

**FACTORS AFFECTING THE IMPLEMENTATION OF ACTIVE
LEARNING METHODS IN PHYSICAL EDUCATION CLASS: THE
CASE OF AYALEW TESSEMA SECONDARY AND PREPARATORY
SCHOOL, SOUTH WOLLO ZONE, AMHARA REGIONAL STATE,
ETHIOPIA.**

MEd THESIS

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**Factors Affecting the Implementation of Active Learning Methods in Physical Education
Class: The Case of Ayalew Tessema Secondary and Preparatory School, South Wollo
Zone, Amhara Regional State, Ethiopia.**

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DEDICATION

I dedicated this thesis manuscript to my beloved brother Muhaba Seid , my beloved sister Lubaba Seid , my mother Aselef Reta and my father Seid Mohammed, for nursing me with affection and love and for their dedicated partnership in my success.

STATEMENT OF THE AUTHOR

First, I declared that this thesis is my genuine work and that all source of materials used for this thesis have been duly acknowledged .This thesis has been submitted in partial fulfillment of the requirement for an advanced MEd. degree in Physical Education at Haramaya University and deposited at the university library to be made available to borrowers under rules of library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCH

The author Mohammed Seid Mohammed was born in 1990 G.C in Amhara Region, South Wollo Zone, Worebabo Wereda. He attended his education in Gedero Elementary School, Bistima secondary School, and Haik Secondary and Preparatory School. After completion of his high school education, he joined Dire Dawa University, Faculty of Natural and Computational Science, Department of Sport Science in 2010 G.C. He began practicing his career by teaching in Dessie Zuria Woreda secondary school for 5 year. Again he joined the Postgraduate program at Haramaya University in July 2015 G.C to pursue his MEd Program in Teaching Physical Education.

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LIST OF ACRONYMS AND ABBREVIATIONS

ALM:	Active Learning Method
HDP:	Higher Diploma Program
ICDR:	Institutes for Curriculum Development and Research
MoE:	Ministry of Education
MVPA:	Moderate to Vigorous Physical Activity
PE:	Physical Education

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Factors Affecting the Implementation of Active Learning Methods in Physical Education Class: The Case of Ayalew Tessema Secondary and Preparatory School, South Wollo Zone, Amhara Regional State, Ethiopia.

ABSTRACT

The purpose of the study was to make a survey on the factors affecting the application of active learning methods in physical education class: The case of Ayalew Tessema secondary and preparatory school, South Wollo zone, Amhara Regional state Ethiopia. To achieve the objective, descriptive survey research method was employed. From the total grade 9th students of the schools approximately 300, the sample size 42 male and 33 female generally 75 students were selected from grade 9th by using stratified sampling method., two (2) physical education teachers selected purposely and one(1) school director selected as the sample. Totally 78 respondents were selected as a sample. The needed data were obtained by means of questionnaires distributed to 2 physical education teachers and to 75 students, interview which was designed for school director and finally observational check list was used and percentage was used as a main technique of analysis for quantitative data and qualitative data were analyzed by words. The data were analyzed by using SPSS for windows version 20. Accordingly the research revealed the following results; all physical education teachers employ lecture method of teaching. The teachers did not take necessary training about active learning methods, even though they believe in contribution of active learning for effective learning. Most physical education teachers did not include a variety of teaching approach and techniques in physical education class. As a result the application of active learning methods was far from the standard and they concentrated on few tools and large class size, shortage of time, lack of teaching aids lack of availability of a few or no instructional media, lack of awareness about active learning methods and the student's negative attitude towards the subject matter. Depending on findings recommended that fulfilling necessary sport facilities, teaching aid or materials, decreasing numbers of student per class motivating PE teachers to implement ALM, strengthen school administrators follow up and supervision and providing on job training.

Key word: Active learning, Application, Factor, Physical education.

1. INTRODUCTION

1.1. Background of the Study

Education is the process through which students acquire knowledge, develop skill, change in behavior and formulate personality. Then, the quality of education in general and the quality of teaching learning process in particular realized when an effective instructional process is implemented at the school level in order to enhance effective teaching learning process and to make decisions expected from the teacher through setting clear objectives, selecting relevant content and learning experience, selecting varieties of teaching methods, utilization of instructional aid and implementing appropriate assessment techniques. The basic purpose of education during all periods of civilization, primitive to present has been and is to enable the individual to become a better citizen of a society. Many educators today agree that students learn more in an active learning environment than they do in a passive learning environment. The Active Learning is designed in to help faculty incorporate an active learning environment into their classrooms. One of the most common methods for creating courses and learning exercises is content driven development where faculty divides content into sections to be covered over the span of the course and then creates presentations, lectures, and activities designed to introduce students to content. A frequent problem with content centered creation is that it does not take in to consideration situational factors (what and how students learn), and the multiple learning styles of students. A second approach is a “Systematic Learning–Centered Design” model.

According to (Fink,2003), this model is based on the concept that what and how students should learn is at the heart of creating significant learning, and that through the utilization of systematic tools to develop solutions to these questions, one can implement a pedagogically sound method of creating learning activities. Effective teaching and learning requires the use of various methodologies and pedagogies to meet the demands of the new generations, new techniques and the ever changing educational environments. The challenge is to find new ways to stimulate and motivate the creative abilities of today’s generations who have different set of orientations towards learning more than most of us did as students. The traditional “chalk and talk” approach with the students as a recipient of knowledge may not suitable for today’s generation. In the new approach to modern education, often called active learning, students not only receive information from lectures and book, they also collect information,

record it systematically, discuss it, compare it, analysis it, draw conclusions from it and communicate about it (ICDR,1999). The new instructional model, active learning method intends to produce active and motivated learners who can cope with the demands of the modern world. Active learning methods encourage students' autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction, more interactive with peers, promotion of shared activity and team work, greater opportunities to work with range of pupils and for all members of the class, to contribute and respond (Capel et.al, 1995). Active teaching and learning involves the use of different strategies, which are helpful in maximizing the opportunities for interaction. Indeed, some literature makes reference to "interactive" rather than active approach. In the active learning the learners have marked degree of freedom and control over the organization of learning activities which are usually problem solving, inquiry and investigational works. Similarly (Aggrawal, 1996) has mentioned that the basic purpose of education is to enable the child to adapt him /her in a society, which is full of problems. Therefore, it is very important that problem solving skills encouraged in school learning. In light of the above argument the new education and training policy of the Federal Democratic Republic of Ethiopia (MoE, 1994) gives due attention for strengthening of the individuals' and societies' problem solving capacities at all levels. As stated in the policy, one of the objectives is "to develop the physical and mental social well binges and problem solving capacity of individuals by expanding basic education for all". But there is a great gap between the idea of the policy and its implementation (theory and practice). This is to mean that what has been stated in the policy might not be implemented practically due to some reasons. Supporting this idea, (Lue, 2000), as cited in (Fiseha, 2001) by saying the following statements;

The kind of simple memorization and recall of facts and information (teacher centered) still forms the basis of much of our curriculum and instructional materials which is very damaging intellectually to the young learners. This damage comes from the fact that, this approach restricts our young learners to the most very simple and elementary thinking skills and does not help them to develop higher order skills. It is generally believed that, the impact of active learning in the teaching learning process is very crucial. To be effective in the teaching learning process, teachers must encourage different active teaching methods. Hence, current thinking and practice in education highly advocate the need to actively involve the learner's in

different active learning techniques for active learner-centered learning. However, educators have also suggested that there are some constraints, which can affect the proper application of active learning approach. (Sguazzin and Graan,1998) have stressed that good and effective education in the classroom demands a well prepared teacher, a competent teacher (both academically and pedagogically) and selection of best teaching strategies, activities and materials to achieve the objective. The teachers in our schools predominantly use conventional types of teaching methods that are very familiar to them, perhaps even the ones that they themselves experienced when they were students at schools. More researchers support this idea. For instance, (Marshal, 1990) as cited in (ICDR, 1999) indicated that teachers use only a small number of methods, typically teacher talk, question and answer and text book assignments.

There are some factors that initiated the researcher to conduct research on the application active learning methods. First, the studies which have done by other researchers or the existing research knowledge in theory initiated the researcher to assess the application active learning in high schools. Second, the Ministry of Education introduced those new instructional methods (i.e. active learning methods) to be implemented at all levels of education from primary to higher education institutions. But there is a great gap between the idea of policy and its implementation (theory and implementation). Third, the fact that knowing the concept of pedagogy, taking general methods of teaching course and updated trainings on methodology have great contribution for effective implementation of active learning method. However, the teachers of physical education who teach preparatory schools may lack the current training, which might face them difficulties on the implementation of active learning method.

So, this study attempted to survey the Factor affecting the implementation of active learning methods in physical education Classes, in specific reference to Ayalew Tessema secondary and preparatory school that found in Amhara Region, South Wollo Zone in Dessie Zuria Woreda.

1.2. Statement of the Problem

The purpose of this study is examining the implementation level of active learning in physical education classes in South Wollo Zone, particularly in Ayalew Tessema secondary and preparatory school grade 9th and identify the factors that affect the implementation of active learning method in physical education class. Finally, give a feasible recommendation that encourages the implementation of active learning methodology in physical education class. Therefore this study would try to answer the following questions;-

1. What are the varieties of teaching approaches and techniques in physical education?
2. What are the awareness of the teachers on active learning and its contribution for students learning?
3. What does the classroom conditions look like to promote the implementation of active learning?
4. Have teachers taken appropriate training during their pre-service and in service training concerning active learning instructional strategies?
5. What are the factors that highly influence the implementation of active learning approach?

1.3. Scope of the study

It is known that if the study would be conducted in the extensive manner, the reliability of the findings would be concrete. However, due to various reasons such as time constraints the researcher were confine to only in Amhara Regional State South Wollo Zone in Dessie Zuria Woreda in Ayalew Tessema secondary and preparatory school grade 9th students and health and physical education teachers.

1.4. Significance of the Study

The new way of teaching learning approach is good and better way of teaching for producing more productive, active and creative students. It is obvious that, the quality of instruction which is realizes through effective teaching and learning determines the quality of education. Research and development helps with predicting the cost and effectiveness of the approach on the system. Assessing the Factors affecting the implementation of active learning approach in Ayalew Tessma Secondary and Preparatory school was the main purpose of this study. Accordingly, the researcher believes that, this study have the following significances.

- It will help the teachers to undertake self-assessment regarding their usual teaching method.
- It will show the level of practicality of activity learning implementation in this secondary school.
- It will indicate the importance of the participation of teachers, students and educational experts in creating favorable condition for the implementation of active learning approach.
- It may initiate other researchers to conduct similar study at a wider scale and serves as a stepping stone for further research in the field.

1.5. Objectives of the study

1.5.1. General Objective of the Study

The general objective of this study was to assess the Factors affecting the implementation of active learning methods in physical education class in the case of Ayalew Tessema secondary and preparatory school grade 9th in Amhara Region, south wollo zone in Dessie Zuria woreda.

1.5.2. Specific Objectives of the study

The specific objectives of the study were:

- To identify whether the teachers` use a variety of teaching approaches and techniques or not.
- To identify the teachers awareness on active learning methods and its contribution for students learning.
- To check whether the classroom conditions promote the implementation of active learning methods.
- To check whether the teachers have taken appropriate training during their pre-service and in service training concerning active learning instructional strategies.
- To find out factors that highly influences the implementation of active learning approach in physical education

1.6. Operational Definition of Key Terms

Application: - the process of putting a method or the practical use method in a class room.

Active learning: - refers to the active involvement of the learners on different learning tasks with in and out of the class room such as group work, role play, discussion, field trip and problem solving (Yonas Amedemaskel, 2006)

2. REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literature and research findings, which lays the conceptual framework on the instructional approach in general and active learning methods in particular. Specifically, under this chapter the researcher gather some literature that related to the research title factors affecting the application of active learning in physical education

2.1. Origin 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 associated with the study of language and literature (ICDR, 1999). Ancient educational methods emphasized 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 further by educators like John Heinrich, Pestalozzi, Rousseau, Forbiel and Firedrich Herbart.

2.2. Concept of Active learning method of Teaching

It is generally accept that the primary goal of teaching physical education is to bring educational knowledge to the students. To attain these goals however various approaches can be used. The knowledge of mankind in the teaching learning process is grow towards the newly adapted one i.e. active learning method which is very vital for students to acquire holistic development of cognitive ,affective, psychomotor domain. (Avalos, 1986:31) defines Active learning method of teaching “as an approach in which students are active participants in their own learning rather than passive receiver of knowledge” in this method the previous knowledge and experience student are valued and used to help construct new knowledge. As (Stephens, 1956:570) active learning method of teaching is democratic approach in which the teachers take due accounted of the goals that the students may have. In this regard the teacher takes initiative. However, in helping the students to formulate the goal and to decide up on ways of achieving them.

2.3. Definition of Active Learning Method

ALM is a process where in students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process. This is the broadest and most inclusive learning principle and it undergirds all other key learning processes. Active learning can be defined as an investment of a significant amount of mental energy and a high level of psychological involvement in the learning process and it is one of the most powerful teaching approaches you can use to maximize your students' learning.

Student involvement in the learning process may be conceptualized as falling on a continuum of attention or engagement, ranging from active learning on one end to passive learning on the other. For instance, student engagement in class can range from being "passive" (e.g., total inattentiveness--looking out the window and thinking about other things) to "moderately active" (e.g., intermittent attention--tuning in only when the instructor writes something on the board) to "very active" (e.g. listening intently, taking notes, monitoring comprehension, asking questions, and participating in class discussions). The degree or amount of mental energy invested in the learning process increases substantially when students physically act on, or engage in some action with respect to, the material they are learning--i.e., they actually do something with the subject matter at hand.

Three major modes of action through which students can become actively involved with course material are:-

- (1) Writing
- (2) Speaking and
- (3) Use of information technology (i.e., use of computer technology such as word processing, electronic mail, or the World Wide Web). These three skills represent major modes or vehicles for ensuring student involvement and promoting active learning (Kane, 2001).

2.4. Advantage of Active Learning

As (Silberman, 1996) states, active learning clearly addresses the different learning styles of the students which many educators have realized. Active learning prepares students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities. Another educator, (Kyrincou, 1998) mention the following educational benefits of active learning activities.

- They are intellectually more stimulating and thereby are more effective in eliciting and sustaining pupil motivation and interest in the activities.
- They are effective in fostering a number of important learning skills involved in the process of organizing the activities, such as when pupils organize their own work during individualized activities and interaction and communication skills during cooperative activities.
- They are likely to be enjoyed, offer opportunity for progress are less threatening than teacher talk activities and their by foster more positive attitudes in pupils towards themselves as a learners and toward the subject.
- Cooperative activities in particular enable pupils to obtain greater insight in to the conduct of the learning activities through observing the performance of their peers, sharing and discussing the procedures and strategies

Researcher elaborates why active learning focused method and activities are useful to promote effective learning in the following ways:

- ✓ We all remember much more when we are active when we are participate.
- ✓ We all become more enthusiastic learners when we are active.
- ✓ Active learning is particularly important for younger learners.
- ✓ The young learners learn best when they can connect what is being learned with their own life; this makes it meaningful.
- ✓ Activities help to make meaningful connections.
- ✓ Learning how to learn or thinking is more important than memorizing facts.
- ✓ Active learning leads to long last knowledge.
- ✓ Active learning encourages participation, analysis and critiques, which are higher, order thinking skills.

Active learning also seeks to tie in their own life experiences an excellent way of linking to prior learning which in turn help to increase long-term retention of the material (Bransford, 1984). It is also very effective at developing higher-order thinking skills like analysis, synthesis and evaluation. Ultimately it can even inspire and motivate students to become self-directed, life-long learners (Bonwell and Alison, 1991).

2.5. Active Learning Approaches

To be effective in the teaching-learning process, teachers must use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learner in different active learning techniques for active learner centered learning. Some techniques were explained below:

2.5.1 Cooperative Learning

According to (Eggen and Kauchak., 1989), the term cooperative learning refers to instructional methods in which students work in small groups (usually four to six members) and rewarded in some way for performance as a group, it occurs when students are given opportunities to work together on a task which allows them to make meaning for themselves or practicing/ applying what have just learned. Furthermore, (Eggen and Kauchak, 1989) pointed that, cooperative learning is a generic term for teaching strategies designed to foster group cooperation and interaction among students. Cooperative learning strategies are specifically designed to encourage students to work together and help each other toward common goals, and because of this, they have been found to successful in fostering positive inter-group attitudes in multicultural classrooms. Cooperative learning activities serve a variety of purposes. Firstly, students have opportunities to more actively participate in the learning. Secondly, through the experience of working with others, they are able to develop sharing information and experience, to promote socialization and interpersonal skills, and to develop a sense of sensitiveness.

2.5.2 Conducting Field Trips

One of the most common devices used for extending the classroom in to the community is field trip (Clark and Starr, 1991). Field trip, sometimes called excursion, is visit to some location other than the normal classroom for educational purposes. It's a method for building environmental awareness and interest and enables students to gain firsthand experience with materials and phenomena in their true natural relationship. As a teacher develops a greater realization of the importance of first hand observation and direct experiencing in the teaching learning process, the excursion assumes a leading role in the curriculum of the child.

2.5.3 Jigsaw Group

Divide a topic in to four or five, depending on the number of groups in the class. Give each group a different part to work on, example in H.P.E, set each group the task of researching information about different factors of a country, for example climate, economy, natural resources, population growth. Each group to present their information in turn, there by building a picture of the country from the component parts (Addis Ketema Sub-City educational department, 2005).

2.5.4 Goldfish Bowl or Fishbowl

Ask for a small group of people to sit in the middle of a large circle comprising the rest of the group. Give the inner circle a task to do that involves discussion, problem solving, or discussion making, with the group around the outside acting as observer. Decide of substitution process to allow someone from the inner circle to replace someone from the outer circle, if both agree (Addis Ketema Sub city educational departments, 2005).

2.5.5 Cross-over Group

After a group discussion, ask one or two people from each group to exchange places with people from another groups. They could rotate clockwise around the room if there a lot of groups. Then get them to share the discussions of the previous group with the new group (Addis Ketema Sub city educational departments, 2005).

2.5.6 Questions and Answers

This method is an effective way to hold attention and keep pertinent topics foremost in the students mind. It can be valuable in conjunction with other methods. In asking students to think up on questions we encourage them to think more deeply and to explore major themes comparison of views presented, applications and other higher order thinking skills (Daughtrey and Lewis, 1999).

2.5.7 Think-pair Share

It is a good techniques in generating ideas quickly, makes sure everyone understand the ground rules, no response is wrong, every response is accepted without discussion or argument, once brainstorming has elicited a sufficient number of response guide students to use.

2.5.8 Group Discussion

Is an activity for the entire class, or students may place in small groups to examine the assigned topics. To be effective, it's important that every person in the group has a role to play. The teacher should encourage the timid student to participate and not allow the talkative, extroverted student to dominate the discussions (Daughtrey and Lewis, 1999).

2.5.9 Role Playing

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

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

2.5.10 Demonstrations

This technique may be used by the students or the teacher. It must be well planned, and the necessary equipment and materials must be ready at the designated demonstration site. Demonstration also provides a type of usual incentive that may enhance retention (Daughtrey and Lewis, 1999).

2.6. The Role of the Teacher in active learning method of teaching

Teachers Responsibility in active learning method of teaching is playing facilitating role. This role, (Joyce, 2000:287) underlines "teacher's role in this method is that facilitating who has counselling relationship with students and who guides their growth and development". In this role the teacher helps students explore new ideas about their lives. (Avalos, 1986:25) further explains that teachers have allowed sufficient time for students to wrestle the problem and work through its multiple facts. The active and participatory classroom has implications for the role of the teacher. According to (Tnzmann et.al, 1990), the role of teacher can be expressed in three ways:

1. Facilitator or facilitating: involves creating rich environment and activities for linking new information to prior knowledge providing opportunities for collaborative work and problem solving and offering students a multiplicity of authentic learning tasks.
2. Modeling may involve thinking aloud (sharing thoughts about something) or demonstrating (showing student how to do something in a step- by step fashion) to figure out an information word, to represent and solve a problem, to organize a complicated information and so on.
3. Coaching involves giving hints, or cues, providing feedback redirecting students' efforts and helping them use a strategy.

2.7. The Role of Students in Active Learning Approach

In the new approach to modern education, often called active learning, students not only receive information from lectures and books, they also collect information, record it systematically, discuss it, compare it, analyze it, draw conclusions from it and communicate about it (ICDR,1999). When they are given information and facts from their teacher or their text books, they are asked to do something active and creative with the information, analyze it, think about it, discuss it, and make reports on it. According to (Bernet et.al, 1995) one important student's role is that of explorer interaction with the physical world and with other people allows student to discover concepts and apply skills. Students then encouraged reflect upon their discoveries which are essential for the student as a cognitive apprentice. Apprenticeship takes place when students observe and apply the thinking process used by practice. 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 read, write, discuss or to be engaged in solving problems.

2.8. The Role of Principal in Applying Active Learning Methods 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), 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 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.

2.9. The Teacher as Facilitator

In an active classroom environment the role of a teacher is often that of a facilitator, supporting pupils as they learn and develop skills in, for example, assessing evidence, negotiation, making informed decisions, solving problems, working independently and working with others. Some of these possible roles include:

Neutral facilitator: - The facilitator enables the group to explore a range of different viewpoints without stating their own opinion.

Devil's advocate: - The facilitator deliberately adopts an opposite stance to confront people, irrespective of their own views. This method is slightly 'tongue-in-cheek'.

Declared interests: - The facilitator declares their own position so that the group knows their views.

Ally: - The facilitator supports the views of a particular sub-group or individual (usually a minority) within a group.

Official view: - The facilitator informs the group of the official position on certain issues e.g. official organisations, the law etc.

Challenger: - The facilitator, through questioning, challenges the views being expressed and encourages the pupils to justify their position.

Provocateur: - The facilitator brings up an argument, viewpoint and information which they know will provoke the class, and which they do not necessarily believe, but because they are authentic beliefs of other individuals or groups, they present them convincingly.

In-role: - The facilitator may "become" a particular person or caricature (for example a church leader or a politician), putting across their arguments and position to the class (Tanzmann et.al, 1990).

2.10. Active learning instructional strategies

Active learning instructional strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing (Bonwell & Eison, 1991). Active learning instructional strategies can be created and used to engage students in

- (a) Thinking critically or creatively,
- (b) Speaking with a partner, in a small group, or with the entire class,
- (c) Expressing ideas through writing,
- (d) Exploring personal attitudes and values,
- (e) Giving and receiving feedback, and
- (f) Reflecting upon the learning process

A large class size prevents implementation of active learning strategies: - Large class size may restrict the use of certain active learning instructional strategies (e.g., it is difficult to involve all students in class discussion in groups larger than 40) but certainly not all. For example, dividing large classes into small groups can allow for productive in-class discussion activities. (Heppner, 2007) (Stanley & Porter, 2002) and (Weimer, 1987) each offer excellent ideas on how to teach large classes well. Most instructors think of themselves as being good lecturers (and, therefore, see no reason to change) - Though many view lecturing as a useful means of transmitting information, attending a lecture does not necessarily give rise to student learning. Evidence of this can be seen clearly in the disparity between what an instructor thinks he or she has taught effectively and the actually proportion of course content his or her students successfully demonstrate they have understood and remember on their examination papers.

A lack of materials or equipment needed to support active learning approaches: - The lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies but certainly not all. For example, asking students to summarize in writing the material they have read or to form pairs to evaluate statements or assertions does not require any equipment. And while classroom use of personal response devices or clickers has become the current instructional rage (and for many good reasons based upon the findings of numerous studies), Students resist non-lecturing approaches because active learning alternatives provide a sharp contrast to the very familiar passive listening role to which they have become accustomed.

2.12. Factors Affecting the Application of Active Learning

There are some factors that can facilitate or hinder the application of active learning. Those are Human related factors and Non-human related factors (Bransford J.D, 1984)

2.12.1. Human Related Factors

2.12.1.1. The Training of Teachers

The success of educational process depends to a great extent on the characters and abilities of teachers. Teaching in the modern school must be vastly enabled to produce better educated person than was found formerly. Teaching demands the ability to adopt boldly, to invent, and to create procedures to meet the ever changing demands of learning situation in order to enable or to develop continuous imaginative anticipation of mental process of the learner. Teachers must know much more about subject matter, method of teaching, the learners and his/her growth (ICDR, 1999). A number of educators have confirmed that instructional strategies contribute a lot to promote effective learning. Nevertheless, their effectiveness depends largely upon the role and quality of the teachers who play a pivotal role in the teaching learning process. In addition, (Kakkar, 1995) stressed that teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learner.

2.12.1.3. Teachers Attitudes

Attitudes are also one factor that can facilitate or hinder the application of any educational program in general and active learning in particular. Teacher's attitude is the basic ground to act in positive or negative way towards persons, ideas or events happening in the environment. Most of educators are convinced that teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations students with teachers of positive attitude towards teaching and the curriculum are found to be higher level achieves in learning, (Keens, 1986). Many educators have asserted that the attitude of teachers and school principles towards active learning is determinate variable in their effective implementation. Learners should be active participants and active learners and the teacher's in this model is to use classroom methods that encourage the pupils to be active as possible through the use of higher order thinking skills, problem solving and communication based methods. So many prominent writers focus on the importance of teacher's attitude to the real achievement of educational result. Selection and training provides qualified personnel to do each job. But to get the job the

individual must also want work. Low moral can make a brilliant person to well- high- incredible feats, (Walberg, 1986) as cited in (Callhan, 1988), there may be many factors that contribute to low participation and negative attitude of teachers on the active learning in classroom. Therefore, teachers cannot be effective in their teaching unless and otherwise they have positive attitude to the subjects and approaches of teaching and even to his/ her learners.

2.12.1.4. Students Knowledge and Attitudes

Any types of educational programmes and innovation that implement in school by the teachers, schools principals are to produce knowledgeable students with positive attitude toward their learning out come. The goal of any educational program is to produce knowledgeable students, to develop moral of student and more over to make students high achievement in their academics out come. The new instructional model, active learning intends to produce active and motivated learners who can cope with the demands of the modern world. Active learning methods encourage student's autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction, more interaction with peers, promotion of shared activity and team work, greater opportunities to work with range of pupils, and for all members of the class to contribute and respond (Capel et.al, 1995). Due to the teachers use similarly method all the time and due to lack of interaction, participation and encouragement the student's may feel boring to the teacher lecturing method and student may lose attention to their learning. Students gradually develop negative attitude towards subject matters and method of teaching. It is fact that to be successful or to benefit from the learning student should have positive attitude towards subject matters and methods of teaching. It is fact in school of Ethiopia there are many students those exposed to negative attitude of subject matter as well as teaching method that remain students unsuccessful. Therefore, it is the role of teacher making teaching effective, developing good attitude in his/her students by using different strategies of teaching, by treating all students equally, encouraging and by participating and involving learners into learning. Then they will have positive attitude and they will be successful in their learning.

2.12.2. Non- Human Related Factors

Like human factors, non-human factors are equally important variable that can wither facilitate or hinder the effective application of active learning

2.12.2.1. The Physical Environment and Classroom Conditions

(Silberman,1996) point out the physical environment in classroom can make or break active learning of course, no one set up or class arrangement is ideal; rather there are many options. The interior decorating of active learning is fun and challenging, when the furniture is less than ideal. If the furniture is moveable, it could be possible to use different lay outs for active learning even in the most traditional classroom. The same author has suggested ten different types of classroom lay outs, which facilitate active learning approaches. These lay out include; U-shape, team style, conference table, circle, group on group, work station, break out grouping, chevron arrangement traditional classroom, and auditorium. Moreover, (Sguazzin and Graan, 1998) have explained that in active learning communication is very important. The acts of the learner are doing learning and it may necessary for them to move around the classroom and even go outside to do part of an activity.

2.12.2.2. Class Size

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of single teacher, (Monere, 1996). The class size has its own impact in facilitating or influencing activities of teaching and learning. In fact there are arguments, which support the idea, the class sizes by itself has nothing to affect teaching and learning if teacher selects appropriate methods of teaching. But on the other side there are scholars who strongly favour the need for appropriate number of students in a class. The idea of class size is becoming a concern and an essential point of discussion among scholars because it assumed as the class size increase, students face problem as Gibbs cited in (Barnet et.al, 1995). The Texas Association for Health, Physical Education, Recreation and Dance supports the concept that a lower student-teacher ratio for physical education classes provides a safer environment and is more conducive to learning. Large classes put students at greater risk of injury as well as reducing learning and teacher feedback. Large class sizes inhibit the amount of moderate to vigorous physical activity (MVPA) for each student. It is recommended that at least 50% of every physical education class should be spent in MVPA. Large classes demand more time for organizational activities thereby reducing the time for physical activity.

2.12.2.3. Instructional Materials

Instructional material is also one of the factors that either facilitate or influence the application of active learning. Instruction materials are all those materials that the teachers and students utilize in classroom and out of classroom, like text books, supplementary books, balls, playgrounds, gymnasiums and so on. Therefore, the availability or shortage of this material can affect the application of active learning. These materials are critical ingredients in learning and the intended curriculum cannot be implemented without them. There are also Medias through which teacher and pupils communicate with each other in an effort carry forward the learning process. These materials can make an excellent base for building interesting higher order learning activities that calls for critical thinking and other higher mental process (Callahan, 1988). In general, the presence of instructional materials and its quality of preparation may facilitate or hinder the application of active learning.

2.12.2.4. Need of Modern Methods in Physical Education

The teaching-Learning process of physical education in school to be effective and to fulfil the desired objective needs modern method. According to (Singh V.K. and Singh Y.K, 2008) the need of modern methods in physical education there are many roads to successful learning to be tried for meeting particular needs and situations. To make the subject interesting, vital and living the teachers should also use permutations and combinations of methods, devices, and techniques for example to lend colour to class teaching. He may use lecture or discussion method or a combination of these two.

3. METHODS AND MATERIALS

This chapter discusses or deals about the research methodology used in the study including description of the study areas, research design, sample and sampling techniques, source of data, pilot study, data gathering tools, methods of data analysis and organization and protocol and ethical consideration are explained as follows:

3.1. Description of Study Area

This Research Would take place in Amhara Region, South Wollo Zone in Dessie Zuria Woreda. Dessie Zuria (Amharic “Greater Dessie Area”) is one of the woredas in the Amahra Regional State of Ethiopia. Located in the eastern edge of the Ethiopian highlands in the debub wollo zone, Dessie zuria is bordered on the south by Albuko and Wereilu, on the southwest by Legambo, on the northwest by Tenta, on the north by Kutaber, on the northeast by Tehuledere, and on the east by kalu. The cities of kombolcha and Dessie are independent woredas surrounded by Dessie zuria; the major town in the woreda is Tita. It has latitude $11^{\circ} 09' 60.00''$ and longitude $39^{\circ} 19' 60.00''$. Ayalew Tesema Secondary and Preparatory school is found in Dessie zuria wereda 439km from Addi Abeba and 37km from Dessie town (CSA, 2004).

3.2. Research Design

The design of the study was descriptive. The method is appropriate to describe understand and define the educational problems of active learning method in physical education class. The survey method was used to collect information related to factors affecting the implementation of active learning methods in physical education class. The purpose of this study was well suited both qualitative and quantitative research methods.

3.3. Sample and Sampling Techniques of the study

In this study the researcher was selected Ayalew Tessema secondary and preparatory school. For this study grade 9th students, physical education teachers and school principal were taken from the school. The total of 2 physical education teachers in the school were taken as a sample of the study by using purposive sampling method and 1 principal was taken as a source from the school. From the total number of grade 9th students' (N=300) 75 students were taken as a sample of the study by using Stratified sampling method. Totally 78 respondents were selected from the school.

3.4. The Source of data

3.4.1. Primary Data

The primary data were mainly collected by the tools such as structured open-ended interviews, questionnaire and observation.

3.4.1. Secondary Data

The secondary data were collected from different materials such as books, journals, magazines, published and unpublished materials and internet to have organized the research.

3.5. Pilot Study

Pilot study was used to ensure the appropriateness of the items. It would carry out in Ayalew Tessema secondary and preparatory school grade 9th. Questionnaire was also administered to 15 students who were selected for the pilot study. Based on the response obtained from the pilot study, correction and revision would be made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence.

Depending up on pilot study the necessary amendment and correction would be done on questions and the actual data collections were started. After that the questionnaire was distributed to students and physical education teachers who were the main subjects for this investigation.

3.6. Data Gathering Tool

To gather tangible and reliable information three different instruments were used in this study. These are:

3.6.1. Questionnaire

Two sets of questionnaires were prepared and administered to teachers and students who were the targets for the study. The two sets of questionnaires filled by teachers, and students were prepared in English and translated in to local language in Amharic to minimize misunderstanding. The questionnaire that was filled by the teachers would have two parts. The first part is intended to collect personal data. The second part of the questionnaire was aiming to gathering information on the major factors that affect the implementation of active learning methods in physical education class. The questionnaire that is prepared for students was aiming to obtaining information on the perception, attitude, opinion, and interest of students regarding the teaching learning process and the importance of active learning methods in physical education class.

3.6.2. Interview

Face-to-face interview was conducted In Ayalew Tessema Secondary and preparatory school director; questions were prepared by in English language. The interview items were mainly focus on the factors of the implementation of active learning methods in physical education class, concept of physical education, the relationship of teachers and students' regarding the teaching learning process in physical education, the involvement of the society and non-governmental organizations in the curriculum development and implantation of physical education subject to promoted and facilitated for the implementation of active learning methods.

3.6.3 Observation

The purpose of observation in physical education class was to obtained and acquired information on how do teachers of physical education implement, instruct, demonstrate, and transmit knowledge of active learning methods to their student in general and to support student in particular. The data collected from the observation was consisting of detail descriptions on students' activities, actions and the full range of interpersonal interactions that are part of the observation. All activities were observed 5 times to get the full information in the teaching and learning process and their involvement in physical education class.

3.7. Methods of Data Analysis

The data collected from questionnaire; interview and observation were tailed, tabulated, and analyzed in terms of frequency and percentage by using statistical package for social science (SPSS) version-20. Based on the data analysis, interpretation is made and reached at certain findings. Finally, conclusion and possible suggestion were recommended.

3.8. Protocol and Ethical Consideration

The study dealt with the ethical issue related to the investigation. It would protect the privacy of research participant and can make guaranty and confidentiality of the information that would give to the study, and risk harm to participation. Participation of subjects in this study was purely a voluntary based activity and their right not to participate and can resigned at any time of physical education class would be respect. Therefore the study would conduct all action based on the Haramaya university rule, code of conduct and policies concerning research ethics.

4. RESULTS AND DISCUSSION

4.1 Overview

This chapter dealt with the analysis, discussing and presenting of data collected from the samples under the study. The purpose of this study was to find out the factors affecting the implementation of active learning methods in physical education class.

4.2 Analyses of the Respondents

4.2.1 Demographic Data

Table 1: Characteristics of the Teachers (participants)

Item		Frequency	Percent	Valid percent
Sex	Male	1	50.0	50.0
	Female	1	50.0	50.0
	Total	2	100.0	100.0
Age	20-24 Years	-	-	-
	25-30 Years	1	50.0	50.0
	30-34 Years	1	50.0	50.0
	35-39 Years	-	-	-
	Above 40Years	-	-	-
	Total	2	100.0	100.0
Qualification	Degree	2	100.0	100.0
	Master	-	-	-
	PhD	-	-	-
	Total	2	100.0	100.0
Experience	0-3	-	-	-
	4-6	1	50.0	50.0
	7-10	1	50.0	50.0
	11-15	-	-	-
	16-20	-	-	-
	Above 20	-	-	-
	Total	2	100.0	100.0

As shown on the above table 1, the respondents were female 50% and 50% of the respondents were male. Regarding to qualification of the physical education teachers all are first degree holder and no respondents with qualification below first degree and above first degree. Concerning the respondents' age 50% of the respondent were 25-30 years old, 50% of the respondent were 30-34 years old. Concerning the respondents' experience 50 percent of the respondent were 4-6 years of service, 50 percent of the respondent were 7-10 years of experience.

In general, all physical education teachers had more than three years of service .Thus; all of the respondents could provide pertinent information that would be help full for the success of this finding.

Table 2: Characteristics of the Students (respondents)

Item		Frequency	Percent	Valid percent
Sex	Male	42	56.0	56.0
	Female	33	44.0	44.0
	Total	75	100.0	100.0
Age	15- 20Years	66	88.0	88.0
	21- 25 Years	9	12.0	12.0
	Above 26Years	-	-	-
	Total	75	100.0	100.0

As the above table 2, show about the characteristics of the respondents (students) like: sex, age.

Regarding to sex 56% of the respondents were males and 44% were female students; about the participants age 88 % between 15-20 years of age, 12% from 21-25 years of age.

Table 3: Teacher's responses for items related with the size and number of instructional materials with student ratio for the application of active learning:

No	Item	Response	
		Frequency	Percent
1	What is the average number of students in one class in your school?		
	Below 40	-	-
	41-50	-	-
	51-60	2	100.0
	61-70	-	-
	71-80	-	
	Above 80	-	
	Total	2	100.0
2	The size of play grounds can serve large number of students in your school?		
	Yes	1	50.0
	No	1	50.0
	Total	2	100.0
3	The ratios of student to instructional materials are balanced for physical education practical classes?		
	Yes	-	-
	No	2	100.0
	Total	2	100.0
4	What are the techniques do you use to the implementation of active learning methods of teaching in your PE class?		
	Group work	-	-
	Discussion	-	-
	Assignment	-	-
	Lecture	2	100.0
	Total	2	100.0
5	According to your opinion what is the role of active learning method of teaching		
	Develop confidence	-	-
	Gain new knowledge	1	50.0
	Solve problem	1	50.0
	Total	2	100.0

As shown on the above table3, question number -1-, concerning to the average number of students in one class 100% of the respondents reflected that the average number of students in one class is between 51-60. Regarding to the size of play grounds 50% of the respondents reflected that the size of play ground can serve large number of students and 50 of the respondents were replied that the size of play ground could not serve large number of students.

As items number 3, 100% of the respondents were replied the ratios of students and instructional materials are not balanced for PE practical class.

Regarding to item number 4, the techniques of implementation of active learning methods of teaching, 100% of the respondents replied that they were use Gap lecture method of teaching.

As item number 5, 50% of the respondent use active learning method to gain new knowledge and 50% of the respondent use active learning method to solve problems.

Generally the above table showed that the recorded result from the response of teachers, the average number of students are large, the size of play ground and the instructional materials are not balanced with the numbers of students.

This result is agreed with the finding of (Amare, 2002) explains the contribution of instructional materials as follow. The presence of sufficient materials, Facilitate active learning, Relate theory with practice, Encourage creative thinking, Make learning more functional by increasing efficiency.

The facilities for physical education obviously affect what can be taught (choice of activities) and how it will be taught (teaching method). It is difficult to teach high quality of physical education in school without real physical education facilities. If the presents of appropriate facilities and equipment so that teachers can help students to achieve the full range of benefits within the subject matter such as physical education (Siedentop, 2001) and also (Singh V.K. and Singh Y.K, 2008) explained that, play ground is the cradle of democracy as games and sports are essential constituents of the total education. Every school should essentially have a due provision for the play grounds needed for all types of physical activities, sports and games, regular physical exercises. Therefore, enough area should be provided for the play grounds afford maximum number of games to the students. Due care should be taken for the maintenance of these grounds. A boundary wall should be constructed around them. There should also be provision for shady trees and grassy lawns.

Table 4: Teacher's responses for items related with the training of teachers on methodology course particularly in application of active learning approach

No	Item	Response	
		Frequency	Percent
1	Have you participate in different workshop, seminars and in- service training program based on the implementation of active learning method?		
	Yes	1	50.0
	No	1	50.0
	Total	2	100.0
2	If your response for question no 1 above "yes" the focuses of the training were on		
	Curriculum development/ evaluation	2	100.0
	Instructional methods/ techniques	-	-
	Both a and b	-	-
	Total	2	100.0
3	Did you attend in any training?		
	Yes	2	100.0
	No	-	-
	Total	2	100.0
4	If your response for question no 3 is "yes" how do you evaluate the contribution of training in handling your knowledge and skill about active learning approach?		
	High	1	50.0
	Average	-	-
	Low	1	50.0
	Total	2	100.0
5	Since you have started teaching in this school, did you get any training in active learning instructional methods or evaluation techniques?		
	Yes	1	50.0
	No	1	50.0
	Total	2	100.0
6	If your response for question no 5 is "yes" how do you evaluate the contribution of the training?		
	High	1	50.0
	Average	1	50.0
	Low	-	-
	Total	2	100.0
7	Is there problems faces you in the implementation of active learning approach?		
	Yes	2	100.0
	No	-	-
	Total	2	100.0

Table 4, dealt with teachers' background whether they have taken training on the area of teaching methodology particularly training related to active learning methods. 50% of the teachers' responded that they have attained methodology course like general methods of teaching in their university courses, where as the rest 50% of the teachers does not attained. As item number 2, questions were raised what was the focuses of the training; 100% of the teacher respondents replied that the training focuses on the curriculum development and evaluation techniques.

Regarding to the training 100% of teachers responded that, they attend the in any training.

As item number 4, 50% of the respondent was replied the contribution of higher diploma program training were high in handling the knowledge and skill about active learning approach and 50% of the respondent replied low.

Regarding to the training in active learning instructional methods or evaluation techniques 50% of the respondent was responded that they get training and 50% of the respondent replied that they didn't get any training.

As item number 6, 50% of the respondents were responded that the contribution of training in active learning instructional methods and techniques were high and 50% of the respondents were replied average.

As indicated in data given above item number 7, the problem faces in the implementation of active learning approach, 100% of the respondents were replied that they faces problem in the application of active learning approach.

One of the aims of training is enabling teachers' to use active learning methods (ALM) and to become role models of good practice. Thus, the absence (lack) of necessary training for teachers made the work of teaching difficult and created low task performance in the classroom. However, the success of educational process depends to a great extent on the character and ability of teachers. Teachers must know about subject matter, method of teaching and learners (ICDR, 1999). Similarly, the result is agreed with the finding of (Oslen, 1976) mentioned that teachers are expected to be knowledgeable, skilful and effective professionals to teach effectively. So, in order to be effective, professional and in order to teach effectively, knowing the concept of pedagogy and taking training on the area of method teaching have a great contribution for the effective handling of the teaching learning process in general and for active learning in particular.

Generally, the above data indicated that a teacher training that enables them to implement active learning approaches was not enough. The teacher's responses indicated that all teachers employ lecture method. This focuses more on teacher-centered. Whereas the rest teaching strategies that are more associated with active learning approaches were not employed by teachers and the majority of activities (roles) which are expected from teachers were not observed or demonstrated. Therefore, what we concluded from the above result is that it may be due to absence of necessary training.

Table 5: Student's responses for items related with classroom condition and facilities.

No	Item	Response	
		Frequency	Percent
1	Is your class room condition or sport fields attractive and suitable for teaching- learning process?		
	Yes	30	40
	No	45	60
	Total	75	100.0
2	Are the sports facilities like ball, athletics materials, and gymnastics apparatuses are balanced with the ratio of students for practical classes of physical education?		
	Yes	14	18.7
	No	39	52
	Not sure	22	29.3
Total	75	100.0	
3	Are the facilities like chairs conducive to make group discussion in class room?		
	Yes	25	33.3
	No	50	66.7
	Total	75	100.0

As shown on the above table 5, related with classroom condition and facilities, 40% of the respondents were responded that the classroom condition and sport fields are attractive and suitable for teaching –learning process and the rest 60% of the respondents were replied that their classroom condition are not attractive.

Regarding to the sport facilities, 18.7% of the respondents responded that sport facilities are balanced with the ratio of students for practical class of PE, 52% of the respondents were replied that not balanced and the rest 29.3% of the respondents replied that they are not sure about the ratio of sport facilities and students.

As indicated item 3, the conduciveness of facilities, 33.3% of the respondents replied that the facilities like chair conducive to make group discussion in the classroom and 66.7% of the

respondents replied that not conducive. The classroom conditions and facilities for theoretical classes of PE are conducive to make different activities in the classroom, the teachers were not observed while they carry out these activities. Therefore, even though the playground and sport instructional materials were not enough, attractive and suitable for practical classes of PE, the theoretical classroom conditions is more or less its conducive/ appropriate to implement active learning approaches in classrooms, but the teachers have a limitation in arranging students for different activities in classroom. Many educators underlined that arranging and managing students seating and activities to implement active learning is mandatory. In general, classroom condition and facilities promote effective active learning. This result is agreed with the finding of (Mutassa and Wills, 1994) explained that the condition of the classroom should be conducive for students and teachers, so as to implement active learning in classroom.

Table 6: Student's responses for items related with opinion towards teachers roles and activities in teaching-learning process in classroom.

No	Item	Response	
		Frequency	Percent
1	Does your teacher arrange students for different classroom activities?		
	Yes	20	26.7
	No	55	73.3
	Total	75	100.0
2	Does your teacher encourage students to become actively participate in the class room?		
	Yes	17	22.7
	No	58	77.3
	Total	75	100.0
3	Does your teacher provide opportunities for students to reflect their ideas on lesson?		
	Yes	10	13.3
	No	65	86.7
	Total	75	100.0
4	Do your teachers invite students to share their real life experiences that related with the lesson in the classroom?		
	Yes	22	29.3
	No	53	70.7
	Total	75	100.0

As shown on the above table 6, 26.7% of the respondents replied that teachers arrange their students for different class room activities and 73.3% of the respondents responded that teachers do not arrange their students for different classroom activities.

As indicated item number 2, 22.7% of the respondents responded that their teachers encourage them to become actively participate in the classroom and 77.3% of the respondents were replied their teachers are not encouraged them.

Regarding to teachers provide opportunities for their students, 13.3% of the respondents responded that their teachers provide opportunities to reflect their ideas on lesson and 86.7% of the respondents were replied that their teachers do not provide opportunities to reflect their ideas on the lesson.

As item number 4, 29.3% of the respondents responded that their teachers invite them to share their real life experience related with the lesson in classroom and 70.7% of the respondents were replied that teachers do not invite them to share their real life experience. The result is agreed with the finding of (Fiseha, 2001) explained that teachers' tasks in active learning approaches are to use teaching methods that encourage the learners as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills. The teachers can suggest sources of consultation that encourage and support the learning process, guiding and direct as required and highly important to provide critical feedback and also provide opportunities for students to reflect idea on the lesson and the learning process itself. (Hofstetter, 2005) identified that; active learning is to facilitate the students learning by providing a frame work (activities students to complete) that facilitate their learning. However, as students' responses showed the teachers role/activities are unsatisfactory as expected. Active learning emphasizes learning by doing, its students directly and actively in the learning process itself. This means instead of simply receiving information verbally and visually, students are receiving, participating and doing. So, it's the role of teachers to facilitate this to carry out activities effectively. The aim of active learning is to produce active and motivated learners who can cope up with demands of the modern world. Therefore, in order to achieve these aims/objectives it's the teachers who has to play a great role as a facilitator and also to be effective in teaching learning process, teachers must use different active teaching approaches. Thus different active learning methods create the best match for students to learn how to learn.

Table 7: Student's responses for items related with the role (responsibilities) that expected from students in implementation of active learning.

No	Item	Response	
		Frequency	Percent
1	Do you participate actively in teaching-learning process by asking question and reflecting idea on the lesson?		
	Yes	2	2.7
	No	73	97.3
	Total	75	100.0
2	Do you have confidence in expressing your need and feeling freely in the class?		
	Yes	11	14.7
	No	64	85.3
	Total	75	100.0
3	Do you know the roles (responsibilities) that expected from students in active learning?		
	Yes	10	13.3
	No	65	86.7
	Total	75	100.0

As shown on the above table 7, 2.7% of the respondents replied that they are actively participate in teaching- learning process by asking question and reflect their ideas and 97.3% of the respondents responded that they didn't participate in teaching- learning process.

As indicated item number 2, 14.7% of the respondents responded that they have confidence in expressing their needs and feelings freely and 85.3% of the respondents were replied that they didn't have confidence to reflect their needs and feelings.

Regarding to the roles (responsibilities) of students, 13.3% of the respondents responded that they know their roles (responsibilities) expected from them and 86.7% of the respondents were replied that they didn't know their roles (responsibilities) that expected from them.

Generally, as expressed by different scholars, students are more active in their role as learners and are playing a major part in many aspects of the classroom activities.

Learning is meaningful only when students can use it, connect it, connect it to their lives or actively participate in it.

In addition the result is agreed with the finding of (Silberman, 1996) express that during active learning, the learner is seeking something to answer a question, information to solve problems, or do tasks while discussing with others.

Table 8: Student's responses for items related with students opinion towards teachers presentation and teaching method he/she uses.

No	Item	Response	
		Frequency	Percent
1	Are the techniques and activities that your teacher uses in presentation is attractive and interesting to you?		
	Yes	31	41.3
	No	44	58.7
	Total	75	100.0
2	Does your teacher use different methods in teaching-learning process in classroom?		
	Yes	24	32
	No	51	68
	Total	75	100.0
3	What is the level of your physical education teacher encouragement to teach with active learning methods?		
	High	15	20
	Medium	52	69.3
	Low	8	10.7
	Total	75	100.0

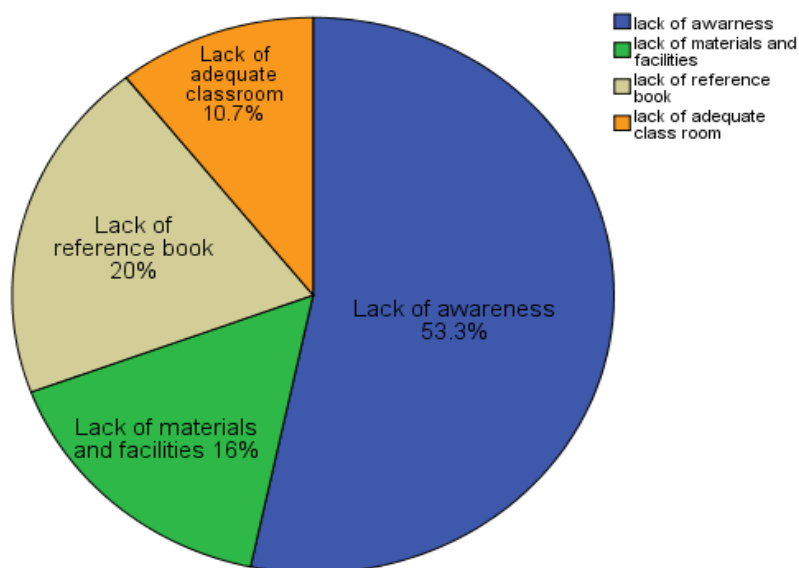
As shown on the above table 8, 41.3% of the respondents replied that their teacher's presentation is attractive and interesting for them during teaching-learning process and 58.7% of the respondents responded that their teacher's presentation didn't attractive and interesting.

As indicated item number 2, 32% of the respondents responded that their teachers used different methods of teaching in teaching learning process and 68% of the respondents were replied that their teachers didn't use different teaching methods.

Regarding to the level of physical education teachers encouragement to teach with active learning methods, 20% of the respondents responded that the level of their physical education teachers encouragement were very high to teach with active learning methods and 69.3% of the respondents were replied that medium and 10.7% of the respondents were replied that the encouragement of their teachers to teach with active learning method is low.

Generally, students were asked, to state or mention teaching methods that are appropriate and they need to learn by it.

Figure 1: Student's responses for items related with the factors that limit the proper implementation of the active learning methods of teaching in their class.



As shown on the above figure1, 53.3% of the respondents replied that the factor of the implementation of active learning method is lack of awareness about active learning, 16% replied to lack of materials and facilities, 20% responded to lack of reference book and the rest 10.7% of the respondents responded that the factor that hinder the implementation of active learning methods is lack of adequate classroom.

Responses of open ended question (teachers and students)

As the evidence from the open ended questionnaires almost the respondents indicate the following major points; those major problems faced in the implementation of active learning methods in PE classes were:-

Large class size: was the first issue which the respondents underlined. They indicated that Large class size may be restricted the use of certain active learning instructional strategies (e.g., it is difficult to involve all students in class discussion in groups larger than 40. For example, dividing large classes into small groups can allow for productive in-class discussion activities. (Heppner, 2007), (Stanley & Porter, 2002) and (Weimer, 1987) each offer excellent ideas on how to teach large classes well.

A lack of materials or teaching aid: The lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies. Lack of adequate instructional materials were a challenge for teachers to apply active learning methods in their

class. To integrate active learning with instruction the respondent added that instructional materials were indispensable and the scarcity affects the implementation of active learning methods.

Shortage of time: As the finding of this study indicated teachers reported that shortage of time was a challenge for them to effectively handle all activities. The respondents justified that the number of class to teach in week was high.

Lack of awareness: The respondents attributed their misconception of active learning to lack of sufficient knowledge in the area on the basis of most teachers view it can be noted that PE teachers should be equipped with basic skills and knowledge pertaining to active learning before the start to applying.

Responses of school director interview

School director is responsible for both academic and administrative affairs in the school. They have a great role for the implementation of active learning methods of teaching. The researcher made interview with one school director. The school director was 1st degree holder and he have more than six years experience in teaching and other position in the school.

From the question that was presented for him to explain about the understanding (awareness) about the implementation of active learning methods, he explain that he have awareness about active learning methods.

Concerning to why the educational training policy give emphasis to the implementation of active learning strategies, for this question his response was the traditional method of teaching was applying than learning. In this case teachers does a lot in by lecturing in the classroom, where as students were passive learners and teacher centred methods was applied than applying what they learn to achieve the quality of education.

Regarding to teachers training on the implementation of active learning methods sometimes the zone educational bureaus gives training for few teachers but PE teachers does not get the chance for attaining the training because, the reasons were the number of participants was limited in number. As to question associated with HDP training he replied that some of the teachers didn't take these programs. Concerning to the availability of PE educational facilities the school director knows as there is shortage of sport instructional materials especially for practical activities which may affect implementation of active learning, but in the near future they are on the way to solve those problems. The last question rose to the school director was

about the major factors influencing (hindering) the implementability of ALMs. His response was; lack of adequate training on teaching methodologies, shortage of instructional materials/recourses, Lack of adequate classroom, Lack of awareness and reference books.

Generally the data showed that a lot has to be done to the effective implementation of active learning approaches in PE classes in high schools, particularly, training for teachers to improve the quality education. This can be done through intensive training, workshop and training.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to assess the factors affecting the implementation of active learning methods in physical education class: The case of ayalew tessema secondary and preparatory school, south wollo zone, amhara regional state, Ethiopia for the achievement of this Research objective the following basic questions were raised :-

1. What are the varieties of teaching approaches and techniques in physical education?
2. What are the awareness of teachers on active learning and its contribution for students learning?
3. What does the classroom conditions look like to promote the implementation of active learning?
4. Have teachers taken appropriate training during their pre-service and in service training concerning active learning instructional strategies?
5. What are the factors that highly influence the implementation of active learning approach?

In order to answer the above questions, descriptive research method was employed. The data relevant to the study were collected through questionnaire employed, interview and class observational check lists.

In analyzing the collected data quantitative method percentage was employed to analyze the data collected by questionnaire, and qualitative method was employed for interview, open ended questions and observational check list.

Based on the analyzed data the following major findings were obtained

- PE teachers did not use a variety of teaching approaches and techniques in physical education class. As a result the status of active learning methods implementation was far from the standard and they concentrate on lecture method of teaching.
- The result obtained from the study there are lack or shortage of sport instructional materials like ball, athletics materials, and gymnastics apparatus. The availability of those instructional materials in encouraging students to enhance their knowledge and skills less in the school.

- The result obtained from the study the awareness of PE teachers about active learning and its implementation was to be moderate and they have positive attitude towards active learning. As to student's attitude towards teacher's presentation and teaching methods, the majority of students were not interested with the teacher presentation and teaching methods the teachers use.
- The study indicated that the classroom condition, seating arrangement is not appropriate for the implementation of active learning methods and the classroom layout are not arrange in away to apply active learning.
- The result of this study revealed that PE teachers did not attain training on the area of teaching methodology related to active learning. The training that enables them to implement active learning was not enough.
- The result of the study showed that most of the respondents replied that there were many factors on the implementation of active learning methods in PE class like lack of awareness, materials and facilities, reference books and adequate classrooms.

5.2 Conclusions

This paper centered to deal with the factors affecting active learning methods in physical education class. The following conclusions were made based on the major findings of the study.

- The study revealed that almost all 100% of the PE teachers employ lecture methods 'always'. Therefore, teachers use teacher-centered method which is lecturing and the probability of students to interact/participate in different activities is low.
- The result of study revealed that the awareness PE teachers towards active learning and its contributions respond were found to be moderate. But there are numerous problems that tackle them to apply in classroom such as large class size, passiveness of students, absence of recently revised and updated PE students text book, lack of sport instructional materials and lack of necessary training on how to teach and make students learn using different instructional methods.

- The conduciveness and accessibility of instructional materials play a crucial role for the effective implementation of active learning. Regarding these, the findings of the study revealed that, the majority 97.3% of students replied that the availability of sport instructional materials except PE students' text book is 'poor'.
- The result of study revealed that, majority of students were not interested with their PE teacher presentation and mode they employ, thus it can be deduced this may lead students as they develop negative attitude towards the subjects and teacher. Moreover, the consequences of these bring failures in achieving goals.
- . The result of study revealed that, most of roles and activities which are expected from PE teachers do not demonstrated. Thus this may happen due to less orientation of the teachers on their roles and about implementation of active learning.
- The condition of the classroom should be as conducive as favours the real implementation of active learning methods. Regarding this, the result of the study depicted the classroom condition is more or less conducive for the implementation of active learning.
- Many factors were found to affect(hinder) PE teachers from using active learning methods, specifically problems related with school context, such as large class size, lack of teaching materials and lack of teaching aid affect the effort of PE teachers for the implementation of active learning methods.

5.3 Recommendations

Based on the above findings of study, the following recommendations were forwarded to improve the implementation of active learning methods in physical education class in the studied high school:-

- ❖ In order to maximize the probability of students to interact as well as to participate in different activities and to be effective in teaching learning process and to help students to learn, PE teachers should use different instructional methods and techniques which are more tends to active learning like cooperative learning, problem solving,

pyramiding, peer teaching etc. depending on the topic/lesson and need of learners rather than lecturing as much as possible.

- ❖ It is important to update the PE teachers through in-service training to make them aware about active learning. Training has a great contribution to enable teachers' educators as to use active learning and student-cantered teaching methods.
- ❖ The sport instructional materials should be developed in a way to enable learners enriches themselves in a knowledge and skill through active learning approach. This is to mean that, PE students text books should be updated in a way to have sufficient tasks, activities and exercises as to involve learner in different activities (as to be creative). To minimize the shortage of practical classes' instructional materials, it is recommended that the schools should have to work with NGOs and ministry of education for help. Schools and community together should strive to fulfil instructional materials and facilities for physical education.
- ❖ It is recommended that school directors should be equipped with necessary knowledge and skill, which would enable them to play a crucial role in facilitating teaching learning process in general and the implementation of active learning in particular.
- ❖ To minimize the active leaning problems, majority of teachers mentioned large class size as a reason for low implementation of active learning in classroom, but there are opportunities (mechanisms) in which the teachers can practice active learning in large classes. Large class sizes by itself has effects in teaching and learning, but if the teachers selects appropriate teaching methods its nothing which can involve students equally. Instead of felling guilty about what cannot be done, teachers should explore and focuses on what can be done in well large classes. Ministry of education should design system to train teachers by emphasizing the methods and techniques that enable them to handled large class size.

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7. APPENDICES

Appendix A

Questionnaires to be filled by Teachers

Dear teacher! The purpose of this questionnaire is to get pertinent information about Factor affecting the implementation of active learning methods in physical education classes. The study can be successfully accomplished only when you complete items honestly and frankly.

Note: - the information you give will be use only for academic purpose. So, please cooperate me by filling this questionnaire.

Thank you for your cooperation!!!

N.B: - No need of writing your name

A. General information

Please put a thick 'x' mark for the following items to indicate your answer, or by writing where necessary.

Part One: Background information

1. Name of your school _____

2. Sex: - Male Female

3. Age: -20-24 years 25-30 years 30-34 years 35-39years
40 years and above

5. Qualification: - Degree Master PhD

If any other, specify _____

6. Teaching experience in the school:

0-3years 4-6 years 7-10 years 11-15 years
16-20 years 20 years and above

B. Main Data

I. Instruction: Items related with the size and number of instructional materials with students ratio for the implementation of active learning:

1. What is the average number of students in one class in your school?

A. below 40 B. 41-50 C. 51-60 D. 61-70
E. 71-80 F. Above 80

2. The size of play grounds can serve large number of students in your schools?

Yes No Undecided

3. The ratios of students to instructional materials are balanced for Physical education practical classes? Yes No

4. What are the techniques do you use to the implementation of active learning method of teaching in your physical education class?

Group work Discussion Assignment Lecture

5. According to your opinion what is the role of active learning method of teaching

Develop confidence Gain new knowledge Solve problem

II. Instruction: Items related with training of teachers on methodology course and particularly in implementation of active learning approach:

1. Have you participate in different workshops, seminars and in-service training program based on the implementation of Active Learning method? Yes No

2. If your response for question No 1 above is "yes" the focuses of the training were on:

a. Curriculum development / evaluation b. Instructional methods / techniques

c. both a and b

d. If any other, specify _____

3. Do you attend higher diploma program training? Yes No

4. If your response for question No 3 is "Yes" How do you evaluate the contribution of training in handling your knowledge and skills about active learning approach?

High Average Low

5. Since you have started teaching in this school, did you get any training on active learning instructional methods or evaluation techniques? Yes No

6. If your response for question No 5 is "yes", how do you evaluate the contribution of the training? High Average Low

7. Is there problems faces you in the implementation of active learning approach?

Yes No

8. If your response for question No 7 is "yes" Mention that/those problems that hinder you from the implementation of active learning strategies? _____

Source: - (Yonas Amede Maskel, 2006)

Thank you in advance!!!

Appendix B

Questionnaires to be filled by students

Dear students! The purpose of this questionnaire is to get pertinent information about Factor affecting the implementation of active learning methods in physical education classes. The study can be successfully accomplished only when you complete items honestly and frankly. Thus, hence the genuine concern and willingness of the person who fill the questionnaire strongly determines the success of the study. You are kindly request to fill all the questions honesty.

Note: - the information you give will be used only for academic purpose. So, please cooperate me by filling this questionnaire.

Thank you for your cooperation!!!

N.B:- No need of writing your name

A. General information

Please put a thick '√' mark for the following items to indicate your answer, or by writing where necessary.

Part one: Background information of students

1. Name of your school _____

2. Sex: Male Female

3. Age: 15-20 years 21-25 years above 26year

B. Main data

I. Instruction: Item related with classroom condition and facilities:

1. Is your classroom condition or play ground (sport fields) attractive and suitable for teaching-learning process? Yes No

2. Are the sports facilities like balls, athletics materials, gymnastics apparatuses and play grounds are balanced with the ratio of students for practical classes of physical education?

Yes No Not sure

3. Are the facilities like chairs conducive to make group discussion in classroom?

Yes No

II. Instruction: Items related with opinion towards teachers roles and activities in teaching learning process in classroom:

1. Does your teacher arrange students for different classroom activities?

Yes No

2. Does your teacher encourage students to become actively participate in the classroom?

Yes No

3. Does your teacher provide opportunities for students to reflect their ideas on lesson?

Yes No

4. Do your teachers invite students to share their real life experiences that related with the lesson in the classroom? Yes No

III. Instruction: Items related to the role (responsibilities) that expected from students in the implementtion of active learning:

1. Do you participate actively in teaching learning process by asking question and by reflecting idea on the lesson? Yes No

2. If your response for question No 1 is "No" why you do not participate actively? Would you please explain? _____

3. Do you have confidence in expressing your need and feeling freely in the class?

Yes No

4. Do you know the roles (responsibilities) that expected from students in active learning?

Yes No

5. If your response for question No 4 is "yes" what are those roles (responsibilities) that expected from you/students? _____

IV. Instruction: Items related with students opinion toward teachers presentation and teaching methods he/she uses:

1. Are the techniques and activities that your teacher uses in presentation is attractive and interesting to you? Yes No

2. Does your teacher use different teaching methods in teaching- learning process in classroom? Yes No

3. Which factors do you think limit the proper application of the active learning method of teaching in your class?

Lack of awareness Lack of materials and facilities

Lack of reference book Lack of adequate classroom

4. What is the level of your physical education teacher encouragement to teach with active learning method? High Medium Low

5. From the following teaching method, which methods (strategies) does your teacher use mostly in teaching learning process?

- | | | | | | |
|--------------------------|--------------------------|------------------|--------------------------|-------------------|--------------------------|
| a. Lecture (explanation) | <input type="checkbox"/> | b. Demonstration | <input type="checkbox"/> | c. Discussion | <input type="checkbox"/> |
| d. Group Work | <input type="checkbox"/> | e. Peer teaching | <input type="checkbox"/> | f. Brain storming | <input type="checkbox"/> |
| g. Think pair-share | <input type="checkbox"/> | h. Cooperative | <input type="checkbox"/> | j. Pyramiding | <input type="checkbox"/> |
| i. Problem solving | <input type="checkbox"/> | | | | |

6. From the above teaching methods by which methods of teaching do you need to learn?

Writedown: _____

Source: - (Yonas Amede Maskel, 2006)

Thank you in advance!!!

Appendix C

በተማሪዎች የሚሞላ ጥያቄ

ዉድ ተማሪዎች:- የዚህ መጠይቅ ዋና አላማ እና ጥቅም በሰዉነት ማጎልመሻ ትምህርት በክፍል ዉስጥ አሳታፊ መማር ማስተማር በተገቢ መንገድ እንዳይተገበር የሚያደርጉ ችግሮችን ለመለየትና የመፍትሄ ሃሳብ ለማቅረብ ነው።

የምትሰጡት መረጃ ለጥናትና ምርምር ብቻ እንደሚውል በመገንዘብ በትክክልና በትዕግስት ሁሉንም መጠይቅ በትእዛዙ መሰረት እንድትመልሱልኝ ስጠይቅ ስለትብብራችሁ ከወዲሁ በማመስገን ነው።

ስለትብብርዎ እናመሰግናለን!!

ማሳሰቢያ: ስም መፃፍ አያስፈልግም።

ክፍል አንድ:

ለሚከተሉት አጠቃላይ መረጃዎች የ √ ምልክት በማድረግ ይግለጹ።

የትምህርት ቤቱ ስም _____

ፆታ:- ወንድ ሴት

እድሜ:- ከ15-20 ከ 21-25 ከ26 በላይ

መመሪያ 1: ከክፍል ሁኔታ እና እቃዎች ጋር የተያያዙ ጥያቄዎች

1/ የእናንተ ክፍል ሁኔታ ወይም የስፖርት ሜዳ ለመማር ማስተማር ስራዉ ሳቢና ተስማሚ ነዉ?

U/ አዎ ለ/ የለም

2/ በሰዉነት ማጎለመሻ የተግባር ትምህርት ጊዜ የስፖርት መሳሪያዎችለምሳሌ ኪስ፤ አትሌቲክስ መሳሪያ፤የጅምናስቲክ መሳሪያ እና የመጫዎቻ ሜዳዎች ከተማሪዎች ብዛት ጋር የተመጣጠነ ነዉ?

U/ አዎ ለ/ የለም ዙ/ እርግጠኛ አይለሁም

3/ በክፍል ዉስጥ መሳሪያዎች ለምሳሌ ወንበሮች የቡድን ዉይይት ለማድረግ አመቺ ናቸዉ?

U/ አዎ ለ/ የለም

መመሪያ 2:- በክፍል ዉስጥ መማር ማስተማር ስራ ላይ የመምህራኖች አመለካከት፤ ሚና እና እንቅስቃሴ ጋር የተያያዙ ጥያቄዎች

1/ መምህራችሁ ለተለያዩ የክፍል ስራዎች ተማሪዎችን ያደራጃል?

U/ አዎ ለ/ የለም

2/ መምህራችሁ በክፍል ውስጥ ተማሪዎች ንቁ ተሳትፎ እንድታደርጉ ያበረታታችኋል ወይ?

U/ አዎ ለ/ የለም

3/ መምህራችሁ በምትማሩበት ሰዓት ሀሳባችሁን እንድትገልጹ እድል ያመቻቻል ወይ?

U/ አዎ ለ/ የለም

4/ መምህራችሁ በክፍል ውስጥ ተማሪዎች የህይወት ተሞክሯቸውን ለሌሎች እንዳካፍሉ ይጋብዛል ወይ?

U/ አዎ ለ/ የለም

መመሪያ 3:- በአሳታፊ የመማር ማስተማር ትግበራ ጊዜ ከተማሪዎች የሚጠበቁ ሃላፊነቶች ጋር የተያያዙ ጥያቄዎች

1/ በመማር ማስተማር ስራዉ ጊዜ በትምህርቱ ላይ ጥያቄ በመጠየቅ በንቃት ተሳትፎ ታደርጋላችሁ?

U/ አዎ ለ/ የለም

2/ በጥያቄ ተራ ቁጥር 1 ላይ መልሳችሁ የለም ከሆነ ለምን በንቃት አትሳተፉም? በዝርዝር ፃፉ

3/ በክፍል ውስጥ የምትፈልጉትን እና የሚሰማችሁን የመግለፅ ብቃት አላችሁ?

U/ አዎ ለ/ የለም

4/ በአሳታፊ መማር ማስተማር ስነ-ዘዴ ጊዜ ከተማሪዎች የሚጠበቀውን ሀላፊነት ታዉቃላችሁ?

U/ አዎ ለ/ የለም

5/ በጥያቄ ተራ ቁጥር 4 መልሳችሁ አዎ ከሆነ ከተማሪዎች የሚጠበቁ ሃላፊነቶች/ሚናዎች ምንምን ናቸው_____

መመሪያ 4:- የተማሪዎች አመለካከት ከመምህራ/ሯ አገላለፅና የሚተቀሙት ጠማስተማር ስነ-ዘዴ ጋር የተያያዙ ጥያቄዎች

1/ መምህራችሁ በሚያስተምርበት ሰዓት ጊዜ የሚጠቀመዉ የማስተማር ስነ-ዘዴና እንቅስቃሴ ሳቢና ጠቃሚ ነዉ?

U/ አዎ ለ/ የለም

2/ መምህራችሁ በክፍል ውስጥ መመር ማስተማር ስራ ጊዜ የተለያዩ የማስተማሪያ ስነ-ዘዴዎችን ይጠቀማሉ?

U/ አዎ ለ/ የለም

3/ አሳታፊ የመማር ማስተማር ስነ-ዘዴን ለመተግበር የሚያሰናክሉ ችግሮች ምንምን ናቸው?

ሀ/ የግንዛቤ እጥረት ለ/ የመሳሪያ እጥረት

ሐ/ የማጠቀሻ መፅሕፍት እጥረት መ/ የክፍል እጥረት

4/ በአሳታፊ የመማር ማስተማር ስነ-ዘዴ ለማስተማር የሰዉነት ማጎለመሻ መምህራችሁ ተነሳሽነት ምን ደረጃ ላይ ነው?

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

5/ ከሚከተሉት የማስተማሪያ ስነ-ዘዴዎች ዉስጥ መምህራችሁ በመማር ማስተማር ስራዉ ጊዜ የሚጠቀሙበት የተኛዉን ስነ-ዘዴ ነዉ?

ሀ/ ትምህርታዊ መገለጫ/ማብራሪያ ለ/ መገግለጫ ሐ/ ዉይይት መ/ የቡድን ስራ

ሠ/ የአቻ ትምህርት ረ/ የአእምሯዊ ቅስቀሳ ሰ/ ጥምርታዊ ሸ/ በህብረት

ቀ/ፕራሚዳዊ በ/ ችግር ፈቺ

6/ ከላይ ከተጠቀሱት የመማር ማስተማር ስነ-ዘዴዎች መካከል በየትኛዉ የመማር ማስተማር ስነ-ዘዴ መማር ትፈልጋላችሁ _____

ምንጭ:- (ዮናስ አመደመስቀል, 2006)

ስለትብርዎ እናመሰግናለን!!

Appendix D

Observation check list

A. General information

1. Observer name: _____ 5. Duration of time _____
 2. School: _____ 6. Date of observation _____ 3. Grade and Section: _____
 4. Number of students in class: Male ___ Female _____ Total _____

Classroom and field observation check list

1. Highly sufficient 2. Sufficient 3. Medium 4. Poor

No	Activities	High	Sufficient	Medium	Poor
1	Clarity of objectives				
2	Ability to explain issues which are not clear				
3	Skill of asking questions with simple language				
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. discussion, argument debate, field practice exercise problem solving etc.				
5	Encourages students to relate theory with practice and skill of participation (learning on the practical activities)				
6	Students are working individually or in group on work given by teacher.				
7	Teachers help students rounding the group.				

Appendix E

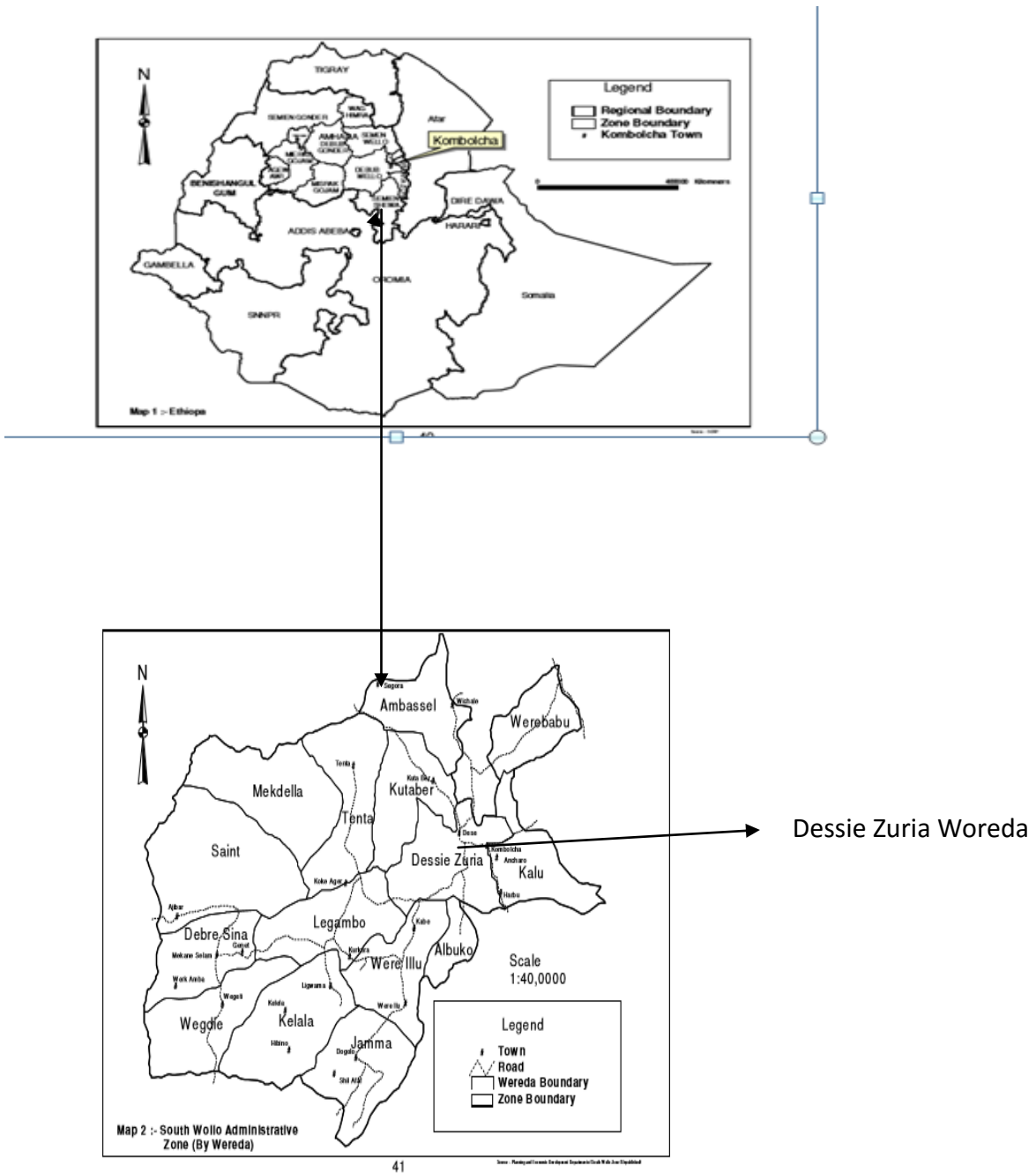
Interview for School Director

Basic guiding interview questions

1. Would you please tell us your qualification, position, and experience?
2. Would you explain your understanding (awareness) about the implementation of active learning method in physical education class?
3. Would you please explain briefly why the education and training policy give emphasis to the implementation of Active learning strategies?
4. Have your teachers took higher diploma program (HDP) or any training on the implementation of Active learning method? If your answer is yes what kind of training they took?
5. How do you think the applicability of those trainings in real class room situation especially in physical education session?
6. How do you evaluate the availability of physical education educational facilities and quality in your school?
7. Do you think the availability of this facilitation have an influence on the implementation of active learning process?
8. Would you please explain the major factors influencing the implementation of ALM (active learning method)?

Appendix F

Figure 2: Map of the study site



Source: - CSA (Central Statistical Agency, 2004)