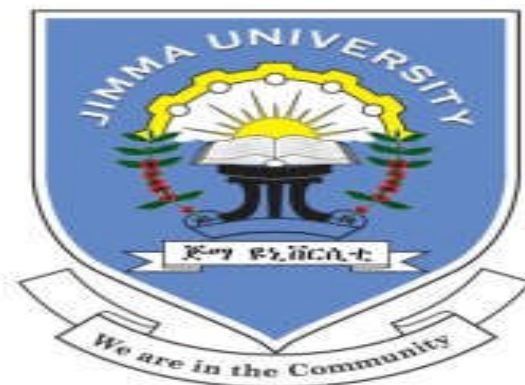


**THE PRACTICE OF STUDENT CENTERED LEARNING APPROACH IN SECOND
CYCLE PRIMARY SCHOOL OF MAJENGI ZONE, GAMBELLA NATIONAL
REGIONAL STATE**

BY:

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**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES,
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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JIMMA UNIVERSITY

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DEGREE OF MASTER OF ART IN EDUCATIONA LEADERSHIP**

Declaration

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name _____

Sign _____

Date _____

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

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Table of Contents

Contents	Page
Acknowledgments	v
Table of Contents	vi
List of Tables.....	ix
List of Figures	x
Acronyms and Abbreviations.....	xi
Abstract.....	xii
CHAPTER ONE:THE PROBLEM AND ITS APPROACH	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	5
1.3. Objectives of the Study	7
1.4. Significance of the Study	8
1.5. Delimitation of the Study	9
1.6. Limitation of the Study	9
1.7. Organization of the Study	10
1.8. Operational Definitions of Terms.....	10
CHAPTER TWO:REVIEW OF RELATED LITERATURE.....	11
2.1. Concepts of Learning.....	11
2.2. Theories of Learning.....	12
2.3. Teaching and Instruction.....	14
2.4. Overview of Student Centered Learning and Teacher Centered Teaching Approaches.....	15
2.4.1. Student Centered Learning Approach (SCLA).....	15
2.4.1.1. Research Finding on Student Centered Learned Approach.....	17
2.4.2. Teacher Centered Teaching Approach (TCTA)	19

2.5. Ethiopia Tradition of Teaching and the Employment of Student Centered Learning Approach.....	20
2.6. Important of Student Centered Learning Approach (SCLA)	22
2.7. The Role of School Leaders on the Implementation of Student Centered Learning Approach	24
2.7.1. The Role of School Principal (Administration).....	24
2.7.2. Roles of Supervisors	25
2.8. Challenges of Using Student Centered Learning Approach.....	26
2.8.1 Teacher and Student Related Factors.....	27
2.8.2 Material Related Factors	29
2.8.3 School Physical Environment Related Factors.....	30
2.8.4. Time Related Factors	31
CHAPTER: THREE THE RESEARCH DESIGN AND METHDOLOGY	32
3.1. Research Design	32
3.2. The Research Method	32
3.3. The Sources of Data.....	33
3.4. The Population of the Study.....	33
3.5. Sample Size and Sampling Techniques	33
3.6. Data Collection Instruments.....	35
3.7. Procedure of Data Collection	37
3.8. Methods of Data Analysis.....	38
3.9. Ethical Consideration.....	38
3.10. Description of the Study Area	39
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	41
4.1. Background Characteristics of Respondents.....	41
4.2. Presentation, Analysis and Interpretation of Data	45
4.2.1. Teachers' Use of Student Centered Learning Approach in their Classroom.....	46

4.2.2. Supports Provided by School Leaders for the Implementation of StudentCentered Learning Approach	52
4.2.3. Major Challenges in Implementing Student Centered Learning Approach in the School	58
CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	76
5.1. Summary of the Findings	76
5.2. Conclusions.....	78
5.3. Recommendations	79
References	
Appendixes	

List of Tables

Tables	Page
Table.1.The summary of population, Sample Size and sampling techniques	35
Table.2.Background Characteristics of Respondents	42
Table.3. Lists of Student Centered Learning Approach Strategies	47
Table.4.The Provision of Support Provided by Principals and Supervisors.....	54
Table.5. Major Challenges in Implementing Student Centered Learning Approach in the school	59
Table.6.Classroom Condition	66
Table.7.Teacher Activities during Classroom Lesson	70
Table.8. Students Activities in the Classroom during the Lesson	71
Table.9.The Use of Instructional Material in the Classroom.....	73

List of Figures

Figures	Page
Figure.1.The Frequency and Percentage Distribution of Teachers Who Using Student Centered Learning Approach across the Categories of Time (0-40 minutes).....	50

Acronyms and Abbreviation

CSA-Central Statistical Agency

EQUIP-Education Quality Improvement program

ETP-Education and Training Policy

ICDR-Institute for Curriculum Development and Research

IDEA-Individual with Disabilities Act Amendments

GEQIP-General Education Quality Improvement Program

GNRS-Gambella National Regional State

KG-Kindergarten

KTTC-Kotebe Teacher Training College

MoE-Ministry of Education

PTA-Parent Teachers Association

REB-Regional Education Bureau

NGO-None Governmental Organization

SIP-School Improvement Program

SNNP-South Nation and Nationalities of People

SCLA-Student Centered Learning Approach

TCTA-Teacher Centered Teaching Approach

TESO- Teacher Education System Overhaul

WEO-Woreda Education Office

WOFED-Woreda Office of Finance & Economic Development

ZEO-Zonal Education office

Abstract

The study assessed the practice of student centered learning approach in second cycle primary school in south western Ethiopia. The study particularly treats the practice of student centered learning approach, the support provided by school leaders and challenges in implementation of student centered learning approach in second cycle primary school of the Majengi Zone. To accomplish this purpose, the study employed a descriptive survey method supplemented by using both qualitative and quantitative data collection techniques to enrich the data. The study carried in selected 12 second cycle primary schools of Majengi Zone. 90(50%) teachers, 12(50%) principals, and 199 (5%) students were selected by using simple random sampling techniques specially (Lottery methods). While, 8(100%) of the supervisors are involved in the study using purposive sampling technique since, they are directly concerned with the study issue. Questionnaires were the main instrument of data collection whereas interview and classroom observation were also utilized to substantiate the data obtained through the questionnaires. After all information is gathered the data were organized, interpreted analyzed by using descriptive statics such as: percentage, frequency and SPSS software were utilized to analyze the questionnaires and observation checklists. The qualitative data obtained through interview were analyzed using narration. Hence, the results of the study reveal that the practice of student centered learning approach in the Zone were found ineffective (low). School principals and supervisors were also incompetent in promoting student centered learning approach in the school. Furthermore, the study revealed that: teachers and students related factors, material related factors, school physical environment related factors and time related factors were found the major factors that determine the practice of student centered learning approach in school of the Zone. Finally based on the above findings recommendations were drawn. It is recommended that: awareness on the part of school principals, supervisors, teachers and students through seminars, workshops and discussion forums about student centered learning approach practice in order to create good quality education is very important. Moreover, suggestions were forwarded to alleviate the problem that hinders the proper implementation of student centered learning approach.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This part deals with the background of the study, statement of the problem, general and specific objectives, significance of the study, the delimitation of the study, the limitations, organization of the study and operational definitions of key terms.

1.1. Background of the Study

It is believed that, education is a way of developing desirable habits, skills, and attitudes, which makes individual good citizens. In the process of education, we try to shape the behaviors of young children in accordance with the aim and goals of national life (Chauhan, 1996).

Today, in third world country like Ethiopia, education serves as a means of development and eradicating poverty. The needs of society should be reflected in the educational objectives of a particular country. In line with this, the Ministry of Education formulated the following general objectives (MoE, 2002:7):

The development of physical and mental potential and problem solving capacity of individuals, bringing up citizens who can take care of and utilize resources wisely, trained in various skills, respect human rights, stand for the wellbeing of people, equality, justice and peace....

Hence, the above listed educational objectives of the country needs effective teaching and learning, use of different methodologies and strategies to meet the demands of the learner. The challenge is to find new ways and strategies to stimulate and motivate the creative abilities of current generation who have diverse set of orientations towards learning than the learners in the ancient times. Thus, helpful approach should be used to stimulate the innovative abilities of today's generation. Hence, the teacher centered teaching approach may not be appropriate for the recent generation who live in rapidly changing world.

This is due to the fact that, the teacher centered teaching approach requires students to be passive receivers of facts provided by the teacher. Moreover, it also considers the

teachers as the only sources of knowledge and information. Therefore, to facilitate effective and useful learning, a methodology that concentrates on the student centered learning approach is significant since the approach gives opportunities for active involvement and participation of the student.

Thus, in student centered learning approach, students are no longer passive receivers of knowledge, instead, they are “active participants in learning and constructors of knowledge” the teacher acts as mentor and advisor to encourage student participation (Meece, 2003).

Hence, we should think of student centered learning first and for most in terms of students being intellectually active. By intellectually active we mean that teachers do not simply expect students to memorize and repeat facts. Teachers should expect students to use information critically and analytically. In supporting this, Nardos (2000) has also pointed out that, in student centered learning approach the learners have a marked degree of freedom and control over the organization of learning activity.

Similarly, scholars like Aggarwal (1996) have mentioned that the fundamental purpose of education is to enable the learners to adapt him/her in a society, which is full of problems. Not only social life is full of problems but there are problems and confusing situations, which are normal, feature of a child’s everyday life in school as well. Therefore, it is very important that problem solving skills should be encouraged in school learning.

Cognizant of this argument, the MoE gives due emphasis to strengthening the individual’s and society’s problem solving capacities at all levels and place throughout the country. As confirmed in the above MoE (2002), one of the crucial objectives of education is “to develop the physical and mental potential and problem solving capacity of individuals.” From the above argument, it can be realized that student centered learning approach is an essential component that can bring problem solving capacity to a reality. Student centered learning approach is a broad strategy that includes such techniques as substituting active-learning exercises for teachers, holding students’ learning responsibility for the materials that have not been explicitly discussed in class

assigning open ended problems and problem requiring critical or creative thinking that cannot be solved by following text examples, involving students in stimulating and role plays (Leu, 2000).

The main hypothetical setting that led to the expansion of student centered learning approach as stated by researcher like Nunan (1991:11), “Signifies a paradigmatic shift from the transmission model of teaching to a process oriented, participatory model, seeing learners as active agents in their learning and teachers as researcher of their work.”

From the above argument supported by different scholars, it can be realized that student centered learning approaches is an essential element in education that have received a universal importance and it is a method of educating students that allow them to participate in class. It takes them beyond passive listeners and makes them to take some direction and initiative during the class.

Therefore, the focus on student centered learning approach by the MoE is appropriate. In relation to this, the MoE made various educational reforms to enhance the quality of education from the kindergarten to the higher institution. Thus, the shift from the teacher dominated approach of talk and chalk use has been long since it becomes priority agenda for educational reform of countries regardless of their economic development. Concerning this, many instructional theories argued on these issues.

To this end, the instructional theories underlying the fore running teaching approach was behaviorism and cognitivism (Adula &Kasshun, 2010). In the past, behaviorisms were once the best and dominated theory of classroom instruction though currently considered as traditional. Therefore, for behaviorists to educate people is just to help them to modify their observable behavior. The behaviorists also give excessive emphasis to the teacher than the learners. They believe that it is the teacher who knows what is important and need to be learned by learners. They also claimed that knowledge is absolute and exists independently of the learners mind (Jonassen, 1991). Hence, the task of the teacher is to teach them what is thought to be real and important by experts (including the teacher

her/himself). As a result, behaviorists support teacher centered approach such as, lecture, demonstration, presentation....

Cognitive perspective of education comes in to existence in response to the view of behaviorism. Unlike behaviorism, it gave emphasis to the thinking processes behind the change on observable behavior. It focuses on the realms of perception, thought and these are very important for learning (Hofstetter, 1996) cited in Adula & Kasshun (2010). For them learning goes beyond modifying behavior to developing strategies for teach(Brunner, 1995).

Hence, learning for cognitivists is understanding the meaning. This can be realized through employing teaching that helps the learners relate the new concepts with the existing information in their mind or something they already know (Ertmer & Newby, 1993).

Finally, the modern movements in education constructivism emerged in response to the views of behaviorism and cognitive psychology. The current paradigm shift (with respect of teaching and learning approach) in educational system of Ethiopia focus on all level is the need for shift from teacher, which is backed by objectivism to student centered learning approaches that is constructivism, constructivists do not believed in the idea of teaching as transmission of information from the teacher to the students. Moreover, Jonassen (1999) argued that the mere knowing and understanding of fact cannot be taken as learning, for such kind of knowledge remain inert that is it, cannot be easily applied in unfamiliar contexts. Therefore, constructivists declare that learning takes place when learners are able to use the knowledge and skill they have constructed in unfamiliar context or in real world of the work. To this end, they believe that learners should learn by doing (Jonassen, 1991).

Accordingly, real environment and real task should be designed and provided, which meant that the role of the teacher is limited to facilitating condition rather pouring information in to the mind of the learners. However, this does not mean that the objectivist, approach is not functioning today. They are helping as a stepping stone for

the application of constructivism for the student need prior knowledge in order to learn by doing (Ertmer and Newby, 1993).

In supporting this, the researcher begin with be tending (having side) with the theory (ideas) of constructivist which mean (student centered learning approach) in the context of Ethiopia schools. Hence, the practice of Student centered learning approach were the main common agenda of the country to enhance the quality of education at all levels and place. However, there are some constraints which can impede the proper implementation of student centered learning approach. Thus, some of the factors are related with the pressure of the syllabus, inappropriate classroom organization and management, lack of trained teachers, school directors, perceptions of student centered learning approach, the problem with the students. (Plass, 1998, Leu, 2000, Bone well & Eison, 1991).

Therefore, to bring and make student centered learning approach into effect and thereby to enhance the quality of education it is highly significance to give more emphasis to effectively use of student centered learning approach. In light of this, it is very important to assess the practice of student centered learning approach in second cycle primary schools of Majengi Zone Gambella National Regional State.

1.2. Statement of the Problem

The paradigm shift from a teacher centered teaching approach to student centered learning approach has been widely accepted throughout the world. Numerous researches conducted in the area indicate that, student centered learning approach are more effective in improving the academic performance of the student (Cook and HazeWood, 2002, Saville, Zinn, & Elliott, 2005, Starke, 2007).

In the Ethiopian context the previous curriculum design and instruction processes suffered from the old, traditional methods (MoE, 2002). Therefore, a continual policy reform has been made and different programs were designed by the Ministry of Education to put forward quality training and to make student centered learning approach further practical at various levels and places. For instance, the Teacher Education System Overhaul emphasizes the implementation of student centered learning approach in the

pre-service and in-service programs (MoE, 2002). Thus, Ministry of Education underlined the importance of implementing student centered approach in teaching at different levels to enhance the development of problem solving capacities and competence of the learners. Even though the effectiveness of student centered learning approach is supported by different scholars, this approach win the debate than the teacher centered teaching approach and the teacher centered teaching approach become theoretically old fashioned with the rapid advancement in technological resources.

However, various research findings consistently have shown that the teacher centered teaching approach take over in all schools (Sternberg, 2003). Some local studies were also conducted in relation to the implementation of the student centered learning approach in Ethiopia. Among them, Bedada (2002), reveals that, the majority of the primary school teachers of west Shewa Zone utilize teacher centered teaching approach frequently as they have not been trained in the student centered learning approach.

The finding of another researcher Tirualem, (2003) also reveal that, from the videotape finding too; the same conclusion can be drawn. In almost all the twelve lesson, teachers were observed using teacher centered teaching approach. Only in one instance do we find one English language teacher using some techniques which seemed to encourage student centered learning approach. But, the fact remains that there are no observable practices what so ever to promote learner centered learning approach in second cycle primary school of Ethiopia.

In addition to this, other researchers have conducted to carry out in exploring the issues of student centered learning approach in Ethiopia. Among these, Derebessa (2006), Bedada (2002), Adula and Kasshun (2010) and Wudu, Tefere and Woldu (2009) have tried to assess the practice of the approach. The main attention of Derbessa's (2006), study was to examine the tension between Traditional and modern learning approaches in Ethiopia primary schools of Oromia, Somalia and Harrari region. The study conducted by Bedada (2002) was factors attributing to the miss match between the intended and actually used teaching methods in the first cycle primary school of West Shewa Zone. The research conducted by Adula and Kasshun (2010) was on enactment of student

centered learning approach in teaching Mathematics and natural science in the case of General Secondary school of Jimma Zone. And the research conducted by Wudu, Tefera and Woldu (2009), focuses on the practice of learner centered method in upper primary school of Ethiopia including Amhara, Oromiya, SNNR, and Addis Ababa.

Hence, in these various studies Gambella National Regional states were excluded in the study, due to various challenges. In general, to the best knowledge of the researcher there is no research conducted regarding the practices of student centered learning approach in Gambella Regional, Zonal and Woreda level. On the other hands, the support provided by the school leaders (principals and supervisors) for the implementation of the student centered learning approach is not really assessed in the study. Therefore, the researcher is interested to conduct the study to fill this gap. Hence, this study is initiated to investigate the practice of student centered learning approach in the second cycle primary school of Majengi Zone Gambella National Regional State.

To this end, the following basic research questions are forwarded:

1. To what extent the student centered learning approach is practiced in the second cycle primary schools classroom of Majengi Zone?
2. What support have been provided from school leaders (principals and supervisors) for the teachers to implement student centered learning approach in second cycle primary schools of Majengi Zone?
3. What are the challenges that encountered in applying the student centered learning approach in second cycle primary schools of Majengi Zone?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to investigate the practice of student centered learning approach in second cycle primary schools of Majengi Zone Gambella National Regional State.

1.3.2. Specific Objectives

The specific objectives of the study would be:

1. To examine how teachers are applying the student centered learning approach in their classroom.
2. Assess what supports are provided from the school principals and supervisors to the teachers for the implementation of student centered learning approach in the school.
3. To investigate the problems that teachers encountered in applying student centered learning approach in the school.

1.4. Significance of the Study

The study is expected to provide necessary empirical evidence regarding the practice of student centered learning approach in second cycle primary schools of Majengi Zone, thereby enabling the concerned stakeholders to be aware of the conditions and take significant measures to improve the above mentioned problems in the study area.

Hence, the result of this study would be significant to:

1. Benefit teachers in that the finding would enable them to appraise their current teaching methodologies. Thus, they can review their roles and the role of their students in the classroom.
2. Help school principals and supervisors to minimize the problems of practice of student centered learning approach, through providing the necessary follow-up and support in the implementation of student centered approach.
3. The study may also support policy and other educational decision making authorities at different level to design feasible policies that can promote the proper implementation of the student centered learning approach through provisions of important input.
4. It may help teachers, supervisors, Woreda Education Office and other responsible officers to be aware of the extent to which student centred learning approaches is

being implemented and also bring out the challenges that teachers face so as to take actions of improvements.

5. Finally, the result of the study can serve as springboard for another research who might be interested in the area as starting point.

1.5. Delimitation of the Study

It is very important if the research could be conducted throughout the country as well as the region. However, this research is delimited both in content wise and geographically. This study is geographically confined to only 12 second cycle primary schools of Majengi Zone of Gambella National Regional state. This is because of the consideration of accessibilities of information, high expectation and co-operation of the administration. In addition to this, the researcher was working in the area more than six years and get ample experience on the area. Since, there is no any public/community school in the study area, the study only concentrated on second cycle primary government schools of the Zone.

Furthermore, conceptually the study is delimited to the practice of student centered learning approach in second cycle primary schools. The main theme of this study is assessing the practice of the student centered learning approach, support provided by school leaders and challenges impeded the implementation of student centered learning approach. Therefore, other academic aspects such as, classroom management and student assessment are not the major concerns of the study.

1.6. Limitation of the Study

The first limitation of this study could be the fact that the findings cannot be generalized for all schools in Gambella National Regional State because it focused on only in Majengi Zone second cycle primary schools. Besides, the research was limited by various factors such as: lack of cooperation among the subjects of the study and lack of significant updated literature related to the title in the university. Despite such challenges that confronted, actually the researcher has tried his best to collect the necessary information that helps to realize relevant conclusions.

1.7. Organization of the Study

This research is divided into five major chapters. The first chapter comprises of the introduction, statement of the problem, objectives, significance, delimitation, limitation of the study and finally organization of the study and definition of operational terms. Chapter two, focuses on the review of the related literature. Chapter three, in its turn, examines the research design and methodology of the study, ethical consideration and description of the study area. Chapter four, deals with the presentation and analysis of the finding. Finally, chapter five focuses on the summary, conclusion and recommendation.

1.8. Operational Definition of Terms

- ❖ **Student centered learning approach:** refers to an approach that encourages active involvement of student on various learning activities within and out of the classroom.
- ❖ **Teacher centered learning approach:** the traditional method of teaching in which teacher talk and student listens.
- ❖ **Second cycle primary school:** is the grade level which includes from grade (5-8) education.
- ❖ **Cluster diploma:** Professional standards of teachers who teach based on they need to teach general subject from grade (1-4).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, literature related to student centered learning approaches would be reviewed. In particular the chapter discusses practice about student centered learning approaches and the way it is implemented and factors that hinder the implementation of student centered learning approaches and other related issues.

2.1. Concepts of Learning

The term learning has been defined in many ways by several writers and educationalist in the field. In this section of the study, only some of the conception and definitions as well as theories suggested in the literature have been discussed.

Learning starts at the individual level. According to the Alexander (2001), learning means: to acquire knowledge of a subject, or skill, as a result of study, experience or teaching, so learning has to do with teaching, studying and going through experience. When speaking of learning, a clear distinction is generally made between a cognitive approach and more behaviorist approach. The classical definition of learning is that it is a change in behavior as a result of experience or practice. The emphasis lies on behaviors not necessary on the transfer of cognition. More recent definition is the one by Linda (2001) that says learning is the acquisition of knowledge who makes a distinction between (a) the acquisition of know-how and (b) the acquisition of the know-why. The first refers to the physical ability of an individual to produce some action and the letter to the ability to articulate a conceptual understanding of an experience. Other, authors, such as Argyris and Schon (1978), define learning as the development of knowledge.

Filo and Lyles (1985) cited in Tirualem (2003), define learning as the process of improving action through better understanding and knowledge. Beats and Linden (2000) define learning as, the process whereby knowledge is created by the transformation of experience. Learning is not seen as an abstract process but it is contextual it occurs while the experience is taking place, so, that it can be applied immediately. Therefore, for the purpose of this study the definition addressed by Beat and Lind (2000) are used.

2.2. Theories of Learning

For the proper understanding of the nature of teaching/instruction, which is one of the purposes of this study, it is necessary to review some of the basic theories of learning. For this study the student researcher concentrated on the so-called modern learning theories namely, Behaviourism, Gestalt theory, Cognitivism and Constructivism theory of learning let us see what the theory express.

I. Behaviorism Theory of Learning

In the 19thc, Charles Darwin published his well-known work, the origins of species. Scientists soon realized that although humans may differ in many ways from other members of the animal's kingdom, they do (at least as far as biological aspects are concerned) share many similarities with them. Studying biological processes in animal could therefore shed some light on the same process in humans. Scientist's interested in psychological process soon followed the trend.

Around the turn off 12th c, Edward Thrdike attempt to develop objective experimental methods of the study the behavior of cats and dogs. He designed also called 'puzzle box' in which an animal's was placed. Each puzzle box had a lever or mechanism that would release the door lock if the lever or mechanism was pressed. The animals had to learn to press the lever or mechanism to open the box. Thrdike noticed that he could measure animal's intelligence using this equipment. He was particularly interested in discovering whether animals could learn through imitation or observation. He noticed that when an animal found itself in a problem situation it has encountered before; it was more likely to perform the same action that had earlier brought the desired reward. The reward of being freed from the box strengthened the association between stimulus (being placed in a closed box) and an appropriate action. Thorndike concluded that rewards act to strengthen stimulus-response associations. This basic principle he applied to humans by claiming that humans develop a myriad of stimulus-responses association.

John Watson continued the experimental work along the same lines. He was familiar with the classical conditioning work of the Russian Psychologist, Ivan Pavlov's. Pavlov's

research on dog revealed that certain behavior (responses in dogs could be made into a habit). Watson believed that classical conditioning is the key mechanism underlying all human learning.

In the 1930s, B.F Skinner did a lot of research on laboratory rats and pigeons. He found that he could change the behavior of his laboratory animals in startling ways just by the judicious use of rewards. In one of his famous experiments he taught a pigeon to dance by using rewards. What he found in the laboratory, he applied to human learning. He was confident that the mechanism of reinforcement (reward) of responses (operant behavior) was at work everywhere in all types of human learning.

The author wrote: “while we are awake, we act upon the environment constantly, and many of the consequences of our actions are reinforcing’. Contrary to Watson, who focused on the stimulus that produced a response, Skinner focused on the behavior (or operant) and how it was reinforced.

II. Gestalt Theory of Learning

The Gestalt theory was to a great extent propagated by Kohler, Koffka and Wertheimer. This theory emphasized higher-order cognitive processes in the midst of behaviourism. Gestalt Psychologists argued that we do not experience the world in simple, small chunks of information that enter our minds and are later combined into complex ideas.

Gestalt theory claimed that we experience the world in meaningful patterns or as an organized whole. Thus, knowledge is organized to solve a problem and therefore we should view learning from the perspective of problem solving.

He deviated from the experimental approaches used by behaviorist psychologists in studying learning. He designed a series of problem situations for the Chimpanzees that he was working with. In each case all the elements that were needed to solve the problem were available to the animals. By observing how the Chimpanzees went about solving the problems, he reached the conclusion that learning took place through an act of insight.

III. Cognitivism Theory of Learning

The cognitive view of learning, like the behaviorist view, seeks knowledge as given and absolute. Many of the information processing models of teaching and learning are based on the cognitive view of learning. Also note that some of the theorists discussed so far can be classified as either behaviorist or cognitivists. This is so because of the close relationship between certain of the ideas connected to memorization.

IV. Constructivism Theory of Learning

The constructivist view of learning assumes different forms just like aforementioned theories. In essence, constructivist theories seek knowledge as a constructed entity. This view of knowledge contradicts the view that knowledge is given and absolute. The constructivist approach is based on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Thus, individuals use their own mental constructs to make sense of their experiences. Therefore, the researcher was supporting the ideas of constructivism because of if students were perform the given task by themselves they more master that task effectively.

2.3. Teaching and Instruction

The word teaching and instruction are used interchangeable. Some educationalists such as Bulurit (2010), teaching and instruction go together. Both are needed in helping people learn and develop as individuals.

According to Bulurit (2010), Teaching is how something is done while, Instruction is telling how something is done. These two go hand in hand but oftentimes confusing since they're almost similar in meaning. Teaching is more complex in nature, when we talk about teaching; we are dealing with different techniques, strategies, and approaches that will facilitate learning. Teachers have to come up varied instructional materials and must use the right strategies in teaching their lesson. Teaching is also a never ending process. By the time individuals start going to school to the time they graduate and start working. They're involved in the teaching learning process. They don't only learn from teachers

but also from those around them. These made teaching both formal and informal. It is formal when it occurs inside the classroom or informal when you learn things outside the portals of the school. For instances, you learn to read and write in school with the help of your teachers.

When, we talk about Instruction, it is not as complex as teaching, instruction is simply giving direction, and you instruct someone on what to do and how to do it. For instance, in school you're given instructions by your teachers on how to answer a test or how to perform an experimental after which, you're simply left to do you work on your own. Instruction makes learners depend on the teacher. You're told what to do and often time, are steps you need to follow. Instructions must be understood and followed strictly in order to accomplish a particular task. Once you fail to do so, you won't be able to finish the task correctly.

2.4. Overview of Student Centered Learning and Teacher Centered Teaching

Approaches

2.4.1. Student Centered Learning Approach (SCLA)

Over the past century, society has required school to prepare student for an increasingly complex set of social and economic realities (Christensen, 2008) cited in Birhanu (2010), National Academies Science (2007). In response to these changing educational conditions, educators and researchers have developed new approaches to the systematic provisioning of learning. One line of inquiry and theory sought to develop an approach that provide an active, individualized, and engaging learning experience an experience which the teacher facilitates, but does not dominate one of the more popular descriptors of this approach is student centered learning approach.

The theory and practices of student centered learning approach has been built over the past century. Piaget, Dewey, and Vygotsky, among many others, have made influential contributions to the understanding of learning and how best to maximize human potential through education. As these theorists and practitioners saw it, learning involved a careful coordination between the individual's capabilities, abilities and tendencies and the

learning environments in which new information and skills were presented to them. All learning environment combine Psychological, Pedagogical, Technological, Cultural and Pragmatic elements Land and (Hannafin, 1996). SCL environment shift the focus of these elements from the person communicating new information the teacher on to the person integrating new information, the student. In addition to reorienting the focus of information, integration, SCLA recognizes that learning is best accomplished when intrinsically directed and when new information is made available in ways that reflect the unique experience, backgrounds, and learning styles of each student.

There are great deals of research on the attributes of student centered classroom. Most of the research is reported in the form of studies based on observation. Froyd and Simpson (2008) referenced the National Research Council (2000) that synthesized research on learning and recommended organizing the learning environment around four foci: knowledge, learner, assessment and community. Although the research and theory on student centered learning is complex and diverse (McCombs and Miller, 2006), provide adscription that sufficiently summarizes how SCLA impacts the relevant components of a school system.

The core of the student centered learning approach is that all instructional decisions begin with knowing who the learners are individually and collectively. This followed by thoroughly understanding learning and how best to be support learning for all people in the system. Finally, decisions about what practices should be in place at the school and classroom levels depend upon what we want learners to know an able to do. The SCL put the person domain the learners at the heart of a system dedicated to learning and leading. It brings the educational system back into balance with what we know about learners, leading and living system (McCombs and miller, 2006). As the description suggests, SCLA orient them continually toward what individual learners need give their background and abilities. Johnston (2004) stated “learning is not about passivity and order; it is about the messy process of discovery and construction of knowledge. Constructing knowledge for oneself leads to genuine learning and mastery. He believes student centered classrooms start with the question: what should student knows and be

able to do, and what will be the evidence of learning the focus shifts from absorbing content to demonstrating skills and providing evidence.

The SCL is a methods of instruction in which the teacher plays a more passive role than is traditionally seen. This type of education is called “active learning” because that is exactly what the students are doing; active learning. Traditionally, student assume the role of passive learner- they come to class, listen to the teacher lecture, do assigned work and leave. There is no real student autonomy because every decision from the design of the curriculum to the activities chosen is handpicked by the teacher.

Gibbs (1992) gave a basic definition of SCL saying that it “gives students greater autonomy and control over choice of subject matter, learning methods and pace of study”. Len Sparrow, Heather Sparrow, and Paul Swan (2000) repeatedly emphasized that through student learning gives students more autonomy, in effect, student assume much more responsibility as well. They wrote that “an important implication of this.... Is the need for students to assume a high level of responsibility in the learning situation and be actively choosing their goals and managing their learning. They can no longer rely on the teacher to tell them What, How, Where and When to think. They emphasis added must start to do this.” To truly engage in SCL, the responsibility and effort must shift away from the teacher and to the student. This is an important distinction to make because it is the foundation of the SCLA. The teacher must give away the majority of his/her power to the students, and must stand to the side and watch the students self-directed their learning. And thus, makes their learning more relevant and more valuable to them.

2.4.1.1. Research Finding on Student Centered Learned Approach

Johnson and Johnson (1998) have found that SCLA seems to motivate students to form closer relationship with one another in working together. Each group not scored high marks academically. On the other hand, the students in the teacher centered classroom did not spend as much time working cooperatively and thus hoodless of working relationship with one another. The teachers centered were geared around lecture and the individual work of students. Both group studied the same content though each interact

with radically different ways. The first T-test chart shows each group did on their Pre-test. The average of both groups' Pre-test scores was relatively going to the student centered group. After giving test for both groups, it was found out that not only did the student centered group scored high; they also stated that learning was easier due to the review game and group assistance.

Later, the roles had been reversed (the student centered class received teacher centered instruction and teacher centered student received student centered instruction); the student centered group had hard time in adjusting their assignment. However, the results of the scores and the amount of participation indicated higher achievement and better attitudes in student centered group. Again for the roles had reversed. Thus student centered approach seems to yield better level of achievement no matter what group received the treatment. On the other hand, Halperin (1994) was comment on the domination of old instructional approach in most higher education. He suggests that most activities today, in majority of higher education continue to reflect an "old style of instruction where students sit quietly, passively receiving words of wisdom being professed by the lone teacher standing in front of the class.

In contrary to this finding Amenu (2005) states that his research reveals that in different colleges of Oromia Regional State, even though, lecture methods is practiced occasionally, much of the time is devoted to student centered learning. Silberman (1996) delivers a key note that addresses a challenging issue to develop an environment in which students become actively engaged in learning. Thus, after decade of research on the teaching and learning strategy, the effectiveness of student centered has been clearly documented. However, in the instruction of higher learning there have been challenges to incorporate the new model in to their classrooms. Thus, some embraced this approach to instruction with enthusiasm while others seem more cautious in moving toward adoption. Anyway, student centered occurs in an environment where the student is at the center and the instruction is student centered approach. On the other hand, passive learning occurs in a setting where the teacher is the focus, described as teacher centered approach.

In the teacher centered approach teachers becomes the manager of the classroom with the learning process heavily depending upon the pronouncement and enforcement of the rules. Here, note that little is required or expected to ride the assembly line quietly and dutifully accepting all data transmission in a similar manner as an automobiles skeletal frame moves towards the new car dealers' show room. But practically, most cognitive psychologists and educators agree that instruction is effective when students are encouraged to become actively involved in their own learning. Besides, an allowance of time must be made for meaningful open interaction between students and teacher and group of students that nurture that student's natural curiosity.

Finally through some have criticized the effectiveness of student centered learning approach, more studies shows the true effectiveness of student centered on academic achievement and classroom participation.

2.4.2. Teacher Centered Teaching Approach

Different scholars are written the concepts of teacher centered teaching approach in different aspects and document. For the purpose of the study let as see, what is Chutima Thamraka (2003), about the methodology teacher centered (teacher direct orientation) approaches, influenced by the transmission model, affirms that knowledge is something that can be transmitted from the teachers to the students, like a one-dimensional learning of teachers to student instruction. In a classroom, a teacher is the person in authority whose job is to impart knowledge and skills, evaluate and correct the learners' performing according to the criteria he/she has set. The students are relatively passive recipients of knowledge and expect the teacher to be totally in charge of their learning. As such, the typical pattern of classroom interaction in this transmission model is ISRE teacher institution, student response, and teacher evolution (ISRE) (Mehan, 1979), cited in Chutima Thamraka (2003). In the ISRE pattern teachers are always at the front of the room, providing knowledge, asking students to demonstrate knowledge previously taught, and evaluating the student response and performance.

Today, a lot of institutes of higher education shift from traditional TCLA to SCLA approach which is emphasize on student style learning. These two approaches are

different in new perspectives. According to Sablonniere, Taylor and Sadykova (2009), TCLA is characterized by the predominant use of traditional method of teaching such as, formal lecture. The teacher provided structured material during lecture, while, students listen and take notes. It concludes that the teacher is the main source of knowledge or acts as a gatekeeper of knowledge, controlling student's access to information (Napoli, 2004), cited in Sablonneire (2009). The student is expecting to follow the instruction and information provided by the teacher by contrast, in SCLA, education centered on the need and abilities of the learner. The teacher's role is that of a facilitator in the learning process rather than a provided of knowledge (Sablonneire et.al, 2009). According to Segers, Bossche and Teunissen (2003) cited in Sablonneier (2009) the teacher coaches the group by monitoring the group process and helping the student to identify the knowledge that is needed to resolve the problems. The SCLA requires the teacher to function as a facilitator rather than a transmitter of information. Teaching approaches of this nature pay due respect to the contribution of both teacher and student and result in a shared learning process. For the purpose of these study let as see the comparisons of the teacher centered learning approaches and student centered learning approaches according to (Collins, Brown and Newman, 1989).

2.5. Ethiopia Tradition of Teaching and the Employment of Student Centered

Learning Approach

The attitudes and expectation of society in general and the family of the learner in particular affect how learning is viewed and how teaching is organized. These attitudes and expectations vary from society to society, and attempting to copy learning and teaching strategy from one society in to another without trying to adapt it to the local conditions may not be successful. Most of the learning models available are based upon developed countries educational traditions. It is, therefore, necessary to analyze some differences in educational tradition that affects the ways in which teaching and learning are viewed. Ethiopian tradition of teaching can be better understood against the background of the traditional or church education. Education was a function associated with the church in Ethiopia from its earliest days. Few wealthy households employed clerics as tutors to their children. Furthermore, as stated by Girma (1967) cited in

derbessa (2006) regardless of his/her wealth or social status, even Christian in Ethiopia has a confessor (father of the soul), who may be regarded as apart time tutor, because a confessor is a counselor on all matter pertaining to religion and also an instructor on the virtues of the good life.

Traditional church education provided and is providing a particular type of education that takes as many as 30 years to complete all level of church education. Mainly because of poor learning methods, it takes about ten years to complete each level of church education. Students, suffer from the unsystematic procedures of the church school system and the utilization of the Ge'ez language a language, which no student understand, as a medium of instruction, which leads to memorization as the only methods of teaching and learning.

The church school served as important resources of educated people including teachers. Among other things, because most modern educators, most great intellectuals and teachers began their education in church schools, its influence on the strategies employed in the teaching learning process was and is very strong. Those teachers, who have church background, teach the way they were taught. This tradition approach (Socratic Method of teaching: oral exposition, lecture and explication). The distinguishing features of the traditional church schools' approaches employed in teaching and learning include:

The emphasis it place on "Obedience and complete subordinate to authority" to the extent that" individual initiative and inquiry are considered defects that have to discouraged by severe punishment" Girma (1967), a heavy dependent on rote learning-especially in the early stage, and a low requirement for understanding except at fairly advanced stages, the mastery of what is essentially a stable body of knowledge passed on through the generations, there is little sense of knowledge as dynamic and changing, of the creativity and invention (except with in very narrow constraints), or for the personal construction of knowledge, (the traditional system of education is based on the theory that the present state of knowledge is all that could ever be attained" (Hailu,1994) cited in Taye (2008).

These traditional educational practices are continued to provide the cultural framing for the practices of teaching and learning in “modern” education. The writer of this of this article did not only confirm the dominant authoritative paradigm but also to the way in which this paradigm has been transmitted from his own experience as both student and teacher. The tendency of using this approach was not only the reflection of teachers’ experience in their own schools but also the reflection of the way had been taught in teacher training colleges.

The majority of teachers in teaching training colleges schools and in universities. This is indication of the impact of teaching tradition in the traditional Ethiopian education that has made teachers to perform in the way they are currently performing. Moreover, obedience and politeness are the overriding goal in bringing children among some Ethiopians nation and nationalities. Children taught to fulfill without question any request by any old person. The effect of Ethiopian socialization, then, is to inhibit rather than to estimate the development of interaction and discussion. Thus, it is worth nothing that far anything more than is explicitly demanded of them will have been deeply felt as a matter of politeness and respect and not merely ignorance or hindrance. The notion of ‘discovering’ information is linked with the idea of teachers failing do their job properly in learning are not values that any traditional education and the Ethiopian tradition of child upbringing do not provide a good learning climate for employing an active learning strategy in Ethiopia primary school.

2.6. Important of Student Centered Learning Approach (SCLA)

Researchers, for instance Bonwell and Eliso (2003) explained that student centered learning is vital in the classroom because of its powerful impact up on student learning. Furthermore, several studies have shown that students prefer strategies that promote student centered learning to traditional teaching approaches. SCLA is a strategy that can increase participation. Many researches show that there will be improvements in student faculty interaction, student centered interaction, academic achievement, communication skills, higher level thinking skills, team work, attitudes towards the subject and motivation to learn. SCLA therefore, plays important role to move students from passive

recipient to participants who have their own role in their learning process. This is due to the fact that, “SCLA is not only a set of activities, but an attitude on the part of the teachers and the learners that makes learning effectiveness.” More specifically “the purpose of SCLA is to stimulate life time habits of thinking, to stimulate students to think about how as well as what they are learning and increasingly to take responsibility for their own learning.” Silberman (1996), Learner focused methods and activities are useful to promote effective learning. This is because (ICDR, 1996:56):

We all remember much more we are active and when we participate, we all become more enthusiastic learners when we are active, student centered learning approaches is particularly important for young learners, the young learner best when they can connect what is being learned with own, this method is meaningful, Activities help to make meaningful connection, learning how to learn or thinking is more important than memorizing facts, Student centered learning approach is prepares students for participation in a democratic society.

In line with this Silberman (1996) states that SCLA clearly address the different learning styles of the student. He further illustrates the different learning style: principles of learning style reveal that some students are visual, they like carefully sequenced presentation of information. They prefer to write down what a teacher tells them and they are quite in the classroom and are seldom distracted by noise. But the auditory learners do not bother to look at what a teacher dose or they do not bother to take note. They rely on their ability to hear and remember. Whereas, kinesthetic learners mainly by direct involvement in activity. They tend to be impulsive, with little patience. They want to move about and do. Only few students are exclusively one style of learning; they share more than one. Thus, different SCLA creates best match for students with different learning styles (Silberman, 1996).

2.7. The Role of School Leaders on the Implementation of Student Centered

Learning Approach

2.7.1. The Role of School Principal (Administration)

With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.

Principals are also responsible for facilitating their school's interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. Principals report that they spent a significant part of their time working with parents of students who have been identified as needing special services through the Individuals with Disabilities Education Act Amendments of (1997).

Principals continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. At the elementary level, principals are cognizant of their responsibility to ensure constant supervision of the very young children in the school. As students advance into the higher grades, the need for supervision changes as students matures. The responsibility for supervision remains high for older students who are handicapped; who

are in areas where the potential for injury is greater such as labs, shops, and athletic facilities; and who are in situations (field trips, athletic events, etc.) where additional caution is required. It is obvious that, the role of school directory is difficult to explain within a short single line of paper. The school's principal are a person who, plan, direct, organize, manage and evaluate over all activities of the school. So, for the purpose of this study let us see, what Hanne B.Mawhinney (2003:123)say: school leader plays a vital roles in promoting student centered learning approaches such as:

Celebrate genuine school/student accomplishment to boost collective efficacy, train all teachers in the instruction of gifted and talented students and expect that they will use these types of instruction for all students, provide materials resources, time and coaches for teacher to learn and practice student centered learning approaches, look for opportunities to explain the important of cooperative learning an authentic learning to parents, creates opportunities for teachers' action research and give resource to this, Encourage teachers to observe one another and work together to address teacher challenges and limits class size to fewer than twenty students...

Therefore from the above, finding one can understand that school principals are one of the major agents who lead over all professional and technical activities of the school. Hence, the role of school principals is vital in promoting the practice of student centered learning approach.

2.7.2. Roles of Supervisors

A supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement programs. Based on this, a supervisor monitors the curriculum development, facilitates in-service training and provides professional support for teachers particularly on the basis of school improvement programs and quality education (MoE, 2006).

Moreover, the principals and supervisor are responsible for both academic and administrative affairs in the school. They can be considered prominent figures in the

school system as they are assigned to lead the activities in the teaching and learning environment. Thus, the implementation of educational programs is dependent upon the effectiveness of the principals and supervisors. They are expected to have dedication, commitment, the necessary training and positive attitudes towards their profession, and the implementation of active learning in school education in particular.

According to Weimer (2002), for the effective implementation of student centered approaches the principals and a supervisor of the school need to recognize active learning approaches as building blocks for lifelong learning. They should do everything possible to facilitate active learning. This involves allocating funds for additional equipment and other instructional materials like books to satisfy students' needs while working in groups. In addition to this, they should provide the necessary training and continuous professional support and encouragement to teachers who are implementing the approach. To realize all of this, provision should be made for extensive training in educational policies and programs in active learning for the principals and supervisors of the school through both pre- and in-service training programs. To sum up, principal and supervisors should get appropriate and continuous training that enables them to give the necessary support to teachers for the effective implementation of active learning approaches.

2.8. Challenges of Using Student Centered Learning Approach

The challenges of student centred learning approaches refer, to difficulties, complexities, barriers or hard situations against the expected outcomes of the approaches. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal.

Researchers and policy makers around the world have endowed the use of student centered learning approach (Daling, Hammond & Bransford 2005, Hopkins 2002) cited in Taye (2008). This model of teaching highlights “minimal teacher lecturing or direct transmission of factual knowledge, multiply small group activities that engage students in discovery learning or problem solving, and frequent student questions and discussion” (Leu and Price, 2006). Despite the endorsement by researchers and policy makers, however, there are many challenges in promoting teachers' use of student centered

learning approaches. E.g., see (Alexander, 2000:2-3), UNESCO (2004). Among the challenges are:

2.8.1 Teacher and Student Related Factors

Level of Teachers; Prior Education and Training

Research conducted under EQUIP-I(2007) leader award indicates that in-service education program-specially ones which are school cluster-based, extended over a period of time, and actively engage participants in learning and doing-can develop the commitment and knowledge of even less formally educated teachers that is a prerequisite for implementing student centered learning Abd-EL-Khalick et al., (2006); Amare et al., (2006) Barrow et al., (2006) Rocha (2006) Van Gran and Leu (2006). Similarly, based on the case studies in Bangladesh, Botswana, Guatemala Namibia, and Pakistan as well as an extensive literature reviews (Craig et al.1998:63) cited in Taye (2008) report that:

When teachers are actively involved and empowered in the reform of their own classrooms and schools, even those teachers with minimal levels of education and improving training are capable of changing the classroom environment and improving the achievement of their students. While, the level of teachers' prior education and training represent a challenges to efforts promote the use of student centered learning approaches.

Teachers and Students' Perception of SCLA

Teachers' and students perception of student centered learning approach largely depends on the knowledge they adhere. This means that teachers and student who strongly support the traditional methods of teaching assume that the teacher is the only source of knowledge and knows best. To such teachers and students teaching take predominant role over learning. Indeed students are assumed "empty vessels" to be filled by the teacher (O'Hara and O'Hara, 1998). The authors write "due to their perceptions many teachers and students tend to avoid student centered learning approach

Cultural Appropriateness of Model of Adult-child Knowledge Relations

As noted in the introduction, student centered learning approach can be contrasted with approaches emphasizing teacher centered teaching approach. Instead, students interact

with teachers by posing questions and participating in discussions as well as engage with other students in small group activities to discovering conceptual knowledge Alexander (2000) argues: the notion of culture is paramount. ... though there are undoubted cross-cultural, continuities and indeed universals in educational thinking and practices, no decision or action which one observes in a particular classroom, and no educational policy, can be properly understood except by reference to the web of inherited ideas and values, habits and customs, institutions, and world views which make one country, or one region, or one group, distinct from another. The student centered learning approach is built cultural value of relatively democratic or egalitarian (i.e., less authoritarian and unequal power) relation between adult and youth. Student centered learning approach, also are more in line with conceptual of knowledge as socially constructed or “reflexive” rather than give or “received” Berlak (1981), and Ginsburing (1987), (Whitty 1985) . As Eggleston (1977) cited in Taye (2008) explains: the received perspective is.... The one in which curriculum knowledge...Is accepted as a received body of understanding that is ‘given,’ even ascribed, and is predominately non-negotiable....The reflexive perspective is....On in which curriculum knowledge....Is seen to be negotiable....The curriculum is an artifact; constructed by teacher and others responsible for determine the experience of students. (In some situations the students themselves may be seen to take part in this construction).

Lack of Familiarity with Student Centered Learning Approach

SCLA is new to some teachers to they need times to get familiar with the new methods. Intensive in-service course can be implementing to overcome the problem.

Student Lack the Skill to Work in Group

Teachers are often concerned with students’ participation in group activities. They think students lack the necessary skills to work in group. However, according to Ong and Yeam (2000) cited in Taye (2008) teachers should be teach the missing skill and or review and reinforce the skill that student need.

2.8.2 Material Related Factors

Material Condition of Classrooms

It is perhaps common sense that teaching- specially using student centered learning approach is more challenging when one working in classroom with large number of student and/or with poor facilities and limited instructional resources. This common sense view has been documented in a number of settings, including in nursery and primary school involved in the Kampala school improvement program (SIP) in Uganda (1994-1997) Taye (2008). Based on an evaluation study, utilizing of quantitative and qualitative data, Siraji-Blatchforde et al. (2002) cited in Taye (2008) found that “the utilization of child-centered pedagogy was more sporadically implemented than the teacher questionnaire suggested “and both because,” the furnishing and equipment in the classroom being in adequate” and because (1) large class determine the SIP principle and practices”. However, such general conclusions flatten out the important inter-individual and inter-school variations in teachers’ practices’ as (Siraji Blatchedford et.al, 2002:79) discuss:

In general teachers who showed greater evidence that they had adopted the school improvement program (SIP) approaches. Were found in lower grade of the school, where some teachers remain in their own classrooms, unlike the subject-specialist teachers of the older children. The best schools, there is evidence that SIP has entirely transformed the environment of classroom. Many teachers have developed new skills in making low-cost educational materials. New skills have also been gained by many teachers in more child-centered or child-friendly methods of classroom organization.

In consistency of Pedagogy, Curriculum, and Examinations

There are also considerable evidence that teachers’ sustained use of student centered learning approach depends on the extent to which they (and other key stakeholders) believed that it is feasible for them to use such an approach given the demands of the curriculum and examination. As Hopkins (2002:123), observes, “one of the threats to child-centered learning is the narrowing of the definition of effective student learning. ... Test scores.... it is evident from the course studies that teachers in Uganda, Kenya and Tanzania are subject to significant exceptions and pressure to ensure students success on

national examinations, “for instance, based on the evaluation of the Kisumu School Improvement Program (SIP) in west Kenya during (1990-1996), Capper et al. (2002) cited in Taye (2008) report that “although SIP teachers practiced more child-centered teaching behaviors than control the teachers, their use of them was limited “: although SIP teachers did engage in a more child-centered learning approaches teaching, their limited use of such behaviors did not appear to have a strong positive influence on the test scores at either grade level tested. Teachers seemed too believed in the value of SCLA strategies to cover the very fully curriculum and ensure that pupils were prepared to take and succeed in the national primary school leaving examination. They were not able to reconcile these goals.

Nevertheless, in this and other setting some teachers manage to reconcile these goals and, at least for a period of time, implement student centered learning approach in ways that enable their students to acquire requisite curriculum knowledge and score well on exams (Hopkins, 2002).

The Design of the Teaching Module

Most text book and module do not incorporate student centered learning approach. They only serve one-way instruction. In one way communication the learner reads what has been written but in no way responds to the materials. This greatly reduces the creativity of the learners and the implementation of student centered learning approach (Leu, 2006).

Need to prepare Extra Material for Class Use

The need to prepare material require a lot of work by the teachers, therefore, it is a burden from them to prepare new materials

2.8.3 School Physical Environment Related Factors

Classroom Condition

Beside social environment of given institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional

facilities like: furniture, resource center, laboratory, and library services have direct bearing in the instructional methods. Lue (2006) explains that teachers who teach many students in overcrowded classroom often say that it is certainly not suitable to provide activities and group work for such classes. Similarly, REB of SNNP, (2003), in its survey study has indicated that teachers believe' that cannot do practical activities; student centered learning approach in overcrowded classrooms.

Class Size

It is not suitable to provide different experiment and group works having many students in overcrowded classroom. Squazzin and Graan (1998) in their study have indicated that school in many parts of Africa is composed of large number of students. Thus, giving students attention and meeting the need of every student so as to engage actively in learning process is difficult.

A number of school confirmed that the physical environment (class room arrangement, furniture arrangement, class room appearance and layout etc....) contribute a lot to promote student centered learning approach. A clear and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implement student centered learning approach Squazzin and Graan (1998).

2.8.4. Time Related Factors

Fear of the Loss of Content Coverage

Student centered learning approaches often take longer than lectures. Teachers conclude that it is a waste of time. As it is known that, student centered learning approach addresses more freedom to the learners to take active participation in the classroom and more than half percents of teaching learning activities were covered by them to master the activities designed by teachers. As a result, student centered learning approach consumed more time than that of the traditional teaching approach (teacher centered teaching approach). In student centered teaching approach teacher act as a facilitator rather than leading over all activity of the classroom.

CHAPTER THREE

THE RESEARCH DESIGN AND METHDOLOGY

This chapter presents the research design, method, sources of data, the study population, the sample size, sampling technique and procedures of data collection, data gathering tools, methods of data analysis, ethical consideration and description of study area.

3.1. Research Design

The main purpose of this study was to assess the practice of student centered learning approach in second cycle primary school of Majengi Zone of Gambella National Regional State. To this end, descriptive survey method was employed with the assumption that it was helpful to obtain sufficient information from large number of respondents and to describe the prevailing in school factors and options related to the ongoing implementation of student centered learning approach. Moreover it is also helpful to draw valid general conclusions based on the results.

3.2. The Research Method

The survey utilized both qualitative and quantitative method so as to collect extensive data from different data sources and to triangulate the data instruments to validate the generalization of the study. However, the research was made to concentrate more on the quantitative one. The reason for focusing on using quantitative approach is that assessing the current practices of student centered learning approach demand the collection of quantitative data, which can put to rigorous quantitative data in a formal, structured and rigid manner. In addition to this, quantitative approach is more preferred to qualitative one as qualitative approach needs more time and experience of the researcher. However, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.3. The Sources of Data

For this study, only primary data sources were used. To this end, primary sources of the data were obtained from, students, teachers, supervisors and school principals who have a direct concern with the issues. Hence, the sources were helpful for the student researcher to have first hand information (input) of the event under the study and draw applicable conclusion. The rationale behind using the primary source is because, the study was concerning the real practices of student centered learning approach rather than documented data.

3.4. The Population of the Study

Evidence obtained from Majengi Zone Education Desk abstract (2012) show that there is a total of 24 second cycle primary school (5-8) in the zone out of which 12 were found in Godere Woreda and the remaining 12 schools were found in Mengeshi Woreda. There were a total of 180 teachers out of which 72 males and 43 females were from Godere Woreda whereas 48 males and 17 females were from Mengeshi Woreda respectively. Furthermore, there were 3995 students in the two Woredas. From these, 1409 were male students and the remaining 1380 female students were from Godere and the rest 692 males and 514 female students were from Mengeshi Woreda. Besides, there are 24 principals, 8 cluster supervisors, and 12 Woreda education experts in both Woredas. Thus, 24 school principal, 8 supervisor, 180 teacher, 12 woreda experts and 3995 students from Godere and Menegeshi woreda totally 4207 were the population of the study.

3.5. Sample Size and Sampling Techniques

The study was conducted in government second cycle primary schools of Majengi Zone. There are about 24 second cycle primary schools in the study area. Out of which the researcher took 12(50%) sample schools for the study. Hence, the selection was made due to the limitation of time to assess the study over the whole schools and at the same time to make the study more manageable and to complete the study with in time frame. Moreover, the total sample population used for the study was 309 out of which 90(50%) teachers, 199(5%) students, 8 supervisors (100%) and 12(50%) are school principals.

Thus, to collect relevant and authentic information about the current practices of student centered learning approach; respondents were selected by using two types of sampling techniques. That is simple random sampling techniques (lottery method) for 12 school principals, 90 teachers and 199 students. The technique was used since it provides the population an equal and independent chance of being included in the sample and to obtain representative samples. Similarly, 8 supervisors were selected by using purposive sampling technique since the researcher believed that these bodies have close contact with the practices of the study under consideration. Proportional allocation to size of teachers and students for each school had been done in order to determine the total sample size of the teachers as well as the students in the study. In doing so, Danieal's formula which is (cited in Naing et al, 2006) were used to determine the proportion of the respondents. (See appendix-G).

The number of sample teachers from each selected school was determined by the formula of Cochran (1977) proportional allocation to the size of teachers and students in each secondary school mathematically. $P_s = \frac{n}{N} \times \text{Number of teachers and student in each school}$.

P_s = Proportional allocation to size

N = Total number of teachers in the twelve selected secondary schools

n = Total teachers and student sample size

Accordingly, the samples were selected by using lottery method passing through the following steps.

Step_1: Constructing a sample frame.

Step_2: All teachers' and students in each school would be numerically arranged

Step_3: The number of sample teachers and students from each school has been determined.

Step_4: The number of the teachers and student would be rolled on a ticket

Step_ 5: The rolled ticket would be picked up randomly until the required number of sample is obtained.

Table.1.The Summary of total Population, Sample Size and Sampling Techniques

<i>N₀</i>	<i>Respondents</i>	<i>Popul ation</i>	<i>Sample size</i>		<i>Sampling techniques</i>
			<i>N₀</i>	<i>%</i>	
1	School principals	24	12	50	Simple random sampling
2	Supervisors	8	8	100	Purposive sampling
3	Teachers	180	90	50	Simple random sampling
4	Students	3995	199	5	„ „
Total		4207	309		

3.6. Data Collection Instruments

Three data collection instruments namely questionnaires, interview and observation checklists were employed in order to collect relevant data. Hence, this helped the researcher to obtain the required quantitative and qualitative data that leads to assessing the practices of the student centered learning approach.

A. Questionnaires

The questionnaires were designed to gather quantitative data from the teachers and students concerning the issue under the study. Accordingly, Kumar (2006:47):

Questionnaires, is considered the most flexible of tools and process unique advantages over the other in collecting both quantitative and qualitative information. Furthermore, questionnaires are economical and convenient to describe the existing situation.

To this end, closed-ended questions were also employed for teachers and students. Hence, the rationale behind using these types of questionnaires is in order to minimize errors and on the other hand, to reduce time and burden from the respondents during the processes of responding the questions, it provides greater uniformity of response and it is easier to be processed. In addition, the open-ended questions were used for the teachers in order to obtain relevant data regarding the practice, the support provided by school

leaders and challenges of student centered learning approach in the school. Thus, the researcher constructed closed-ended questionnaires in the form of (multiple choice) and in the form of five likert scale with the level of different agreement. Accordingly; both open and closed ended questionnaire items were employed. Overall 49 questions were found in the questionnaires.

B. Interview

This technique was designed to get qualitative data about the various components related to the problems under the study. Moreover, the main purpose of the interview was to find out what is in or on someone else in mind, adaptability (additional information and clarification) and information from the way the response is made. Accordingly, semi-structured interview was prepared for collecting relevant information from principals and supervisors. Thus, the reason behind the use of semi-structured interview items was for the advantages of flexibility in which new questions could be forwarded during the interview period. According to Martyn Denscombe (2007), semi-structured interview is more significant, to let the interviewee, develop idea and speak more widely on the issue raised by the researcher.

The process of interview was conducted in Amharic so that the interviewees could easily understand the ideas of the interviewers and then translated back to English. Hence, the translation was made by using the experts from the English Department. Accordingly, semi-structured interview was designed both for school supervisors and principals on the practice; support provided by school leaders and challenges that hinder the implementation of student centered learning approach. Therefore, the selections were made because they were small in number and their position is significant in describing the current reality of the study. The researcher believed that the respondents knew the practices of the student centered learning approach in each community. Therefore, they could have detailed information about the issues. As a result, this helped the researcher to get more and significant evidence regarding the study. Overall a totally of 3 semi-structured interview questionnaires were designed for both principals and supervisors.

C. Observation/Interaction Checklist

In this study, the observation method of data collection was used practically to assess the extent of the implementation of student centered learning approach in the classroom and to substantiate the data obtained through the questionnaires. The rationale was being the richness and credibility of the information observed in the actual classroom teaching and learning process. For this purpose, classroom observation checklists were employed. Based on this, the researcher observed 12 classes randomly regarding the extent of teachers using student centered learning approach in their classroom and challenges of the approach. Accordingly, the 12 selected classes were observed two times each. Hence, a total of 24 observations were made using the checklist developed for the purpose. For the purpose of this study non-participating type of observation was also made. It is supposed that such kinds of observation involves the observation of subject in certain situation and often use technology such as visual recording equipment or one way mirrors (Catherine, 2007). Moreover, the observations were concentrated on teacher student interaction in relation to student centered learning approach, classroom facility, teachers use of student centered learning approaches in their classroom, the size of students in the class, student seating arrangements, pedagogical materials and student activities and at the same time photo camera were used to show the layout of the classroom.

3.7. Procedures of Data Collection

Before dispatching the questionnaire two data collectors were selected to gather data from the sample wordas. The selection was made on the basis of the skill they possess especially in local language, work experience, familiarity to the areas as well as flexibility to easily communicate and convince the respondents. Therefore, before directly go to the respondents there was orientation program for the data collectors to clearly clarify about the general process for collecting the data. Then, questionnaires were distributed to the respondents. After the questionnaires were distributed and collected, a classroom observation checklist followed. At the end, the semi-structured interviews were conducted with both school supervisors and principals.

Furthermore, for all respondents, orientations were given concerning the objective of the study and how the response they provide positively or negatively affect the result of the research. The researcher has made initial contact with the interviewees so as to explain the purpose of the study. Then when the interview is going on the researcher was writing down the main point given by the respondents.

Furthermore, relevant literatures were also reviewed from available materials related to the subject under study. Similarly, the data gathering instruments were pilot tested and reviewed in order to correct and maintain the validity of the instruments before the study was conducted. Moreover, a totally of 12 Jein school teachers were involved in pilot test and in order to enrich the data the researcher consulted with advisors and other experts. In addition, the validity and reliability of the instrument were checked by using cron bach alpha. Finally, the questionnaires were checked and filtered a totally of 4 unwanted item was rejected and modification also made.

3.7.Methods of Data Analysis

The quantitative data obtained from the teachers and students through the questionnaires and observation checklists entered the statistical package for social (SPSS) and quantitatively analyzed using frequency and percentage. The percentages were used to explain the personality of the characteristics of the respondents. This tool helped to determine the relative standing characteristics such as, sex, age, academic qualification and work experience and it also used to calculate variables regarding the practice of student centered learning approach in second cycle primary school of Majengi Zone Gambella National Regional State. The data collected through semi-structured interview items were organized according the issues identified from the research questions and analyzed qualitatively by using narration. Hence, the result was triangulated with the quantitative findings.

3.8.Ethical Consideration

To make the research process professional, ethical efforts were made. The researcher informed the respondents about the purpose of the study that is purely for academic

purpose. Moreover, the purpose of the study was also introduced in the introduction parts of each questionnaire and interview guide to the respondents and confirmed that the subjects' confidentiality was protected. The research would not personalize any of the respondents' response with their personal identity. Furthermore, all the materials used for this research were acknowledged.

3.10. Description of the Study Area

Gambella National Regional State contains three Zones, Angwa Zone, Nuer Zone and Majengi Zone. Thus, Majengi Zone, the study area, is part of the Gambella National Regional State. Geographically locate in the south west of Ethiopia. It is bordered to the north by Oromia Regional State, to the west by Gog and Jor Woredas of the Gambella Region. To the North West bordered by Abobo Woreda of the region and to the south east by Southern Nation Nationalities and Peoples Region (SNNPR).

The area of the Majengi Zone lies to the east of the escarpment which borders the edges of the lowland which define the majority of the area of Gambella Region. The topography is predominately hilly, and elevation ranges from 550-1260m above the sea level.

According to the atlas of Ethiopia rural economy published by the statistical agency CSA (2007), over 40% of the Zone is forest. The climatic condition of the Majengi Zone is predominantly Weinadega (mid-land). The total annual rainfall is 1110mm. The daily temperature range from 15-25 degree centigrade. The total area of the zone (192,200 hectares), about 127,000 hectares is covered with forest, and 62,200 hectares is potentially cultivated land. This Zone covers the extent of the original Woreda of Godere, which was made part of the Administrative Zone between 1994 and 2001 subsequently, before 2007; a number of Kebele split off to create Mengeshi Woreda and both become the Majengi Zone.

According the (2007) Census conducted by the CSA, this zone has a total population of 59,248 of whom 30,567 are men and 28,681 women; with an area of 2,254.65 square Kilometers, Majengi Zone has population density of 26.28 reportedly 7,140 or 12.05 %

are urban dwellers, total of 15,661 household. Where counted in this Zone, which result in an average of 3.8 people to a household, and 15,242 housing unity. The main ethnics of this zone are the Amhara (26.89%), Kafficho (25.77%), Majengir (16.86%), Shekecho (11.67%), Oromo (8.84%), and all other ethnics groups 10%. Languages spoken in this Zone include Amharic (37.08%), Kaffegne (22.89%), Shekegne (12.78%), Orommiffa (9.91%) and Majengir (10%).

More specifically, the research were conducted in six second cycle primary schools of Godere Woreda such as: Toliena Tokalie, Tileku Metti, Chemi, Kaboo, Akashi, and Hora Second Cycle Primary School and from Mengeshi Woreda six schools was included in the study such as: Jein, Selam, Shone, Dushi, Weinameba and Kumi second cycle primary school respectively. Hence, the selection was made using simple random sampling technique specially, (lottery methods) in order to make the research manageable in terms of time and budget as well as to give an equal chance to all school being include in the study-(Gambella National Regional state Education Bureau, 2012 Abstract).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data collected from school principals, supervisors, teachers and students through questionnaires, interviews and observations. In doing so, the data is presented through the use of tables and figures. The chapter is divided in two sections. The first section is concerned with the descriptions of the demographic characteristics of the respondents whereas the second part deals with the analysis and interpretations of the data presented.

4.1. Background Characteristics of Respondents

Before discussing the data related to the basic questions, summary of the characteristics of the subjects were presented here under. On the basis of their potential to influence respondents' use of student centered learning approach, six demographic variables were selected. The variables included: the teachers, school principals, supervisors: sex, age, experience, qualification, workload and average number of students in a class. Sex and age of the student too were incorporated.

Table.2. Background Characteristics of Respondents

No	Variables	Category	Teachers No=90		Principals No=12		Supervisors No=8		Students No=199	
			Fr	%	Fr	%	Fr	%	Fr	%
			1	Sex:	Male	75	83.4	12	100	8
		Female	15	16.6	-	-	-	-	119	59.8
		Total	90	100	12	100	8	100	199	100
2	Age:	9-14 yrs	-	-	-	-	-	-	70	35.2
		15-19 yrs	-	-	-	-	-	-	100	50.3
		20-25 yrs	40	44.4	5	41.7	4	50	29	14.5
		26-30 yrs	45	50	3	25	2	25	-	-
		31-35 yrs	5	5.6	2	16.7	1	12.5	-	-
		36-40yrs	-	-	1	8.3	1	12.5	-	-
		41-45 yrs	-	-	1	8.3	-	-	-	-
		46-50 yrs	-	-	-	-	-	-	-	-
		51 and above	-	-	-	-	-	-	-	-
		Total	90	100	12	100	8	100	199	100
3	Experience:	< 5 yrs	39	43.3	7	58.3	5	62.5	-	-
		6-10 yrs	36	40.0	3	25	2	25	-	-
		11-15 yrs	13	14.5	2	16.7	1	12.5	-	-
		16-20 yrs	1	1.1	-	-	-	-	-	-
		21-25 yrs	-	-	-	-	-	-	-	-
		26-30 yrs	1	1.1	-	-	-	-	-	-
		31 and above	-	-	-	-	-	-	-	-
		Total	90	100	12	100	8	100	-	-
4	Qualification:	Certificate	7	7.8	-	-	-	-	-	-
		Cluster diploma	67	74.4	3	25	1	12.5	-	-
		Linear diploma	10	11.1	5	41.7	5	62.5	-	-
		Degree	6	6.7	4	33.3	2	25	-	-
		Total	90	100	12	100	8	100	-	-
5	Workload of teachers:	6-10 credit hr.	-	-	-	-	-	-	-	-
		11-15credit hr.	-	-	-	-	-	-	-	-
		16-20 credit hr.	6	6.7	-	-	-	-	-	-
		21-26 credit hr.	17	18.9	-	-	-	-	-	-
		26 and above	67	74.4	-	-	-	-	-	-
		Total	90	100	-	-	-	-	-	-
6	Average no of students in a class:	Less than 40	-	-	-	-	-	-	-	-
		41-50	-	-	-	-	-	-	-	-
		51-60	7	7.8	-	-	-	-	-	-
		More than 60	83	92.2	-	-	-	-	-	-
		Total	90	100	-	-	-	-	-	-

Note; Teachers are categorized by years of experiences based on the national standard of career development structure:

0-2 years are beginner teachers	9-12 years are senior teachers
3-5 years are junior teachers	13-16 years are associate head teachers
6-8 years are teachers	17 years and above are head teachers

In this study 12 second cycle primary schools were included. Therefore, sample consisted of a total of 309 respondents, which included 90 teachers, 199 students, 12 principals and 8 supervisors. Hence, teachers and students were involved in filling the questionnaires. Whereas, both school principals and supervisors were involved in interview. In addition to this, 24 classroom observations were conducted by using a checklists provided for the purpose.

Questionnaires were administered to 90 teachers and 199 students of which all question were returned with a return rate of (100%). Hence, all the questionnaires were checked for completeness and analyzed statistically. Principals and supervisors were involved in the interview. They provided information about the overall practices of student centered learning approach. For this purpose, interview and observation checklists were used as supplementary information. Thus, data from interview and observation were incorporated to supplement the data obtained through the questionnaires.

The information presented in the Table 2 of item 1 above, also reveals that the majority 75(83.4%) of the teachers were males. In addition, all the school principals 12(100%) and 8(100%) supervisors were males. Therefore, the number of female teachers are fewer in number than that of male teachers. This indicates that, the great majority of the teachers in the sample areas of the study were males.

As it presented in Table 2 under item 2, the majority 40 (44.4%) and 45(50%) of the teachers were between age 20-25 and 26-30 respectively and this shows that most of the teachers were young. With regard to the age of school principals and supervisors the

majority 10(83.4%) and 7(87.5%) of them were between age 20-35 years. Hence, the above data imply that the greater majority of school stakeholders were young.

Regarding the sex and age of the student, 80(40.2%) and 119(59.8%) of them were male and female respectively. Concerning the age of the students, the majority 70(35.5%) and 100(14.5%) of them were between age 9-14 and 15-19 years old respectively. While, the rest 29(14.5%) of the students were found within the range of 20-25 years old.

In Table 2 the 3rd item, result indicates that almost 39(43.3%) of the respondents have experience of less than five years (beginner and junior teachers) and therefore they are relatively inexperienced. About 36(40%) of teachers have served in teaching for 6-10 years (teachers and senior teachers) in career development structure. While, the rest 15(16.7%) of the respondents had served as a teacher for 11 and above years (associate and head teachers). Therefore, it is possible to understand that most teachers were new and inexperienced (beginner and junior teachers) similarly, the majority 10(83.3%) of the principals and 7(87.5%) of the supervisors have work experience of the career development level of beginner, junior and teachers.

To enhance the quality of education, the presence of well qualified teachers as well as instructional leaders at all levels are highly significant. To this effect, the qualification of respondents Table 2 item 4 indicates that, majority 67(74.4%) of the teachers has cluster diploma. With regard to principals and supervisor, 8(83.3%) and 6(75%) have cluster and linear diploma respectively. Therefore, from the data one can be understand that most respondents had cluster diploma. Hence, the above result revealed that, the Regional, Zonal and Woreda educational stakeholders are expected in providing opportunity for the teachers to train and upgrade their profession in per-service and in-service training. Since, the reality contradicted what is required for the level. As per the policy of the (MoE, 2002) manual the minimum requirement for second cycle primary school teachers is recommended to have linear diploma in order to enhance the quality of education. However, the qualification of most of the teachers and school leaders in the study area is below the expected level and unsatisfactory.

In addition to the above, the workload of teachers also determines the teaching style of teacher in the classroom. In this regard, Table 2item 5 shows that the majority, 67(74.4%) of the teachers have 21 and above credit hours per week. Therefore, the study shows that most of the teachers have too much credit hour and they are overloaded.

Regarding the average number of students Table 2item 6 indicates that most teachers 83(92.22%) replied that a typical classroom generally has more than 60 students. Hence, this gives less chance to small number of students to speak and respond what the teachers ask during the lesson. At the same time, the result shows that the numbers of students are very large, above what suggested by GEQIP (2007), manual for classroom: student ratios to be 1:50 and below.

4.2. Presentation, Analysis and Interpretation of Data

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the practices of student centered learning approach. With respect to this, teachers responded to both open and closed-ended questions. The response to closed-ended items across sub-categories was computed and analyzed using frequency and percentage. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing practice, the support provided by school leaders and challenges of student centred learning approach. In addition to this, items across each category were arranged with five point rating scale. These five points have scale range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. In addition to this, Yes or No questions were included. Besides, data from interview and observation were triangulated to validate the finding.

4.2.1. Teachers' Use of Student Centered Learning Approach in their Classroom.

The first research question was designed to see to what extent teachers employed student centered learning approach in their classroom with in certain lesson in the given 40 minutes. The researcher has designed open and closed ended questions for both teachers and students to obtain relevant data on the above mentioned question number 1. To this end, the next table indicates the extents of teachers' use of student centered learning approach in their classroom during the lesson. As it can be seen in Table 3 below, various student centered learning strategies were designed in the form of questions. Accordingly, the frequency and percentage distribution of the use of these strategies by respondents is presented here under:

Table.3. The lists of student centered learning approach strategies (respondent: teachers and students)

No	Item	Teachers				Students			
		Yes		No		Yes		No	
		No	%	No	%	No	%	No	%
1	The teachers give opportunity to the students to ask questions in a classroom.	40	44.4	50	55.6	79	39.7	120	60.3
2	Teachers consciously encourage the students to involve in all classroom activities.	50	55.6	40	44.4	115	57.8	84	42.2
3	Teachers initiate the students to reflect what they are obtained new information or experience in a classroom.	59	65.6	31	34.4	110	55.2	89	47.8
4	Teachers encourage the students to find appropriate solution to the problem that confront them in a classroom.	51	56.7	39	43.3	113	56.8	86	43.2
5	Teachers consciously facilitate problem solving in my teaching lesson in the classroom.	51	56.7	39	43.3	108	54.3	91	45.7
6	Teachers support the student to interact with one another while they learn in a classroom.	35	38.9	55	61.1	88	44.8	110	55.2
7	Teachers encourage the students to obtain knowledge through one's effort in a classroom and outside the classroom.	30	33.3	60	66.7	80	40.2	119	59.8
8	I believe that cooperative learning is needed to help the students understand new concepts.	65	72.2	25	27.8	130	65.4	69	34.4
9	Teachers arrange discussion between the students on the given content in a classroom.	38	42.3	52	57.7	67	34	132	66
10	Teachers intentionally involve students to solve problems that they have identified and chosen.	55	61.1	35	38.9	121	60.8	78	39.2
11	Teachers provide students in complex tasks based on challenging question or problem that involves the student's problem solving, decision making and investigation skill.	35	38.9	55	61.1	77	39	122	61
12	The teachers consciously involve small group of students to present the content while others students in the classroom observe.	51	56.7	39	43.3	109	54.8	90	45.2
13	Teachers encourage the students to show how to do something in both words and action in their classroom.	51	56.7	39	43.3	108	54.3	91	45.7
14	Teachers support students how to do something in front of your classroom?	40	44.4	50	55.6	95	47.7	104	52.3
15	Teachers encourage students to work in group in a classroom?	20	22.2	70	77.8	81	40.7	118	59.3
16	Teachers support students to compare and discuss the result of their groups?	32	35.6	58	64.4	83	41.7	116	58.3
17	Teachers encourage students to generate new ideas on the topic and help them to write their ideas on the board or chart paper?	57	63.3	33	36.7	114	57.3	85	42.7
18	Teachers organize students to discuss on the issue which is usually controversial in a classroom?	51	56.7	39	43.3	101	50.7	88	49.3

As it indicated to reason the data in Table 3(P, 47) above, the following factors were considered low by the subject of explaining the practices of student centered learning approach: teachers providing opportunity for the students to ask questions in a classroom 50(55.6%) and 120(60.3%), teachers are consciously encouraging the students to involve in all classroom activities 50(55.6%) and 115 (57.8%), teachers are supporting student to share their experiences among each other 59(65.6%) and 110(55.2%), teachers encouraging student to find solution to the problem that confront them 51(56.7%) and 113(56.8%), teachers are supporting student to solve the problem during the lesson 51(56.7%) and 108(54.3%), teachers are supporting the students to interact with one another or not while they are teaching 55(61.1%) and 110(55.2%), teachers are giving support for students to gain knowledge through their efforts in a classroom 60(66.7%) and 119(59.8%), cooperative learning is needed to help the students to understand new concepts 65(72.2%) and 130(65.4%), teachers invite students for discussion between the students on the given contents 52(57.7%) and 132(66%), teachers was helping students to solve problems that they identified and chosen 55(61.1%) and 132(66%), teachers were providing assistance to the students in complex tasks based on challenging question or problem that involves them in problem solving, discussion and investigation skills 55(61.1%) and 122(61%), teachers were involving small group of students to present the contents while others students in the classroom observed 51(56.7%) and 108(54.3%), teachers were encouraging the students to show how to do something in both words and action 51(56.7%) and 108(54.3%), teachers were encouraging students how to do something in front of your classroom 50(55.6%) 104(52.3%), teachers were support students to work in group 70(77.8%) and 118(59.3%), teachers was encouraging student to compare and discuss the result of their group 57(63.3%) and 114(57.3%), teachers were supporting the student to generate new ideas on the topic and help them to write their ideas on the board 51(56.7%) and 101(50.7%), teachers are organizing student to discuss on the issue which is usually controversial in a classroom 51(56.7%) and 101(50.7%).

Therefore, the above results revealed that most school teachers in the Zone used the time allotted for student centered learning approach instruction ineffectively and

unsatisfactory during the lesson. The observation result on challenges of student centered learning approach also supporting the finding that most of the classrooms were not conducive to arrange students for different task. Similarly, the seating arrangement of students and presence of large class size did not allow teachers to employ the methodology in a given time and thereby it creates difficulties to conduct student centered learning approach.

The above listed student data were designed to substantiate the responses of teachers about the practices of students centered learning approach. To this end, the researcher did not compare the frequency and percentage of the response of teachers and students for each of the specified questions as shown in table 3(P, 47). Because one can be simply recognize the frequency and percentage given. According to the frequency and percentage obtained, it is possible to understand that there is no far gap on the response between both teachers and students.

In addition to the above questionnaires, observation checklists were designed with 33 strategies of student centered learning approach and time breakdown also provided with the interval of (5-minuties). Moreover, frequency and percentage were used through the support of figure.

Hence, one of the major objectives of educational reform is to bring fruitful result at all educational level throughout the country. In this regard MoE, (2002) has designed several curricula for the purpose of enhancing quality education. For instance, teacher centered teaching approach transformed to student centered learning approach. According to the Ministry, it is believed that this reform helps to rehabilitate the quality of education at all level and place. Therefore, it is mandatory to implementing student centered learning approach at all levels of education in the country. However, let us see what the data revealed and the result of the study present here under in figure number 2.

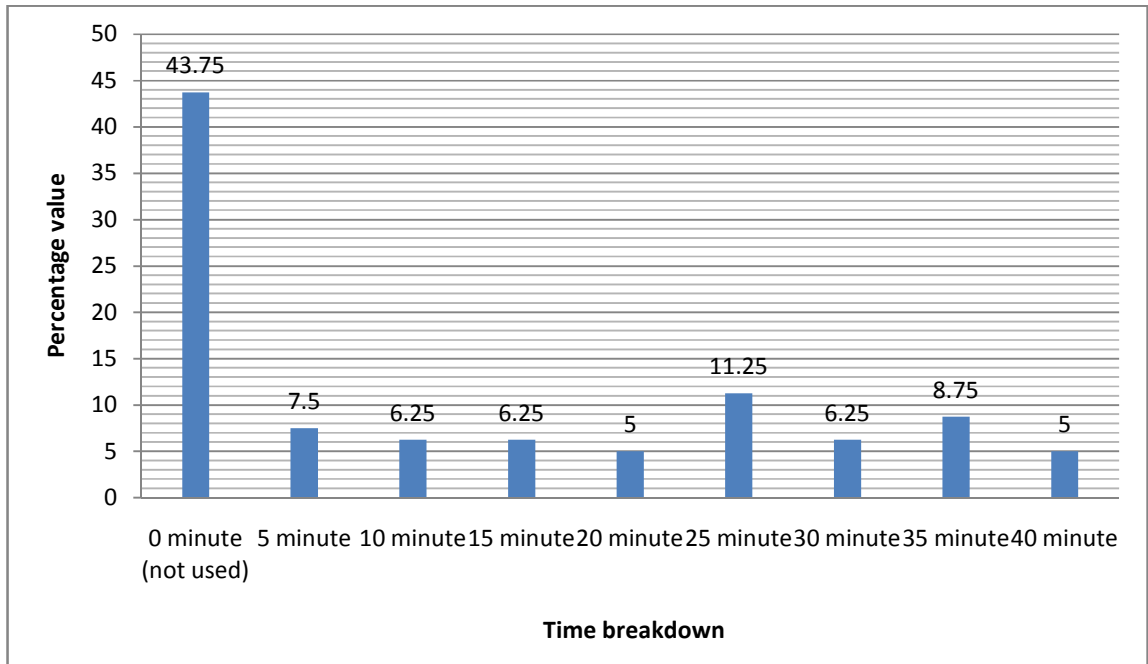


Figure.2. The frequency and percentage distribution of teachers who are using student centered learning approaches across the categories of time (0-40 minutes).

For this purpose 12 accidental selected teachers and class were observed continuously during the study. Regardless of this, as per evidences obtained for this study, about 56.25% of allotted time was utilized for the implementation of student centered learning approach for instruction in their classroom by the teachers. Therefore, based on the observation result it is safe to understand that the utilization of time for the instruction in the implementation of the student centered learning approach is insufficient (low) and below expected. Therefore, this could eventually affect the achievement of the quality education. Thus, effort should be anticipated from the stakeholders who are directly and indirectly concerned with the issues from the grassroots level to the higher position in order to overcome this pressing problem in the Zone as well as the region. Otherwise, this has its own contributions on the failure of implementation of student centered learning approach.

Therefore, the results on Table 3 and figure 1 revealed that more than 55% of the times allotted for the instruction were used for the implementation of student centered learning

approaches in a classroom by respective teachers. While much related proportion 43.75 % of time for the instruction were not utilized to implement student centered learning approach in a classroom. In addition to this, the researcher conducted interview with school principal and supervisors to triangulate the result obtained through questionnaires and observation from both teachers as well as the students.

To this effect, a semi-structured interview was held with the school principals and supervisors. Therefore, the interviews has also made with 12 school principals and 8 supervisors during the study. Thus, when the principals and supervisors interviewed how teachers use student centered learning approach in their school during the lesson, they confirmed the existence of student centered learning approaches in their school but the practice is not as expected. For instance, one of the principals has to say this:

In our school student centered learning approach is still very young and practiced unsatisfactory. However, in some cases teachers were struggling to employ the method by organizing 1-5 students in the classroom.

Similarly, the supervisors confirmed the existence of the practice but it is unsatisfactory. For instance one of the supervisors stated that:

The practice of student centered learning approach in the school which I coordinate as a cluster schools were found to be ineffective because of various challenges in the Zone.

Therefore, the data gathered through interviews from the school principals and supervisors revealed that there is consistent result with the finding of the questionnaires and classroom observation checklists. It also indicates that, student centered learning approach is employed occasionally and insufficient manner in primary schools of the Zone.

In contrast to the above, it was noted during interviews and questionnaires that the practices of student centered learning approach was ineffective and unsatisfactory in selected sampled school of the Zone.

Generally, the researcher was confirmed from the response of teachers, students, interviews and observations that, the practices of student centered learning approach in second cycle primary schools of Majengi Zone was very low (unsatisfactory) and unsuccessful.

Regarding this, the finding of (Cook and HazeWood, 2002, Saville, Zinn, & Elliott, 2005, Starke, 2007) indicated that, a student centered learning approach has been widely accepted throughout the world since numerous researches conducted in the area indicate that, student centered learning approach are more effective in improving the academic performance of the student. However, as the study indicate low practices of student centered learning approach in the area might have influence on academic performance of learners as well as quality of education.

4.2.2. Supports Provided by School Leaders for the Implementation of Student

Centered Learning Approach

The principals and supervisor are responsible for both academic and administrative affairs in the school. They can be considered prominent figures in the school system as they are assigned to lead the activities in the teaching and learning environment. Thus, the implementation of educational programs is dependent upon the effectiveness of the principals and supervisors. They are expected to have dedication, commitment, the necessary training and positive attitudes towards their profession, and the implementation of active learning in school education in particular.

Scholars like Weimer (2002) stated that education systems should provide support (training, commitment, feedback and continuous professional support) on student centered approaches in addition to resources to help them succeed in the teaching-learning process. For the proper implementation of student centered approaches, principals and supervisors should supervise the effectiveness of the teaching approaches employed by teachers, give feedback to teachers, provide continuous training that enables them to support student learning and provide budget for this. The teachers should also be supported to evaluate the success of their educational programs. All of these activities

require teachers' training in student centered approaches and the commitment of principal and supervisors. To this effect, Weimer (2002) also stated that, for the effective implementation of student centered learning approaches the principals and other concerned body of the school also need to recognize student centered learning approaches as building blocks for lifelong learning and provide the support required from them. Concerning this a total of 9 items were designed. Hence, the question were listed and presented to the respondents and the responses of teacher were analyzed as stated below. Presentation and analysis of this question took data depicted in table 4 as follows:

Table.4.The provision of support provided by school principals and supervisors for the implementation of student centered learning approach to the schools teachers

No	Item	Response									
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1	The school leaders are committed to the implementation of student centered learning approach.	37	41.1	20	22.1	10	11.1	1	1.1	22	24.5
2	School leaders are un willing toward the use of student centered learning approach.	43	47.8	10	11.1	13	14.5	23	25.6	1	1.1
3	The school administration allocates funds for the practice of student centered learning methodology.	1	1.1	16	17.8	5	5.5	52	57.8	16	17.8
4	The school leaders facilitate various professional supports for the teachers to practice the student centered learning methods.	1	1.1	18	20	12	13.4	38	42.2	21	23.3
5	The school administration provided instructional material for the implementation of student centered learning approach.	-	-	19	21.1	14	15.6	35	38.9	22	24.4
6	The school administration discourages school teachers to use student centered learning approach.	43	47.8	16	17.8	8	8.9	22	24.4	1	1.1
7	The school leaders design training in the school regarding the implementation of student centered learning approach.	1	1.1	15	16.7	10	11.1	39	43.3	25	27.8
8	The school leaders provided the opportunity for experience sharing between different schools regarding student centered learning methods.	10	11	19	21.1	10	11.1	32	35.6	28	31.1
9	The school leader has offered reward to the teachers who are efficient in implementation of student centered learning approach.	4	4.4	22	24.4	7	7.8	32	35.6	25	27.8

As it is shown in the above Table 4 in the first item, teachers were asked to give their agreement or disagreement regarding the supports provided by their school leaders to implement student centered learning approach. Accordingly, 20(22.2%) and 37(41.1%) of the respondents showed their response as strongly disagreement and disagreement respectively.

In response to Table 4 item 2, respondents were also asked to indicate the willingness of school leader to implement student centered learning approach. Based on the data obtained, 1(1.1%) and 23(25.6%) of respondents were strongly disagreed and disagreed respectively confirming that school leaders were unwilling. Therefore, from the data, it can be understood that school leaders were unwilling in implementing student centered learning approach in the school.

Concerning Table 4 item 3, respondents were asked to rate whether the school leaders are allocating funds for the practice of student centered learning approach. Regarding to this, 16(17.8%) and 52(57.8%) of respondents were strongly disagreed and disagreed respectively. Thus, the data signifies that most school leaders did not allocate fund for the implementation of student centered learning approach in the school.

With regard to Table 4 item 4, participants were asked to rate whether school leaders facilitate different professional supports for the teachers to the implementation of student centered learning approach. Therefore, 21(23.3%) and 38(42.2%) of the respondents revealed their strongly disagreement and disagreement. Hence, from this result, it can be said that most school leaders did not facilitates different professional supports for the teachers to use the methodology in the school.

As can be seen from Table 4 item 5 above, respondents were asked to rate whether school leaders provided instructional materials for implementation of student centered learning approach. Respondents rated 22(24.4%) and 35(38.9%) of the respondents were revealed that strongly disagree and disagree with the raised issue. Hence, the majority of the respondents were agreed as most school leaders do not provide instructional materials for the implementation of the methodology in the school. Therefore, lack of provision of

instructional materials may affect the implementation of student centered learning approach.

As indicated in Table 4 of item 6 above, teachers were asked to rate whether school leaders encourage them to use student centered learning approach. Hence, 1(1.1%) and 22(24.4%) of the respondents were revealed that strongly disagreed and disagreed with the statement. Therefore, the result of the above finding confirmed that most school administrations do not encourage teachers to employ student centered learning in the school.

One of the principles of enhancing quality of education is providing various training to the school teachers. This training may focus on teacher professional development and creating awareness for the teachers. It may be short or long term and it is very critical to all school teachers. On top of this, school administration are highly responsible should play significant role on providing training at grassroots level.

In line with this, Table 4 item 7, respondents were asked to rate whether school leaders design training to them in the school regarding to the implementation of student centered learning approach. Concerning this, 25(27.8%) and 39(43.3%) of the respondents strongly disagreed and disagreed with the statement. Therefore, from the above result one can understand that most school administrations were not providing training at school level to the teachers.

One way of improving the skills of teachers and enhancing the quality of education is sharing experience between schools what is done here and there. Regarding this, Table 4 item 8 above, respondents were asked to rate whether school leaders are providing experience sharing for them between different schools regarding student centered learning approach. Twenty (31.1%) and 32(35.6%) of the respondents confirmed strongly disagree and disagree respectively. Therefore, from the above result one can say that most school administrations were not providing experience sharing to the teachers between the schools. Concerning this, principals and supervisors were interviewed. They confirmed the existence of the experience sharing in their school but the experience is not

as expected. In our school the culture of experience sharing between school teachers did unsatisfactory.

Offering reward for the employer is one of the ways of making the individuals and groups more alarmists (energetic) than the present potential they possess. Regarding this in Table 4item 9, teachers were asked whether school administrations are offering reward to them who are efficient in implementation of student centered learning approaches. Thus, 25(27.8%) and 32(35.6%) of the sampled respondents confirmed strongly disagree and disagree respectively. Therefore, the above data revealed that most school leaders did not offer reward for them to the implement student centered learning in the school.

Even though the school administrators encourage teachers to promote activity in their classes, they did not provide resources to teachers for group work. Similarly, training is also important in implementing student centered learning approach. However, the administrators were not in a position to prepare short term and long term training to motivate and support teachers to effectively implement student centered learning approach. Moreover, the majority of principals and supervisors had no discussion with the teachers on the implementation of student centered learning approach. In addition school leaders do not provide reward to the teachers who are effective in implementing student centered learning approach. In line with this, interviews were made with the school principals and supervisors, for instance one school principals said this;

In our school the support we provide for the teachers are unsatisfactory and limited to provide elementary instructional materials for the teachers such as: text books, chalks, and other teaching aids. In addition, the school administration is not committed to help school teachers due to overloaded administrative work. Moreover, I am less committed in providing various professional supports, instructional materials, design training, experience sharing as well as offering reward for the school teachers. Hence, this occurs as a result of limited school resource.

Likewise, the sample supervisors the sample supervisors have the same opinion with the interviewed principals for instance one interviewed cluster supervisors has to say this:

The supports that provided by the school supervisors to the school teachers seem inadequate. Therefore, I concerned with observing teachers once a month

and give feedback on the strength and weakness of the teachers. In general, due to lack of budget and personal commitment the supports provided by school supervisors are ineffective to arrange professional support for the teachers.

Thus, from the above results it is possible to understand that most second cycle primary school principals and supervisors of Majengi Zone did not give sufficient support and pave ways for the teachers to apply student centered learning approach in their schools. This could eventually affect the achievement of the goal of enhancing quality of education. Regarding this, the finding of Birhanu (2010) indicated that the support provided by school principals and supervisors were play a significant role in the proper implementation of active learning approaches. However, the support provided by school leaders in the study area were found inadequate this might have its own implication on the failure of student centered learning approach in the study area.

4.2.3. Major Challenges in Implementing Student Centered Learning

Approach in the School

The challenges of student centred learning approach refer to difficulties, complexities, barriers or hard situations against the expected outcomes of the approach. These challenges need a lot of skill, effort, resources, and determination to deal with and arrive at the predetermined goal. Accordingly, the major challenges to be dealt with the purpose of this study are teacher and student related barriers, training, related to the instructional material, time rigidity challenges, and student related factors. In order to address the above question, 17 items were presented to second cycle primary school teachers. Table 5 below revealed the data obtained through Yes or No questionnaires regarding the above statement:

Table.5. Factors that hindered the implementation of student centered learning approach in second cycle primary school of the Majengi Zone.

No	Item	Response			
		Yes		No	
		No	%	No	%
1	Level of teachers prior education and training	56	62.6	34	37.4
2	Material condition of the classroom	57	63.2	33	34.8
3	In consistency of pedagogy, curriculum and examination	46	51	53	48.9
4	Teachers attitudes toward using active learning in the classroom	37	41.1	53	58.9
5	Classroom condition	61	67.7	29	32.3
6	Class size	69	76.9	21	23.3
7	The physical environment	59	65.4	33	36.6
8	The design of the teaching module	26	28.9	64	71.1
9	Need to prepare additional material for class use	30	33.3	60	66.7
10	Fear of the loss of content coverage	51	56.6	39	43.4
11	Lack of familiarity with student centered learning approach	46	51.1	44	48.9
12	Pupils lack of skill to work in group	55	61.1	39	38.8
13	Rigidity of time table of the school	54	60	36	40.0
14	To involves students in the classroom activities will add too much time to my work load	40	44.4	50	55.6
15	Student centered learning approach demands too much efforts from the teachers	47	52.2	43	47.8
16	Students attitudes toward student centered learning	50	55.5	40	44.4
17	Student centered learning approaches will create problem in classroom management	48	53.3	42	46.7

Regarding basic research question number 3, seventeen factors were assumed to be hindering the implementation of student centered learning approach are present. Among these factors the researcher ranking them based on the percentage and then, most ten top factors from the listed were selected. This implies that, the remaining factors are not as such imposing serious problems as compared to the top ten. In fact, these problems might be the major factors that affect the practices of student centered learning approach. Therefore, the response given by the respondents are indicated here under:

1. Class size of the school section 69(76.9%)
2. Classroom condition 61(67.3%)
3. School physical environment 59(65.4%)
4. Material condition of the classroom 57(63.2%)
5. Level of teacher's prior education and training 56(62.6%)

6. Pupils lack of skill to work in group 55(61.1%)
7. Rigidity of time table of the school 54(60%)
8. Fear of the loss of content coverage 51(56.6%)
9. Students' attitudes toward student centered learning 50(55.5%)
10. Student centered learning approach will create problem in classroom management 48(53.3%)

One of the goals of enhancing the quality of education is making the number of student at moderate level in order to give more freedom to the learners. In relation to this, what is provided by GEQIP (2007) is that, 80% of the session is covered by the students while, the remaining 20% of the session should be covered by teachers and again the federal standards of the student classroom ratio is 1:50 and below to make comfortable and interesting teaching learning situation. This indicates that the roles of students are not only limited to listening the teacher. Moreover, the role of student is highly significant. Hence, to address the role of student in the teaching learning process there is a need to make the classroom very interesting and comfortable in accordance with the standard.

As it can be seen from table 5 of item 6, respondents were asked whether class size is one of the hindering factors for the implementation of student centered learning approach or not. Hence, this factor is proposed by majority 69(76.9%) of the teachers consider the issue as serious. Thus, from this result it is possible to understand that large class size is seriously affecting the implementation of student centered learning approach. At the same time, the result obtained from the interview and observation revealed that, one of the hindering factors for the implementation student centered learning approach were over crowded number of students in the classroom. Hence, the numbers of students was more than 60 and it is difficult to arrange student for group discussion as well as for other student centered learning approach.

Generally, from the finding of questions and interviews one can be understand that classroom size is one of the hindering problems for the implementation of student centered learning approaches in sampled school of the zone. Therefore, overcrowded

number of student in a given classroom leads teachers to concentrate on teachers centered teaching rather than student centered learning approach.

Other hindering factors for the implementation of student centered learning approach as indicated by the percentage classroom condition which is related to the first problem. Regarding this Table 5 item 5, 61(61.6%) of the respondents replied that it is a series problem in their school next to the first problem. In response to this, as school principals and supervisors said the school classroom condition is not convenient to conduct student center learning approach. The above data and the results of observations indicate that classroom condition is might one of a series problem that hinders the implementation of student centered learning approach.

As indicated by the General Education Quality Improvement Program GEQIP (2007), in school improvement program it is indicated that to improve the quality of education there is a need to make the school physical environment more comfortable and interesting. Thus, the physical environment begins from the gateway of the school, which includes: the door, window, floor, ceiling, roof, should be conducive.

Regarding this Table 5item 7, respondents were asked whether school physical environment hinder the implementation of student centered approach or not. The majority,59(65.4%) of the teachers replied that it is one of the serious problem. Hence, the above result indicate that one of the hindering factors for the implementation of student centered learning is the physical environment of the school. Therefore, due to poor and uncomfortable school physical environment teachers may not be implementing student centered learning approach and forced only to use teacher centered learning approach.

To conduct good classroom teaching and learning process the quality and arrangement of desk, table, blackboard, electronic media and other teaching material up to the standard play a dominant role. In line with this, Table5item 2, teachers were asked whether material conditions of the classroom hinder the implementation of student centered or not. Fifty seven (63.2%) of the respondents revealed that it is one of the major problem

that hinder the practice of the approach. Hence, the above result implies that, poor material condition of the classroom is one of the problems that might hinder the practices of student centered learning approach in a classroom.

In reaction to Table 5item 1, respondents were asked whether the level of teacher prior education and training hinder the implementation of student centered learning approach or not. Fifty (62.6%) of the respondents were confirmed that it is one of the series problem. therefore, the above result indicates that, the level of teacher's prior education and training is might one of the series problems that hindered the practices of student centered approach in the school.

In the process of teaching and learning the skills of students are very crucial to attending on the given classroom tasks (group work). Concerning this Table 5item 12, respondents were asked whether the skill of student affect the implementation of student centered learning or not. Fifty five (61.1%) of the teachers replied that the skill of student are affecting the implementation of student centered learning. Therefore, the above result revealed that most school students' lacks kills to work in group. In addition to this, the result of observations also indicates that most students are not inhabited to work cooperatively during the lesson.

Time is one of the significant input for the implementation student centered learning in a given section. Because, student center learning approach requires more time than that of the traditional one. Moreover, in student centered learning approach freedom should be addressed to the student to perform over all activities in a classroom. While, the role of teachers limited to coordinating and arranging the students to the intended objective. To this end, many researchers pointed out that time constraint is the major factor in implementing student centered learning. For example, Capel et al (1995), explain that, some teachers dislike student centered learning simply because it brings an extra demand in the planning, preparation and evaluation. They believe that student centered learning is pressurized by time table.

In connection to this, table 6 item 13, teachers were asked whether rigidity of time table affect the implementation of student centered learning approach or not. Fifty four (60%) of the sampled teachers pointed out that time table is one of the most serious problem. Thus, the above result implies that, rigidity of school time table is one of the problems could determine the implementation of student centered learning approach.

One of the qualities of teachers is covering the given text contents equally based on the weekly and annual plan designed. However, the nature of student centered learning approach seems to need more time to cover the content based on the plan provided. Concerning this Table 5 item 10, teachers were asked whether fear of the loss of content coverage affect the implementation of student centered learning approach or not. To this end, 51(56.6%) of the respondents replied that it is one of a serious problem. Therefore, the above data indicates that fear of content coverage is might one of the problems that determining the implementation of student centered learning approach in the school.

Having positive attitudes toward something helps someone to perform the designed task effectively and efficiently without any stress and confusion throughout his life. Specially, it is essential in educational area. To this effect, many researches are conducted on attitudes and views on teaching approach have shown teachers and students attitudes influences their teaching and learning behaviors (Gruber & Boreen, 2003).

In response to Table 5 of item 16, respondents were asked whether student attitudes affect the implementation of student centered learning approach or not. 50(55.5%) of the respondents replied that the attitudes of student affect the practice of student centered learning approach. While, the remaining very significant 40(44.4%) number of the sampled teachers replied that it is not a hindering factor. Therefore, the above result implies that the attitudes of students might determine the practice of student centered learning approach. In connection with this, the result of observation also revealed many students preferred to sit passively and listen to teachers rather than being actively involved in activities and they also view teachers as spoon-feeder. Thus, the above data indicates that the attitudes of students might have its own contribution to the failure for the implementation of student centered learning approach.

One of the natures of good quality of teaching-learning is managing overall situation of the given classroom, this also includes student discipline. Related to this Table 5item 17, teachers were asked whether classroom management hinder the implementation of student centered learning or not. 48 (53.3%) of the respondents were revealed that it is serious problem. From the above result one can be conclude that classroom management is might one of the challenges that hinder the implementation of student centered learning approach in the school.

In addition to the above teacher questions related to the challenges of student centered learning approach; interviews were conducted with school principals and supervisors. Accordingly, one of the principals to say this:

In our school there are millions challenges coincidence to employ student centered learning approach. For instance, large numbers of students in the classroom, lack of resources, poor school physical environments, teachers and student related factors and Zonal and Woreda educational expertise problems were the major perceiving problems.

Similarly, the supervisors confirmed the level of support provided by them for the implementation of student centered learning approach. For instance one of the supervisors stated that:

In our school there are many problems determines the practices of student centered learning approach for instance: lack of instructional materials (text book, teachers guide, and other related materials), teachers and student related factors (attitudes, skills, and commitment), large class size, poor classroom condition...

Concerning this various researchers conducted a research. Therefore, the result of the study confirmed that, student centered learning approaches were effectively implemented when there is appropriate classroom organization and management, adequate trained teachers, school directors, positive perceptions of teachers and students toward student centered learning, appropriate classroom, relevant curricular materials....(Leu, 2000)Nevertheless, the result of the study confirmed that the overall mentioned input by the scholars was not adequate in the study area this may might have its contribution to the proper implementation of student centered learning approaches.

As it is mentioned in Table 5 above, it is not that, the remaining 7 challenges were not considering as hindering factors for the implementing student centered learning approach in the school. But, their extents are less and the researcher was assumed to give prioritization for the challenges to address conclusions and recommendations.

In addition to the above mentioned 17 challenges, the researcher was given opportunity to the teachers to indicate challenges that determine the practices of student centered learning approach in their school. Regarding this, the respondents were confirmed the following factors here under:

The way in which, the Woreda Office of Finance and Economic Development (WOFED) pay the salary of teachers. The salary of the teachers was paying with in more than 45-50 days. Therefore, this negatively demoralizing them to overcome their regular responsibility in their school, lack of teacher's staff in most school this determine them to prepare themselves out of the normal working period, lack of appropriate teachers' residences near to the school surrounding forced many teachers to go more than 4 kilometers from the school per day. These add teachers stress and abscentism from the regular work hours, Absence of modern technology and shortage of additional reference material in the school, Student disciplinary problems in the school, lack of guidance and orientation from the concerned body how to employ student centered learning approach in the school, Poor mentoring, directing, organizing and evaluation system of the directors, woreda educational experts and supervisors, lack of awareness of the students and the community towards education, Illiteracy of the PTA members and most of the PTA in the second cycle primary schools are primary school graduate and Poor material distribution of the REB, ZEO and WEO...

Therefore, the above factors might have their own contribution to the collapse of implementation student centered learning approach in most school of the Zone. In addition to the questionnaires and interviews, the researcher was constructed additional classroom observation through the use of checklists to check whether classroom condition, teachers activity, student activity and use of instructional materials determines the practices of student centered learning approach in the schools.

Therefore, the analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, 12 accidentally selected teachers from sampled schools were observed once (12x1) time. The observation was made on the basis of the requirement of the classroom checklists to the intended objective. Therefore, the result of the observation was analyzed in Tables (6-9). The observation was conducted by the researcher, this it is assumed that, if the data is collected by the subject of the study the information might be concurrent and truth. Therefore, the result of the finding was add up and presented here under:

Table.6. Classroom Condition

No	Item	Yes		No	
		No	%	No	%
1.	All students desk is moveable from one place to the other in the classroom	4	16.7	20	83.3
2.	The seat of the student desk are arranged in straight row	22	91.7	2	8.3
3.	There is enough space between the student desk	2	8.3	22	91.7
4.	The desk has enough seating space for the student	4	16.7	20	83.3
5.	The class size is conducive for students	4	16.7	20	83.3
6.	The classroom layout invite teacher to use student centered learning approaches	2	8.3	22	91.7

Scholars like Alexander (2002) claim that students' understanding of education will be improved through effective implementation of student centered learning approaches in classrooms. According to Alexander (2002) teachers are facilitators of students' learning and they should create conducive learning environments. That is an environment in which there is free teacher-student, and student-student interactions and adequate material resources including the required curricula. Thus, appropriate classroom conditions must be facilitated.

Teachers can establish and nurture an environment conducive to student centered learning approach in education through the decisions they make, the conversations they organize, and the physical setting they create. Teachers actions towards the implementation of student centered learning approaches are what encourage students to think, question, solve problems, and discuss their ideas, methods, and solutions. The teacher is responsible for creating an intellectual environment. More than just a physical

setting with desks, bulletin boards, and posters, the classroom environment communicates subtle messages about what is valued in the active learning and doing of various tasks. Students' discussion and cooperation are encouraged, and students are expected to justify their thinking.

The classroom condition is one of the most important factors that should be considered in the teaching-learning process in general and student centered learning approaches in education in schools in particular. Burns and Myhill (2004) point out that the physical environment in classrooms can make or break student centered learning approach. Thus, to engage students in learning activities the classroom should be well equipped with furniture. There should be a movable desk for every student to use different lay outs in the classroom. In another study, Silberman in Zweck (2006) suggested 10 different types of classroom layouts which facilitate learner centered learning approach. These layouts include a U-shape, team style, conference table, circle, group on group, work station breakout grouping, traditional classroom, auditorium arrangements etc.

Generally, in student centered learning approach in education in schools the act of the student is learning by doing. Thus, it may be necessary for the students to move around the classroom (McCombs, 2003). Accordingly, the arrangement of desks and tables should allow movement and communication and should be changed whenever necessary so that it is appropriate for the learning experiences that teachers have planned.

With regard to Table 6item 1, the result of the observation indicates that the classroom condition and seating arrangement were not convenient to employ student centered learning approach. The majority, 20(83.3%) of sampled observed classroom is all students desk is not moveable because, most desks were full of problem and it also needs repair. Therefore, the result of the observation indicates that most school desks are not moveable and poor in standard. Hence, one can be understand that the poor movement of student desk might one of the challenges that hinder the practice of student centered learning approach.

Concerning Table 6item 2, deals with the seat of the student desk is arranged in straight row or not. Regarding this, the result of the observation were indicates that the majority, 22(91.7%) of the sampled observed classroom was the seat of the students were arranged in straight row. Thus, this is the opposite of the seating arrangement of student centered learning. Hence, the above observations reveal that most schools desk was arranged in straight row. So, this is not convenient to implement student centered learning in the classroom during the lesson.

With regard to Table 6item 3, the majority 22(91.7%) of the sampled observed classroom were no enough space between student desks. Therefore, the result of the observation indicates that most sampled school was not having space between the desks. Moreover these have greater effect on the deterioration of the implementing student centered learning approach.

The intentions with Table 6item 4, this question were design to check the desk has enough seating space for the student in the classroom or not. Hence, the result of the observation indicates that, the majority, 20(83.4%) of the sampled observed classroom have not enough seating space. Thus, the above result revealed that most school has not appropriate space for seating in the classroom. As researchers was observed the sample classroom it is confirmed that (1:4 ratio) of the student in one desk. Therefore, this would oppose to the federal standards (1:2 ratios) and it is recommended to use in all school throughout the country.

As indicated in Table 6item 5, these items were designed whether the class size is conducive for students or not. Regarding this, majority 20(83.3%) of the sampled observed classroom were not convenient for students. Hence, the above data reveal that most of the sampled observed classrooms were not conducive for the students.

Class size refers to the number of students regularly scheduled to meet in the administrative and instructional unit, usually under the direct guidance of a single teacher. It has its own impact on the teaching-learning process in general and on the implementation of student centered learning approach in particular. Hence, the idea of class size is

becoming a concern and an essential point of discussion among scholars in implementing student centered learning approaches. These scholars assume that as the class size increases, students face any or all of the following problems: lack of clarity of purpose; knowledge about progress; advice on improvement; lack of opportunity to discussion; inability to support independent study and inability to motivate students.

According to McKeachie & Svinicki (2005), in a large class individualization of instruction is limited. Thus, the instructional method most frequently used is the teacher centered learning approach, without group participation; oral communication within the classroom from student to teachers is minimized; written work is assigned less frequently and when assigned, receives less teachers' attention and students are also less known to teachers as individual. In contrast to the above, Jarvis in Slavin (2005) suggests that class size is not a significant factor in students' achievement. He found that individual teachers varied in their effectiveness in different class sizes. Some were more effective in large classes than in small ones, while others were less effective in large classes than in small ones. Other researchers have taken middle position. As stated by McKeachie (1999) whether a large or a small group is appropriate depends on the following factors: learning objective that are to be realized; nature of the subject to be taught; pupil attention and learning resources. In Ethiopia the average class size that is envisaged by the Ministry of Education is 50 for second cycle primary schools. However, as the existing situation contradicted the reality.

With regard Table 6item 6, the observation were conducted whether the classroom are invite teachers to use student centered learning approach or not. Regarding this, the Majority 22(91.7%) of the sampled observed classroom were not invite teachers to employ student centered learning. Hence, from the above finding one can possible to understand that most classrooms are not give opportunity to the teachers to use student centered learning approaches.

Finally, the result of the observation confirmed that, most of the second cycle primary school classroom of the Majengi Zone is poor and insufficient in quality (standard). Thus,

these might have a greater implication on the failure of the implementation of student centered learning approaches in the school as well as Zone.

Table.7. Teacher Activities during Classroom Lesson

No	Item	Yes		No	
		No	%	No	%
1.	Teacher introduce the learning objective	4	16.7	20	83.3
2.	Teacher give direction for the student to do the activities	8	33.4	16	66.6
3.	Teacher properly arranges students for various classroom task	6	25	18	75
4.	Teacher initiates students to take active part in class room lesson	8	33.4	16	66.7
5.	Teacher are effective in managing during the implementation of student centered learning approaches	2	8.4	22	91.6
6.	Teacher are more active than students	20	83.3	4	17.7
7.	Teachers are providing reward for the student to motivate their learning	3	12.5	21	87.5

As depicted in Table 7 item 1 above, the data obtained from classroom observation proved that, the majority, 20(83.3%) and 16(66.7%) of the observed teachers were not introduced the objective of the lesson and not give direction to the student to perform activities in the classroom. Therefore, the above finding indicates that most school teachers were not employing these strategies.

What is outstanding in Table 7 item 3, the observation were designed whether teacher are properly arranges students for various classroom tasks or not. Regarding this, majority 18(75%) of the sampled observed teachers were not arrange students for the design objective. Therefore, the above result implies that most school teachers in sampled school were not arranging students for various classroom tasks.

With regard to Table 7 item 4, the observation were designed whether teacher encourage student to involve in all classroom activities. 16(66.6%) of the sampled observed teachers were not supports student in all classroom activities. Therefore, the above result reveal that most school teachers in the Zone were not initiates the students to take active part in the classroom during the lesson.

One of the problems observed during observation is that teacher classroom managements. Regarding this, Table item 5, the majority 22(91.7%) of the sampled observed participants were not manage their class properly. Thus, the above result revealed that, most sampled observed school teachers were not effective in managing their classroom. This may have its own contribution for the failure of the implementation of student centered learning approach.

The observation result of Table 7item 6, shows that, the majority 20(83.3%) of the sampled observed teachers were more active than the learners. Hence, the above result indicates that most teachers are more active than the student. Therefore, the above result indicates that most teachers were concentrated on teachers centered teaching rather than student centered learning approaches.

The observation result of Table 7item 7, reveal that majority 21(87.5%) of the sampled teachers were not providing reward to the student in the classroom. Thus, from the above finding one can be possible to conclude that the majority of the teachers were not providing reward to the student to motivate in the classroom.

Generally, the above observation results depicted that the activity of the majority of Majengi Zone teachers were in the classroom during the lesson is very low and insufficient to achieve the objective intended in the school.

Table.8.Students Activities in the Classroom during the Lesson

No	Item	Yes		No	
		No	%	No	%
1.	Students are actively involved in obtain knowledge through their effort	2	8.4	22	91.6
2.	Students are discussion in group on the given classroom tasks	8	33.3	16	66.7
3.	Students work cooperatively in the classroom	3	12.5	21	87.5
4.	Students are practicing demonstration in front of their class mates	9	37.5	15	62.5
5.	Students are passive during the lesson	16	66.7	8	16.3
6.	Students take part in find appropriate solutions to the problem that confront them	8	33.3	16	66.7

The observation result of Table 8 item 1, revealed that: 22(91.6%) of the sampled observed classroom students were not actively involved. Thus, the result of the observation indicates that the majority of the students are not shows their efforts through themselves to obtain knowledge.

With regard Table 8 item 2, display that, the majority 16(66.7%) of the sampled observed classroom students were not inhabited to work cooperatively. Thus, the above result indicates that most sampled school students have no the culture to working cooperatively. This is due to most teachers were concentrated on teachers centered teaching. These make teachers the most responsibly person in finding appropriate solution in the classroom and the role of students was limited to passive listener during the lesson rather than speaking.

Concerning Table 8 item 3, the result of the observation revealed that, the majority 21(87.5%) of the observed classroom students are not working cooperatively. Hence, the result of the observation reveal that most observed classroom students are found to be uncooperative. Thus, this might the major factor for the failure of the implementation of student centered learning approaches.

Regarding Table 8 item 4, the results of the observation indicating that, 15(62.5%) of the sampled observed classroom students were not demonstrating in front of their classmate. Hence, the above finding were indicates that most school students do not demonstrate the given work in front of their classmate.

Regarding Table 8 item 5, the results of the observation show that, the majority 16(66.7%) of the sampled observed classroom students were passive during the lesson. Hence, the above data revealed that, most of the observed classroom students were passive than the teachers. Hence, the main reason for the passiveness of student during the lesson is most teacher failure to use student centered learning approaches during the given lesson.

According to Table 8 item 6, the result of the observation indicates that, 16(66.7%) of the sampled observed classroom students are not take part in finding appropriate solution to the problem that confront them. Therefore, the results of the study were revealed that, most students are not involved on the raised issue in the classroom.

Generally, the result of the study was depicted that, the role of student are very low and insufficient during the lesson. Therefore, this inclined that most classroom activities were lead by teachers than the learners. This might have greater contribution to the failure of the implementation of student centered learning approach and thereby quality of education.

Table.9.The Use of Instructional Materials in the Classroom

No	Item	Yes		No	
		No	%	No	%
1.	Teacher enter the classroom with instructional material in the classroom	8	33.3	16	66.7
2.	Are there different instructional materials that enhancing student to learn in the classroom (diagram, charts etc...)	6	25	18	75
3.	Teacher use all instructional materials in the class room	7	29	17	71
4.	Teacher is illustrating different concepts based on the supports of instructional material in the classroom lesson.	5	21	19	79

Instructional materials, which are categorized into visual aids, audio aids and audio-visual aids, are any materials used as media of communication by the teachers or students to advance learning Shores in (Felder & Brent, 2001). They are instruments with which teach and from which students learn. Hence, teaching without instructional materials boils down to teaching without technology (Ainsworth, 2006). International experiences have shown that modest teaching tools such as libraries, laboratory equipment and classroom instructional material are significant determinants of student achievement (Ainsworth & ThLoizou, 2003). Instructional material enable students to use more than one sense and to facilitate student centered learning, relate theory to practice, encourage creative thinking and effective student skill development, and make learning more functional (Ainsworth, 2006). In general, the problem of instructional materials may involve a shortage of teachers-guidance, pedagogical centers, libraries, laboratory

equipment, reference books, and audiovisuals, among others. The presence or absence of these materials may facilitate or hinder the implementation of student centered learning approaches.

Moreover, availability of the instructional materials in a classroom is the most input factors to the improvement of the whole process of education. Whereas, in Table 9item 1, the observation result were reflect that, 16(66.7%) of the sampled observed teachers were enter the class without instructional materials. Thus, the results of the study imply that most school teachers were not use instructional material during the lesson. Therefore, absence of using instructional materials in the classroom might leads to the failure of practice student centered learning approach.

As it can be observed from Table 9item 2 above, the observation result revealed that, majority 17(75%) of the observed classroom were seen without instructional materials. Therefore, the finding of the observation was indicates that most school classroom leads their regular activities without instructional materials.

As indicated in Table 9item 3 above, the majority 17(71%) of the sampled observed teachers were not use instructional materials in the classroom during the lesson. Thus, the result of the above observation revealed that most school teachers were not use instructional materials in the classroom during the lesson. This might be due to lack of resource to be used in the school.

With regard Table 9item 4, indicates that the majority, 19(79%) of the sampled teachers were not illustrated various concepts based on the instructional materials in the lesson. Therefore, the result from the observation shows that most teachers not use illustrative materials during the lesson in the classroom.

To sum up, the utilization of instructional materials in the classroom was found to be at a minimum level and to be insufficient. Hence, this is due to the limitation of resources in the schools as it is obtained from the response of school principals and supervisors during interviews. Moreover, absence of using instructional material in the classroom were leads the student to concentrate on the theory rather than the real practice. In addition to this,

the result obtained from the interview and observation were also reveals that most school teachers were use instructional material unsatisfactory and in sufficient manner in the classroom during the lesson. Moreover, most sampled school materials were found as completely not appropriate and comfortable as well.

Finally, the researcher was conferring opportunity for both school principals and supervisors to addresses their further opinions, suggestion and recommendations through interviews to alleviate the major challenges in the school as well as the Zone. The summary of their opinions is presented here under:

To alleviate lack of classroom and student desk, it is recommended to constructing extra schools and student desks from local materials through the contribution of community, to overcome the problems of attitudes of teachers and students positive to ward student centered learning approach designed various awareness creating workshops and seminars at school level for both stakeholders, Providing necessary instructional material locally and distribute for all teachers, to reduce workload of teachers, it is recommended to ZEB and WEO to assign teachers for all schools, to alleviate the shortage of funds, it is recommended to the school principals, supervisors and other concerned stakeholders to provide fund raising program, Specially bazaar. In order to reduce the problems of large class size it is advisable to all teachers to divide student in different group, use teacher staff, laboratory, field and school principals, supervisors and other concerned body must provide smooth control, guide, organizing and directing regarding the implementation of student centered learning approach...

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

5.1. Summary of the Findings

The purpose of this study was to examine the current practice of student centered learning approach in second cycle primary school of Majengi Zone. The practices of student centered learning activities dealt with principals, teachers, students and supervisors. On top of this, to what extents teachers employ student centered learning approach, what roles school leaders play to implement student centered learning approach and challenges hinders the to carry out of student centered learning approach were discussed.

To achieve the objectives, the study tried to answer the following basic questions.

1. To what extent the student centred learning approach practiced in the second cycle primary school classroom of Majengi Zone?
2. What support has been provided from the school leaders (principals and supervisors) for the implementation of student centred learning approaches in second cycle primary school of Majengi Zone?
3. What are the challenges that encounter in applying student centred learning approach in second cycle primary school of Majengi Zone?

To this end, a descriptive survey research design was employed. 90 teachers and 199 students were participated in responding to the questionnaires. Twelve principals, 8supervisorswere interviewed and a total of 24 classroom observations were conducted using the checklists provided for the purpose.On the basis of the analysis and interpretation of the data gathered through all the instruments, it was possible to come up with the following major findings:

1. It was found out that all of the second cycle primary school teachers were males dominated and the number of female participation was too much less. It was also found that nearly all teacher respondents were males both implying that the work environment was male 75(83.4%) dominated. It was again observed majority 95(94.4%) of the teachers were respectively very young and the majority, 75(83.4%) of school teachers were in the career structure of (beginner, junior and teachers) respectively. Similarly, most 67(74.4%) of teachers were attained cluster diploma. It also found that, teachers work overloaded the majority 84(83.3%) them teach 21 and above credit hours per week and the majority 83(92.2%) of the sampled school classroom have over crowded number (more than 60) of students in the classroom.
2. It was identified that the majority of the teachers, principals and supervisors had served for two years and above which implies that both of them were inexperienced and under qualified.
3. The study shows that, teachers in second cycle primary schools of Majengi Zone were low in the use of student centered learning approach due to various challenges in the school. Moreover, the time allotted to the instruction for the implementation of student centered learning approach in a classroom used unsatisfactory.
4. It was revealed by the study that, the support provided by all school principals and supervisors found to be inadequate. And as to the organization of school system and motivation of teachers, it was found that the schools in Majengi Zone were not in the way that can encourage teachers to exert much of their effort towards the implementation of student centered learning approach. There was lack of support and motivation (reward) for teachers from schools principals, supervisors and WEO.
5. The result of the study also indicate that classroom size, classroom condition, school physical environment, material condition, level of teacher's prior and training, pupil lack of skill, rigidity of time table of the school, fear of content coverage, attitudes of students and classroom management were found to be one of the perceiving problems that hinder the implementation of student centered learning approach.

5.2. Conclusions

Based on the major findings, the following conclusions were drawn:

1. The result of the study also indicated that most teachers, principals and supervisors and teachers were under qualification, inexperienced and they are work overloaded.
2. It could be said that the time used for the instruction to the implementation of student centered learning approach in the school was found to be insufficient and low and also the level of teachers' using student centered learning approach in the second cycle primary school was low.
3. Supervisors and principals were unwilling and uncommitted to implement students centered learning approach in the school. They were not considering it as an instrument for improving their teaching practice to achieve quality of education. Thus, they all perceive student centered learning approaches as an imposition of non-professional agenda and an addition of extra workload on teachers during the lesson.
4. Principals, and supervisors and other concerned body were less supportive. That is, there was failure in arranging training programs, intra and inter-group discussion forums, arranging for scaling up best practices; facilitating, allocating sufficient budget, and encouraging peer evaluation opportunities followed by timely feedback regarding the real implementation of student centered learning approaches. Therefore, there was absence of sense of ownership and responsibility among stakeholders in the zone.
5. Teacher and student related factor, material related factor, school physical related factor and time related factor is confirmed from the result of the study were that one of the major serious problems hinders the appropriate implementation of student centered learning approach in the Zone.

5.3. Recommendations

Based on the findings of the study the following recommendation are forwarded to remedy the problem and to improve the practice of student centered learning approach in second cycle primary schools of Majengi Zone which shall be implemented, applicable and cost effective.

5.3.1.In order to be able to practice student centered learning approach in the classroom, necessary steps should be taken by teachers to alleviate constraints that hinder its implementation. Although not possible within a short period of time it should be seen to it that teachers are given reasonable class periods. The reduction of class size is also recommendable although this too will surely take long-term preparations in terms of school buildings, facilities, teacher recruitment and similar related factors.

5.3.2. The reality in sample school was that student centered learning approach had not been adopted in significant ways. Perhaps a more appropriate emphasis of teacher training efforts should be around student-friendly classrooms progressing towards adoption of student centered learning approaches in an incremental way. Policies and comprehensive teacher's development plans should be required to move toward student centered Learning and to lay a pathway for change in the future.

5.3.3. It was found that classroom size was one of the major factors which hindered the implementation of student centered learning approaches. The condition of the classrooms and the number of students is more than 60 which does not match in the study area and in fact this affects the implementation of student centered learning approach. Hence, having appropriate class size may not always be possible. Therefore, the implementers of student centered learning approach should see alternative solutions such as, dividing students into two groups, using halls, laboratories, teachers staff, fields and trees. In addition to this, adequate resources and relatively small class sizes are required. The Woreda Education Office in collaboration with and school community should find mechanisms to minimize the class size and replace the traditional arrangement of furniture in the classroom so as to make classroom conditions conducive for the effective implementation of student

centered learning approach. The current class size of 60 and more should be reduced to the national standard which is (1:50) students or less in the classroom.

5.3.4. Due considerations should also be given for seating arrangements in a class to cater for student centered learning approach and more participatory teaching learning. Concerned educational bodies should see to it that classrooms are furnished with movable and less cumbersome desks. In the meantime, teachers have to try to re-arrange desks and benches to facilitate students' small group discussions and other co-operative learning modes.

5.3.5. CPD activities should include short-term refreshment training through workshops, seminars and discussion on the various issues that this research identified as well as various forms of school principal, supervisory guidance and support.

5.3.6. It is recommended that the regional, zone and woreda education officers; principals, supervisors and PTA should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, intra and inter-group discussion forums, arranging visits to share experiences and scale up best practices, facilitating and enhancing induction programs, allocating sufficient budget, and self and peer evaluation opportunities followed by timely feedback. The MOE and Regional Education Bureau are advised to continuously revise and develop student centered learning approaches manuals based on continuous research and evaluation.

5.3.7. Although from common knowledge and some general orientations teachers seem to know what are bad and good classroom practices with regard to learner centered methodology, they still seem to have little or no training in appropriate skills for implementing the methodology. It is also obvious that teachers are the most key change agents in any major educational innovation. Thus, if student centered learning approaches are to be practiced and promoted in the Ethiopian Education System, the prior focus should be on changing the teachers themselves. To this end, it is recommended here that

pre-service teacher trainees be given initial courses on methods of learner centered learning approaches education.

Teachers who are already in the profession should also be given successive in-service trainings in the form of workshops, seminars and the like to familiarize them with the methodology and the methods and techniques of its application. Other professional conferences, seminars and workshops should be organized to familiarize school principals, supervisors and other concerned bodies about the importance and practicality of student centered learning education.

5.3.8. One of the major factor hindered the practice of student centered is the qualification of the teachers. As the results of the study shown, 70% of the teachers were cluster diploma. Therefore, REB, Zone, WEO and other concerned body were must create opportunity to the teachers to attend pre-service and in-serves program to upgrade their profession up to the national standards.

5.3.9. The result of the study also revealed that, the attitudes of students are one of the hindering factors for the implementation of student centered learning approaches. Hence, teachers, principals, supervisors and other concerned body were advisable to provide continuous professional orientation for the student to create positive awareness toward student centered learning approaches in the classroom.

5.3.10. All concerning body like school principals, supervisors and WEO were significant to provide induction course for the beginner (new) school teachers and in addition to this, the concerned stakeholders should recommended to provide awareness creating workshops on how to use student centered learning approach as well as using instructional materials for the school teachers.

5.3.11. WEO and other concerned stakeholders must strengthen school principal and supervisors to concentrate on academic activity rather than administrative work in the schools through collaborative discussions and workshops and providing different capacity building programs regarding the support addressed by them for the implementation of student centered learning approaches to the teachers in the school.

5.3.12. In order to make school physical environment more comfortable and interesting school principals, teachers, supervisors, PTA and other concerned body must paint school wall, draw different pictures that attract the student as well as used as instructional materials and repair the school material locally.

5.3.13. One of the prevailing problems in implementing student centered learning approach were teachers fear to content coverage. In order to alleviate this problem, it is advisable to the teachers to provide a tutor (make up) to compost the time lost during the lesson as result of using student centered learning approaches.

5.3.14. Finally, further research is recommended to verify the findings of the current study in order to strengthen this contribution towards the development of sound research data, based on the student centered learning approach.

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APPENDIXES

APPENDIX-A
Jimma University
Institute of Education and Professional Development Studies Department of
Educational Planning and Management
Questionnaires to be Filled by Second Cycle Primary School Teachers

I. General Information

1. Dear Teachers! these questionnaires attempts to identify the practices of student centered learning approaches (SCLA) in your school. The aim is to identify areas of strength and weakness so as to suggest way for further improvement and not to evaluate your understanding of the methodology. Thus, your sincere response is vital to achieve the objectives intended.
2. All the responses you provide are confidential and will not be used for any other purposes other than the objective it is intended for. Feel free while responding to the questions. To feel more secure, you are not required to write your name on the questionnaire.

Thank you in advance!

Belay Legesse

Note: use a tick “√” mark or encircle that you want to respond.

II. Background Information

1. Name of the school _____
2. Woreda _____

III. Personal Information

1. **Sex:** Male Female
2. **Age:** 20-25 26-30 31-35 36-40 41-45
46-50 51 and above
3. **Experience:** <5 6-10 11-15 16-20 21-25
 26-30 31 and above
4. **Qualification:** Certificate Cluster diploma Linear diploma
Degree
5. **Work Load per Week:** Less than 6 6-10 Credit hour 11-15 Credit hour
16-20 21-26 26 and above
6. **Average Number of Students in a class:**
Less than 40 41-50 51-60 More than 60

Part-I

Instruction: This part of the questionnaire is design to see the practice of various students centered learning approaches (strategies). Please show the extent to which you use the strategies in your classroom. Please, put your answers by saying “Yes” or “No”

1. I give opportunity to the students to ask questions in a classroom.

- | | | |
|-----|--|----|
| | Yes | No |
| 2. | I consciously encourage the students to involve in all classroom activities. | |
| | Yes | No |
| 3. | I initiate the students to reflect what they are obtained new information or experience in a classroom. | |
| | Yes | No |
| 4. | I encourage the students to find appropriate solution to the problem that confront them in a classroom. | |
| | Yes | No |
| 5. | I consciously facilitate problem solving in my teaching lesson in the classroom. | |
| | Yes | No |
| 6. | I support the student to interact with one another while they learn in a classroom. | |
| | Yes | No |
| 7. | I encourage the students to obtained knowledge through one's effort in a classroom and outside the classroom. | |
| | Yes | No |
| 8. | I believe that cooperative learning is needed to help the students understand new concepts. | |
| | Yes | No |
| 9. | I arrange discussion between the students on the given content in a classroom. | |
| | Yes | No |
| 10. | I intentionally involve students to solve problems that they have identified and chosen. | |
| | Yes | No |
| 11. | I provide students in complex tasks based on challenging question or problem that involves the student's problem solving, decision making and investigation skill. | |
| | Yes | No |
| 12. | I consciously involves small group of students to present the content while others students in the classroom observe. | |
| | Yes | No |
| 13. | I encourage the students to show how to do something in both words and action in their classroom. | |
| | Yes | No |
| 14. | I support students how to do something in front of your classroom? | |
| | Yes | No |
| 15. | I encourage students to work in group in a classroom? | |
| | Yes | No |
| 16. | I support students to compare and discuss the result of their groups? | |
| | Yes | No |

17. I encourage students to generate new ideas on the topic and help them to write their ideas on the board or chart paper?

Yes

No

18. I organize students to discuss on the issue which is usually controversial in a classroom?

Yes

No

APPENDIX-B

በጅማ ዩኒቨርሲቲ

የትምህርትና ፕሮግራሞች ጥናት ኢንስቲትዩት
በትምህርት እቅድና ስራ አመራር ትምህርት ክፍል
ለመጀመሪያና ሁለተኛ ሳይክል ትምህርት ቤት በተማሪዎች የሚሞላ
መጠየቅ

ማስገንዘቢያ

ውድተማሪዎች! የዚህ መጠየቅ ዋና ዓላማ በተማሪ ተኮር የማስተማር ስነዘዴ መተግበር ያለበት ሁኔታና በሄደቱ ዙሪያ ያጋጠሙ ችግሮች ጠካራናደካ ማጎኖች በመለየት ተግባሩን የበለጠ ለማጠናከሪያ የመፍትሄ አቅጣጫ ለመጠቀም ነው። ለዚህ ጥናት መሳካትና ትክክለኛነት የሚትሰጡት ምላሾች ወሳኝ ናቸው። በመሆኑም የምትሰጡት ምላሽ ለዚህ ጥናት ብቻ የሚውል መሆኑን በማስገንዘብ ከማንኛውም ስጋት ነፃ በመሆን ምላሹን እንድትሰጡ በአክብሮት እጠይቃለሁ።

ለምታደረጉልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ!
በላይ ለገሰ

ማሳሰቢያ

በመጠየቁ ላይ ስም መፃፍ አያስፈልግም።

ክፍል አንድ-የግል መረጃ

የት/ቤቱ ስም የታ እድሜ የክፍል ደረጃ ወረዳ ...

ክፍል ሁለት

ከዚህ በታች ለቀረቡት ጥያቄዎች መልሱን በማክበብ ወይም የ/ምልክት በሳጥኑ ውስጥ በማስቀመጥ መልስ ስጥ/ጭ/

1. መ/ራን በክፍል ውስጥ ጥያቄ በመጠየቅ ትሳትፎ እንድታደረጉ ድጋፍ ያደርጉላችኋል?

አዎ አይደለም

2. በክፍል ውስጥ በሚከናወኑ በማንኛውም እንቅስቃሴዎች ወይም ተግባራት ላይ መሳተፍ እንድትችሉ ለመ/ራን በኩል ድጋፍ ይደረግላችኋል?

አዎ አይደረግም

3. አዳዲስ ሀሳቦችን እንዲሁም የሚታገኙትን ወቅታዊ መረጃዎች በክፍል ውስጥ ለንደጅቶቹ እንድታካፍሉ በመ/ራን እገዛ ይደረግላችኋል?

አዎ አይደረግም

4. በክፍል ውስጥ የምያጋጥማቸውን ችግር በራሳችሁ በመፍታት የመፍትሄ ሀሳብ ድታቀረቡ በመ/ራን ድ ይደረግላችሁ?

አዎ አይደረግም

5. በመማር ማስተማር ሂደት ውስጥ የሚያጋጥሙ ችግሮችን ለመፍታት በመ/ራን በኩል ምቹ ሁኔታዎች እንዲፈጠሩ ይ ችላል?

አዎ አይደረግም

6. በክፍል ውስጥ ሀሳብ እንድትለዋወጡና በመረዳዳት እንዲሁም እርስ በርስ በመደጋገፍ

ትምህርቱን እንዲትማሩ በመ/ራን አስፍላጊ ድጋፍ ይደረግላችሁ?

አዎ አይደረግም

7. እውቀታችሁን በራሳችሁ የግል ጥረት እንድታጎለብቱ በመ/ራን በኩል ማበረታቻ ይ ችላል?

አዎ አይደረግም

8. በእናንተ የሚቀረቡ ችግሮችን ለመቅረፍ በመ/ራን በኩል ተሳታፊ እንድትሆኑ እገዛ ይደረግላችሁ?

አዎ አይደረግም

9. በጥናትና ምርምር ላይ የተመሰረተ ውሳኔ እንዲታሰቡ ሀሳባችሁን በማመንጨት ችግሮችን የመፍታት ክህሎታችሁን እንዲታጎለብቱ በመ/ራን በኩል አስፈጥረው ድጋፍ ይደረግላችሁ?

አዎ አይደረግም

10. በመ/ራን በኩል በክፍል ውስጥ በተግባር ላይ የተመሰረተ ተሳትፎ እንዲታደረግ ይሰጣችሁ?

አዎ አይሰጡንም

11. በክፍል ጓደኞቻችሁ ፊት ቀረባችሁ በተጨማሪም የምታውቋቸውን ጉዳዮች እንዲታ መ/ራን ድጋፍ ተ ገብታችሁ ያውቃል?

አዎ አያውቅም

12. በክፍል ውስጥ በቡድን በመከፋፈል እርስ በርስ አንድ-ወ-ሌላው በመ/ራን ድጋፍ ይደረግላችሁ

አዎ አይደረግም

13. በቡድን መካከል ጤናማ የፋክክር መንፈስ እንዲፈጠር በተገኙት ጤቶች ላይ ወይይት እንድታደርጉባቸ ምቹ ሁኔታዎችን ይፈጥሩላችሁ?

አዎ አይፈጥሩልንም

14. በምትማሩት ትምህርት ላይ የራሳችሁን አዳዲስ ሀሳቦችን በማመንጨት ለክፍል ጓደኞቻችሁ በወረቀት ወይም በሰሌዳ በማቅረብ ተሳታፊ እንድትሆኑ ይረዱችላል?

አዎ

አይረዱም

15. በተደጋጋም በሚያከራክሩና ጥያቄ በሚያስነሱ ጉዳዮች ላይ በመቀናጀት እንዲሁም ለሌሎች ማህተሞች መ/ራን ድጋፍ ላችላል?

አዎ

አይደረግም

APPENDIX-C

Jimma University

Institute of Education and Professional Development Studies Department of Educational planning and Management

Classroom Observation/Interaction Checklist Analysis Record Sheet

I. General Information

Woreda-----

Name of the school-----

Name of the teacher-----Sex-----Age-----

Department-----Subject-----

Lesson topic-----Class size-----

Experience-----Date of observation-----

II. Purpose:

This classroom observation check list is provided to see in what extent teachers' use of student centered methodology in a classroom. This will used to determine the percentage of teachers who are to apply the necessary SCLA in their classroom as well as the percentage of time the teacher employ student centered learning in a single period.

III. DIRECTION

The following list of student centered learning approach is designed to check weather second cycle primary school teachers use them within five minute and record in the space provided for each five minute. It is possible to write as many LCM as it is observed in each five minute from the list provided.

1. Interactive lecturing
2. Questioning and answering
3. Whole class discussion
4. Buzz group (small group) discussion
5. Jigsaw groups
- (after
6. Matching exercise reading passage & presentation)
7. Crossover groups
8. Pair discussion
9. Pyramiding
10. Concept mapping
11. Experiment (lab and class)
12. Icebreaker/warm-up activities
13. Practical exercise (minds-on-& hands-on)
14. Students presentation
15. Problem solving (procedural)
16. Field trips/visits/
17. Students demonstration
18. Competitions (individual & group)
19. Cooperative learning
20. Creative writing
21. Comprehension activities
22. Drawing pictures
23. Picture analysis
24. Ranking tasks
25. Role-playing
26. Drama
27. Debate
28. Games
29. Hot seating
30. Independent work
(Reading, writing, and others)
31. Micro teaching
32. Students reflection
33. Story telling

Duration	Observed SCLA during the lesson with in 40 minute.
0-5 Minute	
6-10 minute	
11-15 minute	
16-20 minute	
21-25 minute	
26-30 minute	
31-35 minute	
36-40 minute	

Part-II

Instruction: This part of the questionnaires is design to see, what support will be provided from the school leader in implementing student centered learning in your school. Please, put level of agreement by using a tick"√"mark. The scale rate of your response begins from:" Strongly agree "to "strongly disagree."

Key:

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

No	What support will be provided from the school leader in implementing student centered learning in your school.	5	4	3	2	1
1	The school leaders are committed to the implementation of student centered learning approach.					
2	School leaders are unwilling toward the use of student centered learning approach.					
3	The school administration allocates funds for the practice of student centered learning methodology.					
4	The school leaders facilitate various professional supports for the teachers to practice the student centered learning methods.					
5	The school administration provided instructional material for the implementation of student centered learning approach.					
6	The school administration discourages school teachers to use student centered learning approach.					
7	The school administration design training in the school regarding the implementation of student centered learning approach.					
8	The school leaders the opportunity for experience sharing between different schools regarding student centered					

	learning methods.					
9	The school administration has offered reward to the teachers who are efficient in implementation of student centered learning approach.					

Part-III

Instruction: This part of the questionnaires requires what are the major factors in implementing student centered learning in your school in classroom? Please, put a tick “√” mark for your appropriate response. Your rating scale will be by saying “Yes” or “No”

No	Challenges hinder to use student centered learning methodology in your classroom teaching and process:	YES	NO
1	Level of teachers prior education and training		
2	Material condition of the classroom		
3	In consistency of pedagogy, curriculum and examination		
4	Teachers attitudes toward using active learning in the classroom		
5	Classroom condition		
6	Class size		
7	The physical environment		
8	The design of the teaching module		
9	Need to prepare additional material for class use		
10	Fear of the loss of content coverage		
11	Lack of familiarity with student centered learning approach		
12	Pupils lack of skill to work in group		
13	Rigidity of time table of the school		
14	To involves students in the classroom activities will add too much time to my work load		
15	Student centered learning approach demands to much efforts from the teachers		
16	Students attitudes toward student centered learning		
17	Student centered learning approach will create problem in classroom management		

Please! write other factors that are not mentioned in the above listed table?

Please! put the above listed 10 top problem in rank, which problems are very series in your school?

.....

.....

.....

.....

.....

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.....

Classroom Observation Checklist

The main objective of this classroom observation checklist is to assess the practices of student centered learning approaches in classroom in relation to the application of the methodology. The observation checklist activities are provided in the category of YES/NO to show the presence or absence of the practice or activity.

Part-I

General Information

Name of the school: _____

Lesson being observed: _____

Time duration: _____

Woreda: _____

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

No	List of the observation conducted in the classroom:	YES	NO
I	Classroom condition		
1.	All students desk is moveable from one place to the other in the classroom		
2.	The seat of the student desk are arranged in straight row		
3.	There is enough space between the student desk		
4.	The desk has enough seating space for the student		
5.	The class size is conducive for students		
6.	The class room layout invite teacher to use student centered learning approaches		
II	Teacher activities during classroom lesson	YES	NO
1.	Teacher introduce the learning objective		
2.	Teacher give direction for the student to do the activities		
3.	Teacher properly arranges students for various classroom task		
4.	Teacher initiates students to take active part in class room lesson		
5.	Teacher are effective in managing during the implementation of student centered learning approaches		
6.	Teacher are more active than students		
7.	Teachers are provide reward to the learner to motivate them		
III	Students activities in the classroom during the lesson	YES	NO
1.	Students are actively involved in obtain knowledge through their effort		
2.	Students are discussion in group on the given classroom tasks		
3.	Students work cooperatively in the classroom		
4.	Students are practicing demonstration in front of their class mates		
5.	Students are passive during the lesson		

6.	Students take part in find appropriate solutions to the problem that confront them		
IV	The use of instructional material in the classroom	YES	NO
1.	Teacher enter the classroom with instructional material in the classroom		
2.	Are there different instructional materials that enhancing student to learn in the classroom (diagram, charts etc...)		
3.	Teacher use all instructional materials in the class room		
4.	Teacher is illustrating different concepts based on the supports of instructional material in the classroom lesson.		

APPENDIX-E
በጅማ ዩኒቨርሲቲ
የትምህርትና ፕሮፌሽናል ጥናት ኢንስቲትዩት

**በትምህርት እቅድና ስራ አመራር ትምህርት ክፍል
ለመጀመሪያና ሁለተኛ ሳይክል ትምህርት ቤት ርዕሰ መምህራኖች የቀረበ
ቃሌ መጠየቅ**

ማስገንዘቢያ

ውድ የተከበራችሁ ር/መምህራኖች! የዚህ መጠየቅ ዋና አላማ ተማሪ ተኮር የማስተማር ስነዘዴ በማጽንግ ዞን ተጨባጭ ሁኔታ በሚል ርዕስ ስለሚደረገው ጥናት መረጃ ለመሰብሰብ ነው። በመሆኑም ጥናቱ እርሶዎ በሚያስተዳድሩበት ት/ቤት የዚህጥናት መሳካትም እርሶዎ ለጥያቄዎች በሚትሰጡት ትኩረት አዘል ምላሽ ላይ የተመሰረተ ነው። ስለሆነም መጠየቁን በሚመልሱበት ጊዜ ከማንኛውም ስጋትና ጥርጣሬ ነፃ እንዲሆኑ እየጠየኩ የሚትሰጡት ምላሽም ለዚህ ጥናት ብቻ የሚውል መሆኑን ለማረጋገጥ እወዳለው።

**ለትብብረዎ ከወዲሁ ከልብ አመሰግናለሁ!
በላይ ለገሰ**

ክፍል አንድ-የግል መረጃ

የር/መምህሩ ስም _____ የት/ት ደረጃ _____

የሰለጠኑበት _____

የታ _____ እድሜ _____ የስራ ልምድ _____

1. እርሶዎ በሚያስተዳድሩበት ት/ቤት ተማሪ ተኮር የማስተማር ስነዘዴ በመ/ራን እንዴት ተግባራዊ በመሆን ላይ ይገኛል?
2. በእርሶዎ አመለካከት/እይታ/አስተያየት/ቤቱ ተማሪ ተኮር የማስተማር ስነ ዘዴን ተግባራዊ ለማድረግ ለመምህራን ምን አይነት ድጋፍ በመስጠት ላይ ይገኛሉ?
3. ተማሪ ተኮር የማስተማር ሂደትን ተግባራዊ ለማድረግ በት/ቤቱ እስካሁን ድረስ ያጋጠሙ ዋና ዋና ችግሮች ካሉ ይጥቀሱ?
4. ለወደፊቱ ችግሮቹን ለመቅረፍ ምን መደረግ አለበት ብለው ይገምታሉ?

APPENDIX-F

በጅም ዩኒቨርሲቲ

የትምህርትና ፕሮፌሽናል ጥናት ኢንስቲትዩት

በትምህርት እቅድና ስራ አመራር ትምህርት ክፍል

ለመጀመሪያና ሁለተኛ ሳይክል ትምህርት ቤት ሱፐርቪይዎች የቀረበ ቃሌ መጠየቅ

ማስገንዘቢያ

ውድ የተከበራችሁ ሱፐርቪይዎች! የዚህ መጠየቅ ዋና አላማ ተማሪ ተኮር የማስተማር ስኬት ዘዴ በማግኘት ዞን ተጨባጭ ሁኔታ በሚል ርዕስ ስለሚደረገው ጥናት መረጃ ለመሰብሰብ ነው። በመሆኑም ጥናቱ እርሶዎ ድጋፍ በሚያደረጉበት ት/ቤት በተማሪ ተኮር የማስተማር ስኬት ዘዴ ዙሪያ ያጋጠሙ ችግሮችና ብሎም ጠንካራ ጎኖች በመለየት የመፍትሄ አቅጣጫ ለመጠቀም የታሰበ ነው። ለዚህ ጥናት መሳካትም እርሶዎ ለጥያቄዎች በሚሰጡት ትኩረት አዘል ምላሽ ላይ የተመሰረተ ነው። ስለሆነም መጠየቁን በሚመልሱበት ጊዜ ከማንኛውም ስጋትና ጥርጣሬ ነፃ እንዲሆኑ እየጠየኩ የሚተሰጡት ምላሽም ለዚህ ጥናት ብቻ የሚውል መሆኑን ለማረጋገጥ እወዳለው።

ለትብብረዎ ከወዲሁ ከልብ አመሰግናለሁ!
በላይ ለገሰ

ክፍል አንድ-የግል መረጃ

የሱፐ/ሩ _____ ስም የት/ት ደረጃ _____ የሰለጠኑበት

የታ _____ እድሜ _____ የስራ ልምድ _____

1. እርሶዎ በሚያስተባብሩበት ት/ቤት ተማሪ ተኮር የማስተማር ስኬት ዘዴ በመ/ራን እንዴት ተግባራዊ በመሆን ላይ ይገኛል?

2. በእርሶዎ አመለካከት/እይታ/አስተያየት በት/ቤቱ ተማሪ ተኮር የማስተማር ስኬ ዘዴን ተግባራዊ ለማድረግ ር/መምህራን ለመምህራን ምን አይነት ድጋፍ በመስጠት ላይ ይገኛሉ?
3. ተማሪ ተኮር የማስተማር ሂደትን ተግባራዊ ለማድረግ በት/ቤቱ እስካሁን ድረስ ያጋጠሙ ዋና ዋና ችግሮች ካሉ ይጥቀሱ?
4. ለወደፊቱ ችግሮቹን ለመቅረፍ ምን መደረግ አለበት ብለው ይገምታሉ?

APPENDIX-G

The formula employed was $n' = \frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$

Where:

n' = sample size with finite population correction,

N = Population size =180

Z = statistic for a level of confidence (1.96)

P = Expected proportion (in proportion of one) =0.5

d = Precision margin of error=0.05

The number of sample teachers from each selected school would be determined by the formula of Cochran (1977) proportional allocation to the size of teachers and student in each secondary school mathematically. $P_s = \frac{n}{N} \times$ Number of teachers and student in each school.

P_s = Proportional allocation to size

N = Total number of teachers in the twelve selected second primary schools (180)

n = Total teachers and student sample size (90)

Accordingly, the samples would be selected by using lottery method passing through the following steps.

Step _1: Constructing a sample frame.

Step _2: All teachers' and students in each school would be numerically arranged

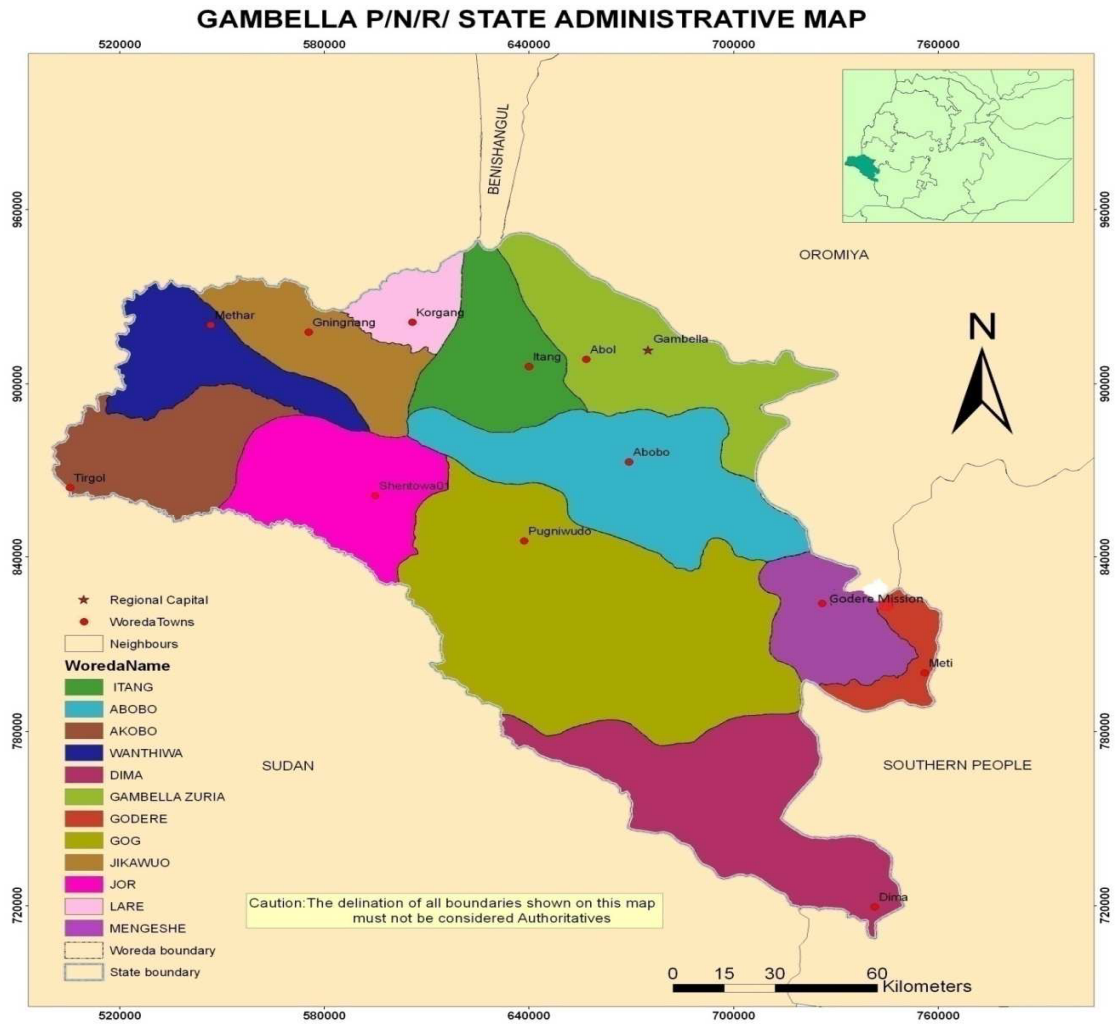
Step_3: The number of sample teachers and students from each school has been determined

Step _4: The number of the teachers and student would be rolled on a ticket

Step_ 5: The rolled ticket would be picked up randomly until the required number of sample is obtained.

APPENDIX-H

Figure.1. The Geographical Map of the Region and Study area



Source: Gambella National Regional State Government communication office.