	If properly guided, most upper primary school students can learn and understand even complex subject matters by themselves.					
3.	An active learning instructional strategies creates a heavy load on the part of teachers, thus, it is difficult to implement.					
4.	Most teachers use lecture method of teaching because it is the method they know well.					
5.	Students' role is listening to lecture, note taking and responding to questions up on request.					
6.	Students' can maintain their attention and devotion even without the teacher's strict control over their learning.					
7.	Students have adequate prior experience and understanding of active learning.					
8.	Teaching is the sole responsibility of teachers.					
9.	Student's access to teacher's expertise may be decreased if active learning approach is used.					
10.	Active learning approach enables students to understand subject matter easily.					

Thank you very much for answering this questionnaire. I greatly appreciate your help.

APPENDIX C

በአዲስ አበባ ዩንቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የትምህርት ጥናትና ምርምር ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ በሚገኙ በአንዳንድ በተመረጡ የአንደኛና መለስተኛ ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በተማሪ ተኮር የመማር ማስተማር ስልት አተገባበር ላይ እየገጠሙ ያሉትን መሠረታዊ ችግሮች ለመለየትና ስልቱ በምን ዓይነት ሁኔታ ላይ እንደሚገኝ ለማወቅ የሚያስችሉ መረጃዎችን ለማሠባሰብ ነው። በመሆኑም ለጥናቱ ዓላማ መሳካት የምትሰጠው/ጪው መረጃ ከፍተኛ አስተዋጽኦ እንደሚያደርግ በመገንዘብ ሀቀኛ መረጃ በመስጠት የበኩልህን/ሽን አስተዋጽኦ ታበረክት/ቺ ዘንድ እጠይቃለሁ። ለመጠይቁ የምትሰጠው/ጪው መረጃ በምንም መልኩ ለሌላ ወገን እንደማይደርስና ለጥናቱ ዓላማ ብቻ እንደሚውል ከወዲሁ እያረጋገጥኩ ለሚደረግልኝ ቀና ትብብር ከወዲሁ አመሠግናለሁ።

መጠይቁ ላይ ስም መፃፍ አያስፈልግም።

ተማሪ ተኮር የመማር ማስተማር ስልት ማለት የተማሪዎች ለሚማሩት ትምህርት ጠለቅ ያለ ግንዛቤ እንዲኖራቸው እድል የሚያመቻች ብሎም መምህሩን ለተማሪዎቻቸው እውቀትን ማስተላለፍ ብቻ ሳይሆን ተማሪዎች በራሳቸው እውቀትን እንዲያመነጩና ችግሮቻቸውን እንዲፈቱ የሚያመቻቸበት የማስተማር ስልት ነው።

I. **አጠቃላይ መረጃ**

1. ፃታ _____
2. እድሜ
3. ክፍል _____

መመሪያ 1: *ከዚህ በታች ለቀረቡት ጥያቄዎች ትክክለኛ ነው በምትለው መልስ ትይዩ የትክክል ምልክት (✓) አስቀምጥ።*

II. **የመማር ማስተማር ዘዴዎች አተገባበርና የትምህርት መርጃዎችን በተመለከተ**

1. ትምህርቶች በምን ያህል የጊዜ ልዩነት በቤተ ሙከራ ውስጥ በተግባር በታገዘ እንቅስቃሴ ይደገፋሉ?

ሀ.በጣም አዘውትረው☐ ለ. አዘውትረው ☐ሐ.አንዳንዴ☐መ.አልፎ አልፎ ☐ ሠ. በጭራሽ አይደገፉም ☐

APPENDIX C

1.1. ከላይ ስቀረበው ጥያቄ ምላሽህ/ሽ አንዳንዴ፣በጣም አልፎ አልፎ ወይም በጭራሽ አይደገፉም ከሆነ ምክንያቱ ምን ይመስልሃል/ሻል? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የቤተሙከራ ቁሳቁሶች እጥረት ☐
ለ. የቤተሙከራ እንቅስቃሴ መርጃ ነገሮች አለመኖር (ውሃ፣ መብራት ወዘተ) ☐
ሐ. የቤተሙከራ ረዳት ባለሙያ አለመኖር ☐
መ. የመምህራን ጥረት ማነስ ☐
ሠ. የቤተሙከራ አለመኖር ☐
ረ. አላውቀውም ☐
ሌላ ምክንያት ካለ ዘርዝር/ሪ

_____

2. ዋቤተ መፀሃፍትን አገልግሎት በምን ያህል የጊዜ ልዩን ትጠቀማለህ/ሚያለሽ?

ሀ.በጣም አዘውትሪ☐ ለ. አዘውትሪ☐ ሐ. አንዳንዴ☐ መ. አልፎ አልፎ☐ ሠ. በጭራሽ አልጠቀምም ☐

2.1.ከላይ ስቀረበው ጥያቄ ምላሽህ/ሽ አንዳንዴ፣በጣም አልፎ አልፎ ወይም በጭራሽ አልጠቀምም ከሆነ ምክንያቱ ምን ይመስልሃል? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. መምህራን ቤተ መፀሃፍትን ተጠቅመን የምንመልሳቸው የቤት ስራዎችን ስለማይሰጡን ☐
ለ. በቤተ መፀሃፍቱ ውስጥ ወቅታዊ የሆኑ መረጃዎችን የያዙ የማጣቀሻ መጽሀፍት አለመኖር ☐
ሐ. ፍላጐት ስለሌለኝ ☐
መ. የቤተ መጽሃፍት አለመኖር ☐
ሠ. አላውቀውም ☐
ሌላ ምክንያት ካለ ዘርዝር/ሪ _____

_____

3. መምህራን በምን ያህል የጊዜ ልዩነት ትምህርቶችን በሠርጃ መሳሪያዎች በተደገፈ ሁኔታ ያቀርባሉ?

ሀ.በጣም አዘውትረው☐ ለ. አዘውትረው☐ ሐ.አንዳንዴ☐ መአልፎ አልፎ ☐ ሠ. በጭራሽ አይጠቀሙም ☐

3.1. ከላይ ስቀረበው ጥያቄ ምላሽህ/ሽ አንዳንዴ፣በጣም አልፎ አልፎ ወይም በጭራሽ አይጠቀሙም ከሆነ ምክንያቱ ምን ይመስልሃል/ሻል? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. የመርጃ መሳሪያዎች እጥረት ☐
ለ. የመርጃ መሳሪያዎች ማስቀመጫና ማዘጋጃ ክፍሎች አለመኖር ☐
ሐ. የመማሪያ ክፍሎች ሁኔታ አመቺ አለመሆኖር ☐
መ. የመምህራን ጥረት ማነስ ☐
ሠ. አላውቀውም ☐
ሌላ ምክንያት ካለ ዘርዝር/ሪ _____

_____

4. የመማሪያ መጽሃፍቶቹ አዘገጃጀት በምን ያህል መጠን የተማሪ ተኮርን የመማር ማስተማር ስልት እንዲከናወን ይረዳል?

ሀ.በጣም በከፍተኛ መጠን☐ ለ. በከፍተኛ መጠን☐ ሐ. በውስኑ☐ መ.በጣም በውስኑ☐
ሠ.በፍፁም አያበረታቱም ☐

APPENDIX C

4.1. ከላይ ስቀረበው ጥያቄ ምላሽህ/ሽ በውስኑ፣ በጣም በውስኑ ወይም በፍፁም አያበረታቱም ከሆነ ምክንያቱ ምን ይመስልሃል/ሻል? (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. በመማሪያ መፀሐፍቶች ላይ የተካተቱት መልመጃዎች ተማሪዎች በራሳቸው መንገድ እውቀትን እንዲቀስሙ ስለማይጋብዙ ☐
ለ. የመማሪያ መፀሐፍቶቹ ተግባራዊ ሁኔታን ስማከናወን የሚያግዙ ሳይሆኑ በመረጃዎች ብቻ የተሞሉ መሆናቸው ☐
ሐ. የመማሪያ መፀሐፍቶች ተማሪዎች እርስ በእርስ እንዲረዳዱና እንዲወያዩ ሆነው ስለመቅረባቸው ☐
መ. የመማሪያ መፀሐፍቶቹ የተማሪዎችን ተጨባጭ ሁኔታ ያገናዘቡ ስለመሆናቸው ☐
ሠ. ስላውቀውም ☐
ሌላ ምክንያት ካለ ዘርዝር/ሪ _____

_____

መመሪያ 2፤ *ከዚህ በታች በቀረቡት የመማር ማስተማር ስልቶች ዙሪያ መምህራኖችህ/ሽ በምን ያህል ደረጃ እየተገበሩት እንደሆነ ስለተያየትህን/ሽን የትክክል ምልክት (✓) በማስቀመጥ ስሳይ/ዪ::*

III. የመማር ማስተማር ስልቶች

	መምህራኖች በምን ያህል መጠን የሚከተሉትን ይተገብራሉ?	በጣም አዘውትረው	አዘውትረው	አንዳንዴ	አልፎ አልፎ	በጭራሽ
1.	መምህራን ተማሪዎች ስለተማሪዎች ላይ ብቻ ሳይወሰኑ በራሳቸው መንገድ ዕውቀትን እንዲገበዩ መንገድን ያመቻቻሉ::					
2.	መምህራን የተለያዩ የማስተማር ስልቶችን በመንደፍ ተማሪዎች የነቃ ተሳትፎ እንዲያደርጉ ሁኔታዎችን ያመቻቻሉ::					
3.	መምህራን የተማሪዎችን እርስ በእርስ የመረዳዳትና የመወዳደር መንፈስ ስማዳበር ተማሪዎችን በቡድን ያዋቅራሉ::					
4.	መምህራን የመማሪያ ክፍሎችን አቀማመጥ ተማሪዎችን እርስ በእርስ በሚያረዳዳና በሚያሳትፍ መልኩ ያዘጋጃሉ::					
5.	መምህራን ስተግባራዊ መማር ማስተማር የሚረዱ ቁሳቁሶችን ይጠቀማሉ::					
6.	መምህራን ተማሪዎች የግል አስተሳሰባቸውንና አስተያየቶቻቸውን እንዲገልፁ በቂ የሆነ ጊዜና እድል ይሠጣሉ::					
7.	መምህራን የማስተማር ዘዴዎቻቸውን ከተማሪው ነባራዊ ሁኔታ ጋር በተዛመደ መልኩ ያዘጋጃሉ::					
8.	መምህራን ተማሪዎች ምክንያታዊ የሆነ መረጃ እንዲሰጡበት ጥልቅና የሚያመራምሩ መልመጃዎችን ይሠጣሉ::					
9.	መምህራን ስመልመጃዎችና ፈተናዎች ፈጣንና የተብራራ ምላሽ ይሠጣሉ::					

APPENDIX C

መመሪያ 3፡ ከዚህ በታች ስተመለከቱት የተማሪ ተኮር የመማር ማስተማር ጠቅላላ አመለካከቶች በምን ያህል መጠን እንደምትስማማ/ሚ የትክክል ምልክት (✓) በማስቀመጥ አሳይ/ዪ።

IV. ስለ ተማሪ ተኮር የመማር ማስተማር ስልት አስተያየት/አመለካከት

	በምን ያህል መጠን ትስማማለህ/ሚያስሽ?	በጣም አልስማማሁ	አልስማማሁ	መወሰን አችገራሁ	አልስማማም	በጣም
1.	መምህራን የመማር ማስተማር ስልታቸውን በገለፃ ላይ ብቻ ካተኮረ ዘዴ ወደ ተማሪ ተኮር ስልት ከቀየሩ የትምህርት ጥራት ሊሻሻል ይችላል።					
2.	በአግባቡ እንዲመሩ ከተደረገ በአብዛኛው የመለስተኛ አንደኛ ደረጃ ተማሪዎች /5ኛ-8ኛ ክፍል ያሉ ተማሪዎች/ ውስብስብ የሆኑ የትምህርት ዓይነቶችን እንኳን በራሳቸው መንገድ ሊማሩና ሊገነዘቡ ይችላሉ፡					
3.	የተማሪ ተኮር የመማር ማስተማር ስልት በአስተማሪዎች ላይ ከፍተኛ የሆነ ጫና ስለሚፈጥር ስመተግበር አስችጋሪ ነው።					
4.	ብዙ መምህራን በገለፃ ብቻ የሚከናወንን የማስተማር ስልት የሚጠቀሙት በጣም የሚያውቁት ስልት ስለሆነ ነው።					
5.	የተማሪዎች ሚና መምህሩ የሚሠጠውን ትምህርት ማዳመጥ፣ መረጃዎችን መሳፍና ከመምህሩ የሚቀርቡ ጥያቄዎችን መመለስ ብቻ ነው።					
6.	ተማሪዎች ያስ መምህሩ ቁጥጥር አትኩሮታቸውን እና ትጋታቻውን ሙሉ በሙሉ በትምህርታቸው ላይ ማዋል ይችላሉ።					
7.	ተማሪዎች ስለ ተማሪ ተኮር የመማር ማስተማር ስልት በቂ የሆነ ቅድመ ልምድና መረዳት አላቸው።					
8.	የመማር ማስተማር ብቸኛ ሃላፊነት የመምህራን ብቻ ነው።					
9.	የተማሪ ተኮር የመማር ማስተማር ስልትን መጠቀም ተማሪዎች ከአስተማሪዎቻቸው የሚቀስሙትን እውቀት እንዲቀንስ ያደርጋል።					
10.	የተማሪ ተኮር የማማር ማስተማር ስልት ተማሪዎች ትምህርቱን በቀላሉ እንዲገነዘቡት ይረዳል።					

ጥያቄዎችን በመመለስ ስለተባበርከኝ/ሽኝ በጣም አመሰግናለሁ።

APPENDIX D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT

Interview Guide for School Principals

1. Do you think that active learning approach is introduced in your school? If so, how often do teachers utilize the active learning approach? _____

2. Do you think that the school facilities such as laboratory, library well equipped? If so, how often do teachers and students utilize them? _____

3. Do the school have sufficient annual budget for the school facilities for equipping the library, pedagogical centre and for some project activities of the lessons? If not, what efforts have you made to solve it?_____

4. Do you think that the classroom setup and class size are appropriate for conducting active learning?_____

5. What are the major factors that you think would affect the implementation of active learning in your school? _____

6. What is your suggestion to have proper implementation of active learning approach in your school? _____

APPENDIX E

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT

CLASSROOM OBSERVATION CHECKLIST

Name of School _____
Class Observed _____ Number of Students Present _____
Subject Observed _____ Date _____
Sub City _____ Duration of Class Observation _____

1. Teacher Information

1.1. Qualification (Current Studies) of the teacher _____
1.2. Relevant experience in teaching _____

2. Instruction Process

		Excellent	Great	Good	Fair	Not Observed
2.1.	Provide students autonomy or independence in the learning process.	☐	☐	☐	☐	☐
2.2.	Design tasks that actively engage students in varied learning activities.	☐	☐	☐	☐	☐
2.3.	Provide time and opportunity for students to learn through reflective learning.	☐	☐	☐	☐	☐
2.4.	Employs non-lecture learning activities (i.e. small group discussion, student-led activities etc)	☐	☐	☐	☐	☐
2.5.	Frame the instructional activities according to the actual context of the student's life.	☐	☐	☐	☐	☐
2.6.	Design cognitively challenging learning tasks	☐	☐	☐	☐	☐

3. Students Activity

3.1.	Actively engaged in varied learning activities.	☐	☐	☐	☐	☐
3.2.	Maintain attention and devotion even without the teacher strict control over their learning.	☐	☐	☐	☐	☐
3.3.	Ask questions related to the topic.	☐	☐	☐	☐	☐
3.4.	Use the opportunity to share ideas.	☐	☐	☐	☐	☐
3.5.	Use the opportunity to apply new knowledge.	☐	☐	☐	☐	☐
3.6.	Have an active desire in learning.	☐	☐	☐	☐	☐
3.7.	Show responsibility in learning.	☐	☐	☐	☐	☐
3.8.	Show pleasure in learning.	☐	☐	☐	☐	☐

4. Class Structure

4.1.	The suitability of class size for carrying out active learning.	☐	☐	☐	☐	☐
4.2.	Arrangement of classroom seats to conduct participatory /interactive/ learning.	☐	☐	☐	☐	☐
4.3.	Availability of teaching aids (charts, diagrams etc.) in the classroom.	☐	☐	☐	☐	☐

5. Lesson Content

5.1.	The suitability of the lesson for discussion and collaborative working.	☐	☐	☐	☐	☐
5.2.	Appropriateness of the teaching method used for the contents of the lesson observed.	☐	☐	☐	☐	☐
5.3.	The flow of lessons responds to the learners need.	☐	☐	☐	☐	☐
5.4.	The content of the lesson relates to students' experience.	☐	☐	☐	☐	☐

6. Additional Observations

6.1. Was there any type of teaching aid used in a classroom? If so, specify _____

_____

_____

6.2. The major strengths of the lesson observed _____

_____

_____

6.3. Was there anything that did not go well during this particular class?_____

_____

_____

6.4. General Comments _____

_____

_____

_____

_____

DECLARATION

The thesis, my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

MESFIN HAILU GEBREMESKEL

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

FIRDISSA JEBESSA