



New Challenges to the implementation of Active learning Methods at Secondary schools in Kambata Tambaro zone, Ethiopia

*Tesfanesh Telore**, *Abebe Dametew*

College of Humanities, Language Studies, Journalism and Communication, Department of Foreign Languages and Literature, Addis Ababa University, Ethiopia

The main objective of this study was to find out key factors which affect implementation of active learning methods at secondary schools in Kambata Tembaro zone, Ethiopia. The study was done on the bases of a descriptive survey design. Data sources for the study were 37 English language teachers. Questionnaire and focus group discussion were employed as data collecting tools. Both quantitative and qualitative techniques of data analysis were implemented. Thus, data collected through questionnaire were analyzed using SPSS and data gathered via group discussion were thematically analyzed. Findings of the study revealed that lack of motivation and interest among teachers to fully accomplish their role in teaching, students' preference of illegal migration than attending school and unsuitable conditions in and around the classroom were the most challenging factors which affected implementation of active learning methods in the schools. It is recommended by the researchers that the government of Ethiopia should take immediate action to facilitate basic needs for the teachers. None Government and Government offices in the zone should work in collaboration to create awareness to the students and their parents on the bad effect of illegal migration. Students, parents, teachers and school administrators at woreda and zone level should deal together to help students achieve their objective of learning by improving the teaching learning habit in the zone.

Keywords: new challenges, key factors, active learning, teachers' practice

OPEN ACCESS

ISSN 2503 3492 (online)

*Correspondence:
Tesfanesh Telore

tesfaneshTelore@gmail.com

Received: 04th June 2023
Accepted: 18th October 2023
Published: 24th October 2023

Citation:

Telore, T., & Dametew, A. (2023). *New Challenges to the implementation of Active learning Methods at Secondary schools in Kambata Tambaro zone, Ethiopia*. *JEES (Journal of English Educators Society)*, 8(2).

<https://doi.org/10.21070/jees.v8i2.1773>

INTRODUCTION

Nowadays, there is a strong need among people in Ethiopia to master basic knowledge and skills of English language. This is because the language has a growing role and popularity as a means of communications to actively participate in social, economic, cultural and political affairs at national as well as global level. As Ethiopia is a developing country, the language plays a significant role to facilitate the country's success in diplomacy, business, development, international relations, collaboration, technology and modernization. As a result, currently many governmental and private institutions are using English as a medium of their internal and external communications. For example, in all universities (both public & private) and different research centers, English is used as a medium of publication and communications. Likewise, it is the medium of written communications next to Amharic in insurance companies, banks, telecommunications, Ethiopian Airlines and private real estates (Birhanu, 2013; Ayele, 2017). Regarding the introduction of English language in Ethiopian educational system, it has a long history. Regarding the introduction of English language in Ethiopian educational system, it has a long history.

Various sources indicate that Ethiopia started using English language for educational purpose from the period when modern education started in the country. The language has been being used in a varying level of usage from 1908 to present.

Following the establishment of the new Education and training policy of Ethiopia in 1994, English is taught as a subject from grade one onwards and it is a medium of instruction from primary school in some regions and from secondary school in other regions up to tertiary levels. Therefore, students at all levels of education in Ethiopia need to have a good command of the language to be able to pursue their studies and be effective in areas where the use of English language is highly demanded. Furthermore, after completing their studies in higher education institutions, students are required to have effective oral and written communication skills in English to have a wider access to employment in different fields requiring employees to possess a high level of language proficiency across any modern economy. Students are also required to have cultural as well as practical knowledge to be effective in communication which involves more than mere knowledge of grammar and vocabulary to meet different situations in their life of career (MoE, 2009, 2013; Eba, 2013, 2014).

Despite the fact that English language is used as a medium of instruction and that there is a strong demand for its use and expansion in Ethiopia, it is strongly argued that students' proficiency in both oral and written skills of the language in the country is always questionable. Teachers, researchers and employers, who are concerned with the use of English language at different positions, are always noticed blaming students at all level of education and university graduates in Ethiopia for their inadequate English language ability. Research findings by different scholars in area concluded that students' level of performance in using English language for communicative purpose in high schools, colleges and universities in Ethiopia is below the level expected of them. (Tadesse & Daniel, 2016; Mulatu & Bezabih, 2018).

Moreover, it is revealed that about two-thirds of high school and university students in Ethiopia suffer from moderate up to high levels of overall English classroom anxiety. Firew (2008), confirmed that 65.9% of secondary school students had displayed moderate to high level of English language anxiety. Study done by Gerencheal (2016) also assured that 64.1% of third-year English major students in Ethiopian university were found anxious of speaking English in the classroom. Therefore it can be clearly understood that most students at high school and university level have low English proficiency levels because foreign language anxiety has a negative correlation with language achievement including proficiency (Yewulsew., M. (2020)).

The question, "why are the students not effective in learning English language in Ethiopia"? Leads us to another question: that is, how do they learn the language? To begin with the later, it is obvious that in most parts of Ethiopia including Kambata Tembaro zone, learning of English language is entirely limited to the classroom contexts. Students solely acquire the knowledge and skills of the language from classroom because they have few opportunities to practice it outside the classroom.

As far as learning is concerned, Eba (2013) outlines three major factors up on which success or failure in learning depends. These are the teacher, the learner and the curriculum. That means, it is the teachers who deliverers English language curriculum at classroom level by making use of different methods and approaches. Among teaching approaches applied in the language curriculum, active learning has got more attention by the language teaching policy and thus currently it is a dominant method in all levels of education in Ethiopia (MoE 2002; Birhanu, 2012).

Literature presents plenty of sources that approve the effectiveness of active learning approach on students' achievement in learning English. As Freeman et al. (2014), state that active learning method is important to create assessment opportunities, foster skill development, encourage creativity and increase motivation. The authors also suggested three core benefits active learning in teaching English. These are:- helping students develop the knowledge and skills that they are expected to acquire in a given course, encouraging students' participation and providing ease to learn and inviting involvement among all students and providing opportunities for feedback and reflection. According to Harris and Bacon (2019), effective implementation of active learning in English language classes creates better learning outcomes for students.

The approach builds both knowledge and understanding which students can apply to new contexts and problems. This understanding and problem-solving approach is attractive to employers and universities. As Cambridge assessment of international education (2019), active learning fosters students' learning and their autonomy, giving them greater involvement and control over their learning and giving them skills of life-long learning. This will also allow learners to develop their metacognitive thinking. David and Colleen (2013) in USA found that students in active learning class in the standardized test over performed their counterparts in traditional class of learning language. The average gain scores of active learners were significantly higher than traditional learners. Also, active learners exhibited less variability in their gains in academic performance than traditional learners. According to Bonwell and Eison (1991), active learning provides the following benefits: students are more involved than passive listening; students are engaged in activities such as reading, discussing, and writing; student motivation is increased; students can receive immediate feedback; and students may engage in higher order thinking, such as analysis, synthesis, and evaluation. Furthermore, Kitaw (2017) found out that the practice of active learning methodologies by teachers have improved the teaching-learning process and were found to be effective techniques in improving students' learning. The studies clearly indicated the positive influences of active learning approaches to teaching on academic performance, attitudes toward learning, and persistence in programs. Michel et al. (2009) also approved that active learning on students' satisfaction with language courses has superior results to traditional methods. It was also emphasized by Kheladi (2021) that good culture of learning is promoted by active learning and thus teachers and students need to involve themselves in the strategy.

In order to have a positive effect on students' learning, educators must effectively apply the principles of active learning to the practical setting of the classroom. But evidences in the literature indicate that effective implementation of active learning in Ethiopia is under a question. [Birhanu \(2013\)](#) conducted a research on teachers' knowledge, perception and practice of active learning in primary school in Tigray region and from the findings he concluded that teachers did not know what active learning really is and they did not properly practice it during classroom instructions. However, it was found that teachers seem to have a positive attitude towards active learning. He argues that teachers lack the necessary skills for implementing active learning methodology was a major factor. Teachers' perceptions and practices of active learning is also investigated by [\(Aschalew, 2012\)](#) in Haramaya University, and the finding revealed that teachers have positive perception towards active learning. But the teachers' practice of implementing it was not satisfactory. As the study finding, instructors' tendency toward the traditional/lecture method, lack of students' interest, shortage of time, lack of instructional material and large class size were among the major factors affecting the effective implementation of active learning. [Mebratu & Woldemariam \(2017\)](#) also conducted research on the effects of teachers' Perceptions on the implementations of active learning in EFL classroom and their finding revealed that teachers' and students' belief and perception were the major factors that affected the implementation of active learning. Moreover, [Surafel \(2002\)](#) revealed that large class size, inadequate background knowledge of the students, scarcity of textbooks, absence or lack of supplementary materials were some common problems English language teachers face during their attempt to implement active learning methods. According to Amenu, (2005), the old method of focusing on lecture, chalkboard, and textbook skill hindered most of teachers not to implement active learning. Likewise, [Ayele \(2017\)](#) conducted a study on teachers' challenges and practices in implementing active learning strategies and come up with findings revealing that the classroom practices of teachers in implementing active learning strategies were not satisfactory. As him, even in limited attempt of the teachers to implement the strategy, the only technique most of them frequently used was grouping students to solve various problems. [Aschalew \(2012\)](#), also conducted a case study and the finding revealed that large class size, shortage of instructional material, lack of skills in selecting a variety of methods and lack of awareness on what active learning among teachers were the major factors that affect the implementation of active learning. On top of that, [Birhanu \(2010\)](#) in his study on implementation of active learning methods concluded that: "Although active learning is emphasized in Ethiopian education policy, traditional lecture method dominates most classrooms". Other many more studies confirmed that active learning is not being implemented effectively in primary and secondary schools as well as colleges and universities in Ethiopia.

Studies that have been conducted by different researchers in Ethiopia and scholars (abroad) identified problems English language teachers face to practice active learning strategies. For instance, students' discipline in the classroom and their preference of grammar and exam practice were some of the major challenges which were listed by [Vodovozov and Petlenkov \(2021\)](#) and [Nolasco & Arthur \(1986\)](#) indicates large class size,

lack of supplementary materials, lack of confidence, to teach in the traditional fashion were factors which were indicated by [Wright \(2000\)](#) as some of the common factors that influence the implementation of active learning methods.

The aforementioned studies clearly showed that implementation of active learning is affected by various factors and the findings were more or less disseminated to the concerned bodies in one or the other ways. However, no improvement was observed on the students' achievement the area where the study was conducted. This might be due to the reason that the studies did not directly address the major factors. So that the current study was intended to fill the gap by using different approach to deeply investigate the real factors which affect the proper implementation of active learning at secondary schools in Kambata Tembaro zone.

METHODS

The main purpose of this study was to explore major factors which affect implementation of active learning in secondary schools in Kambata Tembaro zone. In order to achieve this objective, a descriptive survey design in a mixed approach was employed. As stated by [Manjunatha \(2019\)](#), descriptive survey enables the researcher to describe the current status of the issue under investigation. [Siedlecki \(2020\)](#) also states, descriptive survey method is more appropriate to collect adequate information from large numbers of people about their behaviors, attitudes, and opinions by describing what people say, think and do. The method is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation by providing answers to the questions who, what, when, where, and how associated with a particular research problem.

Data for the study were collected teachers teaching grade nine English language in five randomly selected secondary schools in Kambata Tembaro zone. There were eight woredas in the zone. Five woredas were randomly selected for the study. One secondary school from each selected woreda was randomly taken and all (100%) of teachers who were teaching grade nine English language in the schools (N= 37) were incorporated by using comprehensive sampling technique.

In this study, both qualitative and quantitative data collecting tools were employed by the researchers to gather quality and valid data from the participants. To this end, data for the study were collected via questionnaire and focus group discussion. The researchers employed a close ended questioner which had 3 parts. The first part, which had 9 items was used to assess the factors which relate to the teachers, the second part consisted of 6 statements which were used to gather information regarding factors which relate the students and the third part which consisted of 5 items was used to collect data on the factors which relate to the school environment. The questionnaire was slightly adapted from [Mulatu and Bezabih \(2018\)](#).

Particular procedures were followed by the researchers to collect the data from the aforementioned participants. First, the researchers obtained consent from all concerned bodies. Then the actual process of collecting the data was started by administering a questionnaire to all (37) teachers. The questionnaire had three parts which were designed to explore the factors which affect implementation of active learning in teaching English language. Finally, a focus group discussion was held between six participants (teachers) using a semi structured discussion guide consisting of main and probing statements. The participants in focus group discussion were randomly taken from two schools. The data gathered from the teachers were analyzed based on the type of instruments employed to collect the data. Therefore, data gathered through questionnaire, which was close ended, were quantitatively analyzed by using Statistical Package for Social Science (SPSS) version 24 to calculate frequency, percentage and mean values of the responses. That is, the collected data were first fed to computer and tabulated. Then frequency, percentage and mean values of the teachers' responses were calculated. Finally the data were analyzed by comparing the mean values. Whereas, data gathered through focus group discussion were qualitatively analyzed through narrations.

RESULTS AND DISCUSSION

In this section, data collected via questionnaire and focus group discussion were analyzed, interpreted and the findings on the major factors which affect proper implementation of active learning methods in secondary schools in Kambata Tembaro zone are briefly presented.

What are the major factors which affect the proper implementation of active learning secondary schools in Kambata Tembaro zone?

To find valid answer for this research question, data collected from the participants via questionnaire were presented first in three sections as "teachers, students and school environment related factor". The findings are also supported by data collected through group discussion.

Teachers Related Challenges

To assess the challenges which directly relate to the teachers' knowledge, skill and attitude and affect implementation of active learning, a questionnaire consisting of nine statements were employed in [Table 1](#) below and the teachers' reaction to statements are presented as follows. The analysis is presented by going from statements with large mean values to those with small mean values to give emphasis to the severity of the challenges. To this end, item 5 in [Table 1](#) below says, "Lack of teacher maturity (professional) makes implementation of active learning more difficult". In response to this, 29(78.4%) of the teachers responded "strongly agree" with a mean value 4.70. This clearly tells us that most of the teachers believe that teachers' professional maturity affects implementation of active learning.

Item 8 in the same Table says, "Active learning does not fit into the established academic culture". This was answered "strongly agree" by 28(75.7%) with mean value 4.52. From this evidence it is fair to conclude that nature of active learning is a challenge for the teachers to implement the approach in their case. Item 6, says, "In active learning classes, it is difficult to manage the classroom discipline", 12(32.4%) of the teachers responded "agree" and 22(59.5%) of them responded "strongly agree" with mean value 4.41. This shows that classroom discipline was a challenge to implement active learning in the classroom. Likewise, item nine, which says, "In my classroom some students are dominating others during group activities", was responded "agree" by 10(27%) of the teachers and "strongly agree" by 13(35%) with mean value 3.51. Thus from this, some students dominating the class was a challenge to implement active learning. This shows us that the teachers are not skilled enough to manage the class in active learning approaches. Moreover, item 7 "Active learning takes too much class time and the coverage of content will suffer" was reacted as "agree" by 11(29.7%) of the teachers and "strongly agree" by 10(27%) of them with mean value 3.41 which implies that time management was a challenge to implement active learning in the schools where the study was conducted.

On the other hand, items 2 and 3, which say, "I have received training on how to implement active learning" and "I am clear with the implementation of active learning strategies" respectively, were responded "disagree" by 28(75.7%) with mean value 1.70 and 23(62.2%) with mean value 1.84 respectively. That means, most of the respondents disagreed with both statements. Therefore, it is fair to conclude that most of the teacher are not trained how to implement active learning and thus they are not clear with its implementation. 11(29.7%) teachers responded "undecided" and 16(43.2%) of them responded between "disagree" and "strongly disagree" for item 4, which says "Teaching with active learning techniques is safe to evaluate students". Hence, from the teachers' reaction to the item, we can say that evaluating students in active learning classrooms was a challenge to them. The statement, "Active learning is not suitable method to apply" which was item 1 in [Table 1](#), was responded "strongly agree" by 18(48.6%) of the teachers and "disagree" by 9(24.3%) of them. Thus, most of the teachers think that active learning is a suitable method to apply.

Table 1 Teachers related factors

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Active learning is not suitable method to apply	18	48.6	9	24.3	3	8.1	3	8.1	4	10.8	2.08
2	I have received training on how to implement active learning	28	75.7	3	8.1	0	0	1	2.7	5	13.5	1.70
3	I am clear with the implementation of active learning strategies	23	62.2	6	16.2	3	8.1	1	2.7	4	10.8	1.84
4	Teaching with active learning techniques is safe to evaluate students	8	21.6	8	21.6	11	29.7	6	16.2	4	10.8	2.73
5	Lack of teacher maturity (professional) makes implementation of active learning teaching more difficult	1	2.7	0	0	0	0	7	18.9	29	78.4	4.70
6	In active learning classes, it is difficult to manage the classroom discipline	2	5.4	1	2.7	0	0	12	32.4	22	59.5	4.41
7	Active learning takes too much class time and the coverage of content will suffer	5	13.5	6	16.2	5	13.5	11	29.7	10	27.0	3.41
8	Active learning does not fit into the established academic culture	2	5.4	1	2.7	1	2.7	5	13.5	28	75.7	4.51
9	In my classroom some students are dominating others during group activities.	7	18.9	3	8.1	4	10.8	10	27.0	13	35.1	3.51

Key (1) Strongly disagree, (2) Disagree, (3) neutral, (4) Agree (5) strongly disagree.

Generally, the above presentations of the data in [Table 1](#), indicated that effective implementation of active learning in Kambata Tembaro zone was largely affected by factors which directly relate to lack of awareness among teachers how to implement the methods. This was also assured by the teachers during focus group discussion. “What are the challenges you face in the practice of implementing active learning in your teaching of English language”? Was raised as a discussion point. The teachers very sensitively argued that not only effective implementation of active methods but also the whole quality of education in Kambata Tembaro as well as other zones in Ethiopia (according to their thought) was strongly affected by lack of interest and motivation from the teachers’ side. They raised issues related to their life. Some teachers said that they work as brokers. Others said that they buy and sell goods to get additional money. Still others said that they rent a piece of land from farmers and grow food stuffs for their family. The teachers sadly said that they would never hesitate to resign if they get any chance. The transcription is presented her under.

“If I get any chance of getting other job, I will never hesitate to resign from teaching because I and my children are greatly suffering from life situations. I can’t fulfil their needs to the minimum level due to the condition of current life and amount of my salary. For your surprise my friends who are at others works,

including those who give transportation service by motor cycle, by far better in fulfilling their family’s expectation that me. Even the shoes I wear was the one which I bought two years ago and I am afraid to come in front of my students. Then why do I need to worry about being a good teacher where the students as well as their parents”.

A. Students Related Challenges

In this sub section, challenges related to the students’ behaviors, interests, motivations and abilities (according to the teachers’ view) were presented in [Table 2](#). To achieve this, Item 2, 3 and 6 say, “Students are not motivated to participate in activities used to promote active learning”, “Divers students’ backgrounds make active learning more difficult to implement” and “Students are not able to handle activities in active learning classes” respectively. In reaction to the items, 33(89%) with mean value 4.22, 33(89%) with mean value 4.19 and 30(81%) of the teachers with mean value 4.11 respectively, responded between “agree” and “strongly agree” to the statements which were negatively narrated. Responses of the teachers revealed that most of the teachers believe that students’ motivation, students’ backgrounds and ability to handle activities in the classroom were the major factors which hinder the proper implementation of active leaning methods in their schools.

Likewise, item 5 which says “Students are willing to be engaged in active learning”, was responded “strongly disagree” by 14 (37.8) and “disagree” by 11(29.7). For item 1, “The students have no interest in active learning methods”, 10(27%) of the teachers said “strongly disagree”, 7(18.9%) of them said “disagree” and 5(13.5%) teachers responded undecided. The statement, “Students are matured enough to manage situations in active learning”, which item 4 in [Table 2](#) below, was responded “strongly disagree” by 9(24.3%) respondents “disagree” by 6(16.2%) respondents and “undecided” by 7(18.9%) respondents. From the analysis of items 5, 1 and 4 in [Table 2](#), it is fair to conclude that teachers believe that lack of interest and willingness to be engaged in different leaning activities and immature behaviors among affect implementation of active learning methods in secondary schools in Kambata Tembaro zone.

Some others choose illegal migration to neighboring countries and South Africa. Some girls migrate illegally to Arab countries. Some others in group go to the Addis Ababa (capital city of Ethiopia) to get employment as a home maid. Some very few female students who attend school are also engaged in part time works such as working hand crafts and selling fruits so that they never attend school on market days like Monday, Wednesday and Thursday”.

B. School environment related factors

This part briefly presents analysis of the data gathered from the teachers on the challenges which are related to the school/classroom environment and availability of sufficient materials and affect the implementation of active leaning methods in secondary schools in Kambata Tembaro zone.

Table 2| Students’ related factors

No	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The students are interested in active learning methods	10	27.0	7	18.9	5	13.5	7	18.9	8	21.6	2.89
2	Students are not motivated to participate in activates	3	8.1	0	0	1	2.7	15	40.5	18	48.6	4.22
3	Divers students’ backgrounds make active learning more difficult to implement	3	8.1	1	2.7	0	0	15	40.5	18	48.6	4.19
4	Students are matured enough to manage situations in active learning	9	24.3	6	16.2	7	18.9	7	18.9	8	21.6	2.97
5	Students are willing to be engaged in active learning	14	37.8	11	29.7	3	8.1	5	13.5	4	10.8	2.30
6	Students are not able to handle activities in active learning classes	2	5.4	0	0	5	13.5	15	40.5	15	40.5	4.11

Key (1) Strongly disagree, (2) Disagree, (3) neutral, (4) Agree (5) strongly disagree.

Analysis of data in [Table 2](#) above indicated that according to the teachers’ view, effective implementation of active learning methods in Kambata Tembaro zon was affected by factors related to students’ lack motivation and interest, diversified backgrounds and inability. This was also assured by the teachers during focus group discussion. Respondents of the study reported that students prefer illegal migration and working different activities which help them to get money to support satisfy their needs than attending school. Denying to attend school among the students, according to the reporters, was resulted from unemployment of their elder brothers and sisters who were graduated from higher institutions for a long period of time. Here under is the transcription.

“The other very worst problem in our school is that interest and motivation of the students. Let alone implementing active/student centered learning, the students are not interested to attend school regularly. After receiving their regional examination at the end of grade 8, some boys get their driving license and go to giving transportation services ether by motor or bajaj.

To achieve this, in [Table 3](#) below, five statements were employed and analyses of the dada are presented as follows. The first statement elicits information on if large number of students in a class were challenges to implement active learning the schools. 27(73%) of the teachers responded “strongly agree” to the item with mean value 4.68. This implies that number of students is a factor which affects implementation of active learning methods in the schools. Item 2 of [Table 3](#) was used to elicit data if sitting arrangement of the students/chairs was a challenge or not in the schools. In reaction to this, 25(67.6%) of the teachers with mean value 4.62 said “strongly agree”. From this, fixed setting arrangement was a factor which affects implementation of active learning methods in the schools. The same way, the third and the fourth statement were used to assess if shortage of books (textbook and teachers guide) and lack of teaching aids respectively affect proper implementation of active learning methods in the schools. For these items, 35(94.6%) with mean value 4.86 and 21(56.8%) with mean value 4.54 respectively answered “strongly agree”.

Thus, from this it can be said that lack of materials and teaching aids are challenges to implement active learning methods in secondary schools in Kambata Tembaro zone. The last statement of this part says “High teaching loads per day/week is challenging to play my role in active learning”. This was answered “agree” by 15(40.5%) and “strongly” agree by 15(40.5%) of the teachers with mean value 4.1. Thus, from the teachers’ responses, it can be generalized that teaching loads of the teachers is factor which affects implementation of active learning in the zone.

found that teachers lack the necessary commitment to accomplish their role in implementing active leaning in Bale Zone Secondary Schools in Ethiopia. He strongly argued that failure or success of any teaching or learning method mainly depends on attitude, values, skills and knowledge of classroom teachers. According to [Atkinson \(2000\)](#), teachers’ motivation is a very important aspect of educational development because it, through a natural way, stimulates satisfaction and increases the desire to teach with a responsibility. The other factor which affected implementation of active learning in the mentioned zone was students’ lack of interest, motivation and ability to attend school and take active part in learning.

Table 3| School environment related factors

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Large number of students in the class hinders the use of active learning method.	0	0	0	0	2	5.4	8	21.6	27	73.0	4.68
2	Fixed sitting arrangements in a classroom are not suitable to work in a group	0	0	0	0	2	5.4	10	27.0	25	67.6	4.62
3	I face shortage of text books and teachers guide in my school	1	2.7	0	0	0	0	1	2.7	35	94.6	4.86
4	It is difficult to get teaching aids in or around my school to implement active learning	0	0	0	0	1	2.7	15	40.5	21	56.8	4.54
5	High teaching loads per day/week is challenging to play my role in active learning	1	2.7	2	5.4	4	10.8	15	40.5	15	40.5	4.11

Key (1) Strongly disagree, (2) Disagree, (3) neutral, (4) Agree (5) strongly disagree.

Data in [Table 3](#) above showed that implementation of active learning was greatly affected by large number of students per class, unsuitable sitting arrangements, lack of teaching as well as learning materials and large number of teaching load on teachers. The teachers also confirmed the same during group discussion.

This study was mainly concerned with the exploration of the major factors which affect proper implementation of active learning methods in secondary schools in Kambata Tambaro zone. Data for the study were collected from thirty-seven English language teachers through questionnaire and focus group discussion. Analysis of the data affirmed that, implementation of active learning in the zone was mainly affected by factors which belong to teachers, students and school’s environment. Concerning factors related to the teachers, it was reported that there was a knowledge, skill and attitude gap among teachers. This is because the teachers are not interested and motivated in teaching due to unfulfilled conditions in their profession. There is the same finding by [Dereje et al., \(2021\)](#), that EFL teachers face a challenge in addressing their students need and adjusting their actual classroom practice. Likewise, [Baru Aboma \(2021\)](#) in his study

This finding is in line with [Kefialew Yenyet \(2021\)](#). He found that cadets’ lack of interest on active learning methods in Amhara Region Police College in Ethiopia affected implementation of the method. In the current study, it is also revealed that school environment strongly affected the implementation of active learning. It was also concluded by [Ayele \(2017\)](#) that lack of classroom facilities, lack of appropriate teaching materials, lack of awareness to how implement active learning, were the major challenges to implement active learning. As [Amare and Dagnew \(2020\)](#), implementation of active learning at secondary schools in Ethiopia was affected by large class size, students’ lack of interest, shortage of time and teachers’ lack of commitment. Therefore, findings of the current study agree with other studies conducted at different corners in Ethiopia.

CONCLUSION

This study was conducted in secondary schools in Kambata Tembaro zone, Ethiopia, to find out the major factors which affect effective implementation of active learning methods in teaching English language.

Findings of the study revealed that implementation of active learning methods in secondary schools in the zone was affected by factors which directly relate to the teachers, the students and the school environment. Firstly, implementation of active learning methods is greatly affected by lack or shortage of interest and motivation among teachers to be fully engaged in their profession (teaching). Teachers act carelessly in teaching because of imbalance between the current life condition in the country and their income. They are busy in other works which help them to earn additional income to satisfy the needs of their family as well as social aspects. Secondly, implementation of active learning in the zone was reported to be affected by issues related to the students. Data collected from the participants assured that most of the students in the zone do not fulfil the minimum requirement of being a student, which is attending school regularly. Thirdly, implementation of active learning method is affected by conditions in and around the schools. These are the chairs in the classroom were very heavy to move and not suitable to form small and large groups or different movements to practice active learning methods. The other thing is there was no sufficient light in some of the classrooms. Moreover it is difficult to think about implementing active learning where there were not text books for the students and guide for the teachers. Therefore findings of this study clearly showed that implementation of active learning methods as well as general education quality in Kambata Tembaro zone was in a worst condition. Generally, the study explored the major factors which affect effective implementation of a currently working methodology (active learning approach). The study is of a great importance for the society because most people in Kambata Tembaro zone depend on education for their future life and education is the pillar of life for people in the zone. So that, improving quality of education has a great value to improve life of the society. Thus, properly applying the findings and the recommended solutions to eradicate/minimize the challenging factors in the schools can support the achievement of quality education in the zone.

Researchers of the current study, based on the analysis, interpretation and discussion of the data collected from the participants forwarded the following basic points as reconditions for stakeholders in the area. It was strongly argued by the participant teachers that they were not being fully engaged on their teaching due to imbalance between their income and the current life situation in Ethiopia. Therefore, Ethiopian government as well as Ministry of Education in collaboration with regional state governments, should work strictly to improve the scale of teachers' salary to satisfy at least the basic needs of teachers. The other very sensitive issue, which was reported was, lack of students' interest to attend schools and participate in classroom activities. Thus, administrators in education sector such supervisors, school directors, unit heads and parents and teachers' associations around the schools should take part in creating awareness for the students about the worst history of illegal migrations. Moreover, it was revealed by the study that conditions in and around the classroom were not suitable for the implementation of active learning. Based on these findings, the researchers

strongly recommended that, all concerned bodies especially NGOs (non governmental organizations) in the zone support together with the governmental offices should support the educational system by providing a specific and research-based capacity building short- and long-term trainings for the community. Students and parents should be aware of quality education and its outcomes. Teachers and school administrators should also work hand in hand to help the students achieve a better future through a hard work than aiming to migrate illegally.

ACKNOWLEDGEMENTS

Corresponding author of this research greatly acknowledges Abebe Dametew (Ph.D) who was supervisor and coauthor of the research for his unreserved guidance.

REFERENCES

- Amare, Y., & Dagne, A. (2020). Teachers' perceptions, practices and challenges of active learning strategies utilization at secondary schools in Ethiopia. *Contemporary Educational Researches Journal*. <https://doi.org/10.18844/cerj.v10i3.4846>
- Amenu Oljira. (2005). The Implementation of Active Learning Approach in the Teachers College of Oromia. <http://etd.aau.edu.et/handle/123456789/11144>
- Aschalew T. (2013). Teachers' Perceptions and Practices of Active Learning in Haramaya University, Eastern Ethiopia: The Case of Faculty of Education Science, Technology and Arts Research Journal. <https://doi.org/10.4314/star.v1i4.98828>
- Atkinson. S. (2000). An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology*. <https://doi.org/10.1080/014434100110371>
- Ayele, E. (2017). An Exploration of Teachers' Challenges and Practices in Implementing Active Learning Strategies, *American Journal of Art and Design*. <https://doi.org/10.11648/j.ajad.20170202.12>
- Baru Aboma (2021). Factors Affecting the Implementation of Active Learning Methods in Bale Zone Secondary Schools: Exploring Perceptions, Knowledge and Experiences of Students, Teachers and School Leadership. *Research on Humanities and Social Sciences* www.iiste.org ISSN 2224-5766 (Paper) ISSN 2225-0484 (Online) Vol.11, No.1 <https://doi.org/10.7176/rhss/11-1-05>
- Birhanu, M.A. (2010). Active learning approaches in mathematics education at Universities in Oromia, Ethiopia. Unpublished PhD Dissertation. University of South Africa. http://uir.unisa.ac.za/bitstream/handle/10500/4133/thesis_alemu_b.pdf

- Branu Simegn (2012). A Study of Secondary School EFL Teachers' Pedagogical Beliefs and Classroom Practices. <http://etd.aau.edu.et/handle/123456789/7572>
- Berhanu Yayo (2013). Teachers' knowledge, attitude and practice of Cooperative Learning the case of Alamata Town Administration Second Cycle Primary Schools Addis Ababa University. <http://etd.aau.edu.et/handle/123456789/7524>
- Bonwell, C. C., and Eison, J.A. (1991). Active learning: creating excitement in the classroom. ASH-ERIC higher education report No. 1, Washington, D.C. The George Washington University, School of Education and Human Development. <https://files.eric.ed.gov/fulltext/ED336049>
- Dereje Asfaw Bulbula, Damtew Bulbula, Fedila Abazinab Abajobir and Tesfa Alemu Bulti (2022). The Practices and Challenges in the Implementation of Participatory Teaching Strategies in English as a Foreign Language Large Classes in Ethiopia. doi: <https://doi.org/10.21203/rs.3.rs-1400991/v2>
- Eba, M. (2013). The Need for Professional Growth of ELT Teachers in Ethiopia. Star journal. <https://doi.org/10.4314/star.v2i3.98764>
- Eba, M. (2014). Practices and Impeding Factors in the Teaching of English to Young Learners in the First Cycle Public Primary Schools at Nekemte Town, Western Ethiopia. Sci.Technol. Arts 3(2): 201-212. <http://www.starjournal.org/>
- Firew, M. (2008). A Study of High School Students English Learning Anxiety and English Achievement: With Particular Reference to Grade 11 at Dembecha Preparatory School, in West Gojjam (MA Thesis). Addis Ababa University, Addis Ababa. Retrieved from <http://etd.aau.edu.et/handle/123456789/8226>
- Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., & M.P. Wenderoth. 2014. Active learning increases student performance in Science, Engineering, and Mathematics. Proceedings of the National Academy of Sciences. <https://doi.org/10.1073/pnas.1319030111>
- Gerencheal, B. (2016). Gender Differences in Foreign Language Anxiety at an Ethiopian University: Mizan Tepi University Third Year English Major Students in Focus.1(1), 1-16. <https://www.semanticscholar.org/paper>
- Harris, N., & Bacon, C. E. W. (2019). Developing cognitive skills through active learning: A Systematic Review of Health Care Professions. Journal of Athletic Training, 14(2), 135-148. <https://doi.org/10.4085/1402135>
- Kefialew Yenyet (2021). Challenges to Implement Active Learning in Amhara Region Police College, Amhara Region, Ethiopia. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.12, No.1 <https://www.iiste.or>
- Kheladi, M. (2021). Teachers' perceptions and concerns about implementing active learning in teaching EFL Literature: A Case Study at Tlemcen University, Algeria. Global Journal of Foreign Language Teaching, 11(3), 150-159. <https://doi.org/10.18844/gjflt.v11i3.5815>
- Kitaw, Yoseph Zewdu (2017). Active learning in teaching English language support courses to first-year students in some Ethiopian universities, University of South Africa, Pretoria, <http://hdl.handle.net/10500/22745>
- Manjunatha.N (2019). Descriptive Research, Sri Siddhatha First Grade College. <https://www.jetir.org/papers/JETIR1908597> Volume 6, Issue 6 (ISSN-2349-5162)
- Mebratu M & Woldemariam B. (2018). The effects of teachers' perceptions on the implementations of active learning in EFL Classroom. Global Journal of Human-Social Science: 18 (1) ISSN: 2249-460. https://globaljournals.org/GJHSS_Volume18/5
- Mello, David, Less., & Colleen A. (2013). Effectiveness of active learning in the arts and Sciences: Humanities Department Faculty Publications & Research. Paper 45. http://scholarsarchive.jwu.edu/humanities_fac/45
- Michael K, Alemu M, Desie Y, Atnafu M, Assefa S, Regassa C, Wodaj H, Abate A. (2023). Understanding and practice of active learning among upper primary school science and mathematics teachers. Heliyon. 9(6):e16854. <http://doi:10.1016/j.heliyon.2023.e16854>
- Ministry of Education (MoE). (2002). The education and training policy and its implementation. Addis Ababa: Ministry of Education. <https://www.scirp.org>
- MOE. (2003). TESO Pre Service Committee a Notional Curriculum Guideline for pre-Service Teacher Education Programs. Addis Ababa (unpublished) <https://www.academia.edu/80153737>
- Ministry of Education (2009). Finalized Course Catalogue for Language Cluster Diploma Program. Addis Ababa: MoE. Cooperative Learning and College Teaching, Vol. 2, No. 2 <https://www.scirp.org/2761647>
- Mulatu, M., & Bezabih, W. (2018). Perceptions and practices of EFL teachers in implementing active learning in English classes: The case of Three Selected Secondary Schools in Dawro zone, SNNPRS, Ethiopia. International Journal of Education, 10(2), 88-94. doi: <http://dx.doi.org>.
- Nolasco, R. & L,Arthur. (1986). "You try doing it with a class of forty!" ELT Journal [https://doi.org/10.1093/elt/40.2.10040\(2](https://doi.org/10.1093/elt/40.2.10040(2)
- Siedlecki, Sandra (2020). Understanding Descriptive Research Designs and Methods <https://www.enago.com/academy/descriptive-research-design/>

- Surafel Zewdie. (2002). "The Effects of the 'new' English Language Teaching Methodology in the First Cycle Secondary Schools." Educational Journal. <https://www.academia.edu/5108155>
- Tadesse, A., & Daniel, T. (2016) Assessment of the practice and its determinant factors of active learning methodologies by teachers of Teacher Education Colleges Begemidir and Gondar. British Journal of Education 4(1):32-50. Retrieved October 12, 2018, from (www.eajournals.org)
- Vodovozov, V., Raud, Z., Petlenkov, E. (2021). Challenges of Active Learning in a View of Integrated Engineering Education. Educ. Sci, 2021, 11, 43. <https://doi.org/10.3390/educsci11020043>
- Wright, T. (2000). Communicative Language Teaching. Can it work for us? In EELT NET. Addis Ababa: British Council. <https://doi.org/10.5040/9781474285438.ch-002>
- Yewulsew. M. (2020). An Assessment of the Practice and Its Determinant Factors of Active Learning Practices in EFL Classes: A Case Study on English Language Course in Derbre Markos College of Teacher Education. Research on Humanities and Social Sciences <https://www.iiste.org>

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © Tefanesh Telore*, Abebe Dametew. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.