

Full Length Research

Exploring the Effects of Students' Cultural Values and Beliefs on the Implementation of Active Learning Methods: the case of Benishangul Gumuz Regional State Preparatory schools, Ethiopia

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The purpose of this study was to explore the effects of students' cultural values and beliefs on the implementation of active learning methods in preparatory schools in Benishangul Gumuz Regional State, Ethiopia. Then objectives of the study were to explore the opportunities and challenges associated with learners' culture in connection with implementation of active learning strategy, to examine the extent to which learners' cultural values influenced the implementation of active learning strategy in the class- rooms of preparatory schools. Qualitative and quantitative research methods were employed. Teachers, students and directors were key participants of the study. The data gathering instruments were questionnaires, interviews and classroom observations; where, questionnaire was the main tool for data collection. Simple random technique was used to draw the seven preparatory schools. Sample teachers and students were taken in simple random technique. An interview was made with teachers and students of 2018/19 who had participated in filling of the questionnaire. The data obtained through questionnaires were quantitatively analyzed and interpreted in light of available literature; whereas, the information obtained through interview and classroom observation were qualitatively described to supplement the quantitative data. The results of this study revealed that there was no clear parental discussion at home; children were not part of decision making, role playing and shouldering responsibilities at each levels of the physical and mental growth. Students were not involved in group leading, group facilitation which active learning methods require in the classroom. Despite these facts, teachers were not preparing lessons; -teachers were not assigning students to carry out various roles and responsibilities that ought to carry out as students through active learning Methods. Parents should develop culture of parental discussion so as to train their children be part of the discussion. Children themselves should develop culture of parental discussion so as to train themselves being part of the discussion held at home. The school teachers are more responsible than anybody else on their career. They need to practice their professional responsibilities (Active Learning Methods). So that, they are responsible in making their students stand on their feet. Educational bureau of the region, in general, the school administration in particular should make a close and continues discussion and follow up on teachers to check whether they are honestly carrying out their professional responsibility.

Key Words: Active learning, cultural beliefs, cultural values

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INTRODUCTION

Culture has the ability to shape the ways in which learners receive, process and act on information and experience, shaping the particular way they learn from experience. For example, in high context culture, the one has to pay attention to the non-verbal behavior at the surroundings to grasp the full meaning of what is being communicated (Hall 1976, Nisbett 2003) this necessitates concrete experiencing of the situation at the school environment. One is in and inculcates the habits of thoughtfulness and reflection. The members of the high context cultures may thus be predisposed to concrete experience and reflective observation. But, in a low context culture, cognition and communication are context independent. Verbal articulation is essential to communicate. The members of such cultures rely on explicit logic (Hall 1976, Nisbett 2003). The learning mode that reinforced in such cultures may be abstract conceptualization. Here, one could deduce that, culture is a strong socializing agent in shaping students in connection with their learning. Thus, culture has the ability to shape the ways in which its members receive, process and act on information and experience, shaping the particular way student learn from experience. Culture influences learning. Because students interpret new information on the basis of their existing knowledge, constructivist pedagogy is affected on students' previous conceptions and beliefs about the topics to be studied. In line with this notion, Kemmis, 1995 has pointed out that, we are an integral part of our contextual cultures and traditions, and we reproduce them through our own acts.

STATEMENT OF THE PROBLEM

Culture influences learning. Because students interpret new information on the basis of their existing knowledge, constructivist pedagogy is affected on students' previous conceptions and beliefs about the topics to be studied. It emphasizes understanding instead of memorizing and reproducing information, and it relies on social interaction and collaboration in meaning making. Shared languages and cultures enable us to understand things in common, because individuals experience may attribute different meanings to similar things (Kemmis, 1995). Hence, the general, purpose of this study was to assess how learners' culture affected the implementation of active learning strategy in some selected preparatory schools in Benishangul Gumuz Regional State.

SIGNIFICANCE OF THE STUDY

The result of this study is expected to benefit stakeholders at different levels as it is uncovering the prevailing effect of learners' culture on the practice of

implementing active learning strategies in the preparatory schools. Further, the result also gives directions to policy makers in revising how active learning methods have to be work with different situations. In addition, the students' culture is ponderable in designing curriculum. It also redirects participants in the research, particularly to, teachers, students, directors, supervisors and administrators so as to make use effective utilization of learners' culture in active learning strategy appropriately. Moreover, this research could serve as a point of reference for other researchers or scholars to have further investigation related scientific issues or ideas at different level of learning.

METHODOLOGY

In this study, a mixed method was used. Qualitative and quantitative data were collected in order to respond the basic research questions, which were developed from the basic objectives. Mixed methods in research study intentionally engages a multiple set of approaches; all approaches were valuable and had something to contribute to understanding, but only partially (Creswell 2012). A Mixed research method is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study to understand research problem (Creswell & Plano Clark, 2011, cited in Cress well, 2012.). Further, Creswell, 2012 adds that mixed method research is not simply collecting two distinct "strands" of research-quantitative and qualitative. It consists of merging, integrating, linking or embedding the two "strands". The other scholar called Cohen, Marion & Morrison, (2003), confirms what is stated in the above quotation and explains as the use of several approaches and methods leads to a better understanding of the issue under investigation.

Population of the study

The total population for this research was 24 preparatory schools in the three (3) Zones in the region. The three zones were Metekel, Assosa and Kemash Zones. A population could be defined as a complete group of entities sharing some common set of characteristics and a sample is the group of specific population elements relevant to the study (Gay & Airasian, 2000).

Sample Size and Sampling Technique

This study used three data gathering tools to collect the required data in order to answer the basic research questions-like What were the opportunities and challenges learners' cultural values brought in connection with implementation of active learning strategy in the

preparatory schools in the region? To what extent did the learners' culture influence the implementation of active learning strategy in the preparatory schools of BGRS? And also, to what extent the learners' culture influenced the implementation of active learning strategy in the preparatory schools of BGRS?

The researchers used survey technique to assess the influence of students' culture over the implementation of active learning strategy in the class during their learning process in acquiring skills and knowledge.

It is difficult for researchers to take all the population size for research purpose. Therefore, scientific ways of sampling are advisable to commonest the short comings. The process of making a selection to include in the study is sampling (Gay & Airasian, 2000). The use of a reputational-case selection, according to Merriam cited in Gay & Airasian (2000), presumes the sample will provide valuable information for the researchers that will help answer the research questions. Systematic random sampling method was used to determine the number of sample preparatory schools in the zones of the region. As elucidated in the above lines of statements, out of the 24 preparatory schools in the region with the three distinct zones, 7 schools were the sample schools selected for the study. Therefore, three preparatory schools - Wombera, Mandra, and Mambuk were the selected sample schools in Metekel Zone; the three preparatory schools - Bambassi, Assosa and Mengie were from Assosa zone where as Kemash preparatory school was selected from Kemash zone. From the seven selected sample schools, there were six hundred students. From the six hundred students 25% (150) of the students was taken to fill the questionnaire in random sampling technique.

Based on the selected sample preparatory schools, questionnaire for teachers and students were randomly selected whereas purposive sampling technique was employed for some teachers who had participated in filling the questionnaire. But, the director, vice director, unit leaders, department heads and outstanding students were incorporated for interview based on availability.

Instruments

Questionnaire

In this study questionnaire was the main tool of data gathering. This was because, questionnaire created good opportunities to respondents in expressing their feelings and thought independently than other tools. Therefore, much information was obtained by using this instrument. It only comprises closed ended items which were administered to preparatory school teachers and students. The identified target groups responded on different items concerning their use of active teaching - learning approaches and how far student's cultural background influenced the application of active learning methods in their classrooms. A five-point Likert Scale questionnaire was used to collect data from the target groups.

Interview

Interview was used for the effective use of the study. In this regard, this tool helped to collect data from the interviewee about students learning culture in line with the implementation of active learning strategy in the class. An interview is a form on which the researchers record answers supplied by the participants in the study. The researchers ask a question from an interview guide, listen for answers or observe behavior and record responses on the survey (Cresswell, 2012, 382). In this case, unstructured interview was used to react with participants to produce valuable information about the subject basically required.

Classroom Observation

Actual classroom observation was made to observe the overall teaching learning process in the classroom. The classroom observations were consisted of the following areas to confirm or triangulate the data obtained via other tools (a) whether teachers were applying active learning strategy while they were delivering their lessons; (b) what teachers and students did at the start, during and at the end of a lesson; and (c) whether students individually or in a group were free to express their opinions and to interact with each other and their teachers.

Method of Data Analysis

Results and Discussion

The following table describes data that deals about the teachers' culture of engaging in reflective activities after different teaching strategies were used in the class room. The data was analyzed on the facts assessed about culture of preparing lesson plan, and the way teachers communicate learning objectives.

Table 1. Teacher's culture of engaging in reflective activities

| No. | Items | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
|-----|-------------------------------------------------------------------------------------|---|------|---|-------|----|-------|----|-------|----|-------|
| 1.1 | I always prepare daily lesson plan | 2 | 3.17 | 6 | 9.52 | 2 | 3.17 | 19 | 30.1 | 34 | 35.96 |
| 1.2 | I develop SMART daily lesson objectives | 2 | 3.13 | 0 | 0 | 12 | 18.75 | 30 | 46.8 | 20 | 31.25 |
| 1.3 | I always communicate the lesson objectives to my students | 1 | 1.56 | 7 | 10.93 | 10 | 15.6 | 39 | 60.84 | 7 | 10.93 |
| 1.4 | I prepare class activities in line with the specific objectives of the daily lesson | 3 | 4.62 | 4 | 6.16 | 15 | 23.1 | 23 | 35.42 | 20 | 30.5 |
| 1.5 | I always get ready for my class a day before the class | 2 | 3.18 | 0 | 0 | 8 | 12.7 | 18 | 28.6 | 35 | 55.6 |

Key: 5=Strongly Agree, 4=, Agree 3=Neutral, 2= Disagree ,1=Strongly disagree

Question no one is presented to some selected teachers to check whether teachers prepare daily lesson plan to support their daily routine, so that out of 53(100%) respondents, 34(35.59%) them replied that they were strongly disagreed to the idea of preparing daily lesson plan in order to support learners. Whereas, 19 (30.15 %) of them were disagreed that they were not preparing daily lesson plan assist the teaching process, but 2(3.17%) of them replied that they did not realize whether they have prepared or not. 6(9.52%) of them agreed to the question presented to them. But the collected fact reveals that 2 (3.17%) of them were strongly agreed with the preparation of daily lesson plan.

The next question states whether teachers have evaluated the quality of their objectives in terms of SMARTness of the objectives they set in their daily lesson plan. So that, 20(31.25 %) of them strongly disagreed to the SMARTness of their daily lesson plan objectives. And, 39(46.87%) of the sample respondents disagreed that their objectives fulfill the smart measurements of daily lesson plan. Fortunately, 12 (18.75%) of the respondents did not have stands whether their objectives were SMART or not. Lastly, few teachers strongly agreed to the SMART quality of their daily lesson plan.

7(10.93%) of the teachers strongly disagreed that they have communicated the daily lesson plan objectives to their students before they began their lesson and 39 (60.84%) them have disagreed that they have communicated their daily lesson plan objectives to the students. Ten (10) (15.60%) of them were not quite sure whether they communicated the objectives or not. Seven (7) (10.93%) of them agreed that they shared the lesson objectives with their students. Oppositely, 1(1.56%) of the respondents strongly agreed that they imparted the daily lesson plan objectives.

Following the third question, the fourth one focused on digging out whether teachers had experienced to align the tasks they had prepared to their students with the objective they have set. The data revealed that 20 (30.5%) of the teachers have strongly disagreed that they had experiences of aligning the tasks with the objective of the daily lesson plan and 23(34.2%) of the teachers have disagreed that they have habited of aligning the objectives and the activities they have presented to their students. Considerably, 15 (23.1%) the respondents have replied that they had no idea whether the task they had presented to the class align with the objectives of the daily lesson plan. Reversely, four 4(6.17) of the respondents agreed with the notion that the objectives and the activities have had correspondence with the objective; whereas, three 3(4.62) teachers had strongly agreed with the relationship between the objectives and the activities they had prepared.

The final question in this category fixed to figure out if teachers had the experience of preparing themselves for the lesson they had prepared to teach in the next session. As a result of this fact, the responses gained from the respondents have reflected that 35(55.65%) of the respondents had strongly disagreed that they had developed the habit of preparing themselves ahead of the next session that they were going to teach. And, eighteen (18) (28.62%) of the respondents had disagreed that they had the trends that let them prepared ahead of the next session. However, eight, (8) (12.72%) of the respondent neither responded nor recognized whether they had prepared for the next period ahead of the program. Likewise, the data obtained through unstructured interview and class room observation parallelly proves that the teachers were not preparing daily lesson plan. This fact extends to failing in communicating objectives, and designing participatory activities. Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize students' understanding (Jensen, 2001). On the other hand a data obtained through interview consolidates facts analyzed from questionnaire.

...of course, the school director and supervisors speak about active learning method to be implemented in all classes. On the contrary they asked us to cover all the lesson in the text book. I do not have enough time. The book is too bulky to finish it on the time scheduled so I prefer to teach more of talk and chalk because I can

move on my own pace to cover the lesson as per the schedule. To be frank I know that students should involve in the lesson but as I told you earlier it is time consuming so I did not have to take too much time on a single topic. Let me tell you some fact, I am evaluated and given rank based on the covering all the lesson in the textbook. You know I do not want to miss my career rank. So, this is the fact (excerpt from interviewee).

.... Even if I try to use student center approach many students are reluctant to participate and do the activities I provide in the class. To your surprise when they are asked to evaluate their teachers, they give better marks to teachers who did not ask them to do on their own when compared with those teachers who asked them to do activities in order to implement the active learning method. Following this fact, culture of offering feedback and assigning students for role of students in a class were extremely poor. Besides, nature and culture of assessing students' progress against some learning outcome was not seen as part of teaching learning.

An unstructured interview is a type of interview that is non-directive in nature. Here, the interviewer does not rely on a set of standardized questions, but adopts spontaneity when gathering relevant information from the respondent in line with the purpose of the interview. In some way, an unstructured interview is similar to an everyday conversation because of its informal and free-flowing nature (Form plus Blog,2019). Hence, this section dealt with the interview part which was made with different preparatory school teachers who taught at the selected sample areas. The researchers met different subject teachers and made interview in connection with active learning methods of teaching-which ponderable focused on lesson plan preparation, where an explicit attention was not given to delivering lessons based on lesson plan and there has not been Question-answer cultures too in the class. On the other hand, the result of classroom observation also indicated that there was very poor culture of making engage students on different lesson's activities during offering lessons. Unlikely, there was very high teacher engagement with very low student participation at any concern of classroom activities so students fail to master the objectives of the lesson that they ought to understand.

Table .2. Teachers' habit of designing interactive lesson

| | | | | | | | | | | | |
|------|--------------------------------------------------------------------|---|------|----|-------|----|-------|----|-------|----|-------|
| 1.6 | I design a lesson that engages my students | 0 | 0 | 8 | 12.6 | 13 | 20.6 | 28 | 44.4 | 14 | 22.2 |
| 1.7 | I focus on activities that involves individual students | 2 | 3.33 | 9 | 15 | 20 | 33.3 | 25 | 41.6 | 4 | 6.66 |
| 1.8 | I vary the active learning methods during my lesson preparation | 2 | 3.27 | 7 | 11.47 | 9 | 14.75 | 39 | 63.93 | 4 | 6.55 |
| 1.9 | I assign different roles to each student when I arrange group work | 2 | 3.17 | 14 | 22.22 | 16 | 25.39 | 24 | 38.09 | 7 | 11.11 |
| 1.10 | I allow students to reflect their feelings | 0 | 0 | 7 | 10.7 | 10 | 15.3 | 34 | 52.3 | 14 | 21.5 |

This section deals with the issue of engaging students in their learning through designing lesson that involves students. In connection with the above-mentioned points, 14 (22.22 %) of the respondents had strongly disagreed on the theoretical aspect of designing lesson plan that is planned very well to engage students in their learning. Twenty eight(28) (44.44%) of the respondents disagreed that they had the experience of critically thinking while preparing lesson plan in order to get involve students where 13 (20.63%) of the respondents did not consider to engage their student in their learning when they had preparing their lesson plan at all. None of the respondents had agreed in the idea of preparing engaging activities during lesson planning. With this respect, 4(6.66%) had strongly disagreed that individual instruction should be incorporated in our lesson to satisfy the needs of their students. So that, everyone was made sure that they were satisfied with the lesson they were working on. Moreover, 25 (41.66%) the respondents disagreed that they feel individual instruction is important to help students engaged in their learning. In loosen attention, 20 (33.33%) of the teachers replied that they did not consider their student individual needs. However, 9 (15%) respondents agreed with the idea of preparing individualized instructions to their students; and 2(3.33%) respondents had strongly agreed with the point which stated that students need to get individualized instruction.

Consequently, 4 (6.55%) respondents strongly disagreed that altering the different active learning methods to facilitate student learning was possible. Most of the respondents, that is 39(63.93%) of the target groups disagreed that varying the different active learning was important. Likewise, 9(14.75%) of the respondents replied that they did not agreed or disagreed with the concept of using and varying the active learning methods in the lesson. Unlike to the above presentation, 7 (11.47%) of the respondent agreed that altering active learning methods in the classroom was important.

Most unlikely, 2 (3.27%) of the participants strongly agreed with varying different active learning methods to facilitate the learning. On top of the above questions, the respondents were asked if they had given group activities and assigned different group roles to the group members; so that, they would get an opportunity to play different roles and take part in their group activities. The response gained from the respondents showed the following distribution of statistics. That is 7 (11.11%) of the respondents strongly disagreed that assigning different group roles to the students would bring effects; and, 24 (38.09%) of the respondents disagreed that different role assignment is an important aspect of the teachers in lesson preparation. 16 (25.39%) of the respondents were not quite confident to label the question as agree or disagree. 14 (22.22%) of the respondent agree with the role variation in the group work; whereas, 2 (3.17%) of the respondents were strongly agreed with role assignment and varying the roles. Roles specify the types of behavior expected of individuals who occupy particular positions. In this manner, Forsyth, (1999) notifies that, Peoples' behavior within a group is largely determined by their beliefs about the group and its members and their place in the scheme of things. On the other hand, role clarification and role negotiation deliberately address these beliefs (Linda Nyheim 207).

Meanwhile, 14 (21.53%) teachers strongly disagreed on the point of allowing students to reflect what they felt about what they had learned in a session, and, 34 (52.3%) teachers had shown their disagreement that they allowed their students to reflect their thought about the lesson that they had learnt to encourage self-expression. 10 (15.38%) respondents had neutral feeling about reflection of students thought about the lesson they have learnt. But, 7 (10.76%) of teachers had agreed about allowing some time to students to think and reflect their feeling about a lesson that they had exposed to. Ovens and Tinning (2009) believed that through engaging in reflective activity, students could begin to peel back some of the layers of their social reality and search for the social structures which have contributed to their oppression.

Similarly, data collected via interview strengthens facts obtained and analyzed through other tools... well active is meant to be applied in small class size but the class we have in our school is to large where you can't try it. Simply when it comes to active learning/ student centered issue the number of students you find in the class would not encourage you to try it. One may realize teaching is an attempt /actively so as to help individuals or students so that they can acquire or gain some skill, attitude, knowledge, beliefs, convictions or appreciations (Biadigligne Ademe, 2010)

...I have tried a number of times to ask questions in my class but only few students have participated. I did not want to create inappropriate teaching learning environment so I did my lesson on my own. Sometimes some students gave a nick name as Mr./Mrs / Ms. question is coming to class. Some left the class before that teacher- Mr./Mrs / Ms. question- has come....

Therefore, it could be concluded that some teachers did not come with reason since those teachers didn't use different active methods were due to some factors, such as the class size, where a number of students were exceeding sixty and even the classroom was not comfortable to run student –centered ways of teaching at all.

Table 3. Teachers habit of treating their students'

| No. | Items | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
|------|-----------------------------------------------------------------|---|------|---|------|----|-------|----|-------|----|-------|
| 1.11 | I encourage students even though they may make errors | 2 | 3.44 | 1 | 1.72 | 12 | 20.68 | 33 | 56.89 | 10 | 17.24 |
| 1.12 | I always consider error is a sign of learning | 0 | 0 | 2 | 3.33 | 13 | 21.66 | 28 | 46.66 | 17 | 28.33 |
| 1.13 | I correct my students whenever they make errors | 2 | 3.33 | 3 | 5 | 9 | 15 | 22 | 36.66 | 24 | 40 |
| 1.14 | I limit my approach to my students (not analyzed) | 1 | 1.72 | 4 | 6.89 | 14 | 24.13 | 33 | 56.89 | 6 | 10.34 |
| 1.15 | I use the result of continuous assessment as a learning process | 1 | 1.85 | 2 | 3.17 | 11 | 17.46 | 31 | 49.20 | 18 | 28.57 |

As could be shown on the above table, 10 (17.24%) of the respondents strongly disagreed that they had encouraged their students whatever they make error during lesson; and, 33 (56.89%) of the respondents disagreed that they encourage students to explore more even though they had making errors while learning. Twelve (12) (20.68%) of the respondent replied that they did not clearly know whether they had encouraged or discouraged their students when they

made errors. Insignificantly, 3 (5.16%) of the respondents agreed on encouraging students' errors and they did not encourage errors as sign of learning.

The second question under this category seeks to find out if classroom teachers perceived students' error as a sign of learning or not. Following this point of study, 17(28.33%) of the respondents strongly disagreed that they had considered students' error as a sign of learning; and, 28(46.66%) of the respondent had disagreed that they felt students' errors were results of the attempts of learning. 13(21.66%) of the respondents did not see whether students' errors were sign of learning or sign of failure while 2 (3.33%) of the participants of the study, had agreed that students' error were sign of learning.

Moving on to this issue, 24(40%) of the respondents did not correct their students' error whenever the students have made errors; besides, 22(36.66) of the them disagreed that they have corrected their students' error whenever the students have made mistakes. 9(15%) of the respondents have not encouraged or discouraged students' error in the classroom while teaching lesson. 5(8.33%) of the respondents replied that they gave correction to every errors of the students. Therefore, 18(28.57%) of the respondents strongly disagreed that they have used the result of students' error as a building block to strengthen the students learning; similarly, 31(49.20%) of the respondents disagreed that they look at the students' error as spring board to build up on it so that students would benefit out of their errors. Meanwhile, 11(17.46%) of the respondents have not taken students' error neither as a sign of learning nor failure; but, 3(5.01%) of the respondents agreed on the result of the students' error important. Study shows that, errors are a natural by-product of attempting challenging learning tasks and they may, in particular, provide learning opportunities (Van Lehn, 1988). Recent research findings in educational psychology and contemporary cognitive psychology (e.g. Cyr & Anderson, 2014; Van Lehn, Siler, Murray, Yamauchi, & Baggett, 2003) give reason to revisit ancient wisdoms like "Mistakes are the stepping stones for learning" or "You can always learn from your mistakes."

Table 4: Teachers' habit of reflecting their own lesson after delivery #

| No. | Items | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
|------|--------------------------------------------------------------|---|------|---|------|----|-------|----|-------|----|-------|
| 1.16 | I always sit and reflect the lesson I delivered. | 4 | 6.45 | 5 | 8.06 | 11 | 17.74 | 28 | 45.16 | 14 | 22.58 |
| 1.17 | I enjoy with the success of my students. | 0 | 0 | 4 | 6.34 | 12 | 19.04 | 23 | 36.50 | 24 | 38.09 |
| 1.18 | I identify my area of improvement from the lesson I deliver. | 0 | 0 | 4 | 6.66 | 11 | 18.33 | 29 | 48.33 | 16 | 26.66 |
| 1.19 | I always give feed back to my own lesson | 0 | 0 | 4 | 6.45 | 8 | 12.90 | 28 | 45.16 | 22 | 35.48 |

The first question was aimed at identifying whether teachers had an experience of reflecting on the lesson they had presented in the classroom to their students. So that, 14(22.58%) of the respondents strongly disagreed that they had always sat down and evaluate the success of their lesson. Twenty (28) (45.16%) of the respondents disagreed that they had sat down and understood the success of their lesson. Despite these all facts where seen 11(17.74%) of the respondents had not quite sure whether they had evaluated the success of their lesson or not. But, 9(14.51%) of the respondents had experience of evaluating the lesson they had presented in the classroom. To the contrary, twenty, four (24) (38.09%) of teachers had not strongly confirmed that they evaluate the success of their students and enjoyed it very much where 23(36.50%) of the respondents had shown their disagreement that evaluating student's success would give them pleasure. 12(19.04%) of the respondents did not recognize whether they evaluated and sensed it. Four, (4) (6.34%) of the respondents had agreed with the evaluation of their student's success and enjoying it.

Thirdly, 16(26.66%) of the respondents had shown strong disagreement to the statement; where, 29(48.33%) of the respondents had disagreed to the statement provided to them. But, 11(18.33%) of the respondents had no idea of identifying their areas of improvement. Four (4) (6.66%) of the respondents agreed to the identification of areas of improvement. The last question for this set was asked to know if teachers gave feedbacks to their own activities. Twenty-two (22) (35.48%) of the respondents strongly disagreed that as they were engaged on giving feedback to their own works. Twenty-eight (28) (45.16%) of the respondents disagreed that they gave feedback to their works. Eight (12.90%) of the respondents did not acknowledged or rejected whether they give feedback to their work or not. On the opposite manner, 4(6.45%) respondents had reflected that they evaluated and give feedback to their won activities.

Table 5: Teachers habit of Treating students in class room

| No. | Items | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
|------|--------------------------------------------------------------------------|---|------|---|-------|----|-------|----|-------|----|-------|
| 1.20 | I always talk to my students as they entered or left the class | 0 | 0 | 2 | 3.27 | 11 | 18.03 | 36 | 59.01 | 12 | 19.67 |
| 1.21 | I build strong relationship with individual student during my class | 2 | 3.27 | 6 | 9.83 | 7 | 11.47 | 26 | 42.62 | 20 | 32.78 |
| 1.22 | I always be aware of every student's strength and contribution | 2 | 3.16 | 9 | 14.22 | 15 | 23.70 | 24 | 37.92 | 13 | 20.54 |
| 1.23 | I involve the whole class in sharing/ planning/ evaluating the progress. | 4 | 12.5 | 3 | 9.37 | 11 | 34.37 | 3 | 9.37 | 11 | 34.37 |

As it is depicted on the above table, 12(19.67%) of the respondents replied that as they did have strong disagreement with making strong relationship with their students when they came into class and left the class, too. Almost in Parallel sought, 36(59.01%) of the teachers disagreed with the social bond making with their students; where, 11(18.03%) of the teachers replied that they were not aware of the importance and disadvantage of making social bond with their students. However, 2(3.27%) of the respondents agreed with the creation of social relationship with their students. Twenty (20) (32.78%) of the teachers strongly disagreed that they made relationship with their students on individual basis. Twenty-six (26) (42.62%) of the respondents replied that they disagreed in making relationship with their student. Seven (7) (11.47%) of the teachers have no any concern in making individual relationships with their students. Eight (8) (13.10%) of the respondents agreed that making strong relationship with individual students was one part of the profession.

Accordingly, 13(20.54%) of the respondents strongly disagreed that they had the experience of identifying their student's strengths and weaknesses; and, 24(37.92) of the them disagreed that assessing their student's strengths and weaknesses adds nothing. 15 (23.70%) of the respondents agreed that they had no idea of identifying their student's strengths and weaknesses. Finally, 11(17.38%) of the respondent identified that assessing their students' strengths and weaknesses while teaching the daily lesson. The fourth question focused on if the teachers had adapted the experiences of involving the whole students in evaluating the progress of the lesson or not. 14(43.74%) of the respondents had strongly disagreed in evaluating the progress of the lesson involving their whole students. While, 11(34.37%) of the respondents had no idea of involving whole students in the evaluation of the lesson progress or not to involve them the evaluation, too. But the data collected revealed that 7(21.87%) of the respondent agreed to involve the students in evaluating the lesson progress.

Table 6: The next thematic area focused on if teachers varied instructional practice and class room routines in order to address the needs of individual learners.

| No. | Items | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
|-----|-----------------------------------------------------------------------|---|------|----|-------|----|-------|----|-------|----|-------|
| 2.1 | I always vary student groups, individual, pairs and small group | 0 | 0 | 14 | 22.5 | 15 | 24.1 | 27 | 43.5 | 6 | 9.67 |
| 2.2 | I use multiple modes of instructions with emphasis on active learning | 2 | 3.22 | 4 | 6.45 | 16 | 25.80 | 31 | 50 | 9 | 14.51 |
| 2.3 | I made flexible use classroom space, time and material | 0 | 0 | 11 | 18.0 | 19 | 31.1 | 22 | 36.0 | 9 | 14.7 |
| 2.4 | I communicate clear direction for multiple tasks | 0 | 0 | 6 | 10.5 | 4 | 7.0 | 38 | 66.6 | 9 | 15.7 |
| 2.5 | I provided effective rules/ routines that supported individual needs | 2 | 3.33 | 14 | 23.33 | 13 | 21.66 | 27 | 45 | 4 | 6.66 |
| 2.6 | I display effective classroom management | 2 | 3.27 | 6 | 9.83 | 15 | 24.59 | 23 | 37.70 | 15 | 24.59 |

As it has been shown, 33(37.21%) of the respondents strongly disagreed that they always vary student groups, individual, pairs and small group activities during their lesson delivery in their classroom. Fifty (15) (24.19%) of the respondents either did not always vary student groups, individual, pairs and small group or did not be aware of the importance of doing it. But, 14(22.58%) of the respondent strongly agreed with varying student groups, individual, pairs and small group during their lesson. In similar ways, forty (40) (64.51%) of the participants strongly disagreed that they had used multiple modes of instructions with emphasis on active learning in their classroom lesson delivery where 16(25.80%) of the respondents did not agreed or disagreed whether they used multiple modes of instructions with emphasis on active learning or not. Whereas 6(9.67%) of the respondent agreed that they used multiple modes of instructions with emphasis on active learning.

Then, thirty one (31)(50.81%) of the target groups mentioned that they had not made flexible use classroom space, time and material to facilitate their lesson delivery in the classroom; Nineteen (19) (31.14%) of the respondents had not clearly know whether they had made flexible use classroom space, time and material to facilitate their lesson delivery in the classroom. To the contrast, 11(18.03%) of the respondent made flexible use of classroom space, time and material. Forty-seven, (47) (82.44%) of the respondents responded that they had not communicated clear direction for multiple tasks activities.4(7.01%) of the respondents replied that they did not clearly know whether they communicated clear direction for multiple tasks that they offered in the classroom to their students to practice certain skills. On the other hand,6(10.52%) of the respondents replied that they communicated clear direction for multiple tasks that they offered in their classroom. Besides, 31(51.66%) of the respondents have replied that they have not provided effective rules/ routines that supported individual needs while presenting lesson in the classroom. 13(21.66%) of the sample respondents responded that they did not exactly know whether they did/ did not provide effective rules/ routines that supported individual needs in their lesson.16 (26.66%) of the respondents said that they provided effective rules/ routines that supported individual needs.

Finally, 39(62.29%) of the respondents believe that they did not display effective classroom management in order to support their lesson to achieve their objectives. 15(24.59%) of the respondents were not quite sure whether they did display effective classroom management in order to support their lesson to achieve its objectives. 6(13.10%) of the respondent agreed that they provided effective classroom management in order to support their lesson to achieve its objectives.

Table 7: Positive, Supportive Learning Environment

| No. | Items | 1 | 2 | 3 | 4 | 5 | % |
|-----|--------------------------------------------------------------------------------|---|------|---|------|---|-------|
| 3.1 | I respect all my students | 1 | 1 | 6 | 2 | 2 | 11.6% |
| 3.2 | I am sensitive to different cultures/ethnic group in the class | 3 | 1 | 9 | 14 | 3 | 33.3% |
| 3.3 | I acknowledge/ celebrate students' strengths/success | 2 | 7 | 3 | 1 | 7 | 24.3% |
| 3.4 | There exists active participation by a broad range of student | 0 | 0 | 5 | 7 | 8 | 20.0% |
| 3.5 | I always feel happy whenever my students ask questions/ request for assistance | 1 | 1.63 | 5 | 8.19 | 7 | 13.6% |
| 3.6 | I emphasis on competition against self not with other students | 0 | 1 | 5 | 8 | 4 | 11.6% |

Based on the above table (89.99%) of the respondents agreed that they were aware of the good outcome respect for students. But,3 (5%) of the respondents responded that they did not take in to account the effect of good relationship with students through respect that students might need from their teachers. 3(4.99%) respondents felt that they did not think that respect would bring a change in their classroom. This question was provided to the participants aiming at looking the culture of teachers if they have shown respects to their students feeling that it would affect the classroom interaction in some way

In connection with the previous points, 45(73.76%) of the respondents replied that they did not really sense the sensitivity of the cultures that would be the result of the presence of different ethnic groups in the class which would play its own role in teaching learning process. 4(6.55%) respondents disagreed that giving any attention to the cultures that would be the result of the presence of different ethnic groups in the class which would play its own role in teaching learning process. 12(19.66%) of the respondents did not take care of cultures that would be the result of the presence of different ethnic groups in the class which would play its own role in teaching learning process.

The study reveals that,49(8.32%) of the teachers had no the culture of identifying and acknowledging or celebrating their student's strengths or success in their class to encourage hard work. 7(11.47) of the respondents did not officially aware of identifying and acknowledging or celebrating their student's strengths or success in their class to encourage

hard work. Unlike to the above expressions, 5(8.18%) of the respondents did not identify and acknowledge or celebrate their student's strengths or success in their class to encourage hard work. As a conclusion, on this section, the researchers were investigating the points targeting at searching whether teachers had developed a culture of acknowledging or celebrating their student's strengths or success in their class to encourage hard work

Base on the facts obtained from the participants, 46 (77.95%) of the respondents have strongly disagreed that they intentionally prepare tasks to involve a number of the task. 8(13.55%) of the respondents were not sure whether they plan the task in order to participate large number of students or not. 5(8.47%) of the teachers agreed that they prepared tasks to enable their students take part in the tasks they present to the class. Hence, this question tried to find out whether teachers created mechanisms for many students to participate in a number of activities that they prepared to deliver their lesson. The fifth question aimed to figure out whether teachers welcome any kind of questions or requests whenever the students raised to them. 51(83.59%) of the respondents felt confident whenever their students had raised any kind of questions or requests. 4(6.55%) of the respondents did not have reaction to the statement. Even though much of the information inclined to negative conclusion six (6) (9.82%) of the respondents felt comfortable whenever their students had raised any kind of questions or requests.

In line with data read from the above table, it could be possible to draw the analysis that ,32(52.45%) of the respondents responded that they preferred self-competition over group competitions. Following this, 18(29.50%) of the respondents replied that they did not give attention to the kind of competition that students should go for. However, 11(18.03%) of the respondents replied that they preferred the relative competition that students should make.

Student's Response Analysis

The students were provided with questions that trigger them to elicit what they have experienced while they were grown in their home. The intentions of the questions were to check out if the students were aware of their back ground knowledge that could possibly affect their school life (classroom learning). The interpretation of the responses gained through this section of the research question would be presented below.

Table 8: Analysis of facts on whether students were able speak freely, involve in decisions on personal needs, opportunities in involving in parental discussions

| I Students' home culture | | | | | | | | | | | |
|---------------------------------|---------------------------------------------------------------------------------------|----|------|----|-------|----|-------|----|-------|----|-------|
| | Items | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
| 1.1 | <i>I freely speak to my father at home</i> | 2 | 1.18 | 12 | 7.10 | 32 | 18.9 | 59 | 34.9 | 64 | |
| 1.2 | <i>My parents used to allow me to decide up on my personal needs</i> | 10 | 5.84 | 12 | 7.01 | 37 | 21.63 | 45 | 26.31 | 67 | 39.18 |
| 1.3 | <i>My parents support me to make my own decision</i> | 6 | 3.42 | 24 | 13.71 | 28 | 16.00 | 66 | 37.71 | 51 | 29.14 |
| 1.4 | <i>I always discuss with my parents about all matters I need to discuss with them</i> | 5 | 2.89 | 18 | 10.40 | 20 | 11.56 | 58 | 33.52 | 72 | 41.61 |

From the facts displayed on the above table, 123(72.77%) of the participants responded that they have never freely communicated whatever they like to communicate with their parents. Surprisingly, 32(18.93%) of the them even did not recognize whether they had communicated freely with their parents or not. 14(8.28%) of the respondents had responded that they have communicated with their parents freely. The second question addressed to the respondents aimed at gathering information whether their parents have given them an opportunity to decide on the personal issues or not. 112(65.49%) of the respondents responded that their parents did not allow them to decide on their personal issues. 37(21.63%) of the respondents responded that they did not remember when their parents allow them to decide on their personal issues. 22(12.85%) of the respondents agreed that their parents gave them the opportunity to decide on the personal matters.

The study explores, too, that, 117(66.85%) of the respondents have responded that their parents did not support them to make their own decision. 28(16%) of the respondents did not recognize whether their parents support them to make their own decision or oppose their personal decision making. Contrary to the facts depicted above, 30(17.13%) of the respondent responded that their parents were active enough in supporting them to make their own decisions. In correspondence to habit of discussing any matter that demands them to discuss it with their parents, 130(75.13%) of the respondents responded that they did not have any discussions with their parents whatever they want to discuss; where, 20(11.56%) of the respondents were not confident to agree or disagree to the statement. But, 23(13.29%) of the respondents have responded that they usually discuss with any matter they had with their parents.

Table 6: Analysis of facts on parents' support, opportunities in leading family discussion, responsibility of carrying out oneself, and shouldering responsibilities

| <i>I</i> | Students' home culture | | | | | | | | | | | | | | | |
|----------|-----------------------------------------------------------------------|--|----|------|--|----|-------|--|----|-------|--|----|-------|--|----|-------|
| 1.5 | <i>My parents support solving problems in discussion</i> | | 10 | 5.81 | | 8 | 4.65 | | 26 | 15.11 | | 46 | 26.74 | | 82 | 47.67 |
| 1.6 | <i>My parents gave me opportunities to lead the family discussion</i> | | 16 | 9.24 | | 44 | 25.43 | | 35 | 20.23 | | 52 | 30.05 | | 26 | 15.02 |
| 1.7 | <i>I have always given responsibility to carry out by myself</i> | | 8 | 4.79 | | 12 | 7.18 | | 22 | 13.17 | | 40 | 23.95 | | 85 | 50.89 |
| 1.8 | <i>I always shoulder the responsibilities given by my parents</i> | | 5 | 2.87 | | 10 | 5.74 | | 16 | 9.19 | | 69 | 39.65 | | 74 | 42.52 |
| 1.9 | <i>I always enjoyed leading the family discussion</i> | | 13 | 7.64 | | 9 | 5.29 | | 22 | 12.94 | | 37 | 21.76 | | 89 | 52.35 |

The researchers got an opportunity on to figure out whether respondents' parents had trained their children to solve any problem through discussion. Then, 128(74.41%) of the respondents had responded that they did not had the habit of solving problems through discussion. 26(15.11%) of the respondents did not agree or disagree to the statement. 18(10.46%) of the respondents responded that they had solved any problem they faced through discussion.

Possibly, it could be an easy activity to read the fed data on the above table for it reveals that 78(45.07%) of the respondents responded that their parents did not allow them to lead family discussions. 35(20.23%) of the respondents responded that they did not clearly remember the family discussion in the family. And, 60(34.67%) of the respondents responded that their parents gave them the opportunity to lead family discussion.

In exploring the facts obtained scientifically, the seventh question was presented to the respondent to know whether families of the respondents gave their children activities to carry it out responsibly; where 125 (74.84%) of the respondents responded that they were not given duties to carry out it without the supervision of their parents. 22(13.17%) of the respondent did not exactly know whether they were given responsibilities to discharge it responsibly or not. Finally, 20(11.97%) of the respondents responded that they were given responsibilities to carry it out with all mandates. Among the questions provided to the target groups question no-8 was presented to the them so as to gather facts whether they were responsibly discharging the responsibilities hand over to them by their parents or not. As a result, 143(82.17%) of the respondents replied that they did not responsibly discharge the responsibilities that were given by their parents at all. 16(9.19%) of the respondents were not sure whether they were given responsibilities by their parents. 15(8.61%) of the respondents responded that they were given responsibilities by their parents and they were discharging it as needed. Similarly, question no-9, was presented to the respondents to know whether the respondents had enjoyed the responsibilities that they were given by their parents. 126(74.11%) of the respondents had replied that they did not enjoyed leading the family discussion. 22(12.94%) of the respondents did not know whether leading family discussion was enjoyable or not. 22(12.93%) of the respondents had replied that they enjoyed leading family discussion.

Table 7: Analysis on facts that deals accomplishing roles, respecting personal decision, and personal secrets in family

| <i>I</i> | Students' home culture | | | | | | | | | | | | | | | |
|----------|--------------------------------------------------------------------|--|----|-------|--|----|------|--|----|-------|--|----|-------|--|-----|-------|
| 1.10 | <i>My parents feel happy while I accomplish my roles correctly</i> | | 4 | 2.36 | | 10 | 5.91 | | 20 | 11.83 | | 34 | 20.11 | | 101 | 59.76 |
| 1.11 | <i>My parents respect my personal decision</i> | | 15 | 7.85 | | 10 | 5.2 | | 54 | 28.27 | | 70 | 36.6 | | 42 | 21.98 |
| 1.12 | <i>I have no personal secret to my parents</i> | | 45 | 20.01 | | 53 | 30 | | 37 | 21.83 | | 25 | 14. | | 13 | 7.5 |

One could have understood here that, 135 (79.87%) of the respondents had replied that they did not have praised for the responsibilities they had discharged. Connectively, 20(11.83%) of the respondents did not exactly know whether they had discharged the responsibility and praised for that; where as 14(8.27%) of the respondents had agreed that they were praised for the responsibilities that they had discharged as expected from. From this description, 112(58.62%) of

the respondents had replied that they were not welcomed by their parents with the decisions they had made on their own without the knowledge of their parents. 54(28.27%) of the respondents had not evaluated their decisions vis vis the decision of their parents about the decisions they had made on their own. 25(13.08%) of the respondents have responded that they had agreed that their parents were happy about the decision they took on their own.

The other question presented to the respondents was to know if the respondents (students) did not have any secret that they did not hide from their parents. So that, 98 (50.64%) of the respondents had replied that they had issues that they did not share with their parents. 37(21.83%) of the respondents were not quite confident to agree or disagree with the statement they were presented. 48 (21.91%) of the respondents replied that they did not have any secret to their parents.

Students' School Culture

The other thematic area that was incorporated in the research question was the habit of students at their school. This part of the research question aimed to compare what the students (respondents) had developed at home and what they have done in the school.

Table 8: The Status of Students' School Culture

| STUDENTS SCHOOL CULTURE | | | | | | | | | | | |
|-------------------------|----------------------------------------------------------------------------|----|-------|----|-------|----|-------|----|-------|----|-------|
| | | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % |
| 2.1 | <i>I always participate in pair / group work</i> | 2 | 1.1 | 5 | 2.2 | 0 | 0 | 23 | 13 | 34 | 10 |
| 2.2 | <i>I reflect my part during the group work</i> | 9 | 5.1 | 9 | 5.1 | 7 | 4 | 29 | 16 | 10 | 5 |
| 2.3 | <i>I feel that my contribution is very important for the group success</i> | 21 | 12.57 | 6 | 3.59 | 21 | 12.57 | 39 | 23.35 | 80 | 47.90 |
| 2.4 | <i>I prefer learning independently</i> | 52 | 30.67 | 18 | 10.59 | 41 | 24.11 | 28 | 16.6 | 47 | 28.18 |
| 2.5 | <i>Cooperative learning is not my favorite</i> | 31 | 18.30 | 27 | 16.10 | 24 | 14.24 | 37 | 22.22 | 47 | 28.18 |

It would not be difficult to come to the conclusion based on the facts shown in the above table, following this, 139(80.90 %) of the respondents replied that they did not like participating in group/pair work. 23(13.29%) of the respondents replied that they did not know exactly whether they participate in the group/ pair work. And, 11(6.35%) of the respondents had replied that they always participate in the group/pair work. Therefore, the first question in this category asked the respondents if they voluntarily participate in group or pair work in the lesson that they had attended

The second question presented to the respondent was to know if the respondents had reflected their own idea during the group/pair work. 155(89.07%) of the respondents replied that they did not give any care about their share during group work activity. 18(10.36%) of the respondents replied that they did care about the contribution they had during group/pair work.

The third question presented to the respondents was to dig out how respondents felt about their contribution for the success of the group/pair work given by their teachers. 119(71.15%) of the respondents replied that they did not understand the part they need to play in the group activity. 21(12.57%) of the respondents did not give attention to their contribution for the success of the group work. 27(16.16%) of the respondents were cognizant about the contribution of each group member for the success of the group work activities. Seventy (70) (40.16%) of the respondents agreed that they preferred to learn independently. 41(24.11%) of the respondents were confused to give to express their preference of learning independently or not. 59(34.70%) of the respondents replied that they did not prefer learning independently.

The last question under this category states that cooperative learning is not the preferences of the respondents or not. 58(34.93%) of the respondents replied that they prefer cooperative learning. 24(14.45%) of the respondents failed to decide whether cooperative learning is their preference or not. 84(50.59%) of the respondents did not prefer cooperative learning.

Table 9: Analysis on Students School Culture

| STUDENTS SCHOOL CULTURE | | | | | | | | | | | |
|-------------------------|------------------------------------------------------------------------------------------------|----|-------|----|-------|----|-------|----|-------|-----|-------|
| 2.6 | <i>I take the group leading role</i> | 29 | 17.15 | 10 | 5.91 | 25 | 14.74 | 50 | 29.58 | 55 | 32.5 |
| 2.7 | <i>Our teacher assigns us a group role during group work activity</i> | 25 | 14.45 | 12 | 6.93 | 28 | 16.18 | 34 | 19.65 | 74 | 42.77 |
| 2.8 | <i>I always believe that pair work/group work fosters active learning methods in the class</i> | 3 | 1.73 | 8 | 4.62 | 21 | 12.13 | 40 | 23.12 | 101 | 58.8 |
| 2.9 | <i>I always practice activities in groups/pairs</i> | 6 | 3.92 | 14 | 9.15 | 31 | 20.2 | 48 | 30.3 | 54 | 35.9 |
| 2.10 | <i>The classroom environment assists active learning methods</i> | 35 | 20.46 | 29 | 16.95 | 33 | 19.29 | 40 | 23.39 | 34 | 19.88 |

The result of the study shows that, 105(62.12%) of the respondents replied that they did not take group leading role. That means, they strongly disagreed on the point failing leading the groups while group activities were assigned or taking place in the class. The data revealed that 25(14.74%) of the respondents neither knew nor took group leading role or not. But, 39(23.09%) of the respondent replied that they took group leading roles. So that, this question posed or was asked to know if respondents were aware of the group role that group members need to play. Additionally, the seventh question presented to the respondent was to get information if school teachers had assigned group roles while they gave activities in group to their students. Hence,108(62.42%) of the students replied that their teachers did not assign group roles to students during group work activity. And,28(16.18%) of the respondents responded that they did not confirm or reject whether their teachers were giving them group roles during group work activities. 37(21.38%) of the respondents replied that they were assigned roles during group work activity by their teachers.

One hundred forty-one ,141(81.20%) of the respondents denied the role that the group/pair work activities given in the class that it fosters active learning methods. 21(12.13%) of the respondents did not recognize whether pair/group work fosters active learning or not. Unlike to the first statement under this paragraph,11(6.35%) of the respondents believe that group/pair works that were given to them in the classroom fosters active learning methods. That was why this question was asked to know if the respondents believe that group work/pair works fosters active learning in the classroom.

According to the data obtained from the respondents or selected target groups, 102(66.29%) of the them replied

that they did not practice group/pair activities in their lesson, where the facts display that 31 (20.26%) of the respondents did not have a clear idea whether they practiced group/pair activities in their lesson or not. On the other hand, data show that,20(13.07%) of the respondents reported that they had practiced group/pair activities in their lesson.

Meanwhile, this question was asked to check if the classroom environment has been conducive for practicing active learning methods in their lesson. Consecutively, 74(43.27%) of the respondents had responded that their classroom environment did not assist active learning. 33(19.29%) of the respondents had replied that they were not sure to agree or disagree to the statement. 64(37.45%) of the respondents agreed that their classroom environment assists active learning method.

SUMMARY, CONCLUSION AND RECOMMENDATION

Conclusion

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

- There was no clear parental discussion at home; children were not part of decision making, role playing and shouldering responsibilities at each levels of the physical and mental growth and this fact-which means students were not involved in group leading, group facilitation which active learning methods requires in the classroom.
- Students did have poor involvement in attending classroom lesson. This in turn affected their learning out comes.

- Despite these facts, teachers were not preparing lessons that involve-teachers were not assigning students to carry out various roles and responsibilities that that ought to carry out as students through active learning Methods.

Van Lehn (1998): Toward a Theory of Impasse-Driven Learning: Springer nature
Ovens and Tinning (2009): Reflection as situated practice: A memory-work study of lived experience in teacher education

Recommendations

Following the findings of the study and the conclusions drawn, the following recommendations were drawn

- Parents should develop culture of parental discussion so as to train their children be part of the discussion.
- Children themselves should develop culture of parental discussion so as to train themselves being part of the discussion held at home.
- The school teachers are more responsible than anybody else on their career.
- Educational bureau of the region, in general, the school administration in particular should make a close and continues discussion and follow up on teachers to check whether they are honestly carrying out their professional responsibility.

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