Teachers’ Perception Self Efficacy and Practice of Active Learning Strategies in Tegedie Woreda Secondary Schools

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TEACHERS’ PERCEPTION, SELF-EFFICACY AND PRACTICE OF ACTIVE LEARNING STRATEGIES IN TEGEDIE WOREDA SECONDARY SCHOOLS

BY

GETACHEW MULAT MEKONNEN

JUNE, 2021

BAHIR DAR, ETHIOPIA
Teachers’ Perception, Self-Efficacy and Practice of Active Learning Strategies in Tegedie Woreda Secondary Schools

BY

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Education in Teacher Education and Curriculum Studies

Advisor’s Name: Abrham Zelalem (assistant professor)

June, 2021

Bahir Dar, Ethiopia

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**Declaration**

This is to certify that the thesis entitled “Teachers’ Perception, Self-efficacy and Practice of Active Learning Strategies in Tegedie Woreda Secondary Schools”, submitted in partial fulfillment of the requirements for the degree of Master of Education in College of Education and Behavioral Science department of Teacher Education and Curriculum Studies, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

Getachew Mulat ------------- Date 16/10/2013 E.C Bahir Dar University
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Approval of thesis for defense

I hereby certify that I have supervised, read, and evaluated this thesis/dissertation titled “Teachers’ perception, self-efficacy and practice of active learning strategies” by Getachew Mulat prepared under my guidance. I recommend the thesis be submitted for oral defense.

Advisor’s Name: Abrham Zelalem (Asistant Prof.) Signature -------------- Date------------------

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Approval of thesis for defense

As members of the board of examiners, we examined this dissertation/thesis entitled “Teachers’ Perception, Self-efficacy and Practice of Active Learning Strategies” by Getachew Mulat. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of “Master of education”.

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ACKNOWLEDGEMENT

First, I thank Almighty God for helping me complete this research work and for all his help throughout my life.

Secondly, I would like to acknowledge my M.A thesis advisor, Abrham Zelalem (assistant professor) for his constructive comments and support from the beginning to the end of the research work. His valuable advice and constructive comments helped me to a great extent, and his assistance in shaping the paper in its present form. And also I would like to thank the department of Teacher Education and Curriculum Studies their guidance and encouragement throughout my research work.

Thirdly, I would like to extend my sincere thanks to all Tegedie Woreda secondary schools teachers’, principals’ vice principals’, supervisor and students’ for their cooperation in filling out the questionnaire and attaining the interview. And also I would like to extend my sincere thanks to Yeshiwork Dessie (my wife), Fentaye Tadess, Esubalew Dagnaw, Wagnew Desalegn, Misganaw Worku and Agmas Sisay for their material and moral support and encouragement throughout my research work.

Lastly, I express my sincere thanks and appreciation for my friends and all family members for their moral and financial support, encouragement, and also their efforts to overcome various challenges which affect my work.
LIST OF ACRONYMS
AED – Academy for Educational Development

AIR – American Institute for Research

ALM – Active Learning Methods

ALS – Active Learning Strategies

ASHE – Association for the Study of Higher Education

DI – Differentiated Instruction

CPD – Continuous Professional Development

HE – Higher Education

ICDR – Institute for Curriculum Development and Research

KSA – Knowledge, Skills and Attitudes

MOE – Ministry Of Education

NETP – The New Education and Training Policy

PL – Passive Learning

PL – Peer-Learning

PSL – Problem Solving Learning

TESO – Teacher Education System Overhaul

TGE – Transitional Government of Ethiopia

UNESCO – United Nations Educational Studies and Cultural Organization
ABSTRACT
The purpose of this study was to investigate teachers’ perceptions, self-efficacy and practices of active learning strategies in Tegedie Woreda secondary schools. Its specific purposes were to examine the perception of teachers towards active learning strategies in secondary schools, to assess the secondary school teachers’ self-efficacy to implement active learning strategies, to assess teachers’ practice of active learning strategies and its contribution for teaching learning process and to find out factors that highly influences the practice of active learning strategies in secondary schools. To conduct the study, descriptive survey design was employed. A total of 51 teachers’ and 124 students’ were selected through stratified proportionate random and comprehensive sampling techniques respectively and participated in the study. Mixed method approach which involved survey questionnaire, observation and interview was employed. The quantitative data was analyzed using descriptive statistical techniques (frequency, percentage mean and mean ranking) and inferential statistics (one sample t-test). On the other hand, the qualitative data was analyzed by organizing, summarizing and interpreting narrative description. The main findings of the study showed that the majority of the teachers looked that they have positively perceived active learning method. However, their positive perception did not enable them to practice active learning in the classroom. It also showed that the teachers had high self-efficacy towards the implementations of active learning strategies. The major factors affecting the implementation of active learning strategies were shortage of time, large class size, inadequate funds, classroom condition, there is no provision of teacher training program, students’ beliefs and perception, students’ lack of interest, lack of equipment resources, lack of attention to the profession of teaching, the local weather condition. The present study recommends that Principals should strengthen school CPD program to provide teachers with a professional training that equip them with the adequate knowledge and skills of active learning strategies.

Key words: Active learning, Perception, Secondary school and Teachers’ self-efficacy.
CHAPTER ONE

1. Introduction

1.1 Background of the Study

Active learning is known by the name “discovery learning”. Learning begins with the experience of the student. The social constructivists think that the concept follows the action rather than preceding it. In other words, the activity leads to the concepts. Moreover, the constructivists’ learning theory is based on the principle that through their involvement in various activities, students discover their way of learning (Aggarwal, 1996). The idea that students are passive recipients of knowledge and that teachers are the transmitters of that knowledge is giving way to the notion that students learn better when they are involved in the process of creating knowledge for themselves. Moreover, the goals of education encompass not only the acquisition of knowledge, but also the guidance of the individual to his/her fullest potential (Clark and Starr, 1986).

According to Teshome (2012) defines it as the ability of noticing something, thinking about/judging something. In short, it is the way people understand something. How people perceive something is influenced by their belief about that object (Borg, 2001). Teachers’ and students’ perceptions and classroom practices have relationship and a direct or indirect impact on each other. Griffiths (2007) elaborated that mismatch between teachers’ and students' perceptions and classroom practices as well as the mismatch between students' perceptions and teachers’ perceptions negatively affect what goes on in the classroom. Hence, the studies on these issues are very crucial in looking for improvement of classroom practices. As it can be understood from these discussions, perceptions and practices are the two sides of the same coin and they are worth researching for their influential impact on teaching and learning process.

Active learning is a method of learning in which students are actively involved in the learning process and where there are different levels of active learning, depending on student involvement. Educators’ use of the term active learning has relied more on intuitive understanding than a common definition (Bonwell and Eison, 1991). Consequently, several
faculties declare that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom.

Regardless of this widespread support by relevant authorities and stakeholders, there were many challenges to effectively practice active learning and to determine the extent of its impact after implementation. Factors to promote and practice active learning include teacher education reform, improving material conditions of schools, the inconsistency between active learning and school assessment as well as cultural appropriateness. According to Paras (2005), determining the impact of active learning has been difficult because it affects more than one learning outcome. Due to this, obtaining comprehensive data on the outcomes of this type of learning methods has remained elusive and inconclusive. Furthermore, in many circumstances it has not simply been possible to measure several relevant outcomes that are targeted by active learning methods. Ethiopia recognized the use of active learning methods after the proclamation of its 1994 ETP. This policy and its associated documents refer to the new methodological innovation as problem-solving method, learner-centered method, child-centered learning, and non-traditional methods of instruction. For instance, the following was stated in the main policy document: One of the aims of education was to strengthen the individual’s and society’s problem solving capacity, ability and culture starting from basic education at all levels (Transitional Government of Ethiopia, 1994:1).

In connection to the above view, Nardos (2000) tried to pick out that in active learning the learners have a marked degree of freedom and control over the organization of learning activities. These activities cover different approaches such as role-play, problem solving, and investigating different issues, etc. The case for flourishing of active learning as stated by Nunan (1989) signifies a paradigmatic shift from the transmission model of teaching to a process orientated, participatory model, seeing learners as active agents in their learning and teachers as researchers of their work. Moreover, students learn better and are more committed to learning when teachers use active learning strategies in the classroom.

In the Ethiopian context the new Educational Training Policy of Ethiopia emphasizes the development of problem solving capacity and culture in the framework of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum (MOE, 1994). Also the general objective of education has stated that education was geared
towards the development of physical, mental, potential and problem solving capacity of individuals by expanding education and in particular by providing a basic education for all. Moreover, the policy shows that the general objective of the education and training policy was to encourage the cognitive, creative, productive and appreciative potential of citizens by appropriately involving education to environment and social needs (MOE, 1994). Therefore, the new education policy calls for active learning method as the basis of the teaching and learning process.

The realization of the above educational objectives of the country requires strategies that give opportunities for active involvement, participation and creativity of students, which in turn necessitates the use of effective pedagogical and psychological approaches to meet the demands of the new generation. Moreover, students learn better and are more committed to learning when teachers use active learning strategies in the classroom. However, there are some constraints which can impede the proper implementation of active learning. Some of the factors are connected with the pressure of the syllabus, improper classroom organization and management, lack of trained teachers & school directors, perceptions of active learning, the problem with the students (absenteeism, low participation and misconception with active learning strategies) (Geressu and Ababa, 2008).

Therefore, the researcher with this information is sustaining to conduct a research which focuses on the investigation of secondary school teachers’ perception, self-efficacy, and practice in active learning strategies.

1.2 Statement of the problem

This days, many countries in the world have accepted the importance of the shift from teacher centered learning to active learning for its effectiveness in developing the mind of learner (Teferi, 2020). Despite the effectiveness of active learning, the willingness to shifting of teachers and implementing it is low. Willingness to shifting reflects the positions and intentions of the teachers regarding the shift proposed: how much it is needed and to what extent they are able to perform it. High willingness supports and contributes to the shift reduces resistance to its implementation while low willingness makes it problematic to adopt and implement the proposed shift.
In teacher centered approach, the teacher is considered to hold most of knowledge necessary for students and student’s success in school was measured only by passing examination. The teacher uses chalk and talk method of teaching in which the teachers are active and the students are passive. This leads the students to the memorization of information and facts from their textbooks and notes. This was considered to be the most ineffective method of teaching. This, however, is the lowest level in the development of cognitive abilities. As Amare (2000) noted, the absence of appropriate balance between the concrete and the abstract experiences is one weakness of the teacher centered approach.

Active learning has many advantages. For example, by using simulation it may help the students to make decisions, appreciate the results there of or respond to their decisions (Lopez, 2004). This can concern and enhance self-confidence.

Ginja (2016) stated that many researches have proved the significant impact of active learning methods on academic performance of the students. Students who were given guidelines in active learning methods significantly secured higher mark in their subject tests as compare to those who were taught their lesson in conventional way. And students’ achievement in academics largely focused on how teachers behave in their class. Structured and planned activities proved to be more effective than routine and conventional methods. Students’ perception of learning process being used with them also counts a lot. Satisfaction the students gain from their teachers during class enhances their interest in academic activities. Students are deemed as best judge of evaluating teaching methods.

According to MOE (2002), active learning leads to effective teaching-learning and promotes the development of students’ critical thinking and to make them alert in the teaching learning process. As the interaction and active participation of students was one of the most important aspects of education process, it determines the effectiveness and qualities of education. Research findings show that, teachers as facilitators play great role in the class room in increasing the participation of students and improving the quality of education. Hence, secondary school teachers are expected to implement active learning approaches to attain the desired goal of the education and training policy of Federal Democratic Republic of Ethiopia. However, it was hypothesize that, there were different hindering factors in the practice of active learning strategies. The common obstacles found included: lack of time and resources to implement
problem-based learning; rigidity of the time table; negative lecturer attitudes; lack of instructional materials and administrative support; and the huge amount of content to be covered.

Even if the above theories were discussed it is difficult to judge that always the practice of active learning methods are successful or effective, and many challenges faced, because it could be affected by many factors.

Many studies were conducted on the practice of active learning strategy in educational institutions. For instance, Desalegn (2014) the major factor that mainly influences the implementation of active learning approach are number of students’ in per-classroom, lack of resources and lack of students’ interest to learn algebra through active learning approach.

Research findings by Taye (2008) practice active learning in their classrooms “sometimes”, which leads to the conclusion that the practices of active learning are low.

And also Asrat (2014) showed that the classroom condition to implement active learning tends to be low. The major reasons appear to be, large class size, lack of resources and other instructors and students related factors.

Active learning was doubtful whether or not teachers (particularly, according to the researcher’s experience, teachers in the secondary schools) implement active learning properly. They lack the necessary knowledge, perception and attitude, self-efficacy and skills in implementing active learning strategies. Even if they acquire the required knowledge, and develop the appropriate skills to implement active learning strategies, it is not be easy to change into practice. One of the possible reasons would be that most of them have been accustomed to the traditional lecture method which initiated memorization and simple recall of facts by learners that was provided through official curriculum and presented by teacher’s explanation or “chalk and talk”. And it seems difficult to break away from it within short period of time. In other words, teachers’ and even students’ dislikes affect the choice of the active learning methods, which is partly related to their personality, perception, philosophy, and style of teaching and learning. All the above reviews clearly disclose that there is a gap between theory and practice in the implementation of active learning strategies.
In addition to the above analysis the researcher stayed for four (4) years as an educational expert in the target area. During this time, the researcher observed many problems related to the implementation of active learning strategies in Tegide Woreda primary and secondary schools. Though different policies urge them to implement active learning strategies teachers had a great tendency in implementing teacher-centered instructional strategies. Most of them lack adequate skills and knowledge and interest to implement active learning strategies. Besides the researcher’s experience, through the informal discussion the researcher had with the principals, he came to understand that lack of training teachers about the practice of active learning methods, un supplying resources, lack of leadership support and unable to avoid large class size; challenges related to teachers are tendency of focusing on teacher-centered method, low interest to implement active learning methods, lack of proper skill to implement different active learning strategies, knowledge gap on pedagogical advantage of active learning strategies; and problems related to students are lack of attending class regularly, misconception about active learning methods, carelessness, unwillingness to assume active learning methods tends to their results progress and achievement.

In addition to this the researcher’s has seen that there are many problems and the problems are still alive on the area. However, paying particular attention to the topic under study is so essential because there isn’t any study conducted on practice of active learning methods in secondary schools of Tegedie Woreda. Hence, this study was contributed to fill the existing research gap. Therefore, the researcher is initiated by these problems and decided to conduct this research. Thus, this study aims to assess teachers’ perception, self- efficacy and practices in implementing active learning strategies in selected secondary schools.

1.3 Research questions

- What is the perception of Tegedie Woreda secondary school teachers towards active learning strategies?
- How far Tegedie Woreda secondary school teachers’ are self-efficacious to effectively implement active learning strategies?
- To what extent is active learning methods implemented in Tegedie Woreda secondary schools?
What are the major challenges that teachers’ face when practicing active learning strategies?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objectives of this study were assessing teachers’ perception, self-efficacy and practice in implementing active learning strategies in Tegedie Woreda secondary schools.

1.4.2 Specific Objectives

In order to achieve the general objective, the following specific objectives have been formulated:

✓ To examine the perception of teachers’ towards active learning strategies in secondary schools.
✓ To assess the secondary school teachers’ self-efficacy to implement active learning strategies.
✓ To assess teachers’ practice of active learning strategies and its contribution for teaching learning process.
✓ To find out factors that highly influences the practice of active learning strategies in secondary schools.

1.5 Significance of the study

This study aims to assess the practice of active learning strategies in Tegedie Woreda secondary schools, so the result of the study may have the following significances.

- Curriculum developers to design sustainable strategy which can promote the positive perception of active learning.
- Secondary schools and teachers will work jointly to arrange self-efficacy developing and capacity building programs for teachers so that they would improve their active learning strategies.
- It may contribute to improve active learning in Tegedie Woreda secondary schools by identifying factors that affect the effective use of active learning strategies.
• It may help to motivate the regional, zone, and Woreda educational bureaus to give more attentions concerning the implementations of active learning strategies in teaching at secondary schools.

• It might initiate other researchers to do similar study at a wider scale and serves as a stepping stone for further research in the field.

1.6 Delimitation of the study

The scope of this study delimited to the assessment of the teachers’ perception, self-efficacy and practices of active learning strategies in Tegedie Woreda two secondary schools (Kirakir and Soroka secondary schools) of central Gondar zone in Amhara region. As to its area coverage, due to shortage of time and resources, the study was limited to Tegedie Woreda two secondary schools of central Gondar zone in Amhara region. Besides, the study was focused on the teachers’ perception, self-efficacy and practices in the implementation of active learning strategies in Kirakir and Soroka secondary schools. Therefore, the study didn’t explore the other aspects of activities of the Woreda.

1.7 limitations of the study

The study had limitations in that it includes only selected secondary schools in Tegedie Woreda. Other Woreda secondary schools are not included in this study due to time and budget constraints. On the other hand, generalizability of this study was limited by the fact that the research was conducted in that selected secondary schools of the Woreda only.

1.8 Definition of key terms

Active learning: requires students to do meaningful learning activities and think about what they were doing.

Perception: the view/feeling of teachers or students on the implementation of active learning.

Secondary school: it is an educational level which covers from grade 9th up to 12th (1st cycle secondary school/general secondary school from grade 9th up to 10th and 2nd cycle secondary school/preparatory from grade 11th up to 12th).
Teachers’ self-efficacy: refers to teachers’ own judgement and belief on their capability and potential that they can deliver active learning strategies.

1.9 Conceptual Framework
The dependent and independent variables in the practice of active learning strategies in secondary schools listed in the following figure:

Figure 1: Conceptual Model of the Study

The above figure of conceptual model indicates that teachers’ practice of active learning strategies in their classroom is evaluated based on content, process, product, and environment. In addition to this, the reviewed literature, as reported above, acknowledge the existing relationships between teachers’ efficacy, perception, knowledge and practice of active learning. These empirical findings have largely influenced our conceptual framework informing the hypothesized relationships among the variables as depicted in Figure 1. Figure 1, thus, shows the diagrammatic representation of our conceptual framework, which depicts that teachers’ perception, knowledge and efficacy beliefs are related to their practice of active learning, where practice is measured via differentiation by content, process, product, and the environment.
CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Origins of active learning

The development of methods of teaching has been traced back to ancient Greece in various literatures. The most long-lived and widespread set teaching methods are those connected with the study of language and literature, (Singh, 1986; ICDR, 1999). Ancient educational methods highlighted memorization and analogical reasoning, a form of reasoning in which one thing is inferred to be similar to another thing in certain respect, on the bases of the known similarity between the things in other respects. The scientific approach to teaching methods began in the 16th century by the Czechoslovakian educator J.A Comenius and developed.

2.2 What is active learning?

Active learning was a form of learning in which instruction strives to contain students in the learning process more directly than in other methods. In active learning, students participate in the process and students participate when they were doing something besides passively listening (Bonwell and Eison, 1991). Active learning was a method of learning in which students are actively involved in the learning process and where there were different levels of active learning, focusing on student involvement (Bonwell and Eison, 1991). In the ASHE report the authors discuss a variety of approaches for promoting active learning. They cite literature that shows that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains known as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be believed of as the goals of the learning process. In specific, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Active learning engages pupils in two aspects doing things and thinking about the things they are doing.

Generally, active learning refers to methods where students do more than simply listen to a lecture. Pupils were doing something including discovering, processing and applying
information. According to Chet et.al (1993) active learning is derived from two basic assumptions:

- Learning is by nature an active attempt and
- Different people learn in different methods.

On the basis of these assumption they extended their argument that pupils learn best when apply in subject matter i.e. learning by doing. Furthermore Bonwell and Eison (1991) defined active learning as any strategy that involves pupils in doing things and thinking about the things they are doing. Sguazzin and Graan (1998) explained active learning as a social process that emphasize on the process of collaborating and the exchange of ideas, knowledge, skills, values and attitudes. Thus different active learning methods create the best match for students to learn how to learn. Quite simply, it is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving, participating and doing. So in simple terms, active learning is engaging pupils in doing something also listening to a lecture and taking notes to help them to learn and apply course material. Pupils may involve in talking and listening to one another, or writing, reading and individually. In addition to the above definition there are also some experts those define active learning. For instance, Silberman (1996), define, when learning is active, students do most of the work. They use their brains studying ideas, solving problems, and apply what they learn. Active learning is supportive, fun, fast paced and personally engaging to learn something well, it helps to hear it, see it, ask questions about it, and argue with others. Above all, pupils need to do it figure things out by themselves, come up with examples, try out skills, and do projects that depend on the knowledge they already must acquire. Aggarwal (1996) also define active students energetically strive to take a greater responsibility for their own learning. They take a more dynamic role in deciding how and what they want to know, what they should be able to do and how they are going to do it. Their roles extend further in to educational self-management, and self-motivation becomes a greater force behind learning. Active learning was an approach to learning that involves the student as his/her own teacher: active learning was an approach not a method.

Generally, active learning strategies do not look like the traditional lecture method. Active learning methods emphasize learning by doing. Group of students may be found working
together on project to develop or study something having discussion, solving problems and practicing skills etc.

2.3. The Importance of Active Learning

Different research reports claim that learners learn best when they engage with course material and actively participate in their learning. Yet, the traditional teaching model has situated learners as passive receptors into which instructors deposit concepts and information. The model has highlighted the delivery of course material and rewarded pupils adept at reflecting the course content in assessments. The spoils have tended to go to learners with good short-term memories and reading skills. The term active learning has been more understood intuitively than defined in commonly accepted terms.

As a result, various educators say that all learning is active. Research proposes that students must do more than just listen: They must read, write, discuss and be engaged in solving problems Chickering (1987). Further, pupils must be engaged in such higher-order thinking responsibilities as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve pupils in doing things and thinking about what they are doing may be referred to as active learning.

Investigators proposed that active participation strengthens learning regardless of environment Harasim, Hiltz et al. (1995); active learning requires intellectual effort, encouraging higher-order thinking (analysis, synthesis, evaluation) and delivers a means for the learner to assimilate, apply, and retain learning (Bonwell & Eison, 1991; Harasim, et al, 1997). It was additional suggested that strategies promoting active learning are superior to passive learning in promoting the development of learner’s skills in thinking and writing (Bonwell and Eison, 1991). Active learning accommodates a diversity of learning styles, promotes learner achievement, enhances learner motivation, changes student attitudes, and basically, causes learners to learn more (Astin, 1985). Bonwell and Eison (1991) contended that from a preference perspective, learners generally prefer plans promoting active learning to traditional lectures and other passive methodologies. Use of these methods in the classroom is vital because of their powerful impact upon pupils' learning. Investigators evaluating pupils' achievement have demonstrated that various strategies promoting active learning are comparable to lectures in promoting the mastery
of content but superior to lectures in promoting the development of pupils' skills in thinking and writing (Harasim, et al, 1997). Furthermore, some cognitive studies have revealed that a significant number of individuals have learning styles best served by pedagogical techniques other than lecturing. Consequently, a thoughtful and scholarly methodology to skillful teaching requires that faculty become knowledgeable about the many ways strategies promoting active learning have been successfully used across the disciplines. Additional, each faculty member should engage in self-reflection, exploring his or her personal readiness to experiment with alternative approaches to instruction.

In further consideration of the significance of active learning, research findings also shown that for the earlier decades, the majority of college faculties still teach their classes in the traditional lecture mode in which professors talk and learners listen, dominate college and university classrooms. Some researchers have criticized traditional method of teaching and debated that it is boring and found that it is one of the factors responsible for absenteeism among the tertiary education learners in Nigeria and Barbados, Fayombo, Ogunkola et al. (2012) and also among the students in the University of Canterbury, New Zealand, (Hunter and Tetley, 1999). Thus, the learners are likely to miss lectures because they are not actively involved in the classroom activities and if the content of the lecture did not match the changing environments which are characteristics of traditional lecture method.

2.4 Active learning in Ethiopian Educational contexts
The curriculum reform initiated (1994) cited in Desalegn (2014), in Ethiopia after the adoption of the NETP has led to extensive changes in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shifts from a linear to an integrated curriculum Lue, (2000).This change has brought a main paradigm shift in to our thinking about instructional methods, the underlying ideas like active learning approach, student centered method, problem-solving, discovery learning. Students’ sensitive learning, the use of higher order thinking skills, etc. have been introduced through this reform. To state more precisely, the paradigm shifts from the traditional passive learning to the new model of participatory, Active learning. In other words, the shift is from positivist epistemologist to constructivist epistemologist, which involve a shift from learning through memorization and repeating information to learning through discover,
analyzing, problem solving and evaluating to create understand and new knowledge. Similarly, in teacher education system, there have been continual changes in the curriculum and teacher’s profile since the education reform in the country. Particularly, at present, the teacher education program is led by the TESO document (MOE, 2003). This document states that in the teacher education rote, passive learning has to be replaced with active, learner-focused education. It advocates a teacher education system that develops and calculates higher-order thinking skills in graduates and it emphasizes, as teachers are essentially agents for positive societal change. Also, the New Education and Training Policy of Ethiopia require the development of the physical and mental potential and problem solving capacity of individuals. It is expected to develop the cognitive creative, productive and appreciative potential of citizens by properly relating education to environmental and societal needs (TGE, 1994:4). Thus, teachers to model classroom teaching skills and methods that reflects and goes in line with the goals of new education and training policy. In real situation, however, there is an epistemological separation between theory and practice. Because, mostly, it seems teacher’s performance in teaching skills is not adequate as the result of their in adequate training. Of course, teachers were less dominating about curriculum modifications and active methods in the classroom, although their standing in the classroom indicated otherwise. Because teacher’s pedagogical positions are quite traditional; giving presentation of knowledge and pupil’s abilities to think in abstract terms than concrete ways.

2.5 Curriculum Materials in Implementation of Active Learning

As cited (Desalegn 2014), most textbooks and manuals do not incorporate in an implementation of active learning methods. They only use one-way instruction. In one way communication, the learners reads what has been written but, in no way respondents to the materials. An effective instruction design, however, consists of a two-way process. That is, to say there is interaction between the writers of text and the learners. The learner is therefore, actively involved in the learning process (EMA, 1999:50).

2.6. Strategies and Practices in Active Learning Methods

There is a general understanding that active learning approaches involve the systematic influence and support of the cognitive, emotional and motivational development of learners to enrich the
learning process in addition to learning by doing’. However, it is barely possible to find a common strategy or model that constitutes what active learning is in practice. One main reason may be the fact that different theories and philosophies of education recognize the significance of learner’s active participation in the process of learning. To exhaustively elaborate active learning strategies, Silberman (1996) has presented 101 strategies of active learning to teach any subject. These strategies are structured into four main areas: arrangement of the physical environment, getting students to become active from the start, helping students to acquire knowledge, skills and attitudes actively, and making learning unforgettable. Each of these main strategies was operationalized into main activities and sub activities.

Referring to evidences in classroom situations, Prince (2004) includes four strategies in active learning: introduction of student activity into traditional lecture/instruction, promotion of student engagement, collaborative learning, cooperative learning and problem based learning. Introduction of student activity into traditional instruction involves a pose procedure whereby students are given some activity interrupting instruction. Student engagement involves designing activities around important learning outcomes and promotes thoughtful engagement on the part of the student. In collaborative learning the central element is the working together students ‘in small groups toward a common goal. Cooperative learning is a form of structured group work where students pursue common goals while being assessed individually. PSL is an instructional technique where relevant problems are introduced at the beginning of the teaching cycle and used to deliver the context and motivation for learning that follows. Problem solving learning is always active and usually, but not necessarily, collaborative or cooperative and involves significant amount of self-directed learning on the part of learners.

Bell and Kozlowski (2008) provided a framework of ALS in the context of training programs. Their framework includes exploration, framing, emotion-control and integration. Their focus in exploration is the emphasis on meta-cognitive, exploratory/experimental and ability based learning. In framed learning, they indicate the importance of motivation, achievement and goal orientation of learning as well as the provision of feedback by way of error framing. With reference to emotion control, these authors indicate how reduction of anxiety and management of susceptibility to influence from outside situations are significant in active learning. Bell and
Kozlowski (2008) also note that positive influences using active learning methods are enhanced if distinct strategies and process pathways are summarized and integrated.

In the current study, active learning strategies or practices are conceptualized as teacher–oriented whole class activities, child centered activities and off-task activities at the child or student level. Teacher oriented whole class activities refer to the full engagement of the child where the focus is on activities directed by the teacher to the whole class or a large group. The following sub-activities constitute this main element of the construct: listening/watching the teacher, offering to answer questions, chanting in unison, making contribution to the lesson and writing in exercise books. Student centered activities refer to the full engagement of children where the focus is on activities that provide them some choice over what they do or can control, how fast or slowly they do it, or on working within a small group of children on a shared activity.

The following sub-activities constitute this main element of the construct: individual activity, group activity and conversation with teacher. Off task activities refer to conditions where the child is not active, not concentrating on the lesson or task, day-dreaming or dozing, waiting around or in other ways not engaged. It also includes misbehaving and being disciplined. At teacher level, active learning strategies were also divided into teacher oriented whole class activities, child centered activities and off-task activities. Under teacher oriented whole class activities, the units of observation were explaining a lesson, lecturing, group call and response, questioning and setting work. Child centered activities included discussion, guiding group work and the individual student. Other activities set for observation in this category were discipline, administration, marking work, chatting and temporary absence.

2.7. Active Learning and Student Performance

A summary of the literature by Bonwell and Eison (1991) specify that active learning leads to better learner attitudes and improvements in learners’ thinking and writing. It also specifies that some forms of active learning surpass traditional lectures for retention of material, motivating learners for additional study and developing thinking skills.
The fact that a variety of instructional methods are labeled as active learning has commonly led to separate assessments of the effectiveness of different learning methods, strategies or practices. Pointing to the effectiveness of introducing student activity into traditional instruction, Ruhl, Hughes et al. (1987) reported that a pause procedure in a lecture have been found to improve both short-term recall and long-term retention.

According to Alexander (1993), learner involvement is one of the main predictors of success in college while for Hake (1998) interactive-engagement methods were responsible for significantly improved learner performance in Introductory Physics courses. Findings on the effectiveness of learners ‘active engagement by Redish, Saul et al. (1997) indicate that enhanced learning gains are due to the nature of active engagement and not to the extra-time spent on a topic or lessons. Laws, Sokoloff et al. (1999) compared active engagement and traditional instruction in terms of conceptual understanding and reported that the effectiveness of active engagement methods surpass traditional instruction. Studies by Johnson et al., (1998), summarize the impact of collaborative and cooperative learning on learner performance.

According to these studies, collaborative and cooperative learning improved academic achievement, quality of interpersonal interactions, self-esteem, perceptions of greater social support, liking among students, student attitudes, and retention in academic programs. Problem based learning, as another dimension of active learning, is implemented or practiced in various forms (Prince, 2004). Irrespective this, however, there is at least a generally accepted finding that problem-based learning produces positive student attitudes. Moreover, evidences also indicate that problem based learning enhances long-term retention of knowledge in comparison to traditional instruction and improves study habits among students. Such habits include increased library use, text booking reading, class attendance, and studying for meaning rather than recall (Norman and Schmidt, 2000). In the current study the following are included as measures of student performance: Child attitudes, self-confidence and job aspirations.

2.8 Teaching and Learning in an active learning Classrooms

In a learning space, students have a right to learn in an atmosphere free from fear. Often teaching and learning are linked logically in the educator's mind. The two processes are not linearly
linked. Good teaching does not automatically guide to good learning. This is proved by the fact of disinterested, disengaged student in classrooms.

- No direct transferences are possible. Learning is a process and builds on prior knowledge and learning experiences. The sensible curriculum must start with the student engagement with the content is the crucial first step.
- The teacher is a facilitator in the process who will widen, deepen and contextualize the learning.
- The classroom is a microcosm of the world. The learner must find opportunities to participate in constructing knowledge. For this process to be effective it must have relevance not only in the classroom but also in the larger world.
- A child centered classroom shifts the emphasis from teaching to learning.

2.9 Passive Learning

PL is dominant in the traditional teaching approach taken by various professors in business schools. In traditional classes, professors provide lectures for the majority of the class time and there is little opportunity for learner input through discussion and experiential exercises(Wingfield and Black, 2005). Additionally, professors provide a syllabus and class schedule and determine grades in traditional classes by a small number of exams, typically based on multiple-choice, true/false, or matching questions. The traditional lecture methodology has been used for various years in higher education because it delivers a convenient and expeditious mode to impart knowledge and introduce basic principles to large classes of undergraduate students(Whetten and Clark, 1996).
Table 1: Comparison of active learning and passive learning

<table>
<thead>
<tr>
<th>Active learning</th>
<th>Passive learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do not only sit and listen but are highly involved in the learning process.</td>
<td>Students only listen and internalize.</td>
</tr>
<tr>
<td>The learning environment is student-centered.</td>
<td>The learning environment is teacher-centered.</td>
</tr>
<tr>
<td>The role of teachers is facilitators and co-learners.</td>
<td>The teachers are masters of the subject matter.</td>
</tr>
<tr>
<td>The student’s role is to question, distinguish and be critical of the information received.</td>
<td>The student’s role is only to gain the information while being trusting and unquestioning.</td>
</tr>
<tr>
<td>Active learning enables divergent thinking.</td>
<td>Passive learning enables convergent thinking.</td>
</tr>
<tr>
<td>In active learning, learning is attained by synthesizing information received.</td>
<td>In passive learning, learning is attained by internalizing the information.</td>
</tr>
</tbody>
</table>

2.10 The concepts of self-efficacy

In the work of Naqvi (2014) the theory of self-efficacy was developed by Albert Bandura (1977) in an effort to interpret and predict human behavior. Self-efficacy was defined by Bandura (1986, p.391) as peoples decisions of their capabilities to organize and execute courses of action required to attaining designated types of performances. Essentially self-efficacy is a person’s belief about his or her ability to accomplish a job. Self-efficacy beliefs deliver the foundation for human motivation, well-being, and personal accomplishment, because unless people believe that their actions can produce the results they desire, they have tiny incentive to act and to preserve in the face of difficulties (Pajares, 2002).

According to Bandura (1994; p.34) perceived self-efficacy is defined as a peoples’ belief about their competences to produce elected levels of performance that exercise influence over events that affect their lives. Self-efficacy views consider how people think, feel behave, and motivate themselves. Such views produce these diverse effects through four main processes. They include cognitive, affective, motivational and selection processes. But in education, teachers with high sense of self-efficacy views are more likely to implement innovative approaches in the classroom management approaches and adequate teaching methods that inspire learner’s autonomy than the teachers with a low sense of self-efficiency (Brien et.al, 1994). Bandura (1997) also supports the
concept explaining that strong sense of efficacy enriches human accomplishment and personal well-being in various ways. Person’s with high assurance in their competences approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious view fosters intrinsic interest and deep engrossment in activities. Concurrently, Fauzia & Nadia (2012) explained self-efficacy as the belief of a power to achieve the success.

2.10.1 Self-efficacy in an Academic Context

After Bandura’s (1986) criticism of behaviorism, researchers on self-efficacy shifted the focus to the thought process of individuals and their perceptions about their abilities, rather than just observable stimulus and response (e.g. Hoy and Tschannen-Moran, 2002; Bandura, 1997, 2006a, 2006b, Hoy et al. 2007). Considering this assertion, in an educational setting, if teachers and learners are highly efficacious about their capabilities, they are likely to put in more effort to achieve their desired objectives, and vice versa. Hoy et al. (2007) assume that if self-efficacy of instructors and learners is enhanced positively, their effectiveness will increase reciprocally. High self-efficacy beliefs of instructors will motivate learners while increasing their self-efficacy. Learners, in turn, will show signs of improved learning which will reciprocally increase the self-efficacy of instructors about their ability to teach in the given setting. Bandura (2001) argues that a durable sense of self-efficacy enriches human achievement and personal well-being in countless ways. As a result, self-efficacy beliefs become durable determinants and predictors of the level of accomplishment that individuals finally attain. When placed alongside the objectives of education, this view fits very much with the teaching and learning tasks in an educational setting; a durable sense of self-efficacy of both instructors and learners may be influential in achieving the desired learning outcome for any set goal.

Bandura (1986) explained that self-efficacy beliefs are formed with reference to certain tasks and situations, e.g., learners might have higher self-efficacy beliefs towards their learning on one course but have low self-efficacy beliefs about another. These beliefs, ultimately, affect academic performance. Research on this interactive correlation between self-efficacy and academic performance applies to diverse subject areas, such as mathematics, computer literacy, writing, in-service teacher training and choice of academic majors (see Pajares, 2002; Hoy, 2004;
Dinther et al., 2011). Most of these researches are set in a school context, describing how self-efficacy relates to academic outcomes. There are comparatively fewer instances of self-efficacy research in HE (e.g. Lymn, 2009; Bashir and Iqbal, 2010; Dinther et al., 2011) as compared to a large body of research on self-efficacy in schools (e.g. Pajares, 2001a, 2001bb, 2002; Goddard et al., 2000, 2004). As self-efficacy is assessed with reference to a specific task, it is essential that activities used to assess self-efficacy are at closely linked to the prediction target in terms of specificity (Pajares, 1996b). Mismatch between activities used to assess self-efficacy and activities used to assess target performance decrease predictive power of self-efficacy. For example, if an instructor wants to know how well students will perform in a test on Newton’s second law of motion, he should assess their self-efficacy related to problems in this specific area rather than their self-efficacy in physics in general. Pajares (2002) identifies three areas that have been the focus of self-efficacy research in academic settings: Investigators in the first area have explored the link among self-efficacy views, and career choices, particularly in science and mathematics (e.g. Pajares and Kranzler, 1995; Pajares, 1996a, 1996b, 1996c). Findings from the second area propose that the self-efficacy views of instructors are related to their teaching practices and to student outcomes (e.g. Gist and Mitchell, 1992; Loughran and Russel, 1997; Schunk and Ertmer, 1999). In the third area, researchers report that learners' academic self-efficacy views are correlated with other motivation constructs (e.g. self-esteem, self-concept, efficiency) and with learners' academic performances and achievement (e.g. Giddens, 1991; Huber, 1996; Hughes et al., 2011).

However, it is mainly the second area (self-efficacy of teachers) which is of relevance to this thesis as the focus of my self-efficacy research is the teachers’ beliefs and their impact on teaching practice and learning in HE. Learner’s self-efficacy is discussed as an outcome of teacher’s self-efficacy. Pajares (2002) concludes that self-efficacy influences performance of both teachers and learners by influencing effort, persistence, and perseverance, in various contexts. Self-efficacy holds important power for forecasting and explaining academic performance of learners in the context of school (Pajares and Schunk, 2001).

My study is limited to and set in the context of HE and to the effectiveness of teaching and learning. Self-efficacy views of instructors are assumed making them more or less effective and ultimately affecting the self-efficacy of learners. The upcoming sections take the general
discussion on self-efficacy in academic context to the self-efficacy perceptions of instructors and learners in an academic setting.

2.10.2 Teachers’ self-efficacy

Teachers' self-efficacy as a term was first used by Kounin and Gump (1974) in their study of the student control ideology of teachers. They defined teachers' self-efficacy as a personal characteristic enabling a teacher to effectively deal with students. Further, teachers’ self-efficacy evolved as a positive influence on the percentage of project goals achieved, improved student performance, teaching methods and material improvement (Ions, 1977). It emerged as a belief that a teacher can help even the most unmotivated student. Later, self-efficacy beliefs were associated with an ideal teacher, what she/he might believe in a given context. Work on sources of self-efficacy commenced and the affective state of stress was found to be negatively correlated with teachers’ self-efficacy (Pajares, 1996). That is, the higher the teacher’s stress, the lower the teacher’s sense of self-efficacy. Self-efficacy beliefs of teachers are associated to their instructional practices and to numerous student outcomes. Self-efficacy influences the performance of both teachers and learners by influencing effort, persistence, and perseverance (Pajares, 2002).

Bandura (2006b) reports that self-efficacy is not what teachers possess or what they actually execute, but what teachers believe they can do. Teachers with high self-efficacy have positive perceptions about their teaching strategies expect success from themselves and their students, are innovative in their pedagogical practices, report being more satisfied with their job, manage their classrooms with purpose and control, and invite students to participate in democratic decision making (Landy and Conte, 2004).

Pajares (2002) establishes a linkage between teachers' self-efficacy and effective learning and asserts that teachers with high self-efficacy beliefs create mastery experiences (the most effective positive source of self-efficacy) for their learners whereas teachers with low instructional self-efficacy undermine students' judgments of their own competences (which results in negative persuasion, lowering learners’ self-efficacy). He also believes that teachers’ self-efficacy predicts student achievement, and students' achievement beliefs (i.e. students’ self-efficacy), across various areas and levels that include HE. Personal teaching efficacy referred to teachers’ beliefs
that they have the skills and efficiency to influence student learning (corresponding to Bandura's, 1977, conceptualization of self-efficacy, applied to teachers in the teaching and learning context), whereas teaching self-efficacy referred to teachers’ beliefs that their ability to perform pedagogical tasks is limited by external factors, such as students' family background, and the environment.

In analyzing the teaching chore and its context, the relative importance of hinders that make teaching challenging were weighed against an assessment of the resources accessible that facilitate learning (Gist and Mitchell, 1992). Goddard et al. (2000) explain how teachers assess their self-perceptions of teaching competence. A teacher reviews two components; personal strengths and weaknesses. Personal competences, such as knowledge, skills, strategies, personality traits, are balanced against personal weaknesses and liabilities in a particular teaching context. The interaction of these two constituents (personal strengths and weaknesses), as viewed by Gist and Mitchell (1992), leads to decisions about self-efficacy for the teaching task in hand. Taking the research further, Holloway (1994) again suggested a two dimensional notion of teachers' self-efficacy and emphasized that future research should distinguish between personal and general teaching self-efficacy rather than aggregating them.

As a continuation to their theoretical model on teachers' self-efficacy (i.e. analysis of teaching task and teaching competence), Tschannen-Moran and Hoy (2001) found a factor structure for teachers' self-efficacy that was based on three principal teaching tasks (instruction, student engagement, and classroom management). The development of teachers’ self-efficacy was based on the cognitive analysis of information related to these three factors (self-efficacy for instruction, self-efficacy for student engagement, and self-efficacy for classroom management), which is principally an analysis of the teaching task.

2.10.3 Teachers’ Perception

Teachers’ perception has been identified as a significant factor, among others, influencing teacher behavior. As such, studies exploratory teacher-thinking, over the past two decades, has been grounded on the underlying hypothesis that teacher attitudes, thinking and beliefs are related with their behavior and actions (Hall, 2005). In this regard, research on teachers’ perception on various teaching strategies and associated relationships with the adoption of those
strategies in teaching is abundant (see Brentnall, 2016; Burkett, 2013; Davis, 2013; Maddox, 2015; Smeeton, 2016; Usher, 2013; Watkins, 2013).

Researchers discuss that teachers’ perception on differentiated instruction is essentially a question of their core belief that all students are capable of learning within a mixed ability setting (Brentnall, 2016). Brentnall (2016) added that the more the teachers perceive that they have the ability to differentiate instruction, the greater the choice teachers provide to students, indicating wider implementation of differentiation. Similarly, Burkett's (2013) qualitative study found that the use of DI strategies is prevalent when teachers perceive that differentiated instruction is essential in an effective classroom. In contrary, some studies emphasize that having positive perception of DI does not necessarily increase its implementation. Chen (2007), for instance, identified that although participants in the study stress the importance of differentiated instruction, they did not put the concept into their daily classroom practice. The reason for this, as delineated by the researcher, was lack of competence in differentiated instruction.

According to Davis (2013) reported that there were moderate to strong positive relationship between teachers’ dispositions and differentiation of instruction by content, process, product, and environment as perceived by the teachers. The study also found strong positive correlations between teachers’ dispositions and differentiation of process and product as perceived by educational leaders. Similarly, Usher (2013) identified that teachers’ perception was a significant predictor of implementation of differentiated instruction.

2.11 Major Types of Active Learning Strategies

In the work of Geressu and ABABA (2008) to be effective, in the teaching-learning process, teachers should use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learner in their learning. There are lots of strategies that help to implement active learning in the classrooms. However, only some of the commonly used in secondary schools were discussed in this section. Because, I believe, most of secondary schools were commonly used this active learning strategies.

2.11.1 Group Work

Group work is part of collaborative strategies of teaching learning. It is the best ways of encouraging active learning by arranging the learners’ work together in group. It can take many
forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (Kyriacou, 1998:39).

### 2.11.2. Role-playing

Role-playing is a deliberate acting of a social role in a classroom. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, et al, 1995:115). Role-playing fosters small group interactions. It allows students the opportunity to act out selected text.

### 2.11.3. Discussion

Discussion in the classroom is an essential kind of active learning strategy (ICDR, 1999:92). This strategy gives room for the students to exchange, explore and air their views (Nardos, 2000:196). However, they need to be managed and organized well to be effective.

The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful. In line with this idea, Frazee, et al (1995:79) argued that, through discussion there is an opportunity for higher order thinking and increased interaction among all students.

### 2.11.4 Brainstorming

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

Problem solving is an instructional method where teachers and learners attempt in a planned, conscious and purposeful effort to arrive at some solution (Aggarwal, 1996:91). Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners’ life. According to Lue, (2000:22) problem based learning is derived from the conviction that the student is an active and creative individual with the will and skill to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion.

2.11.6 Project method

A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999:84). Ideally, project work should consist of a task to achieve some definite goal of real personal value.

The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students’ immediate environment individually or in group (Dary and Terry, 2000:17).

In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

2.11.7. Peer-Teaching

Peer-teaching is a participatory, active and democratic strategy integrated into the students’ own experience; that results in deep learning. Peer-teaching involves occasional use of students in the class who have experiences because of their good background in particular area. PT is also an appropriate strategy to be applied in teacher training program. It can solve the problem of large class size and it may release teacher educators’ time for personal research or for producing resource based learning material (Benet et al., 1996:38)
2.11.8 Demonstration
A demonstration activity is when the instructors demonstrate how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions.

When an instructor demonstrates, he/she should point out the process, step by step. Having written instructions on the board or on a piece of chart paper is also helpful. (Cpel, et.al, 1995)

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

2.12. Factors Affecting Implementation of Active Learning
In the work of Geressu and ABABA (2008) different educators have noted that the effective implementation of active learning can be influenced by a multiple of factors. Some of them are discussed below.

2.12.1 Teachers’ and students’ perception of active learning
Teachers’ and learners’ perception of active learning largely focused on the knowledge they adhere. This means that teachers and learners who strongly support the traditional method of teaching undertake that the teacher is the only source of knowledge and knows best. To such teachers and learners teaching takes predominant role over learning. Indeed students are assumed empty vessels to be filled by the teacher (O’Hara and O’Hara, 1998:78). The authors further write due to their perceptions many teachers and students tend to avoid active learning.

2.12.2 Classroom Condition
Besides social environment of a given institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional facilities like:
furniture, resource center, laboratory and library services have direct bearing in the instructional methods. Lue (2000:17) explains that teachers who teach numerous students in overcrowded classroom often say that it is certainly not appropriate to provide activities and group works for such classes.

2.12.3 Class size
It is not suitable to provide different experiments and group works having numerous students in overcrowded classroom. Sguazzin and Graan, (1998:54) in their study have indicated that schools in many parts of Africa are composed of large number of students. Thus giving students enough attention and meeting the need of every student so as to engage actively in learning process is difficult.

2.12.4 The physical environment
A number of schools confirmed that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout) contribute a lot to promote active learning. A clean and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning. (Sguazzin and Graan, 1998:77)

2.12.5 The design of the teaching module
Most text books and modules do not incorporate active learning. They only serve one-way instruction. In one way communication the learner reads what has been written but in no way responds to the material. This greatly reduces the creativity of the learners and the implementation of active learning. (Leu, 2000:86)

2.13 The role of teachers, students and principal in application of active learning strategies

2.13.1 The role of teachers in active learning strategies
The implementation of effective teaching strategies is one of the basic criteria to be an effective teacher. If teachers are on the position to help learners to learn, they must be able to select and use teaching strategies that produce learning. Broadly speaking many educators has strictly underlined that teachers play a essential role in the application of active learning. According to Teshome (2017) the teacher’s task in this approach is to use classroom methods that encourage
the learner to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication based methods in their teaching. The common element in any form of active learning approach is that teaching is removed from teacher’s role of standing at the front of classroom and presenting the material. Rather the students are placed in to the position of teaching themselves and the instructor is converted in to coach and a helper in this process. Active learning approach is based on the empirically proved hypothesis, that learner’s achiever superior academic outcomes and even personal growth in terms of higher self-confidence and openness to experience etc. A learner centered approach requires a shift in roles and responsibilities, a different set of rights and obligations on the part of teacher and students. The role of the teacher in the classroom has shifted from the primarily role of information giver to that of guide, facilitator and learners. A facilitator teacher delivers the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide, a role that interpolates mediation, modeling and coaching. According to Tnzmann et.al (1990), the role of teacher can be expressed in three ways:

A. Facilitator or facilitating: involves creating rich environment and activities for connecting new information to prior knowledge providing opportunities for collaborative work and problem solving and offering learners a multiplicity of authentic learning activities.

B. Modeling may involve thinking aloud (sharing thoughts about something) and demonstrating (showing learner how to do something in a step-by-step fashion) to figure out an information word, to represent and solve a problem, to organize a complicated information and so on.

C. Coaching involves giving hints, or cues, providing feedback redirecting learners’ efforts and serving them use a strategy. Generally, coaching is to deliver the right amount of help when students need it, neither too much nor too little, so that learners prepare as much duty as possible for their own learning.

In the student-centered classroom the teacher is expected to act as a resource for input. But not the only resource, input also provided by the students, by the material, and by the task itself. Lakew (2016) there are many optional to the teacher in the student centered classroom in which the teacher tasks on the role of manager or a facilitator of learning. The teacher can act as a monitor to ensure that students are proceeding in the correct way and in the right direction.
helping students to prioritize and organize their learning or perhaps participate as a group of member if the students are losing track of their objectives. The teachers can suggest sources of consultation encourage and support the learning process, guide and direct as required and highly important provide critical feedback, both positive negative. The teacher can also provide opportunities for learners to evaluate their own and their peer performance, to reflect on the subject’s matters and on the learning process itself, thereby promoting the acquisition of effective study skills. By understanding and taking responsibilities for learning, by acquiring the tools for self-evolution, students become more autonomous and independent as learners. So that the teacher and learners relationship becomes more of partnership and teacher intervention decreases. Lakew (2016) also supporting the above ideas, the role of teacher in student centered classroom will become guides and mentor helping students access interpret, organize and transfer knowledge to solve authentic problems, while students gain expertise not only in the content areas being studied, but also in learning. In fact teachers become more than guide in the side of helping to find answers to real life problems. As to Lakew (2016) the role of teachers in active learning is to facilitate the students learning by providing a frame work (i.e. activities students to complete) that facilitates their learning. For instance, the teacher posts activities and questions that students complete, Projects including writing papers, essays and reports, explore, answering open ended questions, creating art work and organizing events. Hofstadter further explained that a constructionist teacher will begin a lesson by asking students to recall what they already know about the subject. Then they will involve students in an activity that will take them beyond what they currently know. The learners must actively engage in the learning process by doing something. The teacher become much more important in the students centered classroom Lue (2000), cited in Fiseha (2001), the teacher must guide and manage the activities: she/ he must make sure that all learners are working productively on the activities and must monitor the progress of the all learners. According to Aggerawal (1996) the role of teacher in student centered education may be sum up as follows:

- Motivating learners.
- Developing trust and confidence in learner’s capacity to learn.
- Becoming as a resource for creating meaningful learning experiences.
- Accepting the individual and the group
- Recognizing and reinforcing the individual contribution.
➢ Becoming sensitive to the child’s needs and interesting in a way that would provide a sense of feeling and security.

2.13.2 The role of students in active learning strategies

In the new approach to modern education, often called active learning, students not only receive information from lectures and books, they also gather information, discuss it, record it systematically, compare it, analyze it, draw conclusions from it and communicate about it (Mulugeta Worku et al., 2018). When they are given information and facts from their teacher or their textbooks, they are asked to do something active and creative with the information, analyze it, think about it, discuss it, and make reports on it (Fiseha, 2001). According to Lakew (2016) even beyond learning what they need to know, learners benefit from the method of teaching. They learn how to feel good about themselves. As they take on new duties and succeed with the responsibilities they come to gain confidence in themselves as competent problem solvers. Even more research shows that, students have higher achievement when they attribute success to their own abilities not to luck or help. In active learning approach, it is the students themselves who were responsible for the success of their own learning. According to (Barnett and Muth, 2008), one important students’ role of is that explorer interaction with the physical world and with other people allows learner to discover ideas and apply skills. Students then encouraged reflect up on their discoveries which are important for the learner as a cognitive apprentice. Apprenticeship takes place when learners observe and apply the thinking process used by practice. Students also become teachers themselves by integrating what they have learned. Hence they become products of knowledge, capable of making significant contributions to world’s knowledge. It is true that student must do more than just listening to teacher and note taking. They must write, read, discuss or to be engaged in solving problems. Most importantly to be activity involved, learners must engage in such higher order thinking tasking activities as synthesis, analysis and evaluation (Dirribsa, 2005).

2.13.3 The role of principal in applying active learning strategies of teaching

Principal can be considered as prominent figure in the school system as he/she is the one who is assigned to lead all activities that go on in the school environment. It is a common experience that the school principals are responsible for both academic and administrative affairs in the
school. With this issue, Moffet (1979), citied in Yonas (2006), for the effective application of active learning the principals also have a great role. Similarly, Sgazzin, and Graan (1998) argued that so as to apply (implement) active learning the management of the school, head department and others need to understand that, active learning is the building black of long life learning. The school as a whole should do everything possible to facilitate active learning. This may involve allocating funds for additional equipment, ordering books in sets to allow use by a small group.

Moreover, Mukales (1998) concluded that for any reform to succeed, we need effective school manager are supposed to prove necessary induction and continuous professional support to teachers. Teachers can only whole heartedly support reforms it they understand the need for it and know that they will be supported. This can only happen if the management of the school has vision encourages the involvement of the teachers and this can be achieved through extensive training (both pre-service and in-service programs). In light of this idea, Mukales (1998) extended his argument educational the need for principle training by saying as follows: Teacher’s support in implementing educational policies and program could be improved if the managers of the school are properly trained. In general, such arguments seem to be sufficiently convincing that a school principle should get appropriate trading that enable him/ her to be competent enough in the full implementation of educational program in general and active instructional methods in particular.

2.13.4 The role of supervisor in facilitating active learning strategies

Supervision is the provided for the purpose of improving teaching and learning. The effectiveness of supervision depends on the skills and competence of supervision in working with the entire staff classrooms teachers, specialist and administrators. Supervision is a cooperative services designed to did teachers rather than to report about them (Smith, 1963). The role of supervision and learning processes takes place in school. In addition, this activity demands the presence of competent, professional supervisors who can think ahead of time about the curriculum, methods of teaching and the school situation as all. The absence of trained and skilled supervisors retards school activities from positive progress. Because school and teachers may lack the necessary timely feedback related to their performance that can facilitate and learning process. Teachers who are weak in their knowledge and skills of teaching may not get
with the necessary training to enable them to do better works. It is important to understand that, supervision is a type of educational service rendered by a variety of school officials, head of department and special supervisors (Belay, 2017).

2.14 Implementation of Active Learning

Active Learning is more effective and more easily adaptable to the primary school level learners than the higher ones. This is, according to Fern, Anstrom, and Silcox (1993), because children, in various cases, already practice various behaviors related with the active learning model. However, for effective implementation of active learning to any level including elementary schools, teachers and students are very crucial agents. Both have different roles and responsibilities in promoting active learning. They are also expected to know what active learning is and develop positive attitude towards it; particularly teachers are expected to know the principles and techniques of teaching of active learning. Regarding this fact, Tudor (1993:24) has mentioned, ‘If language teaching is to be geared around students’ intentions and resources, then both the teacher and the students themselves need to understand what these intentions and resources are practicing and promoting active learning methods pose enormous challenges in the classroom. According to UNESCO (2004) four broad categories of challenges can be identified: teacher training, material conditions, curriculum and culture.

Issues associated to teacher training revolve around the quantity/quality of pre-service preparation and the effectiveness of in-service professional development that teachers receive. Leu (2005), points that in many countries pre-service teacher education is based on traditional models while the curriculum is changing to constructivist approaches based on child centered pedagogies. While this mismatch between the level of teacher’s prior education and training represents a challenge to efforts to promote the use of active-learning, research indicates that such challenges can be overcome. Evidences from studies conducted by AIR (American Institute for Research) and Academy for Educational Development (AED) under the EQUIP1 indicate that in-service education programs especially ones which are school and school cluster based, extended over a period of time, and actively engage participants in learning and doing can develop the commitment and knowledge of even less formally educated teachers that is a prerequisite for implementing active-learning, student centered pedagogies (Asgedom, 2004).
Material conditions (poor facilities, equipment, and number of students) in classrooms where teachers are asked to implement active-learning pedagogies may certainly be significant determinants of learning. According to a study in Uganda by Siraj-Blatchford et al., (2002) the utilization of child centered pedagogy was more sporadically implemented both because of the inadequacy of the furnishing and equipment in the classroom and because of large classes. Another source of challenge for implementing active learning methods emanate from the mismatch between the information-memorization orientation of the curriculum and examinations and the constructivist notions of knowledge and understanding associated with active-learning (AIR and AED, 2006).

Parents and other key stakeholders may not believe that the use of active learning would enable their children to succeed in their schooling given the demands of the curriculum and examinations for memorization and rote learning. As Hopkins (2003) observes from case studies in Uganda, Kenya and Tanzania, one of the threats to child-centered learning is the narrowing of the definition of effective student learning to test scores. Teachers in these countries are subject to significant expectations and pressure to ensure student success on national examinations rather than understanding their lessons. Active-learning methods are built on cultural value of relatively democratic or egalitarian (i.e., less authoritarian and unequal power) relations between adults and youth. As Bernstein (1971), studies indicate however, this might contradict with cultural values where authoritarian cultures predominate or there exists continuity between home or school cultures. Bernstein (1971) also indicates how it may be easier to implement active learning and student-centered pedagogies for teachers serving working class families than it is for teachers serving middle class families.

2.15 Challenges in active learning strategies

Before to researching problems surrounding active learning methods, it is significant to appreciate some methodological challenges. One of this has to do with the confusion that can arise from precisely defining what is being studied. As already discussed elsewhere, there are many methods that can be put under the umbrella of active learning. Other important problems relate to issues of measurement of what works.
According to Prince (2004) four basic issues can be considered. The first one of these refers to the need to measure multiple outcomes of active learning. Prince argues that when asking whether active learning works, the broad range of results should be considered such as measures of factual knowledge, relevant skills and learner attitudes, and pragmatic items as learner retention in academic programs. However, this author says that solid data on how an instructional method impacts these learning outcomes is often not accessible, making comprehensive assessment difficult.

The second significant problem related to measurement, according to Prince (2004) is that many relevant learning outcomes are simply difficult to measure. This is particularly true for some of the higher-level learning outcomes that are targeted by active learning outcomes.

The third problem with active learning research has to do with misinterpretation of results. Prince says that even when data on higher level outcomes are available; it is easy to misunderstand reported results. The fourth problem is in determining the significance of improvement caused by active learning. Proponents of active learning sometimes cite improvements without mentioning that the magnitude of improvement is small. According to Prince (2004) this is particularly misleading when further effort and resources are required to produce an improvement. As a cautionary note, Prince (2004) warns that some reports/readers may dismiss improvements from active learning as Hawthorne effects whereby subjects knowingly respond positively to any novel interference regardless of its merit.
CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter deals with the research approach, research design, source of data, sample and sampling technique, data collection instruments, data analysis procedures, pilot test and ethical consideration.

3.1 Research Approach

In order to accomplish the main objectives of the study, the researcher used mixed methods approach. This helps the researcher to have more substantial pictures of the reality and to gain clear understandings of the issue on the research questions in a natural way.

3.2 Design of the Study

This study investigated teachers’ perception, self-efficacy and practices of active learning strategies in Tegedie Woreda secondary schools. The research was conducted based on descriptive design. Because the study focuses mainly on describing, identifying, analyzing and interpreting the conditions that exist in relation to the teachers’ perception, self-efficacy and practices of active learning strategies and to ensure collection of information which precisely describes the nature of prevailing conditions at a specific point in time (Kang'ahi et al., 2012).

3.3 Sources of Data

The researcher used primary data sources in order to obtain pertinent data that are helpful to answer the basic research questions stated. Primary sources are firsthand information. Among the types of primary sources the researcher were used included students, teachers, principals, vice principals and supervisor.

3.4 Population, Sample Size and Sampling Techniques

The study site Tegedie Woreda was selected purposively as the researcher had information about the critical problems in the practices and implementation of active learning method in secondary schools. The target populations of the study were secondary school teachers, students, principals, vice principals and supervisor in Tegedie Woreda. There are two secondary schools in the Woreda. These are Kirakir & Soroka secondary schools. From these 2949 students’
teachers’, 2 principals’, 2 vice principals’ and 1 supervisor are in the Woreda population. The researcher selected the whole secondary schools by using comprehensive sampling technique. From the total teacher population of these secondary schools (112 teacher), the researcher selected 45% of them (51) using stratified random sampling technique and then systematic random sampling technique were used to select teachers in each school. 2 principals, 2 vice principals and 1 supervisor from the secondary schools were included in interview by using comprehensive sampling. From a total of 2949 students as a whole the researcher selected 124 students out of 62 sections (33 from Kirakir & 29 from Soroka) one (1) male and one (1) female classroom representatives were selected by using comprehensive sampling technique in each sections, since all the classroom representatives’ were included in the study. Thus, the researcher believed that students’ representatives have been highly contribution in teaching learning process and they were giving reliable information about practice of active learning strategies.

**Table 1 Total number of teachers’ in the sample schools**

<table>
<thead>
<tr>
<th>Sample schools</th>
<th>No. teachers in each school</th>
<th>Sample teachers</th>
<th>Sample techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Kirakir</td>
<td>44</td>
<td>15</td>
<td>59</td>
</tr>
<tr>
<td>Soroka</td>
<td>42</td>
<td>11</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>26</td>
<td>112</td>
</tr>
</tbody>
</table>

Source: Tegedie Woreda Educational Office (2013 E.C)

**Table 2 Total number of students in the sample schools**

<table>
<thead>
<tr>
<th>Sample schools</th>
<th>No. students in each school</th>
<th>Sample students</th>
<th>Sample techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Kirakir</td>
<td>556</td>
<td>984</td>
<td>1540</td>
</tr>
<tr>
<td>Soroka</td>
<td>559</td>
<td>850</td>
<td>1409</td>
</tr>
<tr>
<td>Total</td>
<td>1115</td>
<td>1834</td>
<td>2949</td>
</tr>
</tbody>
</table>

Source: Tegedie Woreda Educational Office (2013 E.C)
Table 3 Sample of school principals, vice principals and supervisor

(N.B there is one cluster center in secondary education level).

<table>
<thead>
<tr>
<th>Schools</th>
<th>Principals</th>
<th>Vice principals</th>
<th>Supervisors</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>Sample</td>
<td>Population</td>
<td>Sample</td>
</tr>
<tr>
<td>Kirakir</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Soroka</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Source:** Tegedie Woreda Educational Office (2013 E.C)

3.5 Data Collection Instruments

The relevant data for the research were collected through the use of instruments such as questionnaire, interview and observation.

3.5.1 Questionnaire

A questionnaire was used as to collecting the relevant data for this study. Questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time for minimum cost (Kothari, 2004). The questionnaires were collected primary data from both students’ and teachers’. First, both close and few open ended type of questionnaires were prepared for students and teachers in English. Items of the questionnaire were translated into Amharic for administration purposes and to avoid communication barriers as well. Accordingly, 5 point Likert Scale items were prepared for respondents to know their feelings about the teachers’ perception, self-efficacy and practices in implementation of active learning strategies. The questionnaire has five response options ranging from strongly agree to strongly disagree.

The questionnaire basically has two sections. The first part was designed to collect personal and organizational information of respondents. The second parts questionnaire items were developed by the researcher in order to find out the teachers and students practice on active learning and how they are implementing active learning strategies in the classroom. In addition to this, open-ended and close-ended questionnaires were employed in order to give opportunity to express
their feelings, perceptions, problems and intentions related to active learning practices in the schools. Based on the information gained from literature, the researcher prepared two open-ended questions were used to enable the respondents to express their feelings without restriction and 31 closed-ended items was used for the teachers’ respondents to give answer easily. And also 18 closed-ended items was used for the students’ respondents to give answer easily. Before the collection of the data, the researcher checked content validity and reliability of instrumentation by using pilot test in included schools. The instrument was developed in several stages to evaluate the content validity and reliability. Pilot test, checking the reliability of data collecting instruments before providing for the actual study subject were the core to assure the quality of the data (Yalew, 2006).

3.5.2 Interview

This technique was employed to acquire qualitative data and data that are not handled in by questionnaires. Thus, interviewees include in this study were principals, vice principals and supervisor of the selected secondary schools. The purpose of the interview were generating in depth information about the practice of teachers and promoting to implement active learning strategies. The researcher was prepared eight semi-structured interview for 2 principals, 2 vice principals and 1 supervisor. To make the communication more effective the interviews are made in Amharic language. Finally the responses of the interviews were analyzed and incorporated in the analysis.

3.5.3 Observation

Observation is one way of data collecting instruments. Observation is a method by which a researcher collects information from participants of a study by watching what they are doing and listening to what they are saying (Yalew, 2006). In the application of an educational program, it is in the “classroom” that all hidden and manifest intentions and efforts of education occur. Based on this, we can say that classroom observation was very important source of data collection in describing the implementation of an educational innovation. Therefore, classroom observations were one of the important sources of data in this study. To observe the practice of active learning strategies in the class room during instruction, the researcher was prepared structured observation (checklist). By using simple random sampling (lottery method) a
minimum of two period observation times with five subjects (Chemistry, History, Mathematics, English and Geography) was taken for collecting information in each sample schools from 32 items focusing on teachers’ and students’ activity, classroom facilities, and classroom evaluation to use checklist in the observation process through the 32 items were used Yes/ No options.

3.6 Data Gathering Procedures

Questionnaires were distributed for 175 respondents for students and teachers; and 5 were interviewed for principals, vice principals and supervisor. The collected data from the respondents were recording during interview. Analysis was make based on the information and observed evidences collects through questionnaire, interview, and observation. The response that was obtained from the questionnaire items were tabulated, interpreted and analyzed.

Therefore, pilot study was conducted prior to the administration of the final questionnaires for the respondents. It was carried out by developing the adapted questionnaires and those were submitted to the experienced teachers for the sake of comment. After ensuring the appropriateness of questionnaires by teachers, the researcher was discussed with school principals, vice principals, teachers, students and supervisor regarding the purpose of data was going to gather and how it have been done. First, the researcher was collected data through classroom observation and then he was conducted interview with the school principals, vice principals and supervisor more specifically to assess or examine their awareness towards active learning and their practice of in the classroom. Finally, the questionnaires were distributed to the respondents and the data were collected. The reason that the researcher sequenced the data collecting tools accordingly that if teachers’ replied to questionnaires early; they were arranged make up classes which they may not be practicing in the usual time. So, it was helped the researcher to get valid and reliable information concerning practices of active learning in classes. These all data gathering procedures were ensure the reliability and validity of data in the study. The researcher was used that calculate many of the descriptive statistics (frequency, percentage, mean, and mean ranking) and inferential statistics (one sample t- test) obtained from the questionnaire respondents.
3.7 Data Analysis Techniques

Both the quantitative and qualitative research methods were employed to analyze and interpret the data gathered from the different sources. The response for the questionnaires were counted, and converted in to percentages, mean and t-test to analyze the data that is quantitatively. On the other hand, the information that was obtained through few open ended questions, observation and interview items supplemented the data through narrative description.

First, the data gathered through close ended questionnaires for teachers’ part I (Perceptions of teachers’ in implementing active learning strategies) by using a five point Likert Scales (strongly disagree, disagree, undecided, agree and strongly agree) as suggested by Kothari (2004) were tabulated in terms of descriptive statistics such as mean, standard deviation and inferential statistics such as one sample t-test. For the ease of analyzing the raw data, part II (teachers’ self-efficacy in implementing of active learning strategies) analysis by using a five point Likert Scales (very low, low, medium, high and very high) was presented in terms of descriptive statistics such as mean, standard deviation and inferential statistics such as one sample t-test. For the ease of analyzing the raw data, part III (teachers’ practice of active learning strategies) analysis by using a five point Likert Scales (never, seldom, occasionally, frequently and always) were formulated in terms of descriptive statistics such as mean, standard deviation and inferential statistics such as one sample t-test. And also the researcher has prepared two open-ended questions for teachers’ (factor affecting of implementing active learning strategies and teachers’ use in practice of active learning strategies). Second, the data gathered through close ended questionnaires for students’ part I (teachers’ practice in active learning strategies) by using a five point Likert Scales (strongly disagree, disagree, undecided, agree and strongly agree) was presented in terms of descriptive statistics such as mean, standard deviation and inferential statistics such as one sample t-test. For the ease of analyzing the raw data, part II (teachers’ role and responsibilities in implementing of active learning strategies) analysis by using two options (Yes/ No) was presented in terms of frequency and percentage, part III (factors of active learning strategies) analysis by using a five point Likert Scales (strongly disagree, disagree, undecided, agree and strongly agree) were formulated in terms of frequency, percentage, mean value and mean ranking. Characteristics of the respondents were also analyzed using frequency and percentage. Thus, the data processing and analysis were employed by the Statistical Package for
Social Science (SPSS) version 26 computer manual to analyze the quantitative data. Then, the qualitative data gathered through interview classroom observation, and open ended questionnaire analysis was done by organizing, summarizing and interpreting narrative description.

### 3.8 Pilot Testing

In order to ensure that the scales are suitable, a pilot test was conducted with 20 teachers’ and 35 students’ drawn randomly from the non-sampled group of teachers and students’ in Tach Armachiho Woreda at Sanja secondary school. Finally, the responses of the participants were scored and tabulated to compute inter-items correlation and Cronbach-Alpha in order to evaluate the scale and its reliability.

### 3.9 Ethical Considerations

Distributing the questionnaires followed official processes which started by obtaining the approvals from the authorized parties. The questionnaire cover briefed the research purpose to the participants and explained the questionnaire. Participants were aware that their participation in filling the questionnaire was voluntary and at any time they can refuse participation. They are telling that there would not be any negative impact on them. Moreover, they are telling that all disclose information would be kept confidential and all identities would be kept unknown.
CHAPTER FOUR

4. PRESENTATION, ANALYZE AND DISCUSSION OF RESULTS

4.1 Analysis of the main Data

This chapter presents the analysis and interpretation of data and discussion of results. In doing so, the data collected through the questionnaires and classroom observation are presented with the help of tables. The chapter is divided into three sections. Analysis of the main data, characteristics of the respondents and discussions of results are presented respectively.

4.2 Characteristics of the Respondents

Before discussing the data related to the major questions, a summary of characteristics of the respondents were presented below. As mentioned in chapter three, the intended information for the study has been gathered from two groups; they are teachers and students. A total of 51 teachers and 124 students were included in the study.

<table>
<thead>
<tr>
<th>Table 4 Teachers’ sex, age, years of experience and qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
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<td>4</td>
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</tbody>
</table>
The above table 4, indicated that, 39 (76.5%) of teachers was males and 12 (23.5%) was females. Hence, most of the teachers were males. Regarding teachers age, the majority 31 (60.8%) of the teachers are found between 26-30 years of age, 17 (33.3%) teachers found between 31-35 and 3 (5.9%) are found between 20-25 years. Regarding the experience of teachers, the majority 30 (58.8%) of teachers had work experience between 6-10 years, 11 (21.6%) of teacher respondents had 11-15 years’ experience and 10 (19.6%) of them had work experience between 0-5 years’ experience. Regarding, the education level of teachers, 48 (94.1%) were first degree holders and 3 (5.9%) of teachers had master degree holders. Hence, most of teachers were first degree holders.

Table 5 Teachers’ sex, age, years of experience and qualification

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>Characteristics</th>
<th>(frequency=124) students’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td>Male</td>
<td>Frequency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Age of students</td>
<td>15-20</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-25</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 36</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Grade level</td>
<td>9th</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10th</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11th</td>
<td>32</td>
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<td></td>
<td></td>
<td>12th</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>124</td>
</tr>
</tbody>
</table>

The above table 5 shows, regarding age of students’ similarly, 62 (50%) of students was males and 62 (50%) was females. Regarding age, the majority 112 (90.3%) of the students are found between 15-20 years of age and 12 (9.7%) are found between 21-25 years. On the other hand, regarding of grade level 36 (29.0%), 34 (27.4%), 32 (25.8%) and 22 (17.7%) of them grade 9th, 10th, 11th and 12th respectively.
Table 6: Teachers’ perception towards implementation of active learning strategies
One sample t-test was computed to determine the level of secondary school teachers’ perception of active learning. To answer this question, one sample t-test was computed as shown in table 6 below.

Table 6 Mean Scores, Standard Deviations, and One Sample t-test Results perceptions of teachers in implementing active learning (N=51)

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed</td>
<td>32.41</td>
<td>4.28</td>
<td>54.068</td>
<td>.000</td>
</tr>
</tbody>
</table>

The one sample t-test result (as can be observed in table 6) shows that secondary school teachers’ perception of active learning. The obtained mean of teachers’ perception of active learning methods (32.41, SD = 4.28) is significantly greater than the expected mean (30); ($t(50) = 54.068$, $p< 0.05$). This result suggests that secondary school teachers in Tegedie Woreda perceive active learning positively. This implies that the perceptions of secondary school teachers in implementing active learning strategies in classrooms positively perceived. However, the interview and classroom observation checklist results showed that their positive perception did not help them to use the method in the classroom and active learning was rarely practiced in the classroom.

Table 7: teachers’ self-efficacy in active learning implementation
One sample t-test was computed to determine how far secondary school teachers’ are self-efficacious to effectively implement active learning strategies. The result is presented in table 7 below.

Table 7 Mean Scores, Standard Deviations, and One Sample t-test results of self-efficacy of teachers’ in implementing active learning (N=51)

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>42</td>
<td>59.4902</td>
<td>3.62</td>
<td>117.22</td>
</tr>
</tbody>
</table>
Table 7 showed that the status in mean scores for the overall teachers’ self-efficacy in implementing active learning strategies in classrooms were found statistically significant (M = 59.4902, SD = 3.62 and t (50) = 117.22, p = 0.05, two-tailed). Moreover, reaching statistical significance in mean scores differences, it also show that the observed mean scores (59.4902) is greater than the expected mean scores (42). This implies that the secondary school teachers’ have high self-efficacy towards the implementations of active learning strategies. However, due to lack of teaching motivation such as lack of interest, lack of attention to teaching professions, unequal treatment of teachers by school principals and lack of necessary teaching materials the secondary school teachers’ do not implement active learning strategies effectively. This is proved by class observation and interview results.

**Table 8: practice of active learning strategies (teachers’)**

One sample t-test was computed to determine to what extent is active learning methods implemented in secondary schools. The result is presented in table 8 below.

**Table 8 Mean Scores, Standard Deviations, and One Sample t-test results of the practice of active learning strategies (N=51)**

<table>
<thead>
<tr>
<th>Mean Expected</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>Observed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>23.43</td>
<td>4.56</td>
<td>36.68</td>
<td>50</td>
</tr>
</tbody>
</table>

As depicted in table 8, the observed mean score of teachers’ overall perceived practice of active learning methods (23.43, SD = 4.56) is significantly higher than the expected mean (21) (t (50) = 36.68 p< 0.05). This implies that the majority of secondary school teachers’ in Tegedie Woreda are frequently implementing active learning strategies in their classroom. However, researcher’s open ended questions, observation and interview indicated that the majority of the teachers implement active learning strategies occasionally/sometimes in their classroom. Therefore, we can conclude that the majority of the teachers’ were rarely employed active learning strategies.
Table 9: practice of active learning strategies (students’)

Table 9 Mean Scores, Standard Deviations, and One Sample t-test results of the practice of active learning strategies from students’ respondents (N=124)

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>Observed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>18.66</td>
<td>5.14</td>
<td>40.23</td>
<td>123</td>
</tr>
</tbody>
</table>

Table 9 showed that the status in mean scores for the overall secondary school teachers’ practice and implementation of active learning methods were statistically significant (M = 18.66, SD = 5.14 and t (123) = 40.23, p = 0.05, two-tailed). Furthermore, besides reaching statistical significance in mean scores differences, it also show that the observed mean scores (18.66) is less than the expected mean scores (21). The students’ agreed that active learning practice takes place sometimes. This showed that the teachers which they do not implement active learning in the classroom from the students’ responses.

Table 10 Frequency, percentage and mean values of students’ opinion about teacher’s roles and activities during teaching learning process

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>F.</th>
<th>%</th>
<th>F.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do your teachers arrange students for different classroom activities?</td>
<td>50</td>
<td>74</td>
<td>40.3</td>
<td>59.7</td>
<td>44.4</td>
<td>55.6</td>
</tr>
<tr>
<td>2</td>
<td>Do most of your teachers encourage you to actively participate in the classroom?</td>
<td>67</td>
<td>57</td>
<td>54</td>
<td>46</td>
<td>53</td>
<td>42.7</td>
</tr>
<tr>
<td>3</td>
<td>Do most of your teachers provide opportunities for students to reflect idea on lesson?</td>
<td>71</td>
<td>53</td>
<td>57.3</td>
<td>42.7</td>
<td>44.4</td>
<td>55.6</td>
</tr>
<tr>
<td>4</td>
<td>Do most of your teachers associate/relate the classroom lesson with real life experience of students?</td>
<td>55</td>
<td>69</td>
<td>44.4</td>
<td>55.6</td>
<td>44.4</td>
<td>55.6</td>
</tr>
<tr>
<td>5</td>
<td>Do your teachers create learning opportunity for students in your class by considering individual differences of the learner?</td>
<td>48</td>
<td>76</td>
<td>38.7</td>
<td>61.3</td>
<td>38.7</td>
<td>61.3</td>
</tr>
</tbody>
</table>

The above table 10, item 1 shows, 74 (59.7%) of students replied that teachers do not arrange students for different activities and the rest 50(40.3%) replied teachers’ arrange students for different activities. Item 2 regarding teachers’ motivation, 67 (54%) of the students responded that, most of the teachers were encourage students to become actively participant in the classroom and the rest 57 (46%) responded some teachers do not encourage students. About item 3, 71 (57.3%) of students more or less replied that, teachers provide opportunities for students to reflect their idea on the lesson and the rest 53 (42.7%) of students replied they were not give the opportunities for their students. Item 4 regarding, 69 (55.6%) of them responded that teachers do
not associate/relate the classroom lesson with the real life experience of students but, the rest respondents, 55 (44.4%) of them responded that teachers do associate/relate the classroom lesson with the real life experience of students. Item 5, concerning to the creating the learning opportunity for all students in the class, some of 48 (38.7%) of students believe that their teachers’ create the learning opportunities for all students in the class. But about the majority of 76 (61.3%) of them were replied the opposite.

As we can see from the above analysis of students’ responses, that, most of the teachers provide safe and inclusive learning environments. Therefore, we conclude that, the majority of the activities that are expected from the teachers’ to some as expected. But it’s very difficult to say these teachers are fully implementing active learning strategies.

Table 11 Frequency, percentage and mean values of challenges of students’ for active learning strategies

<table>
<thead>
<tr>
<th>No .</th>
<th>Item</th>
<th>1= SD</th>
<th>2= DA</th>
<th>3= Und</th>
<th>4= Ag</th>
<th>5= SA</th>
<th>Mean</th>
<th>Mean ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The level classroom condition to implement active learning strategies</td>
<td>7</td>
<td>5.6</td>
<td>10</td>
<td>8.1</td>
<td>9</td>
<td>7.3</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>The level of class size to implement active learning strategies</td>
<td>6</td>
<td>4.8</td>
<td>11</td>
<td>8.9</td>
<td>10</td>
<td>8.1</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>The level of students to practice and implement when teachers provide class activities during teaching learning process</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3.2</td>
<td>2</td>
<td>1.6</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>The interest of students to participate in different learning activities</td>
<td>4</td>
<td>3.2</td>
<td>6</td>
<td>4.8</td>
<td>6</td>
<td>4.8</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>The interest of teachers to give different learning activities</td>
<td>7</td>
<td>5.6</td>
<td>8</td>
<td>6.5</td>
<td>7</td>
<td>5.6</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>The interest of students to ask questions and give answers during in teaching learning process</td>
<td>4</td>
<td>3.2</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4.8</td>
<td>32</td>
</tr>
</tbody>
</table>

The above table 11, express about challenges of students for active learning strategies. Item 1 regarding to classroom condition to implement active learning strategies shows 45 (36.3%) and 53(42.7%) of students said agree’ and ‘strongly agree’ respectively in the maximum value of mean (4.02). But the remaining 9 (7.3%), 10 (8.1%) and 7 (5.6%) respondents replied no idea or undecided, disagree and strongly disagree respectively. Hence, the result shows that majority of
the students’ idea there were a high-interests of classroom condition to implement active learning strategies. Regarding to item 2 the respondents replied agree and strongly agree the percentage shows 36(29.0%) and 61 (49.2%) respectively and the maximum value of mean (4.09). It concluded that majority of the students idea there were a high level of class size to challenge implementation of active learning strategies in the classroom. As it can be seen in item 3, 41 (33.1%) and 72 (58.1%) agree and strongly agree and the mean value of their responses (4.38) ranges from “Agree” to “Strongly Agree, the remaining respondents said that 2 (1.6%), 4 (3.2%) and 5 (4.0) undecided, disagree and strongly disagree respectively.” Hence, most of the students agreed on the idea that challenges of level of students to practice and implement when teachers provide class activities during teaching learning process. Item 4, shows that 36 (29.0%) and 72 (58.1%) agree and strongly agree respectively and the mean value of their responses (4.34) ranges from “Agree” to “Strongly Agree. Hence, the majority of the students agreed on the idea that interest of students to participate in different learning activities in the classroom.

Item 5 regarding to the interest of teachers to give different learning activities. The percentages for ‘strongly agree’ and ‘agree’ were 72 (58.1%) and 30 (24.2%) respectively and the mean value for this response was (4.23). This implies that most of the teachers believe that active learning strategies can be enhance students’ level of understanding and interest of teachers to give different learning activities. Item 6, indicate the interests of students to ask questions and give answers during in teaching learning process. The percentages for ‘strongly agree’ and ‘agree’ were 77 (62.1%) 32 (25.8%) respectively, the remaining respondents of them 6 (4.8%), 5 (4.0%) and 4 (3.2%) undecided, disagree and strongly disagree respectively and the mean value for this response was (4.4). This implies that the majority of the students believe that active learning strategies can be enhance interest of students to ask questions and give answers during in teaching learning process in the classroom.

Of these challenges, the researcher has selected six most serious possible factors affecting the implementation of active learning in the secondary schools. These factors are selected on the basis of their frequencies in the responses of the students’. The interest of students to ask questions and give answers during in teaching learning process is the 1st major factors. The level of students to practice and implement when teachers provide class activities during teaching learning process was the 2nd major factors that affecting the implementation of active learning
strategies. The interest of students to participate in different learning activities was the 3rd major problem negatively affecting the implementation of active learning strategies. The interest of teachers to give different learning activities was the 4th major factors that hinder the implementations of active learning. The level of class size to implement active learning strategies was the 5th challenges to implement active learning strategies. And also the level classroom condition to implement active learning strategies was the 6th problems in the implementations of active learning.

I. Presentation and analysis of data obtained through open-ended questions from teachers’

➢ Factors affecting teachers’ implementation of active learning

The responses, obtained from open-ended questions that teachers’ reflect the challenges of active learning implementation in the teaching learning process. The major challenges that teachers mentioned as hindrance to implement active learning methods are, shortage of time to practice active learning strategies, large class size (assigning more than 65 students in the class), inadequate funds for facilitating active learning strategies, there is no provision of teacher training program related to active learning strategies, the classrooms are below the standard, teachers’ and students’ beliefs and perception towards active learning strategies, inadequate time allocation (40 minutes in a session), teachers’ subject matter knowledge and pedagogical incompetence, students' lack of interest in teaching learning process (for example, increasing unemployment), the spread of the COVID-19 world pandemic, lack of equipment resources (example, insufficient teaching learning materials, lack of classrooms, lack of chairs, lack of books, lack of laboratory and library equipment materials), due to different reasons the education were not start on time, lack of attention to the profession of teaching as a result of which teachers are less interested in teaching, the local weather condition is desert, there is a problems in the area, such as the war between Tigray People Liberation Front (TPLF) and the federal government (it is seasonal problem).

➢ Most frequently used active learning strategies

The teachers that mentioned in open ended questions regarding to the practice of active learning strategies that are frequently used for teachers. According to the teachers response that teachers’
in the referred schools were frequently employing traditional lecture methods/ explanations (you mentioned 45 teachers’), questions and answers (you mentioned 41 teachers), group discussions (you mentioned 38 teachers’), group work (you mentioned 26 teachers’), demonstration (you mentioned 8 teachers’), student centered method (you mentioned 6 teachers), class work (you mentioned 5 teachers) and assignment (you mentioned 2 teachers). Besides, analysis of the data indicated that the practice of active learning varied as follows. Traditional lecture method, question and answer, and group discussion is the most frequently used method in the secondary schools by the teachers; group work is the method that is used sometimes in the classroom, and the other methods, such as demonstration and student centered methods, are used rarely. However, the other active learning methods like brain storming, discovery learning capacity, cooperating learning, problem solving, inquiry learning, case study, project method and jigsaw group etc. are not used in the sample secondary schools. Hence, it is possible to say that the degree of practicing major active learning methods in teaching all subjects were low and the kind of methods teachers widely used were the traditional teaching methods.

II. Analysis of data obtained through classroom observation

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Yes</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Is there enough seating space for all students in the classroom?</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Are the chairs easily movable?</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Is there adequate space for movement between desks?</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Is the class size appropriate?</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Is there good condition to practice active learning methods in the classroom?</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

As stated in table 7 the data obtained from classroom observation proved that there is no enough sitting space, all the seats are not movable and the classroom layout was not arranged to facilitate active learning. This tells that classroom situation is almost not suitable to implement active learning strategies. Majority (100%) of the classroom observation result shows that inappropriateness of class size and immovability of chairs or tables made active learning strategies not to be implemented besides to teachers’ perception. It means that the classroom situation supported most of teachers practice of the strategies in all classroom negatively which
implicitly means that their average perception towards active learning strategies with unsuitable classroom situation hindered them not to implement it in the classrooms.

Table 13: Teaching methods and teachers use

| No | Item                        | Yes |  |  |  |  | |  |  |
|----|-----------------------------|-----|----|----|----|----| |  |  |
| 1  | Lecture methods             | 10  | 100 | 0  | 0  |  |  |  |
| 2  | Jigsaw Group                | 0   | 0  | 10 | 100|  |  |  |
| 3  | Problem Solving Method      | 0   | 0  | 10 | 100|  |  |  |
| 4  | Role-Playing                | 0   | 0  | 10 | 100|  |  |  |
| 5  | Group Discussion            | 9   | 90 | 1  | 90 |  |  |  |
| 6  | Brain Storming              | 0   | 0  | 10 | 100|  |  |  |
| 7  | Think-Pair Share            | 0   | 0  | 10 | 100|  |  |  |
| 8  | Cooperative Learning        | 0   | 0  | 10 | 100|  |  |  |
| 9  | Demonstration               | 6   | 60 | 4  | 40 |  |  |  |
| 10 | Conducting Field Trips      | 0   | 0  | 10 | 100|  |  |  |
| 11 | Inquiry Method              | 0   | 0  | 10 | 100|  |  |  |
| 12 | The Project Method          | 0   | 0  | 10 | 100|  |  |  |
| 13 | Discovery Method            | 0   | 0  | 10 | 100|  |  |  |
| 14 | Questions and Answers       | 9   | 90 | 1  | 100|  |  |  |

As table indicated the observation result revealed that almost all (100%) teachers in the schools are not used active learning strategies in teaching learning process. We can say conclude those secondary school teachers’ more dominant and active than learners which imply that they tended to use only traditional lecture methods, question and answer, group discussion and demonstration.

Table 14: Teachers practice and activities in the classroom

| No | Item                                                                 | Yes |  |  |  |  | |  |  |
|----|----------------------------------------------------------------------|-----|----|----|----|----| |  |  |
| 1  | Teachers use energizer activities before starting lesson to relax,   | 0   | 0  | 10 | 100|  |  |  |
|    | to make students alert (active) and to draw the attention of        |     |    |    |    |    |  |  |
|    | students.                                                           |     |    |    |    |    |  |  |
| 2  | Use lesson plan.                                                    | 6   | 60 | 4  | 40 |  |  |  |
| 3  | Clarify the learning objective.                                     | 0   | 0  | 10 | 100|  |  |  |
| 4  | Arrange students for different classroom activities                 | 2   | 20 | 8  | 80 |  |  |  |
| 5  | Give direction about the procedure and activities.                  | 2   | 20 | 8  | 80 |  |  |  |
| 6  | Encourage students to become actively participate in the class      | 2   | 20 | 8  | 80 |  |  |  |
| 7  | Goes around the group and motivate the students.                    | 0   | 0  | 10 | 100|  |  |  |
| 8  | Has good interaction with students.                                 | 10  | 100| 0  | 0  |  |  |  |

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As table 8, the observation results showed that the majority of the activities which are expected to be demonstrated by the teachers were not observed. For example, all (100%) of teachers’ did not use energizer activities before starting lesson to relax, use lesson plan, clarify the learning objective, goes around the group and motivate the students, give constructive feedback for students and recognize and reinforce the individual contribution. Majority (80%) of teachers did not arrange students for different classroom activities, give direction about the procedure and activities, encouraging students to become active participant, and provide the right amount of help when they need to implement active learning. The classroom observations showed that the majority of teachers did not practice active learning strategies and activities in the classroom.

Generally, in Tegedie Woreda, the researcher’s observed that active learning strategies in secondary schools are a serious problem. The Woreda has a budget deficit every year and the landscape is not conducive to implementing active learning strategies.

III. Analysis of data obtained through interview from principals, vice principals and supervisor

Sgazzin, and Graan (1998) argued that so as to apply (implement) active learning the management of the school, head department and others need to understand that, active learning is the building block of long life learning. The school as a whole should do everything possible to facilitate active learning. This may involve allocating funds for additional equipment, ordering books in sets to allow use by a small group. Thus, taking idea as a root, the researcher made interview with 2 principals, 2 vice principals and 1 supervisor. Accordingly, through smooth introduction, the researcher conducted interview. All of those school principals, vice principals and supervisor had MSc/MA degree and they have more than ten years experiences in teaching and administrative in the school. Regarding the concepts/understandings of active learning that were presented for them to explain about the understanding towards active learning strategies, all of them explained that they have awareness about active learning. We understand active learning strategies are the transmission of knowledge from students’ to teacher and from teacher to
students’. Regarding, the perceptions of teachers’ in active learning, their response summarized as teachers’ perception of active learning has an important role in influencing the effective implementation of active learning in the classroom either positively or negatively. They perceived the active learning positively however, they did not employ it effectively in their classroom. Regarding, teachers’ self-efficacy in practicing active learning, all of them described that the level of teachers’ self-efficacy in implementing active learning strategies is low. Lack of teaching motivation, lack of interest, tendency of focusing on teacher-centered method, lack of proper skill to implement different active learning strategies, knowledge gap on pedagogical advantage of active learning strategies, unequal treatment of teachers by school principals and lack of necessary teaching materials by these reasons the secondary school teachers’ have low self-efficacy in implementing active learning strategies. It is possible to say that almost all teachers have used lecture method which makes students passive. In other words, there are dominances of lecture method which make teachers have low self-efficacy to implement active learning. Regarding the practice of active learning strategies, their responses were summarized as the practice of active learning in our school only few teachers are engaged in implementing active learning but majority of the teachers are not interested in implementing active learning. This is due to various reasons, such as lack of teaching-learning materials, teachers’ perceptions to active learning, students’ perceptions to practice active learning, insufficient funds and teachers’ motivation is low to practice active learning. Therefore, we don't think active learning strategies are often implemented in our school. Normally they only apply to traditional lecture method, questions and answers and group work. Do you think using active learning has advantages in the teaching learning process? We believe that active learning is very important teaching method that should be implemented in the schools. You know, it helps students become self-confident, engage students their teaching and learning, do their learning on their own, and increase their learning motivation, students to learn the lessons by their own justifications. As to question associated your school environment is conducive to implement active learning strategies? In this case all principals, vice principals and supervisors say that there is no safe learning environment to implement active learning strategies. The last question design to the school principals, vice principals and supervisors were about the major factors that hinders the implementation of active learning strategies. Their responses were; majority of teachers’ use traditional methods of teaching, shortage of time to practice active learning, teachers and
students attitudes towards active learning is negative, there is no provision of teacher training program related to active learning strategies, to practice active learning teachers’ self-efficacy is low, large class size, classroom conditions, and, lack of confidence and knowledge gap on some teachers, the spread of the COVID-19 world pandemic lack of adequate training on teaching methodologies shortage of instructional materials/recourses the local weather condition and the war between Tigray People Liberation Front (TPLF) and the federal government.

**The sample interview conducted with school principals, vice principals and supervisor.**

**The researcher:** how do you understand the active learning strategies?

**The vice principal (Agmasie):** in my understanding active learning strategies is the transmission of knowledge from students’ to teacher and from teacher to students’. It is also students actively participate during the teaching learning process in the classroom.

**The researcher:** What is the perception of teachers’ in implementing active learning strategies in your school?

**The vice principal (Agmasie):** The teachers’ perceived active learning strategies positively however, they did not employ it effectively in their classroom.

**The researcher:** how do you evaluate teachers’ self-efficacy in practicing AL in your schools?

**The supervisor (Fuad):** the level of teachers’ self-efficacy in implementing active learning strategies is low. Lack of teaching motivation, lack of interest, tendency of focusing on teacher-centered method, lack of proper skill to implement different active learning strategies, knowledge gap on pedagogical advantage of active learning strategies, unequal treatment of teachers by school principals and lack of necessary teaching materials by these reasons the secondary school teachers’ have low self-efficacy in implementing active learning strategies.

**The researcher:** do you think that your school environment is conducive to implement the active learning strategies are there sufficient instructional resources?

**The supervisor (Fuad):** there is no safe learning environment to implement active learning
strategies.

**The researcher:** how do you judge the implementation of active learning strategies in your school?

**The principal (Abduwolhab):** the practice of active learning in our school only few teachers are engaged in implementing active learning but majority of the teachers are not interested in implementing active learning.

**The researcher:** what are the challenges for the implementation of the active learning strategies in your schools?

**The principal (Abduwolhab):** shortage of time to practice active learning strategies, large class size (assigning more than 65 students in the class), inadequate funds for facilitating active learning strategies, the classrooms are below the standard, inadequate time allocation, teachers incompetence for subject matter knowledge and the practice of active learning, students’ lack of interest in teaching learning process (for example, increasing unemployment), the spread of the COVID-19 world pandemic, lack of equipment resources (example, insufficient teaching learning materials, lack of classrooms, lack of chairs, lack of books, lack of laboratory and library equipment materials), due to different reasons the education were not start on time, lack of attention to the profession of teaching as a result of which teachers are less interested in teaching, the local weather condition is desert, there is a problems in the area, such as the war between Tigray People Liberation Front (TPLF) and the federal government (it is seasonal problem).

### 4.2 Discussions

In this part, I discussed under the following four major themes in line with the four basic research questions.

#### 4.2.1. Perception of teachers in active learning

Perception plays a great role to facilitate or hinder individual’s activity. For example, a survey study carried out in Botswana in 2009 as cited in Aschalew (2012) proved that instructors who had a positive attitude towards active learning showed a better effort in implementing and using
active learning than those instructors who perceived active learning negatively GDE, 2009 in Aschalew, (2012). Therefore, it appears apparent that teachers’ perception of active learning has an important role in influencing the effective implementation of active learning in the classroom either positively or negatively. In line with this idea, ten statements for the teachers were included in the questionnaires in order to explore teachers’ perception of active learning. Hence, it looked that almost the majority of the teachers showed their agreement and strong agreement with the idea of active learning strategies raised in the questionnaires. Most of teachers showed that they positively perceived the active learning method. However, their positive perception of the method did not enable them to practice active learning in the classroom. This was proved by classroom observation and interview. The result from classroom observation checklist and interview showed that active learning was rarely practiced in the classroom and although they perceived active learning positively, they rarely employed it in the classroom.

There are a number of empirical evidences that are in accord with the current findings. For example, Ayele (2017) and Taye (2008), they found that teachers have perceived active learning strategies positively. Therefore, my finding showed that consistent as the previous findings.

4.2.2. Self-efficacy of active learning strategies

As a continuation to their theoretical model on teachers' self-efficacy (i.e. analysis of teaching task and teaching competence), Tschannen-Moran and Hoy (2001) found a factor structure for teachers' self-efficacy that was based on three principal teaching tasks (instruction, student engagement, and classroom management). The development of teachers' self-efficacy was based on the cognitive analysis of information related to these three factors (self-efficacy for instruction, self-efficacy for student engagement, and self-efficacy for classroom management), which is principally an analysis of the teaching task.

The overall teachers’ self-efficacy in implementing active learning strategies in classrooms were found statistically significant ($M = 59.4902, SD = 3.62$ and $t (50) = 117.22, p = 0.05$, two-tailed). Moreover, reaching statistical significance in mean scores differences, it also show that the observed mean scores (59.4902) is greater than the expected mean scores (42). This suggests that the secondary school teachers’ have high self-efficacy towards the implementations of active learning strategies. However, due to lack of teaching motivation, lack of interest, tendency of
focusing on teacher-centered method, lack of proper skill to implement different active learning strategies, knowledge gap on pedagogical advantage of active learning strategies, unequal treatment of teachers by school principals and lack of necessary teaching materials the secondary school teachers’ have low self-efficacy in implementing active learning strategies. This was witnessed by interview and classroom observation. Therefore, the findings, it would be possible to say that the self-efficacy of teachers to implement active learning method is high. It is difficult to conclude that the present study consistent or inconsistent. Because, there is no research findings’ that was directly related to teachers’ self-efficacy in implementing active learning strategies at secondary schools.

4.2.3. Practices of active learning strategies

In order to assess the extent to which teachers and students use active learning both teachers and students were made to participate in survey and principals, vice principals and supervisor were participated in interview. Classroom observation was also used to substantiate the responses of the two groups on questionnaires and interview. In the questionnaires seven (7) active learning strategies were selected and included for both groups (teachers and students) to determine the frequency of using the strategies.

The teachers’ respondents said that most of the activities which are expected from teachers were not implemented and also indicated active learning was used only occasionally in the classroom. This shows that the magnitude of practicing active learning was low in the schools. On the other hand, analysis of students’ responses, that almost most of the teachers were not practice and implementation of active learning methods. Therefore, it looked that almost the majority of the students’ showed their disagreement with the idea of active learning strategies raised in the questionnaires. The data obtained from observation and interview showed that the teachers rarely implemented active learning in the classroom.

The responses to open ended questions of the respondents indicated that the most frequently practiced active learning strategies reported by the teachers’ were lecture, question and answer methods, discussion and group work. Besides, analysis of the data indicated that the practice of active learning varied as following. Lecture, question and answer, and group discussion is the most frequently used method in the secondary schools by the teachers; group work is the method that is used sometimes in the classroom, and the other methods such as demonstration and
centered methods are used rarely. However, the other active learning methods like, brainstorming, case study, discovery learning capacity, inquiry learning, cooperating learning, problem solving, project method and jigsaw group are not used in the sample secondary schools. Hence, it is possible to say that the degree of practicing major active learning methods in teaching all subjects were low; and the kind of methods teachers widely used were the traditional teaching methods.

However, as many educators, strictly underlined that teachers play a crucial role in the practice and implementation of active learning strategies. As Fiseha (2001) explained that the teachers’ tasks in active learning approach have to use class room methods that encourage the learners to be as active as possible by analyzing and interpreting knowledge through the use of high order thinking skills. In line with this, like the previous findings in the country (Taye 2008, Birhanu, 2010 and Desalegn 2014) has showed there was less practice of active learning methods by teachers in sampling schools, the present study came up with the findings that active learning methods were not being implemented by teachers in the schools under study.

4.2.4. Factors that affects the implementation of active learning strategies

It is obvious that students encounter different problems in making active learning strategies. In line with this, the researcher has selected six most serious possible factors affecting the implementation of active learning in the secondary schools. These factors are selected based on the responses of the students’. The interest of students’ to ask questions and giving answers is among these factors. With respect to this problem the student respondents agreed that the lack of students was the major problem negatively affecting the implementation of active learning. The level of students to practice active learning strategies was the second major factors that affecting the implementation of active learning strategies. The interest of students to participate in different learning activities is among these factors. With respect to this problem the students’ respondents agreed that the participation of students in active learning was the third major problem negatively affecting the implementation of active learning strategies. The interest of teachers to give different learning activities was the fourth major factors that affecting the implementation of active learning strategies. The level of class size is among these factors. With respect to this problem the student respondents agreed that the large class size was the fifth problem negatively affecting the implementation of active learning. The level of classroom
condition was the sixth major factors that affecting the implementation of active learning strategies.

The major challenges that teachers’ mentioned that, shortage of time to practice active learning strategies, large class size (assigning more than 65 students in the class), inadequate funds for facilitating active learning strategies, there is no provision of teacher training program related to active learning strategies, the classrooms are below the standard, teachers’ and students’ beliefs and perception towards active learning strategies, inadequate time allocation (40 minutes in a session), teachers incompetence for subject matter knowledge and the practice of active learning, students' lack of interest in teaching learning process (for example, increasing unemployment), the spread of the COVID-19 world pandemic, lack of equipment resources (example, insufficient teaching learning materials, lack of classrooms, lack of chairs, lack of books, lack of laboratory and library equipment materials), due to different reasons the education were not start on time, lack of attention to the profession of teaching as a result of which teachers are less interested in teaching, the local weather condition is desert, there is a problems in the area, such as the war between Tigray People Liberation Front (TPLF) and the federal government (it is seasonal problem).

In this study, the responses to open ended questions of the respondents indicated that the most frequently practiced active learning strategies reported by the teachers’ were lecture, question and answer methods, discussion and group work. Hence, it is possible to say that the degree of practicing major active learning methods in teaching all subjects were low; and the kind of methods teachers widely used were the traditional teaching methods. In this connection, Hailom (1998) explains the tendency of teachers to the traditional lecture method. He stresses that, many teachers perceived teaching as a transmission process where the teacher transmits knowledge to students and the students receive that knowledge based on specified official syllabus.
CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations drawn based on the presentation, analysis, and interpretation of data and discussion of results made in chapter four.

5.1. Summary

The purpose of this study was to investigate teachers’ perceptions, self-efficacy and practices of active learning strategies in Tegedie Woreda secondary schools. In order to accomplish the objective of the study, the research questions were:

➢ What is the perception of Tegedie Woreda secondary school teachers towards active learning strategies?
➢ How far Tegedie Woreda secondary school teachers are self-efficacious to effectively implement active learning strategies?
➢ To what extent is active learning methods implemented in Tegedie Woreda secondary schools?
➢ What are the major challenges that teacher’s face when practicing active learning strategies?

To answer those basic research questions, a descriptive design was employed. The primary sources of data were used. The primary source included teachers, students, principals, vice principals and supervisor of Tegedie Woreda secondary schools. A total of 180 respondents participated in this study.

The data were gathered mainly through questionnaires, observation, and interview from the respondents. The data obtained were analyzed in frequency, percentage, mean ranking and one sample t-test. Based on the investigation of the data the following findings were obtained from the study.

The analysis of the data revealed that the majority of the teachers’ have positively perceived active learning. However, their positive perception did not enable them to practice active learning in the classroom.
The analysis of the data showed that the teachers’ had high self-efficacy towards the implementations of active learning strategies; however, they do have doubts about its implementation. This was because of lack of teaching motivation, lack of interest, tendency of focusing on teacher-centered method, lack of proper skill to implement different active learning strategies, knowledge gap on pedagogical advantage of active learning strategies, unequal treatment of teachers by school principals and lack of necessary teaching materials. The class observation and interview also confirmed that teachers have a gap in implementing active learning strategies. Therefore, the findings, it would be possible to say that the self-efficacy of teachers to implement active learning method is high.

The teachers and students response showed that they used active learning in the classrooms occasionally. From this result it is possible to say that the magnitude of practicing active learning in their secondary schools was low. Besides, analysis of the data indicated that the practice of active learning varied as following. Lecture, question and answer, and group discussion methods are the most frequently used method in the secondary schools by the teachers; group work is the method that is used sometimes in the classroom, and the other methods such as demonstration and centered methods are used rarely. However, the other active learning methods like, brainstorming, inquiry learning, discovery learning capacity, case study, cooperating learning, problem solving, project method and jigsaw group are not used in the sample secondary schools. Hence, it is possible to conclude that the degree of practicing major active learning methods in teaching all subjects were low; and the kind of methods teachers widely used were the traditional teaching methods.

From the possible factors selected by the researcher, the respondents indicated the followings were the major factors to hinder their practice of active learning; shortage of time, large class size, inadequate funds, classroom condition, there is no provision of teacher training program related to active learning strategies, the classrooms are below the standard, teachers’ and students’ beliefs and perception, teachers incompetence for subject matter knowledge and the practice of active learning, students' lack of interest, lack of equipment resources (example, insufficient teaching learning materials, lack of classrooms, lack of chairs, lack of books, lack of laboratory and library equipment materials), due to different reasons the education were not start on time, lack of attention to the profession of teaching and the local weather condition. On the
other hand, teachers’ tendency to use traditional methods of teaching was also the major factors in the implementation of active learning.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

Though they lack the necessary commitment to implement active learning, the teachers of secondary schools in the Tegdie Woreda seem to be aware of the importance of active learning. Hence, it can be concluded that the teachers perceived active learning positively. The study has revealed that the level of teachers’ self-efficacy in secondary schools was high but, they do have doubts about its implementation of active learning strategies. Because the level of giving recognition, training, unequal treatment of teachers by principals and lack of necessary teaching materials is low. This is proved by observation and interview. The analysis of the data disclosed that the extent of the practices of active learning in the secondary school was found to be low. The teachers confirmed that they practice active learning in their classrooms occasionally which leads to the conclusion that the practices of active learning are low. On the other hand, the practices of active learning varied as indicated in the analysis of the data. Accordingly, most teachers used traditional lecture method in their classrooms frequently, the observation result shown that the majority of teachers employ lecture method, questioning and answer and group discussion, which more tends to traditional teacher-centered methods. Therefore, it can be conclude that active learning is practiced occasionally in the Woreda. Concerning the key factors that affect the implementation of active learning, the following are found to be negatively affecting include, shortage of time, large class size, inadequate funds, classroom condition, there is no provision of teacher training program related to active learning strategies, the classrooms are below the standard, students’ beliefs and perception, teachers incompetence for subject matter knowledge and the practice of active learning, students' lack of interest, lack of equipment resources (example, insufficient teaching learning materials, lack of classrooms, lack of chairs, lack of books, lack of laboratory and library equipment materials), lack of attention to the profession of teaching.
5.3. Recommendations

Based on the findings of the study, the researcher forwarded the following recommendations that he thought are important to improve the practice of active learning.

- Principals should strengthen school CPD program to provide teachers with a professional training that equip them with the adequate knowledge and skills of active learning strategies.
- Woreda and Zone education offices and departments should be aware of the practice of active learning strategies in the classroom in collaboration with school directors; it should arrange either short or long term training on it and facilitate good environments for the practice and implementation of active learning methods.
- The result of this study revealed that the classroom condition to implement active learning tends to be low. The major reasons appear to be, large class size, lack of resources and other teachers’ and students’ related factors. Hence, an overall basic training and discussion is needed between implementers of active learning (teachers’ and students’ ) to enhance the implementation of active learning.
- Experienced secondary school teachers’ should be developing an interest to build the psychological construct of self-efficacy through various ways. Experience sharing with experienced teachers can also be one mechanism of developing self-efficacy because these teachers are efficacious due to their long stay in teaching practice.
- The secondary school teachers’ should use mostly active learning methods rather than lecturing methods. Therefore, stakeholders’ should be facilitate the teachers use different student active learning strategies base on considering the students need, interest, classroom situations, and others.
- In order to help all teachers’ to use various active learning strategies, school administrations and concerned educational bureau need to facilitate situations in which teachers of various schools in the Woreda, zone and region share experiences.
- Challenges such as shortage of time, large class size, inadequate funds, classroom condition, there is no provision of teacher training program related to active learning strategies, the classrooms are below the standard, teachers’ and students’ beliefs and perception, teachers incompetence for subject matter knowledge and the practice of active learning, students’ lack of interest, lack of equipment resources (example, insufficient teaching learning materials,
lack of classrooms, lack of chairs, lack of books, lack of laboratory and library equipment materials), lack of attention to the profession of teaching, the local weather condition, were as hinder factors to implement active learning strategies in the secondary schools. To reduce and progressively avoid these problems, the stakeholders’ should create various measures have to be taken.

Generally, those all mentioned above gaps lead the magnitude of practicing active learning strategies to be low. Therefore, short-term training for the teachers on the active learning strategies should be emphasized by concerned bodies in collaboration with different colleges and universities in nearby schools, Woreda, Zone and region. In short, in order to correct this unacceptable situation profile that teachers at every level must appropriate, teacher training institutions must be strengthened and enriched, and teacher advancement or promotion scale previously set should be implemented.
Reference


TEFERI, H. (2020). EFL TEACHERS’PERCEPTIONS AND PRACTICES OF ACTIVE LEARNING METHOD IN ENGLISH CLASSES AT TABO SECONDARY SCHOOL: GRADE 10 IN FOCUS.


APPENDIX- A Questionnaire to be filled by teachers

Bahir Dar University

College of Education and Behavioral Science

Department of Teacher Education and Curriculum Studies

I am post graduate student at Bahir Dar University. The purpose of this questionnaire is to gather information regarding teacher’s perception, self-efficacy and practice of active learning strategies in Tegedie Woreda secondary schools. Hence, to make the study complete your honesty reaction is highly desirable. You are, therefore, kindly requested to give genuine information. Be informed that the response you give is only for study and it will be kept confidential. Remember that the truthfulness of response you give contributes a lot to the success of the study.

Part I: General Information

Instruction: please, put a thick mark “√” in the box for your response or gives short answers on the blank space

1. School Name: -------------------------
2. Position: ----------------------------
3. Sex: Male ☐ Female ☐
5. Year of experience: 1. 0-5 ☐ 2. 6-10 ☐ 3. 11-15 ☐ 4. Above 16 ☐
6. Educational level: 1. Diploma ☐ 2. 1st Degree ☐ 3. 2nd Degree ☐

Part II.

Items related to Teachers perceptions in implementing active learning strategies are provided below. Please give appropriate responses for each items based on your understanding and experiences. Your responses could vary from “Strongly agree” to “strongly disagree”. Please read each statement carefully and put a circle around a number that you think represents your personal feeling.

Key, 1= strongly disagree, 2= Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom interaction contributes for active learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Teaching facts alone is enough to prepare students to understand</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Students should be given the opportunity to participate in the classroom activities

Active learning adds work load on teachers

Effective teaching is the collaborative effort of both teachers and students

Teaching is the sole responsibility of teachers

Using ALM in the classroom is of wasting time

Teachers hold most of the knowledge necessary for the students

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Students should be given the opportunity to participate in the classroom activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Students should take responsibility for their own learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Students can solve problems if they are active in learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Active learning adds work load on teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Effective teaching is the collaborative effort of both teachers and students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Teaching is the sole responsibility of teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Using ALM in the classroom is of wasting time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Teachers hold most of the knowledge necessary for the students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Part III

In the table below, a number of statements that are prepared to measure your sense of self efficacy. Therefore, please read each statement carefully and put a circle around a number that you think represents your personal feeling.

Key, 1= Very low, 2= Low, 3 = Medium, 4 = High, 5 = Very high

<table>
<thead>
<tr>
<th>No.</th>
<th>How certain are you that you can:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Get all students in class to work hard with their school work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Motivate students who show low interest in school work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Design instruction that matches students’ developmental needs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Use the interest of your students to make learning meaningful for them?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>How much can you do to control disruptive behavior in the classroom?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>How much can you do to motivate students who show low interest in the school work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>How much can you do to help your students’ value learning?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Part-Iv questionnaire to be filled by teachers

**Items related with teachers practice of active learning strategies:** Please read each statement carefully and put a circle around a number that you think represents your personal feeling.

**Key, 1= Never,  2=Seldom,  3=Occasionally,  4=Frequently,  5=Always**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I use different active learning methods in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>I use participatory learning strategies to increase students' understanding and problem solving</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>I motivate students to actively participate in the teaching-learning process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>I encourage students to communicate effectively in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>I prepare and offer opportunities for progress of students’ in language use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>I invite and motivate students for active participation in the lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>I make students responsible for their own learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Part - V Open ended questions to be filled by teachers

**Items related with teachers challenges of active learning strategies:** please list down the challenges of active learning implementation in the teaching learning process.

1.                                                                                          
2.                                                                                          

---

72
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________
7. ________________________________________________________________

Part VI: Practice of active learning strategies that are frequently used for teachers: please list out the active learning strategies they commonly use in their teaching learning process for your school.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________
7. ________________________________________________________________
8. ________________________________________________________________
9. ________________________________________________________________
10. ______________________________________________________________
11. ______________________________________________________________
12. ______________________________________________________________
13. ______________________________________________________________
14. ______________________________________________________________
15. ______________________________________________________________
APPENDEX- B Questionnaire to be filled by students
Bahir Dar University
College of education and behavioral science
Department of teacher education and curriculum studies

I am post graduate student at Bahir Dar University. The purpose of this questionnaire is to gather information regarding teachers’ perception, self-efficacy and practice in the implementation of active learning strategies in Tegedie Woreda secondary schools. Hence, to make the study complete your honesty reaction is highly desirable. You are, therefore, kindly requested to give genuine information. Be informed that the response you give is only for study and it will be kept confidential. Remember that the truthfulness of response you give contributes a lot to the success of the study. You do not write your name.

Part I: General Information
Instruction1: Please put a thick ‘(✓)’ mark for the following items to indicate your answer, or by writing where necessary.

1. Name of school-----------------------------
2. Grade level-----------------------------
3. Sex: Male □ Female □
4. Age I. 15-20 □ II. 21-25 □ III. Above 26 □

Part II
Items related with students practice of active learning strategies: please read each statement carefully and encircle around a number that you think represents your personal feeling.

Key, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My teachers use different active learning methods in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>My teachers use active learning methods to enhances students’ level of understanding and involve them in problem solving</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>My teachers encourage students to communicate effectively in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>My teachers prepare and offer opportunities for progress of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Part III

**Students’ opinion about teacher’s roles and activities during teaching learning process:**

Please put a thick ‘(√)’ mark for your response “Yes” or “No”.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Students response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do your teachers arrange students for different classroom activities?</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Do most of your teachers encourage you to actively participate in the classroom?</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Do most of your teachers provide opportunities for students to reflect idea on lesson?</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Do most of your teachers associate/relate the classroom lesson with real life experience of students?</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Do your teachers create learning opportunity for students in your class by considering individual differences of the learner?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Part: IV questionnaire to be filled by students.

**Items related with challenges of students for active learning strategies:** please read each statement carefully and put a circle around a number that you think represents your personal feeling.

**Key, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4= Agree, 5= Strongly Agree**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The level classroom condition to implement active learning strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The level of class size to implement active learning strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The level of students to practice and implement when teachers provide class activities during teaching learning process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The interest of students to participate in different learning activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The interest of teachers to give different learning activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>The interest of students to ask questions and give answers during teaching learning process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix- C observation checklists
Bahir Dar University
College of Educational and Behavioral science
Department of Teacher Education and curriculum studies

The main purpose of this observation checklist is to assess the activities practiced in the classroom in relation to the implementation of active learning. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom. Classroom Observation Check list for Active learning practices.

General Information

Name of the school ____________________

Lesson being observed _________________

Number of students in the class: Male ------------ Female ---------- Total------------------

I. Items related with class room condition and suitability

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is there enough seating space for all students in the classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are the chairs easily movable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is there adequate space for movement between desks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Is the class size appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Is there good condition to practice active learning methods in the classroom?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Observation of classrooms related to teaching methods and teachers use:
Please, select the appropriate answer based on the given question and put a tick mark (✓)

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jigsaw Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Problem Solving Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Role-Playing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Items</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>6</td>
<td>Brain Storming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Think-Pair Share</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cooperative Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Demonstration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Conducting Field Trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Inquiry Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The Project Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Discovery Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Questions and Answers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Items related with teachers practice and activities in the classroom:

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers use energizer activities before starting lesson to relax, to make students alert (active) and to draw the attention of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Use lesson plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Clarify the learning objective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Arrange students for different classroom activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Give direction about the procedure and activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Encourage students to become actively participate in the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Goes around the group and motivate the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Has good interaction with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Provide the right amount of help when they need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Provide opportunities for students to reflect on lesson and on the learning process itself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Give constructive feedback for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Recognize and reinforce the individual contribution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix- D interview  
Bahir Dar University  
College of Educational and Behavioral science  
Department of Teacher Education and curriculum studies  

Interview for the School principals, vice principals and supervisor

1. Would you please tell us your qualification, position and experience?

2. How do you understand the active learning strategies?

3. What is the perception of teachers’ in implementing active learning strategies in your school?

4. How do you evaluate teachers’ self-efficacy in practicing AL in your school?

5. How do you judge the implementation of active learning strategies in your school?

6. Do you think using active learning has advantages in the teaching learning process?

7. Do you think that your school environment is conducive to implement the active learning strategies are there sufficient instructional resources?

8. What are the challenges for the implementation of the active learning strategies in your schools?