

Factors That Hinder the Application of Active Learning Methods in Teaching Sport Science Students in the Case of Debre Markos University Sport Science Department

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ABSTRACT

The Purpose of this study was to assess factors that affect active learning method in Debre Markos University specifically sport science department Students. This study was delimited only on second and third year students of Debre Markos Sport Science students. It is believed that inclusions of a large population size in the study could have a great value so as to elicit more credible information. However, while the process of the research it was limited on a limited number of participants. The researchers included 50 students (from second 20 and third year 30) and 10 instructors of sport science department by using simple random sample techniques. An effective teaching method requires the use of different instructional methods and pedagogies to the difference individual needs of the learners. Active and teaching involves the use of different strategies which are helpful in maximizing opportunities for interaction. In this findings however, the study revealed that the majority (74%) of instructors employ lecture methods so frequently. Therefore, instructress use teacher centered a method which is lecturing and the probability of students to interact/participate in different activities is low. The result of study revealed that the awareness instructors towards active learning and its contributions respond was found to be high. But there are numerous problems that tackle them to implement in classroom such as large class size, passiveness of students, lack of recently revised and updated books, lack of resources to fully implement furthermore, from this result it can be deduced that most of the instructors are still with an ideology of teacher centered approach. To minimize these problems heads have to discuss with concerned body. It is advisable that continuous and extensive orientation should be offered to the instructors, on both theoretical and practical aspects of ALM, so as to enhance their awareness and gradually shift their tendency from teacher dominated to learners focused toward instructional approach.

Key words: Active learning, Method, class size, Role.

INTRODUCTION

Background of the study

Effective teaching and learning used of various methods of teaching to meet the demands of the learner and to achieve ultimate goal of the desired objectives. The challenge is to find new ways to stimulate and motivate the creative abilities of today's generations who have different set of orientations towards learning more than most of us did as students, the traditional"

chalk and talk" approach with the students as a recipient of knowledge may not be suitable for today's generation. In the new approach to modern education, often called active learning, students not only receive information from lectures and book, they also collect information, record it systematically, discuss and compare it , analysis it, draw conclusions from it and communicate about it (ICDR, 1999: 71).

The new instructional model, active learning method intends to produce active and motivated learners who can cope with the demands of the modern world. Active learning methods encourage students' autonomous learning and problem solving skills. It provides pupils with greater personal satisfaction, more interactive with peers, promotion of shared activity and team work, greater opportunities to work with range of pupils and for all members of the class, to contribute and respond (Capel et.al. 1995:230). Activate learning instruction is approach that responsible for material that has not been explicitly discussed in class, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in stimulating and role play. Creative teaching and learning method involves the use of different strategies, which are helpful in maximizing the opportunities for interaction ways of teaching between teachers and students to enhance the existed problem. Similarly, Agrawal (1996:90) has mentioned that the basic purpose of education is to enable the child to adapt him /her in a society, which is full of problems. Therefore, it is very important that problem solving skills be encourage and in school learning.

In light of the above argument the new education and training policy of the Federal Republic of Ethiopia gives due attention for strengthening of the individuals 'and societies' problem solving capacities at all levels. As stated in the policy (1994:7) one of the objectives is "to develop the physical and mental social well binges and problem solving capacity of individuals by expanding basic educational for all". But there is a great gap between the idea of the policy and its implementation (theory and practice) at the school level. This is to mean that what has been stated in the policy might not be implemented practically due to some reasons.

In generally believed, the impact of active learning method in the teaching

learning process is very crucial. To be effective in the teaching -learning process, teachers must applied different active teaching methods. Hence, current thinking and practice in education highly advocate the need to actively involve the learner's indifferent active learning techniques for active learner-centered learning.

Therefore, the writers of this paper tried to investigate the factors that affect teaching learning method of teaching sport science in using teachers centered and student centered approach and evaluation mechanisms in Addis Ababa university second and third years of sport science students.

Statement of the problem

Active learning method leads to effective teaching learning and promotes the development of students' critical thinking and to make them alert in the teaching learning process. As the interaction and active participation of students is one of the most important aspects of education process, it determines the effectiveness and qualities of education. Likewise that, teachers as a facilitators play great role in the class room in increasing the participation of students and improving the quality of education. Hence, higher educational institution instructors are expected to implement (apply) active learning approaches to main the desired goal of the education and training effectively and efficiently. However, there are different hindering factors such as unbalance number of students with the supplies of facilities and equipment, the interest of the lerner to learn and the teacher to teach, the physical environment, the availability of instructional materials and the support of university management and supervision in the application of active learning approach and evaluation mechanisms. Therefore, this study conducted to assess to what extent the existed problem in teaching method and evaluation procedures affecting teaching in sport science department in Debre Markos University.

In order to attain the above stated objectives, the following basic research questions raised to be answered in the course of study.

- ❖ Do instructors use a variety of teaching approaches and techniques?
- ❖ Do instructors believe that the instruction materials are conducive for the application of active learning?
- ❖ Do instructors have awareness on active learning and its contribution for students' learning?
- ❖ What does the classroom condition looks like in promoting effective application of active learning method?
- ❖ What factors do you expect that highly influence the application of active learning?
- ❖ Is the university management encouraging the sport science department to apply active learning method?

Objective of the Study

The objectives of this study are to assess the teaching methods in the Debre Markos University specifically sport science department. This study has the following

1. To identify whether the instructors use a variety of teaching approaches techniques or not.
2. To know the instructors' belief on the conduciveness of instructional materials for the application of active learning.
3. To identify the instructors' awareness on active learning and its contribution for students' learning.
4. To check whether the classroom conditions promote the application of active learning.
5. To find out the factors that highly influences the application of active learning approach

Significance of the Study

It is obvious that, the quality of education is realized through effective teaching and learning method. Then, the assessment and the application of active learning approach study are expected to expose the following contributions in Debre Markos University and any interested organs.

- ❖ It would help the instructors to undertake self-abasement regarding their usual teaching method.
- ❖ It would show the level of practicality of activate learning application in where this study conducted.
- ❖ It would indicate the importance of the participation of instructors, students and educational experts in creating favorable condition for the application of active learning approach
- ❖ It may initiate other researchers to could similar study at a wider scale and serves as a stepping stone for further research in the field.

Delimitation of the Study

The researcher believes that, it could be better to conduct the study in large scale. However, the researcher delimited the area of the study only in second year and third year undergraduate students of sport science in Debre Markos University in order to gather authentic information about the issues in relation with the method of teaching and assessment of sport science.

Limitation of the Study

The researcher strongly agrees that the inclusions of a large population size in the study could have a great value so as elicit more credible information. However, while the process of the research is going on the researcher faced some drawbacks:-

- Shortage of time to distribute and collect data
- Financial constraints
- The experiences of the researcher affect the result

METHODOLOGY

Research Design

To conduct this research, the researchers used the descriptive quantitative survey method of research. The study focuses mainly on describing, identifying, analyzing and interpreting the conditions that exist in relation to the application teaching methods and factors that hinder application of active learning in teaching PE and Debre Markos University specifically in sport science departments.

Sampling techniques and Sample Size

The researcher conduct research on the factors that affects the application of teachers and student centers approach of teaching method. The total population of sport science department was 234 students and 12 instructors. Among these the researchers included 50 students (from second 20 and third year 30) and 10 instructors of sport science by using simple random sample techniques.

Data collection instruments

In order to collect adequate and reliable data the researchers were used questionnaire to gather information that relevant to the issues. Two sets of questionnaires were prepared in English for both instructors and students. Then, the writers of this research prepared 38 close-end and 3 open-end questions with various options and varies for the subjects those involved in providing their responses.

Data collection, Analysis, and interpretations Procedures

The questionnaire that distributed and collected from the respondents should be tallied, tabulated and converted to percentages corresponding with the number of respondents

Results of the study

This forgoing part of the study deals with presenting, analysis, interpreting and discussing the data collected through questionnaires.

As shown in table 1 above all (100%) of instructors, were male. 70% and 30% of students were male and female respectively. This figure shows the dominations of male. The reason was the department does not have female instructors and the number of female students in the departments was less.

Regarding age compositions, more number of instructors (40%) was found in age between 31-35 and 30% were found between 36-40. The rest (30%) other included above age 40 group. The age of student respondents between 21-25 were 80% and the rest of them (20%) found between 26-30 years.

Table 1: characteristics of respondents

No	Items	instructors		Students		Remark
		No	%	No	%	
1	Sex:					
	A. Male	10	100	35	70	
	B. Female	-	-	15	30	
2	Age :					
	A. 15-20	-	-	-	-	
	B. 21-25	-	-	40	80	
	C. 26-30	-	-	10	20	
	D. 31-35	4	40	-	-	
	E. 36-40	3	30	-	-	
	F. 40 and above	3	30	-	-	
3	Teaching experience:					
	1-5	1	10	-	-	
	6-10	2	20	-	-	
	11-15	3	30	-	-	
	16-20	2	20	-	-	
	Above 20 years	2	20	-	-	
4	Level of study:					
	Second year	-	-	20	40	
	Third year	-	-	30	60	
5	Qualification:					
	BA Degree	-	-	-	-	
	MA Degree	4	40	-	-	
	PhD	6	60	-	-	

With respect to teaching experience, only 10% of instructors have 1-5 years experience and the rest all are found between 6-10, 11-15, 16-20 and above 20 years were 20%. Regarding the level study of students, 60% of them were third year and the 40% were second year students of sport science.

About 60% of the instructors have PhDs (doctorate) and the rest 40% have MA degree. This implies the instructors of the departments were well qualified and experienced, which directly helps the researchers to get deep information regarding the teaching methods of the departments.

Response from students

Table 2 shows, the opinion of students about their classroom conditions and facilities. The data in this table indicate that 60% of students responded that their classroom conditions are attractive to learn and the rest 40% responded that they are not attracted by classroom conditions. Regarding the conduciveness of facilities (chairs), 90% of students replied that the seating (chairs) are not conducive to make group discussion.

From this data one can conclude that the classroom conditions and facilities is not

conducive (appropriate) implement ALM in classroom.

In general, classroom condition and facilities promote effective active learning. Mutassa and Wills (1995:42) for instance, explained that the condition classroom should be conducive for students and teachers, so as to implement active learning in classroom.

Concerning the practicability and appropriateness of the theoretical and

practical activity with number of students, the responses of students gives, half (50%) of them were interested to participate on the practical activity and the rest (50%) of them were interested in theory. From this data one can conclude the prepared teaching material and facilities for practical activity that they use are not well organized and appropriate with number of students in each class.

Table 2: students' opinion on classroom conditions, facilities and contents of sport science

No	Items	Students responses	
		No	%
1	Is your classroom condition attractive to learn?		
	Yes	30	60
	No	20	40
2	Are the facilities (chairs) conducive to make group discussion in classroom?		
	Yes	5	10
	No	45	90
3	Are the theoretical and practical activity contents of your S.S courses sequenced and articulated properly?		
	Yes	25	50
	No	25	50

Table3: students' opinion about instructors' roles and activities during teaching learning process

No	Items	Students responses	
		No	%
1	Do your instructors arrange students for different classroom activities?		
	Yes	15	30
	No	35	70
2	Do most of your instructors encourage you to actively participate in the classroom?		
	Yes	20	40
	No	30	60
3	Do most of your instructors provide opportunities for students to reflect idea on lesson?		
	Yes	26	52
	No	24	48
4	Do most of your instructors associate/relate the classroom lesson with real life experience of students?		
	Yes	20	40
	No	30	60
5	Do your instructors create learning opportunity for students in your class by considering individual differences of the learner?		
	Yes	40	80
	No	10	20

As many educators strictly underlined, teacher/instructors play a crucial role in the application of active learning. Fiseha (2001:27) explained that teachers' tasks in active ALM are to use best teaching methods that encourage the learners as active as possible by analysing and interpreting knowledge. However, as students responses showed the instructors role are not as expected (i.e. in carrying out those activities). As table shows, 70% of students replied that instructors do not arrange students for different activities and

the rest 30% replied instructors' arrange students for different activities. Regarding instructors motivation, 60% of the students responded that, most of the instructors do not encourage students to become actively participant in the classroom and the rest 30% responded some instructors encourage students.

About 52% of students more or less replied that, instructors provide opportunities for students to reflect their idea on the lesson and the rest 48% of students replied they were not give the

opportunities for their students. 60% of them responded that instructors do not associate/relate the classroom lesson with the real life experience of students. Regarding the creating the learning opportunity for all students in the class, majority (80%) of students believe that their instructors create the learning opportunities for all students in the class. But about 20% of them were replied the opposite.

From this data one can conclude that, most of the instructors provide safe and inclusive learning environments. Therefore, we conclude that, the majority of the activities that are expected from the instructors to some as expected. But it's very difficult to say these instructors are fully implementing ALM.

In line with students' opinion about instructors' roles and activities, the students were also requested to respond on their activities and roles in classroom during teaching learning process of PE. As indicated in table 4, majority of students (60%) responded that they do not participating actively during teaching learning process by asking questions nor by reflecting ideas on the lesson, were as 40% of them responded that they participate.

The respondents who said 'no' were requested to mention the reason why they do not participate in classroom. As majority of them mentioned the main cause were, the method that most of instructors employ do not invite them to participate (lecture/explanation) and instructors do not invite (motivate) them to participate actively. Regarding self confidence, approximately majority of students (52%) responded they do not have confidence in expressing their needs and feelings, but the rest 48% have self confidence to express their feelings. In the same table, students were asked whether they know roles (responsibilities) that are expected from them during active learning in PE classroom.

In general, the obtained from respondents indicate that, the roles that are expected from students were not

demonstrated. They did not participate actively and no have confidence in expressing their needs and feelings freely. It is the role of the instructors to encourage students to participate actively in classroom and to develop self confidence in the students to express their needs and feelings freely.

As to be seen from table,5 majority of the students' (64%) replied that, their instructors are not use clear and appropriate teaching method that all students' can be able to understand and practice. On the other hand, 36% of students' respond that, their instructors use clean and appropriate teaching methods that students can understand to some extent.

In the teaching learning process, its instructors' activities and the techniques they use to make learning attractive and meaning full as facilitators during lesson presentation. As shown from table 5,(62%) of respondents reported that they are not interested with techniques and activities that instructors use during presentation and 35% of students' responded that they are interested with instructors presentation. From this data one can conclude that, the absence of these techniques and activities make students' as they are not interested with instructors' presentations.

Regarding teaching methods, the majority (74%) of students responded that, their instructors use lecture/ explanation during teaching - learning process, 12% of students responded group work,8% of students were demonstration and 6% of peer teaching mostly. However, instructional strategies which are listed in the above table that are more related with active learning were not implemented.

Regarding evaluating their performance the majority (60%) replied that, their instructors do not evaluate the performance of the students on the bases of the given task to make them more participating by encouraging and correcting them and rest 40% of respondents' replies the opposites. From this data one can conclude that the instructor does not use

continuous assessment method, which is the base for the students' progress.

implementation of active teaching methods in the departments.

Therefore, the data show that, some work has to be done to effective

Table 4: roles and activities of students during active learning

No	Items	Students responses	
		No	%
1	Do you participate actively during teaching learning process like asking questions and reflecting idea on the lesson classroom?		
	Yes	20	40
	no	30	60
2	Do you have confidence in expressing your need and feelings?		
	Yes	24	48
	no	26	52
3	Do you know the role/responsibilities that are expected from students during ALM?		
	Yes	50	100
	No	-	-

Table 5: Students' opinion towards instructors' presentation, teaching methods

No	Items	Students responses	
		No	%
1	Does your instructors use appropriate teaching methods that all students are able to understand?		
	Yes	18	36
	No	32	64
2	Are the techniques activities most of instructors use during presentation attractive and interesting to you?		
	Yes	19	38
	No	31	62
3	From the following teaching methods, which method (strategy) your instructors use mostly during teaching learning process of PE class?		
	Lecture	37	74
	Demonstrations	4	8
	Discussion	-	-
	Group work	6	12
	Peer teaching	3	6
	Brain storming	-	-
	Cooperative	-	-
4	Do your instructors evaluate the performance of all students in your class to give correct comment for improvement and provide them with appropriate actively?		
	Yes	20	40
	No	30	60

Instructors' role

The above table 6, shows the frequency of instructors' employing different instructional methods in classroom 80% of the instructors' responded that they always' employ lecture method, which more tends to teacher led. On the other hand, all(100%) of the instructors responded that use discussion, group work, problem solving, peer teaching and brain storming some time in classroom. All the instructors' not all use teaching methods like cooperative and think pair share.

The implementation of effective teaching strategies is one of the criteria to be

an effective teacher is active learning method involves the use of different methods, which are helpful in maximizing the opportunities' interaction.

Table 6: frequency of employing different instructional methods by instructors in classroom

No	Items	Always		Some time		Not at all	
		No	%	No	%	No	%
1	Lecture	8	80%		20	-	-
2	Discussion	-	-	10	100	-	-
3	Group work	-	-	10	100	-	-
4	Problem solving	-	-	10	100	-	-
5	Peer teaching	-	-	10	100	-	-
6	Cooperative	-	-	-	-	10	100
7	Brain storming	-	-	10	100	-	-
8	Think pair share	-	-	-	-	10	1000

In the process of teaching-learning, it is the instructor roles that make learning

attractive and meaning full as facilitator. As shown in the above table 7, those listed in the table are some of the activities or roles that expected from the instructors during teaching learning process. The majority of the roles/activities/ that are expected from instructors are not as expected; for instance energizer activities are used by all (100%) of instructors ‘sometimes’ in classroom. But, they are not use always. The other responsibility that is expected from every instructor is using lesson plan in classroom but, all (100%) of the instructors responded that they do not use lesson plan at all. In order to make lesson effective and in order to implement active learning, instructors use lesson plan. Regarding clarifying learning objectives or giving course out line all (100%) of respondents reported that they clarify ‘always’ and concerning arranging students for different classroom activities all (100%) respondents reported that they arrange ‘some time’. The other role that expected from instructors is encouraging students to actively participate in the class room. 70% of instructors responded that they encourage students ‘always’. The rest 30% of instructors’ responded that they encourage students to actively participate ‘some time’ in class room. Concerning giving opportunities for students’ to reflect their idea on the lesson and on the learning process itself all (100%) of the respondents responded that they provide ‘always’. All of

the instructors’ responded that they associate the class room lesson with the real life experience of students’ ‘always’. Concerning the continues assessment and giving feedbacks, the majority (80%) of instructors responded that they assess their students’ progress ‘sometimes’ and the rest 20% of instructors’ respondents replied they assess their students’ progress continuously and give feedbacks. From this data one can concludes that, the instructors’ of the departments do not use continuous assessment modalities that reflect the students’ weakness and strengths. This helps instructors to know whether their teaching methods and assessment were comfortable for students’ or not. The other activities or roles that are expected from instructors were creating activities that require higher order thinking and critical thinking skill. However, as the table above shows, all (100%) of instructors responded that they create activities ‘sometimes’ for students’.

In general, as the result of instructors’ response indicated the majority of activities and roles are expected from the instructors were somewhat satisfactory. As Fiseha (2001:27) explained that the teachers’ task in active learning approach have to use class room methods that encourage the learners to be as active as possible by analyzing and interpreting knowledge through the use of high order thinking skills.

Table 7: Activities and role expected from instructors and frequency of using these activities by instructors in classroom.

No	Items	Always		Sometimes		Not at all	
		No	%	No	%	No	%
1	Use energizer before starting lesson to relax, to make students active and to attract the attention of students.	-	-	10	100	-	-
2	Use lesson plan.	-	-	-	-	10	100
3	Clarify objectives /give course out line.	10	100	-	-	-	-
4	Arranging students for different activities in classroom.	-	-	10	100	-	-
5	Encouraging students to become participate in the classroom.	7	70	3	30	-	-
7	Provide opportunities for students as they reflect idea on lesson and on the learning process itself.	10	100	-	-	-	-
8	Continuously assess and gives feedback for students.	2	20	8	80	-	-
9	Associate, relate the classroom lesson with the real life experience of students	10	1000	-	-	-	-
10	Create activities /problems/ that requires higher order thinking and critical thinking skills.	-	-	10	100	-	-

As indicated in table 8 above concerning class room condition, majority of the instructors (80%) reported that conduciveness of the classroom to

implement active learning is ‘poor’. Whereas 20% of instructors’ responded that the conduciveness of class room condition to implement active learning is ‘moderate’.

Some of the reasons for those who said poor conduciveness class room conditions to implement active learning were, such as the chairs were connected to each other which was inappropriate makes hindrances to

make some groups discussions , and there is no enough space for movement between chairs for instructors' to facilitate or abstain the students' activities.

Table 8: instructors' view towards class room condition and quality of instructional materials in implementing active learning

No	Items	Good		Moderate		Poor	
		No	%	No	%	No	%
1	How do you evaluate the conduciveness of the class room condition to implement active learning?	-	-	2	20	8	80
2	How do you evaluate the quality of books / modules in encouraging students' to enhance their knowledge and skills through active participation	8	80	2	20	-	-

Majority (80%) of instructors' responded that the quality of books and modules are good in encouraging students' to enhance their knowledge and skills through active participation. Whereas the rest 20% instructors responded that the

quality of books and modules were moderate in encouraging students'. In general, concerning the quality of books and modules in encouraging students' to enhance their knowledge are 'more' tend Good and 'Moderate'.

Table 9: Training of instructors in implementing active learning approaches.

No	Items	Instructors response	
		No	%
1	Have you attained methodology courses like general methods of teaching in your undergraduate or graduate courses?		
	Yes	-	-
	No	10	100
2	Did you get any service training on the new curriculum reform in Ethiopia since 1994?		
	A. Yes	9	90
	B. No	1	10
3	If your answer for the above questions is 'Yes' the focuses of		
	Curriculum development/evaluation	2	20
	Instructional methods/ evaluating	-	-
	Both a and b	8	80
4	Did you attend the higher diploma program (HDP) training?		
	Yes	-	-
	No	10	100

Table 10: Problems encountered to use active learning methods and source of problems

No	Items	Instructors' response	
		No	%
1.	Are there problems faced in using active learning approach?		
	Yes	10	100
	No	-	-

Table 9 deals with instructors' background whether they have taken training on the area of teaching methodology particularly training related to active learning methods. All (100%) of the instructors' responded they have not attained any methodology course like general methods of teaching in their university courses.

In the same table, instructors' were asked to report whether they got any training on the new curriculum reform in

Ethiopia since 1994,10% of the instructors responded that they did not got any in service training, where as the majority(90%) of the instructors' responded that , they were with the focus of curriculum development / evaluation and instructional methods techniques.

Also from the above table 9 all (100%) of the instructors' responded as they did not attend the higher diploma program (HDP) training. This HDP for the instructors' aim of enabling instructors' to

use ALM and to become role models of good practice. Moreover, HDP is more helpful for the instructors' those who did not take pedagogical training and general methods of teaching. Similarly, Oslen (1976:56) mentioned that teachers/instructors' are expected to be knowledgeable, skilful and effective professionals to teach effectively. So knowing the concept of pedagogy and taking training on the area of method teaching is important.

As indicated in table 10 above, instructors' were asked whether they faced problems in applying ALM or not. All (100%) the instructors' replied that they faced problems. Those who replied 'yes' were requested to mention the factors that limit the application of ALM. The responses of respondents were as summarized as follows:-

- a. Large class size
- b. Passiveness of students'
- c. Lack of recently revised and updated books
- d. Lack of resources to fully employ the ALM
- e. The seating (chairs) not appropriate
- f. Absence of necessary training being constant etc.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Teaching methods is the pedagogy of how to deliver information to the students. Teaching method may be divided in the traditional (teacher centered) and the modern (student centered). The purpose is, therefore, to examine the teaching methods that were used in sport science department. In order to achieve these purposes, the following research questions were raised:

1. Do instructors use a variety of ALM approaches
2. Do instructors believe that the instructional materials are conducive for the applications ALM
3. Do instructors have awareness on ALM and its contribution for the learners

4. What factors highly influence the application of ALM.

The source of data for the study was instructors and students of sport science department. The obtained data were analyzed using percentage and discussion/interpretations. The results of the study revealed the following findings:

1. The classroom conditions, seating arrangements and furniture's, and the results obtained from questionnaires revealed that the classroom condition is not appropriate for the application of ALM. The classroom lay out and seating chairs are not arranged in away to facilitate ALM. The number of students' in a single classroom affects the methods teachers use.
2. As to the instructional methods instructors mostly use lecture method which more tends to teacher centred strategy
3. In process teaching and learning, its instructors roles that make learning attractive and meaningful. However, the results of questionnaires indicate that, most of activities/roles that are expected were not fully demonstrated / implemented. As a result the activities/roles that students perform or attempt were not satisfactory.
4. As to students attitude towards instructors presentation and teaching methods, the results of analysis obtained from students questionnaires revealed that the majority of students were not interested with the instructors presentation and teaching methods the instructors use.

Conclusions

Based on the findings the following conclusions were made

An effective teaching method requires the use of different instructional methods and pedagogies to the difference individual needs of the learners. Active and teaching involves the use of different strategies which are helpful in maximizing opportunities for interaction. In this findings however, the study revealed that the

majority (74%) of instructors employ lecture methods so frequently. Therefore, instructress use teacher centered a method which is lecturing and the probability of students to interact/participate in different activities is low.

The result of study revealed that the awareness instructors towards active learning and its contributions respond was found to be high. But there are numerous problems that tackle them to implement in classroom such as large class size, passiveness of students, lack of recently revised and updated books, lack of resources to fully implement furthermore, from this result it can be deduced that most of the instructors are still with an ideology of teacher centered approach.

To sum up, the findings of the study shows improvements have to done to effectively apply ALM in the departments.

Recommendations

Based on the findings of study the following recommendations are forwarded, that might help them to promote the application of ALMs as a means to alleviate the problems encountered in the process of implementing ALM in the departments.

As to the major accountable to low application of ALM as a major of instructors mentioned were, large class size, passiveness of students', lack of revised and updated books, lack of resources to fully the ALM and the seating(chairs) arrangements. Thus, to minimize these problems heads have to discuss with concerned body.

So, it is advisable that continuous and extensive orientation should be offered to the instructors, on both theoretical and practical aspects of ALM, so as to enhance their awareness and gradually shift their

tendency from teacher dominated to learners focused toward instructional approach.

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