

**JIMMA UNIVERSITY**  
**COLLAGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**



**IMPLEMENTATION OF STUDENT CENTERED APPROACH IN TEACHING PHYSICAL  
EDUCATION CLASS ROOM: THE CASE OF WESTERN WOLLEGA ZONE**

**BY: MESERET WAKIGARI**

**A RESEARCH PAPER PRESENTED TO COLLEGE OF NATURAL SCIENCE STUDIES IN  
PARTIAL FULFILMENT OF DEGREE OF MASTER OF EDUCATION IN TEACHING  
PHYSICAL EDUCATION (MED)**

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**JIMMA, ETHIOPIA**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE COLLEGE  
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**JIMMA, ETHIOPIA**

# APPROVAL SHEET

## Postgraduate Program Directorate

I hereby certify that I have read and evaluated the thesis entitled “**Implementation Of Student-Centered Approach In Teaching Physical Education Class Room. The Case of Gimbi Preparatory boji dermji and boji chokorsa preparatory School** ” prepared by MeseretWakgari.

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## **STATEMENT OF THE AUTHOR**

First, I declare that this thesis is a result of my genuine work and that I have duly acknowledged all sources of materials used for writing it. I submit this thesis to Jimma University in partial fulfillment for the Degree of Master of Education. The thesis is deposited at the library of the University to be made available to borrowers for reference. I solemnly declare that the thesis has not been so far submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

**MOE** Ministry of Education

**MT** Method

**NETP** The New Education and Training Policy

**TGE** Transitional Government of Ethiopia

## **BIOGRAPHICAL SKETCH**

The author, MeseretWakgari was born at Bila,Boji Dirmaji Woreda West Wollega Zone, Oromia Regional state in Ethiopia, on the 1 September 1981 E.C. she attended his elementary school at Bila [1-8] and Secondary School and Boji Dirmaji preparatory educationat Secondary School (9-12). After completing preparatory school educations he joined Jimma University in 2000 E.C. to pursue the Degree of Bachelor of education in teaching physical education and sport, and graduated in 2002 E.C.

After graduation, she worked at Gimbi preparatory school seven years, and then he joinedJimmaUniversity in July 2009 E.C to pursue his Degree of Master of education teaching in physical education.

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## ***Abstract***

*The main purpose of this study was to assess the status of implementation of student centered approach or method in teaching physical education class room in Gimbi ,Boji Dermaji and Boji chokarsa preparatory schools. A total of 223 students plus 4 Physical Education teachers were the participants of the study Descriptive survey method was employed to accomplish the study. In this study, availability sampling method was used for the teachers as a sample. Lottery method of simple random sampling was used for students selection as a sample of the study .The questionnaire was the main data gathering instrument which was supported by observation and semi structured interviews. Despite inadequate provision of training on student centered approach or method, the study indicated that all physical education teachers sample schools have develop positive attitude towards student centered method. Learners have low perception about students centered method of learning and the extent of participating student centered method in physical education class room situation was found low. According to the result of the study, teachers' lack of appropriate (pre service and in service) training on student centered method, the class size, learners' negative attitude towards physical education class room. And also in adequacy of instructional materials, little attention given by administration body, large class size learners negative attitude towards physical education subject*

*The study also indicated that learners' perception of the student-centered method or approach of learning as "low" hence, the school administrators together arrange orientation program for the learners to create awareness on how they use the new method of instruction unless this is done it is possible to resolve the problem of responsibility taking in student-centered approach/method class room.*

**Key word:** data- information in raw or unorganized

Sample; A small number of individual that now the quality style or nature of the whole



## Table of Contents

STATEMENT OF THE AUTHOR .....	iv
LIST OF ACRONYMS AND ABBREVIATIONS .....	v
BIOGRAPHICAL SKETCH .....	i
ACKNOWLEDGMENT .....	ii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background of the study .....	1
1.2. Statement of the Problem .....	2
1.3. Basic research question .....	3
1.4. Objective of the study .....	4
1.4.1. General Objective .....	4
1.4.2. Specific Objective .....	4
1.5. Significance of the study .....	4
<b>1.6 .Limitation of the study</b> .....	<b>5</b>
1.7. Scope of the Study .....	5
1.8. Operational Definition of Terms .....	5
CHAPTER TWO .....	6
REVIEW OF RELATED LITERATURE .....	6
2.1. Philosophical View of Instruction .....	6
2.1.1 Teacher Centered Approach .....	6
2.1.2. Student-Centered Methods of Instruction and Its Origin .....	8
2.2. The Role of the Teacher in Student Centered Method .....	11
2.3. Student-Centered Activities .....	14
2.3.1. Problem solving method .....	14
2.3.2. Discovery method .....	14
2.3.3. Group work .....	15

2.3.4. Interactive method.....	15
2.3.5. Project work.....	16
2.3.6. Inquiry method.....	16
2.3.7. Peer teaching.....	17
2.3.8. Debate .....	17
2.3.9. Brain storming .....	18
2.4. Factors that Affect Student –Centered Method of Teaching in PE.....	18
2.4.1. Class size as a factor .....	18
2.4.2. Teachers training.....	18
2.4.3. Administrative support.....	19
2.3.4. Teachers Attitude .....	19
2.3.5. Students and teachers knowledge of the students-centered method of learning. ....	19
2.3.6. Resistance to change .....	19
2.3.7. Classroom conditions & physical environment .....	20
2.4. Advantages and Disadvantages of the Student-Centered Method of Teaching.....	20
2.4.1. Advantage of student-centered method of teaching.....	20
2.4.2. Disadvantages of student-centered of teaching.....	21
2.5 .Characteristics of Student-Centered Method of Teaching.....	21
2.6. Shortage of Instructional Materials.....	21
CHAPTER THREE .....	23
3. RESEARCH DESIGN AND METHODOLOGY .....	23
3.1. Research Design.....	23
3.2 Study area.....	23
3.4 Population of the study .....	24
3.6 Data collected Methods.....	26
3.6.1 Questionnaire .....	26
3.6.2 Interview .....	26
3.6.3 Observation.....	27
3.7 Procedures of Data Collection .....	27
3.8. Techniques of Data Analysis .....	27
3.9. Ethical Consideration.....	27

3.10. Validity and Reliability checks .....	28
CHAPTER FOUR.....	29
RESULT AND DISCUSSION .....	29
5.1. Summary .....	47
5.2. Conclusion .....	49
5.3 Recommendations.....	50

## LIST OF TABLES

<b>Table 1:</b> Demographic Data.....	25
<b>Table 2:</b> Extent to which teachers provide learners with different student-centered activities....	26
<b>Table 3:</b> Checklist of How Student-Centered are implemented.....	28
<b>Table 4:</b> To What Extent Different Assessment Techniques are used by the Teachers.....	31
<b>Table 5:</b> Teachers Training .....	33
<b>Table 6:</b> Teachers' Attitude towards Student-centered Activities Practices.....	36
<b>Table 7 A:</b> Extent of Practicing Student-centered method activities.....	38
<b>Table 7 B:</b> Extent of Practicing Student-centered method activities.....	38
<b>Table 7 C:</b> Extent of Practicing Student-centered method activities.....	39
<b>Table 8:</b> Class Size and Teachers' Teaching Load .....	40

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

In the modern world; there is shift from learning that capitalizes on memorization and rote learning of isolated bits and pieces of information, primary for the purpose of passing examination, to learning that emphasis understanding, making connection in the world around us collecting information, using and communication in active manner (Lue,2000).This shift was required because, memorization facts and bits of knowledge is not effective learning and does not prepare learners to understand their environment or function in it effectively.

In students-centered approach, however, the purpose of education is not to ensure success in exam. It is rather to help the learners learn what is useful in their life and to develop the individual ability to learn independently, to enjoy learning and continue to learn throughout life (Margaret, 1998). As modern method of teaching, the students -centered approaches have got worldwide acceptance and are being exercise in all part of the world. As indicated by peter(2002), example of learner-centered method which is problem based learning can now be found in almost all part of the world such as north America, South America, Europe, Africa, theMiddle East, Australia, and South Pacific. Research and experience show that the best designed learner-centered learning is more effective than teacher-centered method of teaching. For instance Peter(2002), indicated that students from learner-centered curricula are superior to their counter parts from traditional curricula with respect to approach, perception of their education, long term retention of knowledge and motivation for learning. The students- centered method is based on the fact that,student who are given the freedom to the explore areas based on their personal interest and who are accompanied in their striving for solutions by supportive understanding facilitator,not only achieve high academic results but,also experience and increase in personal values such as flexibility, self confidence,social skills and problem solving capacity The ministry of education (MOE) and culture in Namibia (1992),describes the learner

–centered method in physical education class room as the use of manipulative materials and cooperative group work. Through the effectiveness of learner-centered approach is supported by different researchers and this approach wins the debate over the teacher-centered approaches, educators have noted the existence of a separation between theory and practices in reality (Cook and Hazel wood, 2002). This research also compared student-centered approaches and teacher-centered approaches and found that an interaction with physical education classes such as that teacher-centered approach was particular beneficial for lower achievement of students. In Ethiopian context, the new education and training policy (NETP) of Ethiopia emphasizes the development of problem solving capacity and culture in the context of education curriculum structure and approach focusing on the acquisition of scientific knowledge and practicum (TGE, 1994), also the policy states that the general objective of education and training to develop the physical, mental potential and problem capacity of individuals by expanding education and in particular by providing basic education for all. Furthermore the policy indicates that the general objective of education and training policy is to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and social needs (TGE, 1994). Therefore, NETP calls for learner-centered method as the basis of the teaching and process

## **1.2. Statement of the Problem**

Before the adoption of new education and training policy, the teaching–learning activities in Ethiopian schools were undertaken using traditional method that makes the teacher –centered of the whole activities. In the teacher-centered approach, the teacher is considered to hold most of knowledge necessary for students and student’s success in school was measure only by passing examination.

The teacher uses talk and chalk method of teaching method in which teachers are active and the students are passive. Amare (2000), noted the absence of appropriate balance between the concrete and the abstract experiences as one weakness of teacher –centered approach. Additionally, Amare has pointed out that teacher qualities, good knowledge of subject matter, enthusiasm, students teacher relationship, and etc don’t necessarily result in effective learning and teaching process. It was to fill such gaps and bring about significant changes that the 1994 educational reform, among

other things ,demanded new paradigm of teaching and learning ,the development of new strategies of teaching and learning based on active learning and student –centered approaches(MOE,1994).

According to the new education and training policy and subsequent policy decisions, activity orientated and problem solving approaches from the basis of new primary curriculum implementation. Basically the reform requires shift from traditional approach to teaching, and learning to constructivist approach. Based on the above in the modern world, schools not considered as place where information is imparted and the learners get only fractions of knowledge. They are becoming where the learners acquire knowledge and skill of various nature by their own by using learner-centered method of teaching.

According to Lue(2000), the young learner learns best when he or she connects what is being learned with his or her own life and this makes learning meaningful. This implies that the curriculum development and instructional materials which were based on the teacher-centered method in the past and instructional methods which were dominated by passive learning which encourages pouring of instruction in the brain of the learner is being changed.In addition to this, the physical education text books, teachers’ guide and the syllabus for grade twelve were designed in order that learners should interact with each other and with materials, at their hands to get a better understanding of the subject.

Despite the provision of these materials, most physical education teachers complain about the learners as they do not have good understanding of physical education concept. This urges to investigate the nature of teaching –learning process is in Gimbi preparatory, Boji dermaji and Boji chokorsa Preparatory school West Wollega zone, Oromia region. The main research questions is to find out the extent to which physical education teachers implement the student –centered approach in physical education class room

### **1.3. Basic research question**

To this end, the researcher has stated the following research questions to be answered at the end of this study

- What is the physical education teacher’s attitude towards practicing student –centered approach?
- what is the most frequently used method of teaching in physical Education classroom?

- What problems do physical education teachers face in the use of student-centered activities teaching in physical education class room?

## **1.4. Objective of the study**

### **1.4.1. General Objective**

This study was aimed to investigate the student-centered approach of teaching in physical education class in Gimbi preparatory , boji dermaji and Boji chokorsa preparatory school.

### **1.4.2. Specific Objectives**

- To assess the current of implementation of the students –centered approach physical education class room?
- To identify the training provided to physical education teachers and their attitudes towards students -centered practice?
- To identify the most frequently used method of teaching in physical education
- To find out some major problems that hinders the implementation of the students-centered approach teaching in physical education class room.

## **1.5. Significance of the study**

This study Investigates the level of students' perception and the training provided to physical education teachers to enhance their understanding, the attitudes of physical education teacher towards the students –centered approach of teaching, the extent of implementation of the students-centered approach in physical education classes and factors that influence the implementation of students-centered class room of Gimbi preparatory, Boji dermaji and Boji Chokorsa preparatory school in ,west wollega zone. Therefore ,the finding of this study has the following significances;

- It enables the physical education teachers how to empower students with an-in-depth understanding of physical education ideas or concept.
- It may indicate area of weak points that need to be acted on and may create awareness among teachers and concerned educational officials.
- It serves as a base for further research in the area.



## **1.6 .Limitation of the study**

Although the researcher has tried his best to design the study as properly as possible some limitations were identified in the process of conducting this research. The Physical education school teachers busy to answer the questions and return timely. The sample was small, thus the results can only be generalized to the rest of respondents.

The above limitations may affect the generalization of the research. For the above problems, the researcher tried to solve the problems by proper planning and giving attention.

## **1.7. Scope of the Study**

The scope of this study is delimited to the investigation of the status of the implementation of the students-centered approach in physical education classroom at Gimbi preparatory, Boji Dermaji and Boji Chokorsa preparatory school in, west wollega zone, Oromia region. The logistic and time constraints have forced the researcher to delimit this study to one zone instead of considering other zonal region. This study is also confined to the assessment of the major problems such as class size, attitude of physical education teachers towards students-centered activities (practices) and shortage of instructional materials that may affect the students-centered approach in physical education class room.

## **1.8. Operational Definition of Terms**

**Physical Education:-** is an education in which is given mainly through physical activities to develop and maintains all aspects of personality such as: physical, mental and social well beings.

**Data** ;information in raw or un organized

**Sample**; Asmall number of individual that snow the quality style or nature of the whole

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Philosophical View of Instruction

The educational philosophy and methods of instruction are dynamic and hence, change time to time. Instructional methods are usually of two type they are teacher centered practices are often viewed as representing opposite ends of teaching philosophy the student centered practices said to have an underlying constructivist philosophy while teacher centered approach is grounded in the positivist philosophy these two philosophical views have their own understanding of how learning takes place. (Lejune, 2001)

The positivist view, according to Melese (1999) knowledge exists separate from the learner. The positivist understands knowledge as fixed and belonging to separate areas. In this philosophical outlook of knowledge, there is relatively little room for interpretation because knowledge is seen as being primarily fixed or stable. In strengthening this Lue as cited in Abraham (1999), noted that positivist philosophy, the learner's task is to absorb or memorize facts or pieces of information usually taken from academic disciplines for the purpose of repeating them. According to this philosophical view, there is less emphasis on linking facts and making a coherent and meaningful whole. Often just memorizing the facts is sufficient and thought to be successful learning. Contrary to this the constructivist philosophy, according to Melese (1999), assumes that knowledge is produced or made meaningful through interaction between the learner and the world around him or her. This interaction leads to interpretation, understanding, not just memorization.

The world is not seen as being made up of fixed facts. Constructivists view knowledge as unstable depending up on the interpretation of the observer or learner. For them, knowledge is something unified, coherent and interrelated rather than being made up of separate bits and pieces of information. That means, knowledge for constructivist cannot be viewed as necessarily belonging to separate academic subject areas. Temechagn (2001) stated that the theory of constructivism rests on the notion that there is an innate human drive to make sense of the world

#### 2.1.1 Teacher Centered Approach

As indicated by many scholars the teacher centered method is the oldest approach, which probably lived for more than thousand years, this approach according to Plass (1998) makes learners passive

receivers of knowledge, while teachers and texts are the source of authority. In this approach lecture format dominates and students learn by rote fashion, reproducing the subject matter in set exercises in essay form and in examination. In the teacher centered method most of the time the teacher talks while the students are passive listeners. According to Silberman (1996), it is hard to keep up with a teacher who is talking for a long time. In such a situation a student's usually lack concentration, even if the material is interesting. It is hard to concentrate to for a sustained period of time even, when a teacher talks a slowly, Silberman (1996) confirmed that during lecturing students attention decreases with each passing minute when learners are passive receivers and the focus is on factual information, they learn what is told by the teacher usually without curiosity, without questions and with less interest for inquiry.

It assumes that all students need the same information and learn at the same pace. However, according to Schofield (1972) all learners are not alike. They have different paces of learning, different skills, concepts, rules etc. Therefore, it is foolish to believe that the teacher can teach the same material by the same method with the same degree of effectiveness to all students.

In teacher centered method, the emphasis is on theory rather than practical and the successful students are those who can display their knowledge of the facts that have been fed into them. Strengthening this, Lue (2000) stated that, in this kind of education there is little time for practical activities, discussions, group work, experiments or other alternative methods, since the emphasis is on memorizing the maximum amount of information there was no time for activities. There is not enough time to let students discover and use information for them, because all information or facts contained in the book must be covered. Various research findings consistently have shown that the traditional lecture, demonstration and question and answer methods, that is, the teacher centered approaches (which do not encourage students to actively participate in the teaching learning process) dominate in the schools. (Sternberg 2003)

Plass (1998) further indicated that, the role of learners in teacher centered approach is to demonstrate their power of memory not their skills in processing that knowledge. According to Plass in teacher centered approach the product is important than the process of arriving at the product. In this method the students listen, take notes, digest and then reproduce. Regarding the limitation of this approach Melese (1999) also noted that text books based on teacher centered

method are often overcrowded and too difficult for the level of the learners, for there are usually too many subjects and each subject is overcrowded with the presentation of facts and information. They tend to be long and contain many pages of information followed by questions that ask pupils to recall or repeat the information.

### **2.1.2. Student-Centered Methods of Instruction and Its Origin**

The term student centered education is a very old concept in the education setting. Its origin could be traced back to the work of some well known philosophers and educators such as Confucius, Socrates, and Jean Jacques Rousseau, just to mention a few (Cuban, 1984; Henson, 2003). Student centered education relies more on the theory of social constructivism, because social constructivism takes into account the social nature of the learning environment as a collaborative atmosphere between the teachers and learners (Gergen, 1995; Morphy, Mc Combs and Whistler, 1997). The view of the students and learning described in the development brief (NIED, 2003) and curricula is within the broad parameters of constructivism, tending towards social constructivism. Social constructivism is a paradigm for understanding knowledge, intelligence and learning, which developed during the course of the last century and is now beginning to cohere (NIED, 2003). Social constructivism goes further and explores the implication of learning as a dialectic interaction between ourselves and our community. By Socio-cultural and material environment, through which we internalize our experiences and actively construct our knowledge and understanding, thereby changing our community and environment in turn. (Donaldson, 1992; Murphy, 1997; NIED, 2003)

Further, Glasgow (1996) indicates that student centered education involves an approach where students learn to decide what they need to find success with in the class and educational format. Learner center education places the student at the center of education. It begins with understanding the educational contexts from which students come. It continues with the instructor evaluating the student's progress towards learning objectives. By helping the students acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. It therefore places the responsibility for learning on the student, while the instructors assume

responsibility for facilitating the student's education. This approach strives to be individualistic, flexible, competency based, varied in methodology and not always constrained by time or place

(Blandes and Ginnis, 1996; McCombs and Whilestler, 1997, Heitkamp, Kipfer and Henson, 2003; Tomoeda and Kim, 2005) The main indicators of learner centered education are:

The starting is the learners existing knowledge, skills, interests and understanding, derived from previous experiences in and out of school.

The natural curiosity and eagerness of all young people to learn to investigate and to make sense of a widening world must be nourished and encouraged by challenging and meaningful tasks.

The student's perspective needs to be appreciated and considered in the work of the school

Students should be empowered to think and take responsibility not only for their own, but for another's learning and development

Learners should be involved as partners in, rather than receivers of educational growth (MBEC, 1996).

The process of teaching learning in student centered method is different from teacher centered method in the activities of teachers, students and in the way learning takes place.

According to Geredler (1997) learning in the student centered approach is the product of interactions among the learners knowledge, information in the environment and the learners activities. Key components in learning new information include the framework for learning and the learner's activities.

Aggarawal (1995) noted that whatever students learn in educational institution is useful only when they can apply the same in everyday life. It is assumed that whatever thought in schools, learners will use that knowledge, skills, attitudes and information to solve problems of life after completing their formal education. The learner centered methods facilitate and make practical these assumptions. Here are assumptions of the learners centered models.

Students are distinct and unique. Their distinctiveness and uniqueness must be attended to and taken into account if learners are to engage in and take responsibility for their learning.

Students unique differences include their emotional states of mind, learning rates, learning styles, stages of development, abilities, talents, feelings of efficacy, and other academic and non academic attributes and needs. These must be taken into account if all learners are to be provided with necessary challenges and opportunities for learning and self development.

Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.

Learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, knowledge, respected and validated.

Learning is a fundamentally natural process; learners are naturally curious and basically interested in learning about and mastering their world. Although negative thoughts and feelings sometimes interfere with this natural inclination and must be dealt with, the learner does not need to be “fixed” (McCombs and Whisler, 1997)

Regarding student’s role in learner centered classroom Plass (1998) indicated that that the learners are active participants in the process of teaching learning. They are actively involved in the learning process and their prior knowledge and experience is an integral part of the process. In this method according to him, the learners are encouraged to articulate their ideas and opinions. In learner centered method, students actively work in groups collaborating, share their own ideas, and benefit from each other’s individual styles strategies and skills. Much of learning is task based. Task is defined as a learner centered activity that that has clear learning to an outcome.

Similarly, Dunkin (1998) emphasized learners participate in determining goals, procedures and process of evaluation. According to him, learners taught using the learner centered methodology tend to have a sense of commitment and personal agency. They perceive themselves as origins. This perception enhances achievement and feeling of responsibility for what is done and for the outcomes.

As indicated by Amare (2000) for learning to take place the need and interest of the learner is one of the most important factors that should be considered. That is students learn more when they have internal commitment and the will learn as the process of learning is an active process. According to Kane (2004), the learner centered method of teaching encourages learners

- High level of participation
- Use of prior experience or knowledge
- Critical reflection on action and experience
- Greater ownership and responsibility for learning
- Peer support and peer learning

## **2.2. The Role of the Teacher in Student Centered Method**

The role of teachers in student centered method is very important. However, their activity differs from teacher centered method. In learner centered the teacher is no less important than in teacher centered classroom. He has a great responsibility. Even though the learner becomes responsible for learning process; the role of teacher is of paramount. In learner centered classrooms, the teacher:

- organizes learning activities around themes that are meaningful to students
- provides complex and challenging learning activities that promote conceptual and analytic thinking.
- helps students develop and refine their understanding through critical and higher order thinking skills.
- provides opportunities for students to choose their own projects and work at their own pace.

- provides opportunities for students to collaborate with peers of different ages, cultures, and abilities and includes peer teaching as part of instruction.
- uses a variety of instructional strategies and methods to match student needs.
- includes learning activities that are personally and culturally relevant to the students
- encourages shared decision making and student autonomy, and gives students increasing responsibility for their learning.
- monitors student progress continually and provides feedback on individual growth and progress.
- uses standardized and alternative forms of assessment, and allows competencies and achievement of educational standards to be demonstrated in a variety of ways.
- uses heterogeneous grouping practices that promote cooperation, shared responsibility, and a sense of belonging (McCombs and Whisler, 1997).

In student-centered method the teacher is no more considered as the sole and most important source of knowledge. Rather, he becomes a facilitator and resource person. According to Amare (2000) the role of the teacher in the learner-centered method will be changed to managerial than

authoritarian (in learner-centered method the teacher should not impose learning activities but he/she selects learning methods that serve the objectives). He said that the appropriate role of teachers in student-centered is accepted to be managerial rather than pedagogical. That is, teachers are expected to facilitate student learning and do so by encouraging student activities and student performance and by discouraging teacher's performance (in this regard the teacher is no more active participant of doing exercises and mathematical activities rather he/she creates conducive learning environment) in the classroom. Further Amare (2000) emphasized that the new role of teachers in teaching and learning is out to be demonstration of intellectual excellence and evaluation of program and development of the system.

Regarding the role of the teachers as manager in student-centered method Plass (1998) also emphasized that there are many options open to the teacher in learner-centered classroom in which the teacher takes on the role of manager, and facilitator of learning. The teacher can act as a monitor, to ensure that students are proceeding in the correct way and in the right direction,



helping students to prioritize and organize their learning, or perhaps participate as a group member if the students are losing track of their objectives.

For Plass (1998), the learners in the learner-centered classroom are expected to contribute to draw upon their own knowledge, beliefs and experience. It is a part of the teacher's responsibility to exploit the bank of knowledge, to raise students' awareness of the contribution they can make, to motivate them by drawing on topics and areas that are relevant and of interest. According to Aggarawal (1995) if the learner if the learners are motivated, they respond to opportunities to be active and creative.

In student-centered method, the teacher moves from the front of the classroom to the middle and other parts of the room. He/she have to move around the classroom guiding and following the progress of individual pupils and groups of pupils. Thus, the teacher becomes much more important in learner-centered classroom. The teacher must guide and manage the activities; she or he must make sure that all pupils are working productively on activities and must monitor the progress of all pupils (Leu, 2000).

Teacher should expect students to use information analyze it, evaluate it and communicate it in variety of ways. In learner-centered classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent; the teacher's role is to facilitate this progress (Lue, 2000). So, what a teacher of physical education in a student-centered teaching environment must know and be able to do as indicated by MBEC 1992) are:

- Setting goals and selecting or creating physical education tasks to help learner achieve these goals;
- Stimulating and managing classroom discourse so that both the learners and the teacher are clear about what is being learned;
- Creating a classroom environment to support teaching and learning physical education;
- Analyzing learner learning, the physical education tasks, and the environment in which learners learn.

In all cases, the teacher in the new method, as stressed by Amare (2000) is to stimulate the learners' curiosity, to sharpen powers of independent intellectual discovery, and to strengthen the ability to organize and use knowledge, in short, to help the learner acquire lifelong powers of self-education.

### **2.3. Student-Centered Activities**

A number of methods associated with student-centered activities. No single method is superior, particularly in terms of performance. Consequently, in learner-centered activities; methods of teaching must be matched to objective and intended tasks for efficiency and effectiveness (Brandes and Ginnis, 1996). The following are the components of the practices of the learner-centered activities:

#### **2.3.1. Problem solving method**

Problem solving approach is one of the most important techniques that are used in learner-centered method. As indicated by Abraham (1999) the goal of most problem solving activities is to transform unstructured problems to well-structured ones. Transforming an initial problem state into a desired state might involve a series of activities designed to achieve specific sub-goals. Gagne as cited in Geredler discovers how to combine some previously learned rules to generate a solution to a problem that is new to the students.

#### **2.3.2. Discovery method**

As Kaplan is cited in Abraham (1999) discovery learning is a situation whereby the content of what is to be learned must be discovered by the learner before the structure of the information is given to the learner in a final form. The principal common factor in discovery learning method is that the pupils are expected to draw conclusions and generalizations from some form of induction, observation or application of principles. This method encourages students to take a more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept (Mayer, 2003).

The discovery method refers how much guidance a teacher should give his/her students. According to Mayer (2003) there are three levels of discovery method.

Pure discovery: the student receives representative problems to solve with minimal teacher guidance.

Guided discovery: the student receives problems to solve, but the teacher provides hints and directions about how to solve the problems to keep the students on track.

Expository: the final answer or rule is presented on the students.

### **2.3.3. Group work**

Group work is one of the most important techniques that is used in a learner centered classroom. Giving different assignments to different groups prompts students not only to learn together but also teach each other ( Silberman, 1996).

### **2.3.4. Interactive method**

The interactive method is a purposeful & deliberate encouragement of the interaction either b/n the teacher & the learners or among the learners. The mode of delivery includes: Feedback questions & answer form as found in tutorials (Kagan, 1995). Some interactive methods namely, class discussion method namely, class discussion method is briefly discussed below;

Class discussion: can take place before, during & after the lesson. A class discussion can also be triggered spontaneously at any time by the teacher or learner by means of stimulating questions. Class discussions requires small classes & encourages student involvement, but maybe time-consuming. It also encourages learner's participation and is effective for developing in learners higher cognitive skills, such as evaluation. Further, a lot of space and resources are necessary in the teaching /learning process (Kagan and Njabili, 1995; Dunne and Wragg, 1997; Engelbrecht, 2000). In this method, problems may also be presented by the teacher for the learners to discuss in small groups and report the results. Discussion yields better retention, higher order thinking, better attitudes and motivation (Ainsworth, 2006). When learners work in pairs and /or larger groups, one person is listening while the other partner is discussing the question under investigation. Both are developing valuable problem solving skills by formulating their ideas, discussing them, receiving immediate feedback and responding to questions and comments (Miller, 2004). Whole class

discussion is enhanced by having learners discuss ideas thoroughly before the entire class discusses an idea or concept.

### **2.3.5. Project work**

This approach is learner- centered as learners would use their own initiative to gather and analyze information and demonstrate their writing skills in the learning process through the project they would do (Katz and Chard, 1990; Henry and Kagan, 1995; Imasiku, 1999). Project work could be individualized for learners and it could also be in form of a group project, but whichever the case, the aim of the two is the same; to foster better learning encourage active learner participation. It requires careful planning and evaluation techniques. It is very useful at higher levels of learning (Chipeta, Dunne and Wragg, 1997; Engelbrecht, 2000), It gives the class a real life and results in doing and problem solving

### **2.3.6. Inquiry method**

It is a process of solving problems based on evidence. The inquiry process begins with a problem or question. Involving learners in inquiry problems is one of the most effective ways to help them develop their higher order & critical thinking skills. Basically; inquiry can be viewed as a process for answering questions & solving problems based on facts & observations. In instruction, inquiry method is a teaching strategy designed to teach students how to investigate problems & questions with facts (Eggen, 1996). Since inquiry connotes seeking & discovering rather than learning from exposition, the role of the teacher in inquiry teaching will be to guide learning rather than to direct or dictate. In the method, the teacher has to raise problems, issues & questions designed to catch the pupils interest, start them thinking & encourage them to investigate (Clark & Callahan, 1998).

When teachers are using inquiry method they have to guide the students to help them to work towards a solution to a problem.

Generalizing (Eggen, 1996) Regarding the role of the teacher in inquiry method, Eggen (1996) also indicated that a teacher conducting inquiry lessons has a primary goal to develop students' abilities to recognize problems, suggest tentative answers, identify & gather relevant facts, & critically assess tentative solutions. There are skills of inquiry, & the development of these skills is an explicit process when inquiry methods are used. When the students are the primary investigators in an inquiry lesson, a teacher must carefully plan in order to facilitate the process. To conduct an

inquiry lessons, students need a problem or questions to examine & must have access to data that allow investigation of the problem.

The teacher may use different options in inquiry method. However, students begin their analysis by responding to open-ended questions, questions that ask them to simply describe or compare & contrast & as a result, have a variety of acceptable answers .To increase student participation & give time to think, while using inquiry & these questions should remain a little longer (Eggen1996).

The main aim of inquiry teaching is to stimulate or promote independent resource full thinking. Involving students in the inquiry method is one of the most effective ways to help them to develop their higher critical thinking skills for students' inquiry involves learning through explanation & investigation (Clark&Starr,2003).

### **2.3.7. Peer teaching**

Peer teaching is a participatory, learner – centered method integrated into the learners' own experience that results in deep learning .Peer learning involves occasional ,use of learners in the class who have experiences because of their good back ground in particular area .The merit of peer teaching is that each group or member benefits from each other's activities ,sharing the experience .Peer teaching can solve the problem of large class size & it may release teacher's time for producing resource –based learning materials (Bennet,1996).

### **2.3.8. Debate**

Debate requires that learners, mostly two or four, prepare themselves for a topic & present the opposite view. Afterwards, the class discussion/learning discussion can follow. This method increases learners' motivation. Language use & the vocabulary of learners are indirectly improved. It also leads to the development of the self-image of the learner & the focus in the teaching shifts from the teacher to the learner(Kagan,1995;Dunne &Wragg,1997).

### **2.3.9. Brain storming**

According to Melese (1999), brain storming is a learner-centered activity in which everyone's response that applies to the topic is acceptable. It helps to generate diversified ideas bearing upon a particular problem or issue. After some period of time for brain storming, reflection, prioritization, combination, & improvement of ideas are sought. Usually, brain storming is effective for sensitive & controversial issues that need to be explored, for encouraging learners who are hesitant to enter a discussion, for gathering a lot of ideas and for developing group dynamics.

## **2.4. Factors that Affect Student –Centered Method of Teaching in PE**

### **2.4.1. Class size as a factor**

The aim of student centered method is with no doubt make all learners involved in the learning process without the influence of domination of top learners. For this to take place the communication among the teacher with each learner & learners to learner is important and large class size may affect the proportion of students-centered method. Regarding this, Amare(1988) indicated that the crudeness of class room is one of the critical problem of education in Ethiopian context that hindered learners follow up, learners' participation, teachers' & learners' communication & feed back in the classroom.

### **2.4.2. Teachers training**

For effective implementation of the curriculum to occur many teachers will need to experience skill training workshops. Regarding this Pratt (1980) suggests that teachers will be unequipped to implement curriculum change if they lack the necessary expertise. They must have a competent grasp of subject matter & of the approach to adopt it. Development of this expertise often requires specifically designed in-service training. Without such training, teachers are likely to

continue what they have done in the past with at most a few surface changes. In this regard the training in students –centered approach should include preparing teachers who can select & use appropriate teaching materials, choose, produce, & make use of local resources to enrich student learning.

### **2.4.3. Administrative support**

Ornstein & Hunkins (2004) suggest that “a trusting relationship must exist among all parties in the school especially between administration & teachers. As implementation is a collaborative & emotional effort, peer support is vital for effective implementation”. In fact, it is not an individual activity; many hands need to be put together for implementation to be successful such as directors.

### **2.3.4. Teachers Attitude**

The attitude of teachers is very important factors that has to be considered in the provision of the necessary educational service in the student-centered activity. Without teachers' positive attitude, it becomes difficult to make the student-centered method practical. Positive teachers' attitudes exist when teachers have confidence in their ability to commit themselves to guide and cooperate. Teachers are cooperative when they plan school activities and their teaching collaboratively and when they share ideas with each other and when teachers and administrators work together on whole school issue (Heneveld and Craig, (1996).

### **2.3.5. Students and teachers knowledge of the students-centered method of learning.**

Some authors (Dary and Terry, 1993) have stressed the importance of the learners' past experience, which is a transformative rather than passive accumulation of knowledge. They notice that unless learners consider the implications of the ideas for them in their lives and decide to act, know and believe in new ways. They are likely to adopt a passive acquiescence to the teachers' knowledge structure. And ultimately, this passive learners' learning has not made difference because it has not been transformative and at the best resulted in some accretion of knowledge. Thus, it is possible to suggest that student-centered learning approach seeks the emancipation of learners from the traditional method that has dominated method of teaching over the last century. Students may look shy and uncooperative at the beginning of the student-centered class room activities. Because, learners are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what have learned for purpose of examination. This discloses that they do not try and have no access to use their prior experience.

### **2.3.6. Resistance to change**

Resistance to change may occur due to self-interest, misunderstanding and lack of trust.

Especially resistance may appear not to avoid the learned experience. As indicated by Plass (1998), resistance to change is perhaps the greatest challenge to the implementation of the student-centered method. Resistance comes from psychological derives of teachers and from students and teachers perception about who does what in the classroom. The experience of teachers when they were students, the way they were taught can greatly influence their beliefs about student centered method of teaching. Therefore, to implement student –centered approach; it requires a commitment to change. Teachers need a short term training, workshop, model projects & etc. As a means by which they can focus on the issues concerning quality learning that could be achieved partly through use of appropriate instructional methods. In such occasions, teachers need to be able to debate, discuss, investigate& above all learn to articulate their beliefs. Also , orientation should be given to the learners about how learners lea learn effectively , about the process of teaching learning in general, which are the main source of resistance to change.

### **2.3.7. Classroom conditions & physical environment**

Silberman (1996) pointed 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 fun & challenging when the furniture is less than ideal .If the furniture is movable, it could be possible to use different lay out for active learning even in the most traditional classroom. The same author has suggested ten different types of class room lay outs, which facilitate active learning approaches. These lay out include; U-shape, team style ,conference table, circle, group on group, work station, breakout grouping, chevron arrangement traditional classroom & auditorium. Moreover, squazzin and Graan (1998) have explained that in active learning communication is very important.

## **2.4. Advantages and Disadvantages of the Student-Centered Method of Teaching**

### **2.4.1. Advantage of student-centered method of teaching**

It provides learners with opportunities to learn from and support each other in ways that are not facilitated by more formal, teacher-centered approaches (Kane, 2004). In addition to this it offers opportunity for progress. And there by fosters positive learners' attitudes towards physical education learning.



#### **2.4.2. Disadvantages of student-centered of teaching**

Learners' access to teacher's expertise may be decreased; some feel that the adoption of more student-centered approaches in schools will effectively limit the access that learners have to teachers' knowledge and expertise in the subject. This view may represent a constraint on the adoption of such approaches (Kane, 2004). Not all students are expert collaborators; students may bring personal issues to the learning contexts that effectively disrupt the learning experience for other (Kim, 2005).

#### **2.5 .Characteristics of Student-Centered Method of Teaching**

Research has demonstrated that students learn more if they are actively engaged with the material they are studying. Student –centered approach places students at the center of the teaching – learning process and it can be identified by at least some of these characteristics (Cook and Hazel wood, 2002 ;biggs,2003); Learners are involved in more than just listening and taking notes , they participate in a variety of class activities, and often interact with one other (in discussing, reading, presenting and sharing their writing); Learners are involved in higher –order thinking skills ( including analysis, synthesis and evaluation); Learners reflect on their learning and their learning processes. Greater emphasis is placed on learners' exploration of their own attitudes and values; and less emphasis is placed on transmitting information but more on developing learners' skill.

#### **2.6. Shortage of Instructional Materials**

As explained by Mukalel (1998), instructional materials are those materials that the teacher brings in to the classroom from time to facilitate his /her teaching and to make the work more creative and effective. The same author classifies instructional materials that help the teacher and learners as resourceful devices in the teaching and learning practice in to'' three'' categories; 1. Visual aids2.Audio aids and 3. Audio-visual aids. He further noticed that instructional materials help the teacher add anew and concrete dimension to classroom teaching. Teachers and students dependence on the materials in the textbook and supplementary books can easily lead to stereotyped mode of teaching. Thus, introducing teaching-aids to the classroom helps to add new dimension to teaching.

To make learning more concrete and enhance learner's participation, conscientious teacher has to develop a conviction with regard to the usefulness of instructional aides of a feasible kind.

Amare (1999) also indicated that instructional materials include materials with which learners and teachers interact for the purpose of student –teaching. He further emphasized that teaching without instructional materials boils down to teaching without technology. World Bank(1997) also indicated that the modest teaching tools such as textbooks, libraries and classroom instructional materials are significant determinants of learners achievement. Therefore, from the above facts we can conclude that the availability and usage of instructional materials have great influence on the application of student-centered approach/method of teaching.

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

Research methodologies enable the researcher to reach suggested destination for the problem identified. It can also help the researcher to carry out his study successfully indicating detailed description of data to be collected, its setting, the participants and their way of selection, how data are collected and analyzed. As a result, this chapter discussed the research design: research setting, sample of the study, sampling technique and sample size determination; data gathering methods and instruments; procedures of data collection and method of data analyses and ethical consideration.

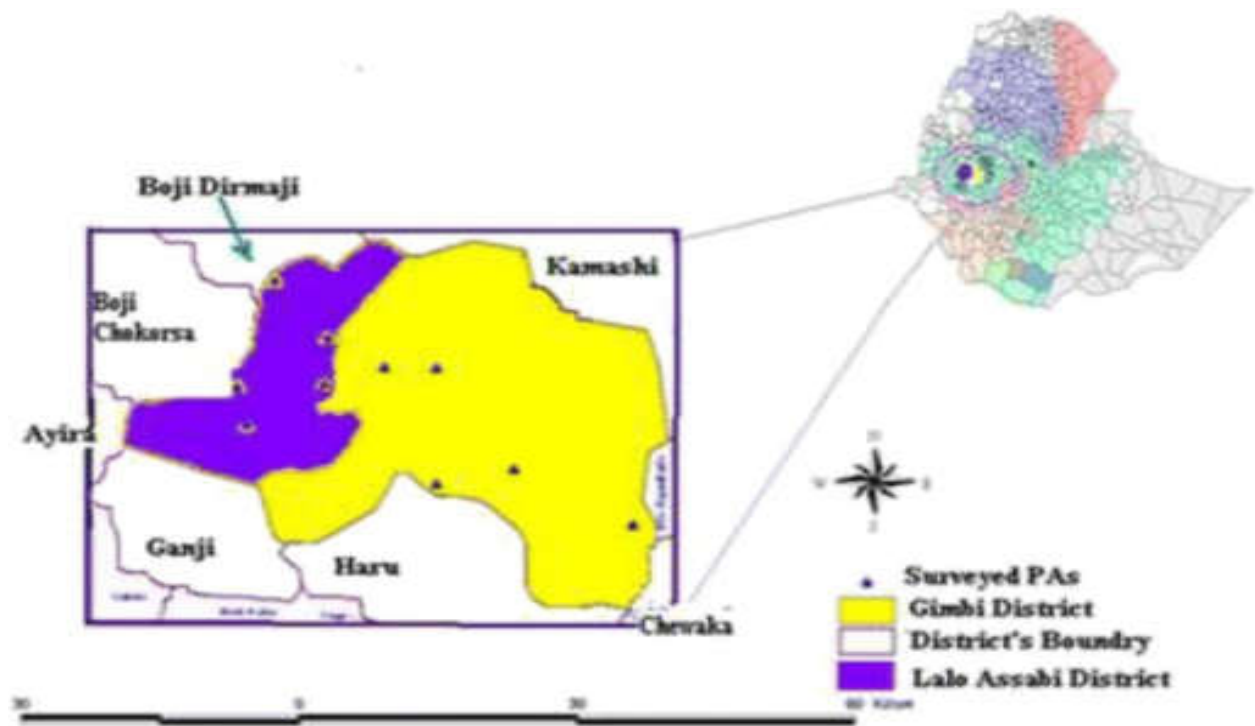
#### 3.1. Research Design

For the study, a descriptive research design with a mixed method was employed. With regard to descriptive, Creswell (2007) said that, "It is used to obtain information concerning the current status of phenomena and used to describe what exists with respect to variables or conditions in a situation." Mixed method, which combines both qualitative and quantitative data, was employed for data collection and analysis in order to answer the research question.

#### 3.2 Study area

The study was conducted in Gimbi Preparatory school Boji Dirmeji and Boji Chokorsa preparatory schools found in south west of Ethiopia.

#### Map of the Study Site



**Source:** <https://en.wikipedia.org/wiki/West-Wollega-zone>

### 3.3. Sources of data

In the selected school the type of data to be collected from the primary and secondary source. The primary data were generated from the students and PE teachers through questionnaire. This study was complemented by qualitative approach that uses observation checklist and semi-structured interviews for data gathering. The Secondary data would be gathered from the documentation by consulting from the text books, teachers guide and syllabus of grade student-centered activities and assessment techniques to be used that fit the objectives.

### 3.4 Population of the study

All (4) physical Education teachers currently teaching the grade level students were selected as the sample of the study from the total population of 505 students.

### 3.5 Sampling Technique and Sample Size Determination

In this study, the researcher employed both lottery method of simple random sampling technique and availability sampling. There were four(4) physical education teachers of the schools teaching the grade level who were selected as a sample of the study with respect to availability sampling technique 2 (two) physical education teachers from Gimbi Preparatory school 1(one) from Boji Dirmeji and the other 1 (one) Boji Chokorsa preparatory school. whereas the sample of the study from the students were from Gimbi Preparatory school ,Boji Dirmeji preparatory and Boji Chokorsa preparatory school with total population of 505 of students The sample was selected using lottery method of simple random sampling technique. In this method, the students were chosen in such a way that each member of the population had equal chance of being selected.

In selecting students as a sample of the study, the researcher followed the following procedures for the five sections. Firstly, the researcher collected the attendance sheet having students' name and their roll numbers. Secondly, the researcher recorded the roll numbers of the whole students on a piece of papers. Then, the papers were put in a container and mixed up thoroughly. Finally, the first needed numbered tags were picked randomly until the needed number of students was selected.

According to Taro Yamane (1967), sample size calculation formula that updated byVikas Saxena (Updated Jul 25, 2017), First of all you should be working with a finite population and if the population size is known, the Yamane formula for determining the sample size is given by:

$$n = \frac{N}{1+N(e)^2}$$

n is the sample size, N is the population size and e is the level of precision or sampling error that is 0.05( since the range of sampling error is 0-1)

Therefore,  $N=505$   $e=0.05$

$$n = \frac{505}{1+505(0.05)^2}$$

$$n = \frac{505}{1 + 505(0.0025)}$$

$$n = \frac{505}{1 + 1.2625}$$

$$n = \frac{505}{2.2625}$$

$$n = 223$$

Therefore, 223 students were selected as a sample of the study from the total of 505 students

### **3.6 Data collected Methods**

For the fact that this study has a qualitative and quantitative approach .Involvement of the researcher was of great importance to get the desired answer for the research questions. Therefore, data were gathered from the selected students and physical education teachers of Gimbi preparatory, Boji Dermaji and Boji Chokorsa preparatory schools with the help of direct questionnaires, unstructured interview besides the researcher's classroom observation.

#### **3.6.1 Questionnaire**

In this study, the researcher used closed-ended, likert-scale type plus yes or no questions .The researcher convinced that since the sample of study were the students presumably join higher institutions, he was convinced to translate the questionnaire to students' mother tongue (first language), plus the researcher was at the scene of administering and collecting the questionnaire whenever explanation was needed. Besides, the vocabularies used in the questionnaire were expected to be easily comprehended by the students of the grade level.

#### **3.6.2 Interview**

Interview questions are useful for gathering opinions, views and perceptions of sample populations. Therefore, the interview was intended to gather data from the four English teachers about what they experienced in their teaching career with regard to implementation of student -centered

The researcher prepared six(6) unstructured interview questions for preparatory physical education teachers of the school.

The interviewer recorded and took notes while the interview was going on and then, the researcher transcribed and the recorded interviewees' speech for analysis.

### **3.6.3 Observation**

Classroom observation was another important tool that was used for gathering data in the classroom context; thus, it was used as a supplementary to other tools. In order to gain in-depth understanding of the classroom setting and how learners reacted and participated in the physical education classroom, the researcher observed the five classrooms. The researcher observed each classroom's teaching-learning process twice, totally ten sessions of classroom observations in the five selected classrooms.

### **3.7 Procedures of Data Collection**

The researcher first designed the questionnaire, interview questions and classroom observation checklist. Then, the researcher sent these three tools to the advisor for commentary. After receiving feedback from the advisor, the researcher made all necessary correction and distributed the questionnaire to the samples chosen through simple random. Then, the researcher proceeded to gather data regarding the problem by carrying out practical physical education classroom observation of teaching-learning. Besides, the researcher gathered data through unstructured interview from the four (4) physical education teachers of the schools selected for the study. In doing so, the researcher kept on checking every data gathered had consistency and are to the point of the issue.

### **3.8. Techniques of Data Analysis**

To analyze data, both quantitative and qualitative data analysis techniques were employed carefully and systematically. Data gathered from students using questionnaire were put into tables with their percentage, frequency mean and standard deviation and analyzed quantitatively. Whereas, data gathered from teachers through qualitative data using interview as well as data from classroom observation were organized and analyzed in a narrative way.

### **3.9. Ethical Consideration**

The researcher took ethical consideration into account. Initially, in order to get clear information from the participants, the researcher explained the objectives of the study in advance. The name of the respondents were not specified and given to any third party. The concern, integrity, anonymity and confidentiality between the researcher and participants were kept secretly. Then, the selected participants were kindly requested for their voluntariness before starting the process on the issue

### **3.10. Validity and Reliability checks**

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew,1998). The pilot test was conducted to test the validity of the instruments. It had been done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information on the problem under treatment. The respondents were oriented well to overcome ambiguities that may pose problem to them in attempting to answer the items and filling out the questionnaire. After the questionnaires were filled and returned each questionnaire

was examined critically and corrections were made in accordance with accordance with relevant inputs obtained from the theses adviser and pilot result before carrying out the final study. The pre-test will provide an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements , such as question , wording or sequence (Adams et al,2007).



## CHAPTER FOUR

### RESULT AND DISCUSSION

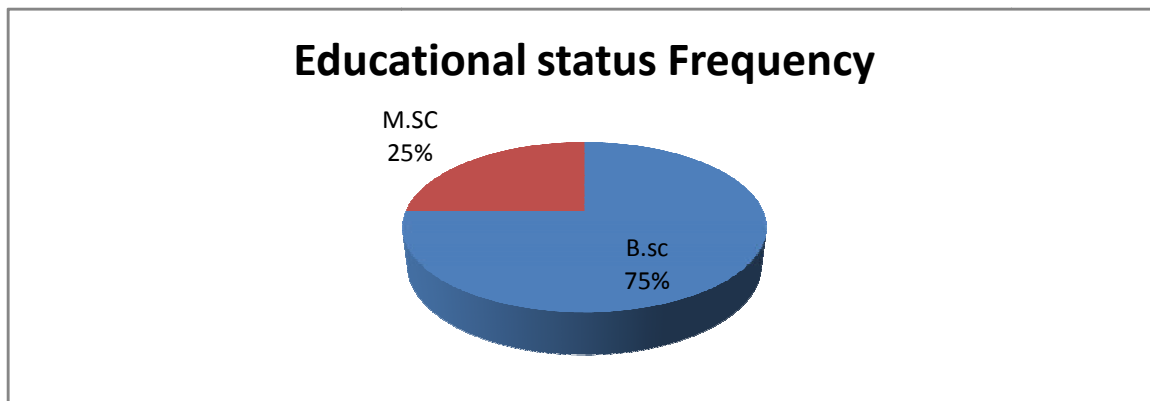
This part of the study deals with the presentation and analysis of the data gathered through the questionnaire, interviews and observation. From the different sources followed by discussion of findings.

Their demographic characteristics and sex were the participated in the below table

**Table 1:** Demographic Data

	Frequency	Percentage
Sex		75.0
Male	1	25.0
Female	3	75
Total	4	100
Age		
32.00	1	25.0
34.00	1	25.0
38.00	1	25.0
41.00	1	25.0
Total	4	100.0
Max.42	Mean 36.2500	
MIN.32	SD 4.03113	

As it is indicated in the above table (1), 1(25%) male respondent and 3(75%) females are samples of the study from the side of physical education teachers also the table indicate the distribution

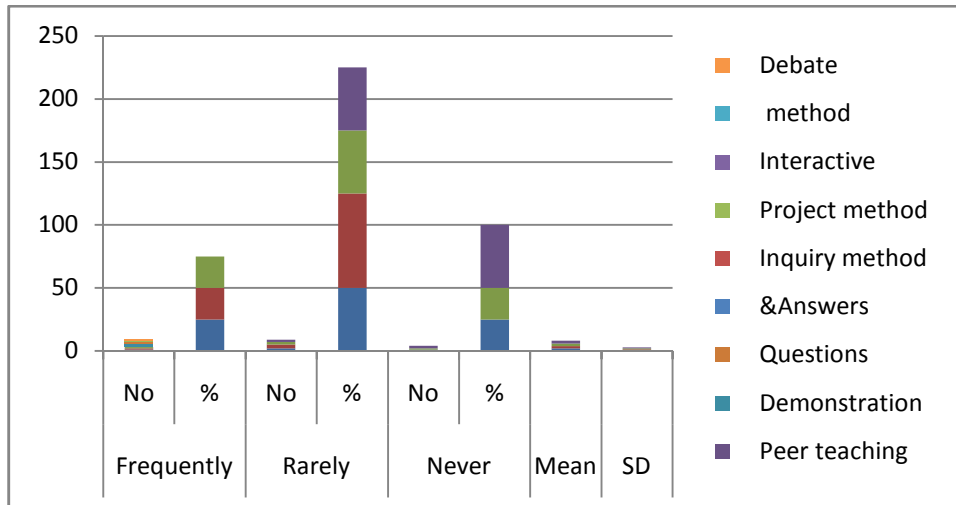


Regarding the teach

ers' educational status, the above pie chart discloses that 3 (75%) of them are first degree(B.SC)holders whereas 1(25%) is second degree holder(MA).This discloses that most of the teachers educational status is below standard for the level they are teaching.

**Table 2:** Extent to Which Teachers Provide learners with different Student-Centered activities

	Frequently		Rarely		Never		Mean	SD
	No	%	No	%	No	%		
Group work	1	25.0	2	50.0	1	25.0	2.000	.81650
Lecture	1	25.0	3	75.0			1.7500	.50000
Problem solving	1	25.0	2	50.0	1	25.0	2.0000	.81650
Peer teaching			2	50.0	2	50.0	2.5000	.57735
Demonstration	3	75.0	1	25.0			1.2500	.50000
Questions &Answers	1	25.0	3	75.0			1.7500	.50000
Inquiry method			3	75.0	1	25.0	2.2500	.50000
Project method	1	25.0	2	50.0	1	25.0	2.0000	.81650
Interactive Method			3	75.0	1	25.0	2.2500	.50000
Debate	1	25.0			3	75.0	2.7500	.50000
Grand Mean								



Among the teachers ,1(25%) uses group work ,lecture, problem solving, questions and answers, project method and debates frequently in the classroom teaching and 3(75%) others use demonstration frequently.

Among the teachers, 2(50%) use group work, problem solving, peer teaching project method rarely in the classroom teaching.

Among the teachers, 3(75%) teachers use lecture, questions and answers, inquiry method and interactive method rarely in the classroom teaching whereas,1(25%) teacher uses demonstration rarely in the classroom.

Among the teachers,1(25%) uses group work , problem solving, inquiry method questions ,project method and interactive method rarely in the classroom teaching .

From the tabulated data, the most frequently used method of teaching is demonstration with the mean 1.75 likewise, the most rarely used method of teaching is debate with the mean 0.5.

During the interview two physical education teachers in the sample school which were observed during the observation sessions were asked about the student-centered approach /practice they had .Accordingly the 1<sup>st</sup> interviewee, has five years experience on teaching physical education has the five years to say ,1st usually used explanation method of teaching during physical education instruction. This was the only way to get through the text book .If he tried to use other methods such as group discussion in would not have finished the contents in the associated time for physical education instruction .

1st similarly , the 2<sup>nd</sup> interviewee has alsofive years experience/service has said he rarely used group work discussions ,the interactive method, and problem solving method in physical education

class room . Although these were help full for the learners to better understand the lesson .he did not use these methods frequently, as the class size is relatively large.

Views of the respective directors during the interview ;the directors in the sample schools were interviewed if they had any experience with regard to student- centered approach/ method and asto how they give attention to different student-centered activities to be employed in physical education instruction.

Two of them share the same ideas in that they had little experience regarding student-centered method and no significant effort was made to offer training for the physical education so as to help them employ student- centered method of awareness most student centered activities were not given any more attention as intended in the syllabus. As they saidsome were time consuming and needed enough space believing that learners can be benefited from each other'sinstruction, the students centered activity that draws more attention in the school was done by setting up heterogeneous group of different competency level

**Table 3:** Checklist of How Student-Centered are implemented

No	Statements	Excellent		V/good		Good		Fair		Mean	SD
		No	%	No	%	No	%	No	%		
1	The teacher assesses learners existing Knowledge at the beginning of the lesson			1	25.0	2	50.0	1	25.0	3.0	.81650
2	Encourage learners to participate in group discussion					3	75.0	1	25.0	3.25	.50000
3	Ask open-ended question to enhance learner understanding of the lesson			2	50.0	2	50.0			2.50	.5774
4	Allow learners to reflect on their own work					3	75.0	1	25.0	3.25	.50000
5	Use lecture / explanation	1	25.0	1	25.0	2	50.0			2.25	.95743
6	Go round in the classroom in order to facilitate learners Learning	3	75.0			1	25.0			2.2	.50000
7	Learners are allowed to interact with each other					1	25.0	3	75.0	3.75	.50000
8	Give equal attention for all learners like low, medium and fast learners in the class by providing them different learning styles.					1	25.0	3	75.0	3.75	.50000

Regarding how teachers implement student –centered approach, 1(25%) teacher is very good at, 2(50%) teachers are good at and the other 1(25%) is fair in assessing learners existing knowledge at the beginning of the lesson. The mean of the item (1) is 3 which imply that most of them are very good at doing it so

With regard to encouraging learners to participate in group discussion, 3(75%) teachers are good at doing it so whereas 1(25%) other teacher is fair in doing it so (item 2). The mean of the item (2) is 3.25 which imply that most of them are very good at doing it so.

Concerning, asking of open –ended question to enhance learner understanding of the lesson 2 (50%) teachers are very good at doing it so and the other 2(50%) teachers are fair at doing it so. The mean of the item (3) is 2.5 which imply that most of them are good at doing it so.

With regard to allowing learners to reflect on their own work, 3(75%) teachers are good at doing it so whereas 1(25%) other teacher is fair in doing it so (item 4) .The mean of the item (4) is 3 .25 which imply that most of them are very good at doing it so.

Regarding using of lecture / explanation, 1(25%) teacher is excellent in implementing, 1(25%) teacher is very good at implementing as the others 2(50%) are good at doing it so. The mean of the item (5) is 2.25 which imply that most of them are good at doing it so.

With regard to going round in the classroom in order to facilitate learners learning, 3(75%) are good at implementing whereas 1(25%) is good at doing it so. The mean of the item (6) is 2.25 which imply that most of them are good at doing it so.

Concerning to allow learners to interact with each other, 1(25%) is good at implementing whereas 3(75%) are fair in doing it so. The mean of the item (7) is 1.25 which imply that most of them are fair at doing it so.

Regarding to giving equal attention for all learners like low, medium and fast learners in the class by providing them different learning styles, 1(25%) is good at implementing whereas 3(75%) are fair in doing it so. The mean of the item (8) is 1.25 which imply that most of them are fair at doing it so.

According to Kane (2004), the student-centered approach method of teaching encourage learners high level of participation, use of prior experience, greater ownership and responsibility for learning and openness with respect to learning outcome; however, as indicated above, the data shows that learners to participate in group work discussion did not ask open-ended questions to enhance learners understanding of physical Education concept

Rarely allowed learners to reflect on their own work and rarely go round in the class room in order to facilitate learners learning there was no suitable class size and provision of setting arrangements conducive for group work; rarely allowed learners to interact with each other and with the teacher and rarely gave equal attention for all learners of different category in the class.

**Table4: To What Extent Different Assessment Techniques are being Used by the Teachers**

Continuous assessment is the periodic and systematic method of assessing and evaluating person’s attributes and performance. Continuous assessment is an integral part of the teaching-learning process. The extent of provision of assessment techniques were presented below.

No	Statements	Frequency		Rarely		Never		Mean
		No	%	No	%	No	%	No
1	Physical education teacher assesses performance based on continuous assessment (homework, class activities, Assignments)	1	25.0	2	50.0	1	25.0	1
2	Physical education teacher ask closed-ended questions			3	75.0	1	25.0	0.75
3	Physical education teacher ask open-ended question.	1	25.0	3	75.0			1.25
4	Physical education teacher assesses students’ understanding through oral questions?	2	50.0	2	50.0			1.5
5	I provide ongoing meaningful feedback to students.	1	25.0	3	75.0			0.75
6	Physical education teacher assesses students’ interest, participation and attitude through observation	1	25.0	3	75.0			1.25
7	Learners present their work in group or individual	1	25.0	3	75.0			1.25

Regarding to what extent different assessment techniques are used by the teachers,1(25%) teacher frequently assesses performance based on continuous assessment (homework, class activities, Assignments),2(50%) rarely do it so whereas 1(25%) teacher never does it so. The mean of the item (1) is 1 which imply that almost all of them are rarely doing it so (item 1).

With regard to what extent teachers ask closed-ended questions (item 2), 3(75%) of the teachers rarely ask closed-ended questions whereas 1(25%) teacher never asks closed-ended questions. The mean of the item (2) is 0.75 which imply that most of them are rarely doing it so.

Concerning to what extent teachers ask open-ended questions (item 3), 3(75%) of the teachers rarely ask closed-ended questions whereas 1(25%) teacher frequently asks open-ended questions. The mean of the item (3) is 1.25 which imply that most of them are rarely doing it so.

Regarding to what extent teachers assess students' understanding through oral questions, 2(50%) of the teachers frequently assess their students' performance using oral questions whereas, 2(50%) rarely do it so. The mean of the (item 4) is 1.5 which implies that most of them are rarely doing it so.

With regard to what extent teachers provide ongoing meaningful feedback to students (item 5),3(75%) teachers frequently provide meaningful feedback whereas, 1(25%) teacher rarely does it so. The mean of the (item 5) is 0.75which implies that most of them are almost rarely doing it so.

With regard to what extent teachers assess students' interest, participation and attitude through observation,1(25%) teacher frequently does so as the 3(75%) teachers rarely assess students' interest, participation and attitude through observation. The mean of the (item 6) is 1.25 which implies that most of them are almost rarely doing it so.

Concerning to what extent teachers use written test /quizzes or exam to assess students' ability to read to do, 1(25%) teacher frequently does so as the 3(75%) teachers rarely use written test /quizzes or exam to assess students' ability to read to do. The mean of the (item 7) is 1.25 which implies that most of them are almost rarely doing it so.

With regard to what extent teachers let learners present their work in group or individual, (25%) teacher frequently does so as the 3(75%) teachers rarely allow learners present their work in group or individually. The mean of the (item 7) is 1.25 which implies that most of them are almost rarely doing



**Table 5: Teachers Training**

No	Statements	Frequency	Percent
1	When you were a student in the primary, secondary or tertiary level of education, the instructional method widely used was		
	Teacher centered	3	75.0
	Student centered	1	25.0
	Total	4	100.0
2	Did you get pre-service training on how to apply the student-centered activities in physical education classroom?		
	Yes	1	25.0
	No	3	75.0
	Total	4	100.0
3	Have you got any in-service training (workshop, seminars video and etc.) on how to apply the student-centered activities or practices in physical education class room?		
	Yes		
	No	4	100
	Total	4	100
4	If your response to question no''4'' is yes how do you rate the training offered to you?		
	Inadequate		
	Undecided		
	Total		
5	If your response to question no''4'' is no, what do you think is the reason?		
	There are insufficient number of trained and experienced human power to offer the training	2	50.0
	Certain		

	Uncertain	2	50.0
	Total	4	100.0
6	Do you think that your lack of necessary training on the student-centered approach/method of teaching affected effective implementation of this method in teaching in physical education class room?		
	Yes	3	75
	No	1	25
	Total	4	100
7	Do you think that learner's lack of orientation on student-centered method of learning affected their full participation?		
	Yes	2	50
	No	2	50
	Total	4	100
8	Did You Get Any Orientation Regarding D/T Method Of Learning Of Physical Education?		
	Yes	75	33.6
	No	148	66.4
	Total	223	100.0

With regard to training provided to teachers to enhance their understanding of the student-centered approach method of teaching, 3(75%) of the teachers said that the instructional method widely used was teacher centered whereas 1(25%) teacher replied that student centered was widely used instead. Furthermore, on teachers training 3(75%) of the teachers did not get pre-service training on how to apply the student-centered activities in physical education classroom whereas 1(25%) got the training.

Concerning getting in-service training (workshop, seminars video and etc.) on how to apply the student-centered activities or practices in physical education class room, 4(100%) of the teachers have not got.

Moreover, 2(50%) of the teachers said that insufficient number of trained and experienced human power to offer the training is the reason behind not to have got the training yet whereas, 2(50%) of the teachers are uncertain of the reasons behind

Lack of necessary training on the student-centered approach/method of teaching affected effective implementation of this method in teaching in physical education classroom think 3(75%) teachers of the physical education of the school whereas, 1(25%) teacher does not think so.

Learner's lack of orientation on student-centered method of learning affected their full participation think 2(50%) teachers of the physical education of the school whereas, 2(50%) teacher does not think so.

With regard to any orientation regarding d/t method of learning of physical education, 75(33.6%) have got whereas 148(66.4%), the majority, have not got any orientation. About this method of learning. The teachers were also interviewed to mention if they had only training in how to use the students –centered activities. The following are what they said:-

- During my career in the university I have got general methodology courses. In addition to this I had little knowledge on the use of student-centered activities because we were told much than put into practice.
- I didn't get the opportunity of training specifically on the application of the student-centered activities during on the job. What I got was too general regarding the quality of education and little attention was given by the school administrators for training.

**Table 6:** Teachers' Attitude towards Student-centered Activities Practices

No	Statements	1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	Learners should freely express their ideas during group discussion							3	75.0	1	25.0
2	Allow learners to choose learning activities			4	100						
3	I feel that learners should be given the opportunity to evaluate their own work?							2	50.0	2	50.0
4	Lecture method advantageous for long term retention knowledge and motivation for learning;	1	25.0	2	50.0			1	25.0		
5	Group work gives opportunity for the learners to share experience or							3	75.0	1	25.0
6	Learning occurs when learners are silent and receive information from the teacher	1	25.0	2	50.0	1	25.0				

Regarding teachers' attitude towards student-centered activities practices, 3(75%) and 1(25%) teachers agree and strongly agree respectively that learners should freely express their ideas during group discussion. Besides, 4(100%) teachers disagree that those learners to choose learning activities.

With regard to learners should be given the opportunity to evaluate their own work 3(75%) and 1(25%) teachers agree and strongly agree respectively. One(25%) , 2(50%) and one strongly disagree, disagree and agree respectively that lecture method advantageous for long term retention knowledge and motivation for learning .Furthermore 3(75%) and 1(25%) teachers agree and strongly agree respectively that Group work gives opportunity for the learners to share experience or

With regard to Learning occurs when learners are silent and receive information from the teacher, 1(25%), 2(50%) and 1(25%) strongly disagree, disagree and undecided respectively on the item. Teacher I am interested to encourage pupils to solve physical education problems by themselves. But if I try to use method, they consider me as if I am incompetent or not prepared to solve physical education problems.

And also I am interested to use the group work method as this provides opportunity for the learners to share experience in its real sense as teamwork. As a result, though the data in table 10, revealed that it seemed teachers have positive attitude, according to the interview they were demotivated to use the student-centered activities such as group discussion, group work activities due to learners low perception of the student-centered activities, time constraint and little attention was given by the administrative body. Learners perceive the teacher as incompetent or not prepared and the majority of the learners develop dependency on the minority. For effective implementation of any new perspective, including students centered model, sound knowledge and skills in the area are very important particularly, the understanding ideas, concepts, merits and demerits of the new approach should be clearly understood by the teacher, learners and directors and decision makers at large. In this review, the researcher only stresses on teacher and learners. Accordingly, learners teachers back ground knowledge on different method of physical education instruction was assessed. A Study conducted by kazmi (2011) suggests that in-service training is effective in proving knowledge of the trainees. The same study has shown that there is strong positive relationship between commitment, knowledge and in-service training.

**Table 7 A:**Extent of Practicing Student-centered method activities

<b>Physical Education Teachers Frequently use Explanation Method To Enhance Learners Understanding</b>		<b>Frequency</b>	<b>Valid Percent</b>
Valid	Yes	85	38.1
	No	138	61.9
	Total	223	100.0

As it is indicated above 85(38.1%) students replied that physical education teachers frequently use explanation method to enhance learners understanding whereas others replied that physical education teachers do not frequently use explanation method to enhance learners understanding

**Table 7 B:** Extent of Practicing Student-centered method activities

No	Statements	Frequently		Rarely		Never		Mean	SD
		No	%	No	%	No	%		
1	How often your physical education teachers provides you individuals assignment or group work practices?	53	23.8	150	67.3	20	9.0	1.85	.553
2	How often your physical education teacher use demonstration method?	68	30.5	85	38.1	70	31.4	2.00	7.88
3	How often your physical education teacher provides you question and answer method activities?	46	20.6	142	63.7	35	15.7	1.95	.602

Regarding how often physical education teachers provides you individuals assignment or group workpractices,53(23.8%) students replied that their teachers frequently does,150(67.3%) replied that their teacher do rarely and 20(9%) others said that teachers rarely provide them individuals assignment or group work. The mean of the item(1) is1.85 with0.553 SD which implies that most of their teachers rarely provide them individuals assignment or group work practices,

With regard to how often their physical education teacher use demonstration method,68 (30.5%),85(38.1%),70(31.4%)students replied that their teachers frequently, rarely and never respectively, provide them demonstration method activities. The mean of the item (2) is2.0 with 7.88 SD SD which implies that most of their teachers frequently use demonstration method activities.

In addition, 46(20.6%),142(63.7%),35(15.7%) students replied that their teachers frequently, rarely and never respectively, provide them question and answer method activities. The mean of the

item(3) is 1.9 with 0.6 SD which implies that most of their teachers almost questions and answers method activities.

**Table 7 C:** Extent of Practicing Student-centered method activities

No	Statements	Frequency	Valid Percent
1	The teacher is not interested to encourage learners to do in group or individually	47	21.1
	A. No Commitment To Involve In Group Work Or	97	43.5
	B. Individually		
	C. Uncertain	79	35.4
	Total	223	100.0
2	Your physical education teachers give more emphasis to		
	A. explanation of physical concept	31	13.9
	B. group work or individual work	140	62.8
	C.1 And 2	52	23.3
	Total	223	100.0

With regard to teacher interest to encourage learners to do in group or individually, 47(21%) students believe it so .Besides, 97 (43.5%) believe that no commitment from teachers to involve in group work or individually and 79(35.4%) are uncertain of that.

Concerning teachers emphasis,31(13.9%) say that teacher emphasize on explanation of physical education concept whereas 140(62.8%) replied that group work or individual work are the emphasis given by their physical education teachers.

**Table 8:** Class Size and Teachers' Teaching Load

S.N		Alternatives	No of respondents	Percentage
1	What is the class size in your class ?	Below 50		
		51-70	2	50%
		Above 70	2	50%
2	Do you think that the no, of students in the class room has created problem on the implementation of the student centered activities?	Yes	4	100%
		No		
3	What is the teaching load per week?	6-15		
		16-26	4	100%
4	Do you think that teaching load has negatively influenced proper implementation if the student centered activities?	Yes	4	100%
		No		

- As class size has direct impact on the implementation of the student-centered teaching. As indicated in table 17, all 100% of respondents reflected that the average class size is above 70 (seventeen) but this exceeded by far the national average student-section ratio projected, which is 40 students per class by 2010 (Moe, 2005). This reveals unfavorable sentiment to apply student-centered practices or activities in physical education class room. All the participants also accepted that the number of students in the class room has created a problem on the implementation of student-centered activities. As the respondents explained, this problem was prevalent on giving feedback and follow-up home works and class activities in the class room. In relation to this, Ameren (1988) indicated that the crudeness of class room is one of the critical problems of education in the Ethiopian context that hindered learners' follow-up, learners' participation, teachers' and learners' communicating and feedback in the class room. All respondents (100%) indicated that the teaching load ranges 16-26 credit hours per week and among the teacher respondents (100%) of them believe that the teaching load has influenced negatively the proper implementation of student-centered activities. This was



because as they explained they have to engage in at least two curricular activities during their extra time. In the open-ended questions the majority of teacher respondents also pointed out as class room condition wasn't conducive for group activities interims of seating arrangements since the desks were heavy to arrange using different lay outs. The researcher also confirmed this issue during the observation in two of the sample schools accordingly, the arrangements of desks and tables should allow movement and communication and should be changed whenever necessary so that it is appropriate for they learning experiences the teacher plan. Moreover, the participants also stressed that learners' belief of physical education subject as difficult, learners negative attitude towards the subject, teachers tendency to teacher-centered method of teaching, low attention given to physical education instruction by the administrators and lack of experience sharing

## **Discussion**

The main purpose of the study was to assess the implementation of student-centered method of teaching in Gimbi preparatory school, boji dermaji and boji chokorsa, west wollega zone. Particularly.

To substantiate the questionnaire, semi-structured interview and structured observation were conducted The data obtained were analyzed by employing the percentage, mean ,standard deviation.

- To explore the extent of implementation of the student-centered approach in physical-education class room?
- To identify the training provided to physical education teachers and their attitudes towards student-centered practice.
- To assess the students' perception of the student-centered approach in learning physical education class room.
- To find out some major problems that hinders the implementation of the student-centered approach teaching physical endation class room

According to(Kane, 2004). Not all students are expert collaborators; students may bring personal issues to the learning contexts that effectively disrupt the learning experience for other (Kim,2005

Learners' access to teacher's expertise may be decreased; some feel that the adoption of more student-centered approaches in schools will effectively limit the access that learners have to teachers' knowledge and expertise in the subject.

Most students in the sample schools had "no" the habit of using library.

As in the case of class size, the average class size in the sample schools was in dictated to be above "70" and this has exceeded the country's average students section ratio which was projected to "40" by 2010 (Moe, 2005) by far and physical education teachers in the school. The class size hindered effective implementation of the student-centered activities

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This part deals with the summary, conclusion and recommendations. In this section, 1<sup>st</sup> brief summary on the general study and the major findings are presented 2<sup>nd</sup>, conclusions of the fundamental findings are made, lastly, some possible recommendations are given on the basis of major findings of the study.

#### 5.1. Summary

It is known that the main purpose of the study was to assess the implementation of student-centered method of teaching in Gimbi preparatory school, boji dermaji and boji chokorsa, west wollega zone. Particularly, the specific objectives of the study were;

- To explore the extent of implementation of the student-centered approach/in physical-education class room?
- To identify the training provided to physical –education teachers and their attitudes towards student-centered practice.
- To assess the students' perception of the student-centered approach in learning physical-education class room.
- To find out some major problems that hinders the implementation of the student-centered approach teaching physical education class room. In order to meet these objectives ;the following research questions were raised. These were;
  - What is the physical education teacher's attitude towards practicing student –centered approach?
  - What is the most frequently used method of teaching in physical Education classroom?
  - What problems do the teachers face in the use of student-centered approach teaching of physical education class room?

The subject of the study was the students and physical education teachers of preparatory school. The data were mainly gathered through questionnaire from physical education teachers and Students of preparatory schools.

To substantiate the questionnaire, semi-structured interview and structured observation were conducted. The data obtained were analyzed by employing the percentage, mean ,standard deviation.

At least based on the analysis of the data, the following findings were obtained from the study

The analysis of the data disclosed that the magnitude of practicing student-centered activities in the Gimbi preparatory,Boji Dermaji and Boji Chokorsa preparatory school is summarized as follows;

- Demonstration is the most frequently employed method of instruction in physical education class room
- Group work activity was practiced “rarely” because all the physical education teachers in sample schools lack interest to encourage learners to do in group.
- Debate, interactive, brain storming and project method were either “rarely” never used at all by physical education teacher in the sample schools: though few respondents still asserted frequent use of interactive brain storming and project method.
- Although inquiry and discovery instructional methods are believed to promote learners higher order critical thinking, they have been never used except in significant number of the respondents reflected its rare use.
- In the actual setting of the class-room physical education teachers didn’t ask open-ended question to enhance learners understanding of physical education concept, there were no suitable class size and provision of setting arrangements conducive for group work.Physical education teachers in the sample schools lack necessary training on student-centered activities and this has largely affected the implementation of student-centered method or approach in physical education class room.
- Physical education teachers attitudes to words student-catered practice/activities Physical education teachers had developed positive attitude student-centered activities. Lecture method as advantageous for long-term retention of knowledge and motivation for learning group work as it gives opportunity for learners to their experience.
- Students’ perception and training provided to teachers to enhance understanding of student-centered activities.

Most students in the schools had no exposure to student-centered activities rather the majority were exposed to teacher-centered explanation/lecture method.

The majority of the learners in the school lacks necessary orientation this in turn has affected learners full participation in learning of physical education as an individual or in group.

The physical-education teachers the sample schools were under the teacher-centered method of instruction when they were in the primary, secondary or tertiary level of education.

The physical education teachers in the school did get in-service trainings (workshops, seminars, videoed) on how to apply the student-centered activities in physical-education class room.

Major problems that hindered effective implementation of student-centered activities in physical-education class room.

As in the case of class size, the average class size in the sample schools was indicated to be above “70” and this has exceeded the country’s average students section ratio which was projected to “40” by 2010 (Moe, 2005) by far and physical education teachers in the school. The class size hindered effective implementation of the student-centered activities.

The physical education teachers in the sample schools indicated that the teaching load was still a problem for successful implementation of the student-centered activities.

## **5.2. Conclusion**

The result of the study brings to light the extent of practicing student-centered activities in Gimbi, Boji Dermaji and Boji Chokorsa preparatory school, Oromia region are low. Because, the all four physical education teachers and learners have witnessed lecture or explanations questions and demonstration were frequently employed method of instruction.

The study also disclosed that physical education teachers in the school inadequate training how to install student-centered practice/activities, in physical education class room.

This was accumulative effect of inadequate pre-service and in-service trainings.

In spite of inadequate training on student-centered practice/activities, physical education teachers in the sample schools have developed +ve(positive) attitude towards the student-centered activities.

The study also revealed that the learners' perception of student-centered approach or method of learning was low. This was confirmed as the majority of learners were not exposed to student-centered activities. They were subject to teacher-centered explanation/lecture method. The study also indicated as most learners lack necessary orientation on student-centered.

The result of the study indicated that instructional materials support, such as reference books as most respondents agree were inadequate and this in turn has affected effective implementation of student-centered in physical education class room. Moreover, from the open-ended question it was pointed out that learners' belief of physical education instruction by the administrators and lack of experience sharing among physical education teachers were major problems that affect effective implementation of student-centered activities. In addition to this, the study also has shown that large class size, instructional materials such as reference books were among major problems that affect effective implementation of the student-centered activities in physical education class room. However, the provision of text books was not critical problem.

### **5.3 Recommendations**

Based on the findings of the study and the conclusions drawn, the following recommend actions were for worded.

1. The findings of the study revealed that the magnitude of practicing student-centered activities in physical education class room is low, in order to bring about a positive change, policy makers, namely, Oromia education bureau and ministry of education have to arrange short-time and long-term trainings to ensure success full implementation of the student-centered method of (approach) teaching regarding how to prepare teachings aids and the application of physical education in solving real life situation).
2. From the study it was found that the training provided to physical education teachers was "in adequate". Consequently, they do not know how to install student-centered activities in physical education class room. So, education experts have to discuss op on this issue and provide continuous training for the teachers and the directors.

3. The study also indicated that learners' perception of the student-centered method or approach of learning as "low" hence, the school administrators together arrange orientation program for the learners to create awareness on how they use the new method of instruction unless this is done it is possible to resolve the problem of responsibility taking in student-centered approach/method class room.
4. From the study it was also shown that the instructional materials provision to enrich student-centered activities were not in a position to promote the student-centered method. To alleviate this problem the school administrators has to arrange yearly experience sharing problem with other partner schools. It was also indicated that learners' belief of physical education subject as difficult was among the major problems centered activities. So, the teachers have to work towards bringing positive attitudinal change. This could be done by giving advice for 1-5 minutes before the class starts. Another serious problem mentioned was the problem of class size. To resolve such problem the stake holders has to work collaboratively to works the country's projected average student section ration which is "40"

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## APPENDICES

### Appendix-I Questionnaire Questionnaire for the teacher

#### General Direction to the Respondents.

The aim of this questionnaire is to obtain relevant information for the study on the ‘‘ implementation of student-centered approach in teaching physical education classroom situation in the case of some selected schools with special reference for grade twelve WestWollega zone, Oromia Regional state.’’

Thus, the questionnaire is assigned to gather information on the implementation of the student-centered approach/method of teaching. The information gathered will be confidential and will not be used for any other purpose than the study. It is the cooperation of all the respondents to answer the questions carefully and willingly that makes the study effective and meaningful. Therefore, you are kindly requested to provide the necessary information that is very helpful for the quality of the study.

#### Thank You!

Direction; please put tick sign to your response when it is necessary.

**Table-1** Extent to which teachers provide learners with different student-centered activities of

No	Items	Frequently	Rarely	Never
1	<b>Group work</b>			
2	Lecture or explanation			
3	Problem solving			
4	Discovery method			
5	Inquiry method			
6	Project method			
7	Interactive method			
8	Debate			
9	Brain storming			
10	Peer teaching			
11	Demonstration			
12	Questions and Answers			

**Appendix II: Checklist for classroom observation;**

**General information**                      School-----

Woreda-----                      Grade and section-----                      Topics-----

Subject-----                      number of student in class room    M----- F-----T-----

Information about the teacher;

                    Qualification-----Experience-----                      Sex-----

Is the lesson plan prepared according to the student-centered method?    a) yes    b)no

**Table-2** Checklist of how student –centered the teachers are in the classroom

No	Items	Frequently	Rarely	Never used
1	The teacher assesses learners existing knowledge at the beginning of the lesson			
2	Encourage learners to participate in group discussion			
3	Ask open –ended question to enhance learner understanding of the lesson			
4	Allow learners to reflect on their own work			
5	. Use lecture / explanation			
6	Go round in the classroom in order to facilitate learners learning			
7	Suitable class size and provision of seatingarrangements conducts for group work			
8	Learners are allowed to interact with each other			
9	Give equal attention for all learners like low, medium and fast learnersin the class by providing them different learning styles.			

**Table-3:** To what extent different assessment techniques are used by physical education teacher. Please put " X " in the box which corresponds to response.

No	Items	Frequently	Rarely	Never
1	Physical education teacher assesses performance based on continuous assessment(home work, class activities, Assignments)			
2	Physical education teacher ask closed-ended questions			
3	Physical education teacher ask open-ended question.			
4	Physical education teacher assesses students' understanding through oral questions?			
5	I provide ongoing meaningful feedback to students.			
6	Physical education teacher assesses students' interest, participation and attitude through observation.			
7	Physical education teacher uses written test /quizzes or exam to assess students' ability to Readtodo.			
8	Learners present their work in group or individual			

**II-** Assessment of training provided to teachers to enhance their understanding of the student-centered approach/method of teaching is indicated below. Please, circle the letter corresponding to your response. 1 ) When you were a student in the primary, secondary or tertiary level of education ,the instructional method widely used was ;

A) Teacher- centered    b) Student-centered    c) both

2. Did you get pre-service training on how to apply the student-centered activities in physical education classroom? a) yes    b)no

3. If your response to question no\_ 2\_ is " yes " how do you rate the pre-service training provided to you apply the student-centered practices?

a) adequate                      b) inadequate                      c) undecided.

4. Have you got any in-service trainings (workshop, seminars video and etc) on how to apply

the student-centered activities or practices in physical education classroom?

- a). yes                      b). no

5. If your response to question no. 4 is yes how do you rate the training offered to you?

- a) adequate              b) inadequate              c) undecided

6. If your response to question no. 4 is no what do you think is the reason?

a) Little attention was given by the concerned educational expert to offer the training?

b) There are insufficient numbers of trained and experienced human power to offer the training.

c) uncertain.

7. Do you think that your lack of necessary training on the student-centered approach/method

of teaching affected effective implementation of this method in teaching physical education classroom?

- a) Yes    b) no

8. Do you think that learners' lack of orientation on student-centered method of learning affected their full participation?      a) yes                                      b) no

9. Have you got any training on how to apply the student-centered activities?

a) If 'yes' please mention some of its contribution



**Table-4** Teachers' attitude towards student-centered activities practices? The number indicate.

1 . Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Items	1	2	3	4	5
1	Learners should freely express their ideas during group discussion					
2	Allow Learners to choose learning activities;					
3	I feel that learners should be given the opportunity to evaluate their own work?					
4	Lecture method is advantageous for long term retention of knowledge and motivation for learning;					
5	Learning occurs when learners are silent and receive information from the teacher					
6	Group work gives opportunity for the learners to share experience / TOKKO SHANE/RAYA MEMBERS/experience and responsibility.					

Class size and teachers' teaching load as responded by the physical education teachers.

S.N		Alternatives		
1	What is the class size in your class ?	Below 50		
		51-70		
		Above 70		
2	Do you think that the no, of students in the class room has created problem on the implementation of the student centered activities?	Yes		
		No		
3	What is the teaching load per week?	6-15		
		16-26		
4	Do you think that teaching load has negatively influenced proper implementation if the student centered activities?	Yes		
		No		

## **Questionnaire for students**

### **General Direction to the respondents**

This questionnaire is to be filled by grade nine and ten students

The aims of this questionnaires is to obtain relevant information for the study on the implementation of the student-centered method/approach of teaching physical education in the case Of some selected preparatory schools in, west wollegazone,Oromia regional state.

Thus, the questionnaire is assigned to gather information on the implementation of the student-centered approach/method of teaching the information gathered will be confidential and will not be used for any other purpose than the study. It is the cooperation of all the respondents to answer the questions carefully and willingly that makes the study effective and meaningful .Therefore, you are kindly requested to provide the necessary information that is very helpful for the quality of the study.

A). Part one-1- Back ground information Of the students-----

1, Name of school-----2, Sex-----3. Age-----

B) Part two- 2-Learnes' extent of practicing student-centered method/activities?

1.physical education teachers frequently use explanation method to enhance learners understanding.  
A, yes B, NO

2.How often your physical education teacher provides you individual assignment or group work practices? A,frequently B , rarely C ,Not at all

3.If you response to questions no,2 is' rarely' or not at all' what do you think the reason is?

A, The teacher is not interested to encourage learners to do in group or individually

B, no commitment to involve in group work or individually on the learners part.

C, Uncertain

4. How often your physical education teacher use demonstration method?

A, frequently B, Rarely C .never

5. How often your physical education teacher provides you question and answer method?

A, Frequently B, Rarely C, never

1. What experience do you have in using different learning activities? can you mention its advantages and disadvantages?

### **III, Learners perception of learner –centered method of learning**

1. your physical education teacher gives more emphasis to;

A, explanation of physical concept

B, Group work or individual work C, A and B

2. Did you get any orientation regarding different method of learning of physical education?

A, yes B, no

3/If response to question no 2'' is yes the orientation offered to you mainly focused on;

A/how to actively participate in group or independently B/ how to take notes of PE concept

from the new text book C/ A and B

4)How do you rate the contribution of the orientation to give you an insight in to an understanding of the learning of PE concepts indecently or in group?

A/ high B/ moderate C/ low

5)Do you think that lack of necessary orientation affected largely your full participation in learning of PE as individual or group? A/yes B/no

6) Do you think that your PE teacher lack commitment to provide you orientation on utilization of d/t methods of the learning of PE? A yes B/ no

**A. learner's perception of the extent of assessment techniques period to them.**

S.N	Items	Frequently	Rarely	Never
1	Physical education teacher give class works, home works individual or group assignment and exercise			
2	Physical education teachers assesses learners level of understanding by asking oral questions			
3	Physical education teachers uses written tests quizzes or exam to assess students ability to do			
4	Physical education teacher provide ongoing meaning full feed back to the students			
5	Learners present their own work in group or individually			

B. How often learners use learning materials to enrich student-centered practice /activity as responded by the learners

1) How often do you use physical education reference books the library?

A) Frequently B) Rarely C) never

2) If your response to question no "3" is "rarely" or "not" not at all," what do you think is the reason? A/ the teacher and the text book can provide learners with necessary knowledge. B/ no assistance from the teacher to cite books from the library .C/ there is no adequate provision of books in the library.

## **INTERVIEW FOR PE TEACHERS;**

1. Have you ever received pre-service or in-service trainings with regard to student-centered practices/activities in physical education classroom?
2. Do you think that the way you have been taught can affect your present use of the student-centered practices? If yes, how?
3. What do you feel about different student-centered activities? Can you mention its advantage and disadvantages?
4. What assessment techniques do you use to evaluate the learners' understanding?

Why?

5. How is your interest, and motivation to use student-centered activities?
6. If you have got any support from the directors, please mention!

### Appendixiii.-GaaffileeOdeeffannoobarattootaafdhihateUniversity Jimma

Barnootaeebbaaboodamuummeebarnootajabeenyaqaama(physical education)Gaaffileebarattootakutaasalgaaffaa fi kurnaffaanguutamuyeroamma kana qoranoon-mata-dureenisaa”barattotagiddu-galessakangodhateebaruu fi barsiisuubarnootajabeenyaqaamahojiinirraolchuukeessumanaannooromiyaagodinawallagalixaatEg aagaaffileenqopha’aankunisodeeffannoodhimmakanaanwalqabatefunnaannachuufodeeffannoonatila attusqorannoo kana fixaanbafachuufista’e, yaadafurmaataalaachuufhedduugargaara.kanaafuu, odeeffannoodhuunfaata’e kana laachuuffedhiargisistanhundaafhedduunisiingalateeffadha .

QajeelfamawaliigalaaIddooyaadoleenfilatamaasii fdhiyaataniiqabee filatamageengoomaruudhaanilaa lchakeemul’isiyknmallattoo ‘x’ kaa’ii !

Kutaa-1- odeeffaanoodhuunfaasiilaallatu ;

1. Maqaa m/b ..... 2. Korniyaa-----

3. Umurii .....

ii. Hubannoobarataahojii wan barata –giddu-galeessagodhateirrattihagamshakaalaqaban;

1.B/saabarnoota “JQ” yeroobaayyeibsagochuunhubannoonbarataaakkadabaluugodha?

A) eeyyee B).miti

2. Hagambarsisaanbarnoota “JQ” hojiigareedhaanykndhuunfaanakkahojjeetamusifkenna ?

A) yeroobaayyee B) yerooxinnoo C) gongumaakennehinbeeku

3) Deebiikeegaaffiilakk. 2.”B”ykn “C” yoota’emaalsabaabinisaajetteyaadda?A)barsiisaanbarnoota “JQ” barattootniakkagareedhaanykndhuufaanhojjetantaataaffiigochuuirratifedhahinqabu. B) barataanhojiigareeykndhunfaahojjeechuufmataaisanniofiihinkennanii, C) sabaabinisaahinbeekamu .

4)Hagambarsiisaan “BJQ” dawwananisinbarisiisa? A)yeroobaayyee b)yerooxinnoo C) gongumaittifayyadameehinbeeku.

5) Hagambarsiisan “BJQ” gaaffii fi deebiittigargaarama? A) YeroobaayyeeB),yerooxinnoo, C) gonkumaittigargarameehinbeeku.

6) Shaakalahojiiaddaaittigargaaramuun “BJQ” barachuuirrattiyooqabaateibsii?Maaliidhafaayidaa fi mitifaayidaaisaa\_\_\_\_\_

### III) HubannoobarattootnibarataaGiddu-galeessakangodhatebaruu-barsiisuuirrattiqaban

1) B/saan BJQ irracaalaaxiyyeeffannookanittikennu

A) Yaad-rimeewwan BJQ ibsakennu

B) Hojiiwwangareedhaafykndhuunfaaf C) A fi B

2. Yeroo BJQ barattuleenjiikamiyyuuargatteebeektaa ?

A) Eeyyee B) miti

3. Deebiikee lakk.2 “eeyyee” yoojettexiyyeeffannooleenjiisiifkenname. A)

akkamitigareedhaanykndhuunfaadhaanhirmaachuuakkadanda’amu B) akkamitiyaad-

rimeewwan BJQ kitaababarataairrayaadatamu C) A fi B

2. deebiinkee lakk.1 “B” ykn “C” yoota’e, sababniisaamaali?

A) B/saanyknkitaabnibarataabeekumsagahaawaankennudanda’uuf

B)Akkaataittifayyadamamanakitaabaattibarsiisaabiraawaannaafkennameef

C) kitaabnigahata’ewaanhinjirreef.

3.Deebiinkeegaaffiilakkoofsalamaaykn 2 eeyyeyootahexiyyeeffannoonleenjiisiifKename

A)akkamittidammaqinagareedhaanykndhuunfaanhirmaachuunakkadandahamu

C)A fi B

4. Leenjiinsiifkennamehubannooyadarimeewwanii

BGJQ

gareenykndhuunfaanakkaargattugumaachasiifgodhe A)guddaan

B)giddu-galeessa

C)gadibuhaadhaan





V)

Meeshaaleebarnootabarataagiddu-

galeessakangodhatehojiiwangabbisuuffaayidaaisaaniisadarkeessihagamkitaabadabalataattigargaaramta? A)Yeroobaay'ee B)xinnoo, C)gonkumaaittigargaaramehinbeektu.