

**Major Barriers Influencing the Implementation of Active Learning in the Secondary
Schools: The case of Addis Ababa, Ethiopia**
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Abstract

Many educators today agree that students learn more in an active learning setting than they do in a chalk and talk method of learning environment. The present paper aims to examine the major barriers influencing the implementation of active learning in the secondary schools. Quantitative and qualitative approaches were used to collect data from five randomly selected government secondary schools of Addis Ababa. The study was carried out in between January, 2018 up to April 2018. The researcher developed a 4-likert scale questionnaire of three main parts. These, three aspects known to contribute to the barriers of active learning that included learning resource, time factors and, large class size and they are frequently cited issues in the literature on active learning. Data were collected through a questionnaire administered to 98 teachers and 247 students from government secondary schools and were compared. The qualitative part includes FGD for both instructors and students and to the school principals an interview were conducted to elaborate on possible barriers that would hinder implementing active learning. The results of the first barrier indicated that both teachers and students have assured that the scarcity of learning resource. Further, they believe that it is an effective way to enhance students' learning. In regards to, the time factor instructors were agreed with the problem of time factors to complete the text book if A.L was implemented but the students were disagreed this position of the teachers. To the third questions the teachers agreed the effect of large class room while the students were disagreeing on this point too. The need for active learning implementation in a class room setting for supporting students is endorsed. Essentially within teaching and learning process, for the productivity of teaching besides classroom management, students should be given chances so that they can be active learner.

Key words: Learning resource, time factors, large class room and secondary school

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