



Full Length Research Paper

The Implementation of Active-Learning Methods of Geography in the Ethiopian Colleges of Teacher Education

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Received 10 October, 2017; Accepted 06 December, 2017; Published 1 January, 2018

ABSTRACT

The purpose of this study is to investigate the implementation of active learning methods in teaching geography in Ethiopian Colleges of Teacher education. The main focus is to elucidate that active learning method offer an enjoyable and exciting learning environment. Pertinent paradigms, such as constructivism and positivism were entertained. The mixed-methods research design with concurrent embedded design was used. Quantitative method is the method that guides this study and the qualitative method is used as a secondary supporting role. Four colleges from three regions of Oromia, Amhara, South Nations and Nationalities, and one Administrative City Council (Addis Ababa) were randomly selected. Six lecturers (24 in total) from each college were purposively selected for the study. A random sample of 632 students participated in the study. Questionnaires were used for the 632 students and 24 lecturers. In-depth interviews were also conducted with eight randomly selected lecturers. The result of the study indicates: lecturers' tendency to maintain the traditional (lecture) method, insufficient pre-service and in-service training, large class sizes, lack of administrative support, scarcity of resources and absence of guidelines and some others. Some of recommendations in respect of the area of the concern are: Curriculum policy makers should understand the need to integrate active learning more and to encourage the culture, the psycho-social environment, the socio-economic circumstances of the students and the lecturers need to use a combination of teaching approaches to stimulate the students' learning by means of different active learning methods and learning styles.

Key words: Active learning, Challenges of active learning, Geography, Implementation, Teaching, Teaching Methods, Teachers training colleges

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Introduction

The models and theories of teaching were inclined to be teacher-dominated in all levels of education before the 1980s (Caprio, 1994; Prophet, 1990). The focus was on the transmission of knowledge where students are passive receivers of information rather than active constructors and accumulators of a long-lasting body of knowledge (Udovic *et al.*, 2002). Traditionally, a teacher conveys factual material in a direct, logical manner with low or no learner-involvement (Firdissa, 2005). Today, there is a growing demand of shift the teaching-learning process from a teacher-centred method to active learning techniques in the teaching-learning as an alternative, a complement, and a supplement to, and more importantly, as a replacement of traditional instruction. The shift from the lecture method to active learning is to enhance the quality of students' learning and the quality of education by empowering students to take responsibility for their own learning, which encourages higher order thinking skills such as application, analysis and evaluation (Gardner, 2001; Temechegn, 2001; Chin *et al.*, 2002; Deeter, 2008).

Researchers such as Blader (2000) and Smith (2005) paid attention to challenges in the implementation of active learning techniques. In general terms, little attention was given to challenges in using active learning in geography and the development of active learning model. Furthermore, the majority of research work focused on the inadequacy of active learning methods in elementary and high schools (Temechegn, 2001). However, the lecturers in the teacher training colleges lack the skills and expertise in using active teaching-learning in their instruction. There is also a frequent resistance by these lecturers to convert to methods of active learning, which in turn spoils the training of the trainees, as they tend to copy their lecturers' approaches (Ministry of Education, 2002). The irrelevant curriculum material, lack of the appropriate facilities, and lack of the students' prior experiences in active learning are among the other the problems that hamper the use of active learning in the teaching of geography. This attempted to address the problem of a lack of active teaching-learning methods for geography in Ethiopian colleges of education. The study is crucial in the sense that this problem is

under-researched especially at teachers college level. The practical nature of geography as a subject demands that the methods of teaching-learning be active, lively, discovery and related to authentic contexts.

The foundations or the basis for implementation in general and curriculum implementation in particular have their roots in different educational philosophies and theories. The philosophical root includes positivism, constructivism and interpretivism. Positivism is the belief that there exists a single reality, which is orderly, stable, observable and external to the mind, which can be described from an objective viewpoint (Johnson and Onwuegbuzie, 2004). It encourages the preparation of well-structured learning material where the teacher's job is limited to transmitting knowledge to the students, and the students' job is to absorb. Constructivism emerged as an alternative to the positivism for social and educational enquiry. Differing from positivists, constructivists believe in relativism and the fact that there are local and specific controlled realities. Thus, constructivism refers to the notion that learners construct knowledge for themselves both individually and socially unlike positivism, which believes that learning is a passive reflection of reality, where the learner simply absorbs information transmitted by a teacher (Higgs and Smith, 2006).

From this perspective, curriculum implementation is a logical step that follows the developing and piloting of a new program: a step which involves extensive action by many parties and in which attempts are made to change individuals' knowledge, actions and attitudes. The three approaches for the curriculum implementations describe, the way to put the implementations into educational practice. According to Hagege *et al.* (2007) the fidelity perspective is the best known approach to curriculum implementation. Its main intent is to determine the degree of implementation of an innovation in terms of the extent to which actual use of the innovation corresponds to intended or planned use and to determine factors which facilitate and inhibit such implementation. Mutual adaptation is the process whereby adjustments in curriculum are made by curriculum developers and those who actually use it in the school or classroom context. From the enactment perspective, curriculum is viewed as the

education experiences jointly created by student and teacher. The externally-created curricular materials and programmed instructional strategies focused on in the fidelity and mutual adaptation perspectives, are seen here as tools for student and teacher to use as they construct the enacted experience of the classroom (Prince, 2004).

In spite of policy attention at national level and increasing demands for active learning and student-centred approaches to improve the quality of education and learning, from the researcher's personal involvement as a teacher and his professional experience, his observations and informal discussions with students and teachers, it was ascertained that the lecturers' use of active learning methods in teacher training colleges in Ethiopia was very limited. This may be attributed to the lack of proper skills and methods in the use of modern teaching methodologies and learning experiences. Besides, the curriculum appears not to sufficiently include active learning and student-centred approaches.

The researcher believes that this study is able to identify sources of the problem regarding the use of active learning methods, and that he is able to come up with a possible solution and model to bridge the gaps. The purpose of the study was thus to evaluate the implementation of the active learning methods of geography from that of the traditional methods with special emphasis:

- (1) To identify the current active teaching learning methods and strategies that the trainee educators employ in Teachers' Training Colleges in Ethiopia;
- (2) To examine the perceptions of the teacher educators (trainers) regarding the methods of the teaching of the learning of Geography in Teachers' Training Colleges in Ethiopia;
- (3) To evaluate the student teachers' experience of the current teaching methods and approaches used by the teacher educators in Teachers' Training Colleges in Ethiopia; and
- (4) To develop an alternative model for the teaching of the learning of Geography in Teachers' Training Colleges in Ethiopia.

Research Design and Methods

In this study, the mixed-methods research design (using both quantitative and qualitative methods) was used. The descriptive survey was used as a quantitative research design, and phenomenology as a qualitative research design. The descriptive survey was used to portray the status of active learning, and it dealt with the relationships between active learning and influencing variables. Furthermore, the survey was used to select a representative sample from the entire population, and to administer the questionnaire in order to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2009). The generalization of findings is one of the major characteristics of quantitative research. Qualitative research was a function of researcher's insights and impressions obtained through approaching teachers, discussing the issues, identifying themes and categories and finally integrating themes and categories to conceptualise the underlying problems in using active learning methods. The characteristics of qualitative research is the social phenomenon being investigated from the participant's viewpoint, and experiences (Williams, 2007). The techniques of focus group discussion, interviews, projective techniques, cartoons and in-depth interviews are used in qualitative research. Through such research one can analyse the various factors which motivate people to behave in a particular manner, or which make people like or dislike a particular thing (Kothari, 2004). In this study it was investigated as to why teachers relied on the traditional methods more than on active learning methods. To substantiate the quantitative data, in-depth interviews were used to collect information from the teachers. Interview and open-ended questions were used as a means to gather qualitative data from the sampled lecturers.

Target Population and the Sample of the Study

The target population consisted of geography lecturers and students of the sampled colleges of teacher education in Ethiopia. A random sampling technique was used to select four colleges from three regions, that is Oromia, Amhara, South Nations and Nationalities, and one Administrative City Council (Addis Ababa) with a view to sample the participants from such colleges. From each teachers training college six teachers of second- and third-year students of geography were purposefully

selected to participate in the study. This sampling provided 24 teachers. A sample of 632 geography students was randomly selected as well. Two questionnaires were developed, one for lecturers and another for students.

Data-Gathering Instruments

The study adopted the data-triangulation technique by using a combination of data sources with the effect that the strengths and weaknesses in each source are compensated for when used together. The aim was to improve the validity of the findings. Both closed-ended and open-ended questions were used. Closed-ended questions were asked in order to get precise answers. It included all the possible answers/pre-written response categories. The respondents were asked to choose among the possible answers or to indicate the extent of their agreement or disagreement on scale items/questions. The open-ended questions were used to give the respondents the freedom to express their feelings and perceptions, or to produce their own answers. In this study in-depth interviews were also conducted with eight randomly selected lecturers in four of the colleges. They provided a wide range of qualitative data based on semi-structured interview questions. The main benefits of the pilot study was to give the researcher the opportunity to test the hypothesis or research question and to make allowances for checking the statistical and analytical procedures used in the main study, presenting the opportunity of reducing problems and mistakes in the study, and reducing the costs incurred by inaccurate instruments. A pilot study enables one to distinguish the appropriate instruments from the inappropriate ones (Kothari, 2004). Accordingly, based on the responses and the information obtained from 10 lecturers and 60 students during the pilot survey, the questionnaires were modified by revising a few questions. These were edited and corrected, and the irrelevant ones eliminated. The *validity* of an instrument refers to the extent to which the instrument measures what is intended to measure (Gray, 2004).

On the basis of the pilot study, therefore, a number of items with below 0.25 item-total correlations and those with above 0.8 item-total correlations were

eliminated. Items with below 0.25 item-total correlations do not contribute to validity by discriminating in the same way as the total score discriminates. Items with 0.8 item-total correlations were eliminated because they measured what other items measure. Besides validity, the reliabilities were computed, using Cronbach Alpha. The total and sub-scales and the internal reliability coefficients for the lecturers' questionnaire on (1) geography teaching methods in your college, (2) class size and facilities, (3) assessment in the class, (4) the teachers' attitudes in using active teaching in geography, (5) short- and long-term training, (6) support, and (7) guidelines, were .85, .84, .86, .83, .88, .92, .84, and .91 respectively. Thus, the internal reliability coefficients exceeded .80, indicating a very high reliability. The findings meant that the instruments concerned provided reliable information.

Methods of Data Analysis

In this study, for the analysis of the quantitative data, the SPSS version 16.0 was used to calculate the frequency, percentage, mean, standard deviation and t-test. The SPSS was used because it is quick to administer and suitable for the type of the data obtained. Qualitative data were organised into themes and narrated to substantiate the quantitative results.

Results and Discussion

This section is devoted to the presentation, analysis and interpretation of the results in respect of the extent to which the geography lecturers and the students implement methods of active learning. The lecturers' demographic information and data collected from both the lecturers and students by means of questionnaires are presented in the form of tables. An explanation is given to further clarify what the information contained in each table means.

The Results from the Questionnaires Lecturers' Demographic Data

The data comprised a sample of 24 lecturers and 632 students from the four teachers training colleges in the four regions of Ethiopia during 2014 and 2015. Table 1 indicates the demographic results of the teachers.

Table 1: The Demographic Results of the Teachers

Item	Frequency	%
1. Colleges		
Kotebe	6 (M=4, F=2)	25
DebreBrehan	6 (M=5, F=1)	25
Hawassa	6 (M=4, F=2)	25
Robe	6 (M=5, F=1)	25
Total	24 (M=18 and F=6)	100
Demographic variable		
2. Age in years		
Below 25	2	8.3
26-30	3	12.5
31-35	3	12.5
36-40	7	29.2
Over 40	9	37.5
3. Teaching experience in years		
Below 5	4	16.7
6-10	6	25.0
11-15	5	20.8
Over 15 years	9	37.5
4. Highest recent qualification		
Certificate in education	0	0
Diploma in education	0	0
Bachelor's degree	4	16.7
Master's degree	20	83.3
5. Average number of students in class		
Below 30	0	0
30-40	3	12.5
40-50	16	66.7
50-60	5	20.8
Over 60	0	0
6. Total teaching credit hours per week		
Below 10	5	20.8
10-15	12	50.0
16-20	6	25.0
Over 20	1	4.2

As can be seen in the Table 1, 75% of the respondents are males and 25% are females with the majority of the respondents are aged 36 and above, have eleven years and more teaching experience and hold a master's degree. It seems that these lecturers hold a reasonable level of qualification for the colleges they work in. However, they are faced with large class sizes, as the majority of them (87.5% = 66.7% + 20.8%) seem to be in a situation where they handle more than 40 students in a class. This could partly explain the difficulty of

employing active learning properly to reach every student in the class.

Table 2: Views of the Extent of Students’ Participation, Methods and Resources

No.	Items	N	DD/DS (%)	UD (%)	AS/ DA (%)
A.	Participation of the students	632	73.7	16.3	7.3
B.	The students’ views of approaches (active learning) used in the training programme	632	77.6	16.6	5.8
C.	The students’ views of the integration of resources (convenience of classroom layout for active learning and availability of study material and guidelines)	632	88	9.3	3

DD = definitely disagree, DS= disagree somewhat, UD= undecided, AS= agree somewhat, and DA=definitely agree. DD and DS, and AS and DA are added together to get a clear picture of the respondents’ disagreement or agreement with the items respectively.

Table 2 reveals on average, that 73.7% of the respondents reported a low participation of the students in the geography teaching-learning process and lecturers’ inability to employ various types of active learning methods to help the students to construct their own knowledge. The problems are closely associated with large class sizes and the high teaching load (credit hours) that the lecturers are expected to handle per week.

Regarding students’ views of the approaches used in the training programme, from Table 2 (B) one can see that 77.6% of the respondents designated that active learning is not properly utilised. The lecturers are unable to use a variety of teaching approaches that facilitate cooperative and individual learning that encourage the students to ask questions and develop confidence, that enable them to use creative mental processes and innovative actions that take into account individual differences, and that allow them the time to think about the topics that they are learning. The lecturers’ inability to diversify teaching methods is exacerbated by large class sizes. As to students’ views of the integration of resources, the majority of the students (88%) disagreed with the statement that resources are integrated in the teaching-learning process.

Table 3: The Descriptive Results of the Teaching Methods

No.	Items	Mode	Mean	Std. dev.
1.	Lecture (presentation predominantly given by a lecturer).	3	2.9399	.86828
2.	Demonstration (showing how to do something in front of the classroom).	2	1.8766	.55215
3.	Field observation (investigation activities outside the classroom content).	1	.8054	.64075
4.	Project work (an activity to be completed within a certain schedule).	2	1.5680	.79327
5.	Discussion (a talk between the students and the teacher).	2	1.8528	.75040
6.	Practical work (activities accompanied by application).	1	.7278	.72448
7.	Experiment (scientific investigation).	0	.1282	.33454
8.	Inviting guests (a lesson to be delivered by guest lecturers).	0	.1044	.34957
9.	Debate (a discussion on motions being divided into 'pro' and 'against' groups).	0	.1123	.34938
10.	Film (watching a play/drama on a screen).	0	.1028	.35230
11.	Questions-and-answers (activities which need posing and responding to questions).	2	2.1693	.74783
12.	Goldfish (selecting two students and they sit back to back in the middle of the room to debate the view with other students around them, to replace either of the two in turn to join the debate).	1	.8797	.64050
13.	Mind-map (visual representation of ideas on a given topic on a sketch).	2	2.0491	.74421
14.	Hot-seating (one member of the class is assigned to be a character, or one member of each small group to role-play the character of a person from history, a famous scientist, or a famous politician, where the other members of the class/group direct questions to the person in the centre who has to respond as that person).	1	.6503	.56260
15.	Case study (the teacher provides students with two or more different situations or scenarios and the students have to study the situation and describe how they would deal with that situation).	1	.8180	.60121
16.	Independent work (when the students complete a certain activity that allows them to work by themselves independently).	1	.6361	.64227
17.	Pair-work (performing any task in two).	1	.6266	.63180
18.	Group-work (performing a task in a group).	2	2.0190	.51564
19.	Visits (organizing a trip to a place of interest).	1	.8275	.50700
20.	Field-work (performing activities outside the classroom).	1	.8196	.55367

The cut point for the mean is 0.904725 and the largest value more than this, such as 2.9399 indicates that the majority of the lecturers used the lecture method which has less advantage for the teaching learning and hence table 3 discloses that the majority of the lecturers used the lecture method (mean = 2.9399) rather than teaching methods which demand the active involvement of the students. Demonstrations, discussions, project-work, questions-and-answers, mind-map and group-work were sometimes done, and were given second place. Field observation, practical work, goldfish, hot-seating, case-study, independent work, pair-work, visits and field-work were rarely done, and the others

(experiment, inviting guests, debate and film) were never done.

It was found that the majority of the lecturers mostly used the lecture method of teaching rather than other available teaching methods, such as demonstration, discussion, project-work, and questions-and-answers. Lecturers focus on the transmission of knowledge to the students by means of lectures, where students are expected to absorb it passively. The problems that surfaced in this study's findings were attributed to the belief that knowledge is given and absolute, the lack of clear guidelines, the teachers' inability to play a facilitative role, the

scarcity of resources and the classroom layout, and the ineffectiveness of the study material incorporating active learning.

This study is consistent with the studies by UNESCO (2006) and Knight and Wood (2005) that indicate the need for active learning that promote interactive engagement of students. Additionally, the study is consistent with Dejene, *et al.* (2007), Daniel, *et al.* (2009) and Demirci (2010) work that explain the necessity of active learning, and state that students do not learn much merely by sitting in a class listening to teachers, memorizing pre-packed assignments and spitting out answers; rather, they learn by means of direct involvement and hands-on experience. Consistent with the problems identified in this study, Ajibade and Raheem (2008) also found that geography as a school subject in developing countries experiences is a serious problems in terms of the quality and quantity of trained teaching staff and the lack of incentives.

Table 4: Descriptive Results of Generalised Items of the Lecturers

No	Items (Questions)	Mean	Std. Deviation	Std. Error Mean
1.	Activated Geography teaching methods were employed in the college.	2.1968	.19912	.04065
2.	Class size is appropriate for carrying out active learning and facilities are available to encourage active learning.	2.6993	.44747	.09134
3.	Assessments in the class were used to enhance students' learning	2.4271	.26585	.05427
4.	Lecturers' have favourable attitudes in using active teaching in Geography.	2.2237	.33324	.06802
5.	Adequate and appropriate short- and long-term trainings were given for lecturers.	2.0963	.21607	.04411
6.	Academic and administrative supports were given in the implementation of active learning.	1.7979	.24415	.04984
7.	Proper guidelines (e.g, manuals and instructional policy and guides) are in place to enforce lecturers to exercise various kinds of teaching methods.	2.3267	.31359	.06401

Table 4 presents the degree to which active learning methods were used in the teaching of geography, whether or not class size is appropriate to use active learning, whether or not facilities are available to encourage active learning, the integration of assessment in the teaching learning process so as to enhance active learning in the class, whether or not

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teachers have favorable attitudes in using active teaching in geography, if short- and long-term trainings are in place to encourage active learning, if adequate support was received to employ active learning methods, and whether or not guidelines existed. Accordingly, all the generalized items or variables are far below the average (3), that is, the respondents disagreed with items in respect of the appropriate implementation of active learning methods, support, class size and facilities, assessment, attitudes, short and long term trainings and policy guidelines.

The respondents are not fully confident that active learning is suitable to the current teaching of geography. They are hesitant to use active learning in their teaching and thus neglect students' roles to listening to a lecture, taking down notes and responding to questions upon request. Large class size, inadequate resources and facilities to support the use of active learning make the implementation of active learning harder. Thus, some of the barriers in using active learning methods are large class sizes and the unavailability of resources. Geography lecturers' unfavourable attitude towards active learning (mean=2.22) is the other problem. Overall, both the pre- and in-service training programmes were not adequate (mean=2.096) to acquaint the lecturers with active learning strategies.

The lecturers reported that the students are mostly passive recipients of knowledge imparted by the lecturers. The students' role is listening to lectures, writing down what is said by the lecturer, copying note and responding to the teachers' questions, all of which mostly promotes surface learning. The majority of the respondents suspect the practicability and effectiveness of active learning, especially in large classes, and therefore are not ready to use active learning. The assessments used in the class are also not designed in a way to encourage active and creative learning.

From the study, the problem of using active learning pedagogies seems to emanate from the lack of adequate knowledge about active learning methods, unfavourable attitudes towards participatory learning, a lack of understanding about its significance in increasing the students' access to the teachers' expertise, of presenting new ideas and arguments of

their own, and of developing their self-confidence and independent thinking. These problems are mainly attributed to large class size, the lack of adequate pre- and in-service training programmes focusing on active learning, and the lack of support in the execution of active learning methods.

Similarly, Eison (2010) identified obstacles to using active learning instructional strategies as large class sizes, most instructors think of themselves as being good lecturers, the fear of ensuring that the students participate actively, learn sufficient course content, use higher-order thinking skills, and enjoy the experience of active learning. According to Niemi (2003) and Bonwell (2009), some of the hindering factors in employing active learning methods are the focus on the coverage of the course content, the lack of relevant material for active learning, the lack of motivation on the part of both the teachers and the students.

In general, from the empirical investigation, it was ascertained that active learning pedagogies could not be used by the lecturers due to the inconvenient classroom layouts, the large class sizes, the lecturers' high teaching load, inadequate study material, and the absence of proper and clear policy guidelines.

Interviews were conducted with the eight lecturers (two from each college) as a means of gathering qualitative data. The researcher transcribed the recorded interview and familiarised himself with the information, and then coded the information according to set themes and categories. Accordingly, the most frequently recurring nine themes that emerged from the interviews included inadequate awareness, inappropriate perception, giving plausible reasons, the absence of facilities, the focus being on the coverage of the syllabus, examination-oriented teaching, a lack of incentives, and the inadequate training. As regard to preparedness of active learning pedagogies, all the interviewees expressed their views in a similar ways. For instance one of the interviews explained his views as: there was no sufficient time was devoted to the planning of lessons that includes active learning, preparing material that facilitated the students' participation, effective classroom management that enhances learning through direct involvement, the questioning

of strategies that encourage critical and creative thinking, etc. As to the inappropriate perception the majority of the interviewees have the belief that active learning methods lack the well-organized and structured provision of knowledge.

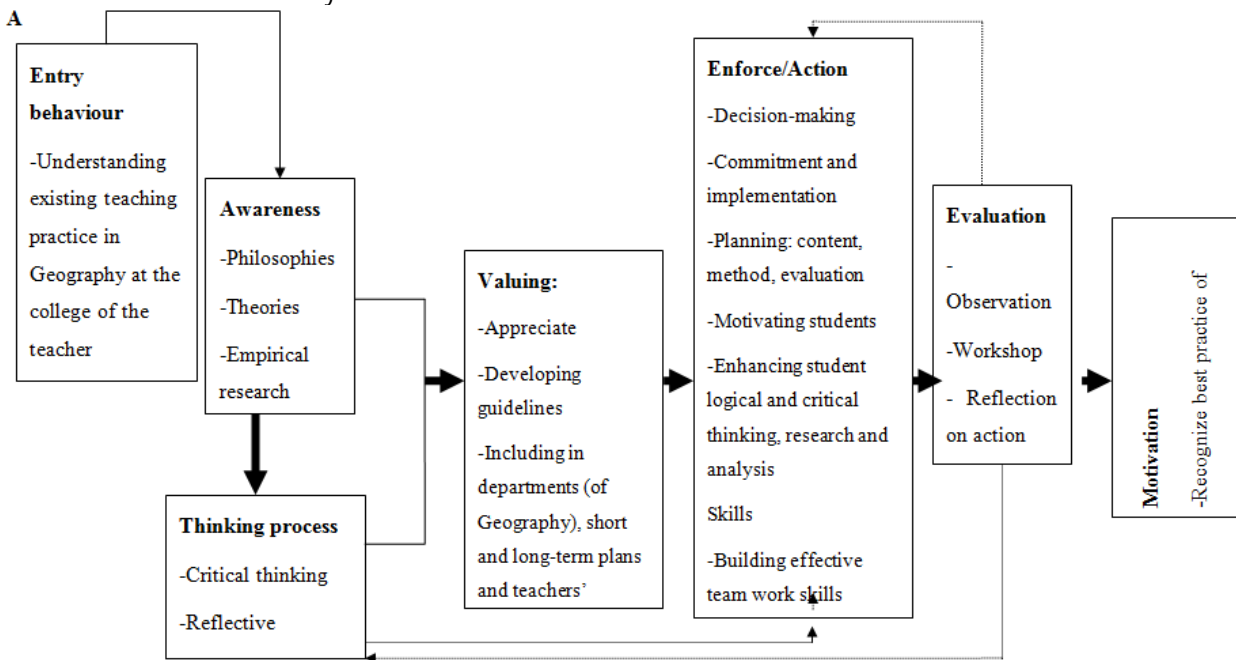
The interviewees also indicated the assumption that the teachers excused the use of active learning by giving the reason that the students dislike active learning methods. They reflected that the teachers do not have the motivation to use active learning pedagogies; they resist them, and insist on maintaining the status quo. Regarding examination-oriented teaching, the respondents pointed out that lecturers mainly focus on preparing the students for examinations; all the participants anonymously articulated that, "Assessment is not supporting active learning, as most lecturers are making use of the conventional paper-and-pencil test, making use of the exams.

A Learner-Centred Model for the Teaching of the Learning Methods of Geography in Teachers' Training Colleges in Ethiopia

Different theoretical models have been developed by different researchers on the basis of empirical research findings that suit the different learning institutions. These models may not all be relevant to

the Ethiopian context, due to cultural and economic realities, as well as the differences in the level of awareness of active learning pedagogies, amongst others. Thus, from the analysis of the actual problems identified in the empirical research, a learner-centred model was ultimately developed to address the problem of the practise of active learning.

The suggested model takes into account the need for awareness-creation about philosophy and values, theories and research, policy and strategies, the various interests of the learners, and the opportunities to develop their own learning skills, and the nature of the subject matter of Geography. It also gives emphasis to the needs of the participating learners (student teachers) in the decision-making process about what to learn, how to learn it, what kind of help is required, and how to decide how much is to be learned. This awareness-creation contributes to critical, reflective and creative thinking that, in turn, may help the teachers (lecturers) to value the role of active learning in the students' construction of knowledge. From relevant literature reviewed, empirical research and the context, the following model of active learning for geography was developed.



A Learner-centred Teaching (LCT) Model for the teaching of the learning of Geography in Teachers' Training Colleges in Ethiopia

Conclusion

The perceptions of the lecturers indicated that they did not work according to the desired models of active learning, taking the Ethiopian context into account. They indicated that the students were passive recipients of the lectures delivered by the lecturers. The problems were found to be associated with a lack of adequate knowledge about active learning methods because of little or no adequate pre- and in-service training in this regard, unfavourable attitudes towards participatory learning, a lack of understanding about the importance of active learning in developing the students' self-confidence and in enhancing the construction of their own knowledge. The pretexts that the lecturers were expected to cover large amounts of material, and the lack of resources, also constrained the situation. It was also found that a lack of clear institutional policy guidelines worsened the situation even further.

The results of the qualitative research corroborated the findings from the questionnaires by identifying some of the factors deterring the implementation of active learning methods. Some of the deterring factors included a lack of adequate pre- and in-service training on active learning methods, the perception that the lecture method is the best method of teaching, and a lack of awareness of, and commitment to the significance of active learning among such significant role-players as the lecturers, the students and college top management. The students' resistance to using active learning methods and the lecturers' insistence on maintaining the status quo in respect of the lecture method, the shortage of facilities necessary to support active learning, the large class sizes, their focus on covering the syllabus, examination-oriented teaching and a lack of incentives are the other deterring factors. The analysis culminated in the detection of a problem at all levels. There existed a lack of awareness and attention in the college management structures, and a lack of resources, as well as a lack of active learning at the selected colleges.

Recommendations

On the basis of these premises of demands, and the foregoing findings from the literature review and the empirical investigation, recommendations (areas of concern) in respect of the following are proposed,

whereby active learning methods in Ethiopia may be addressed more effectively:

- Curriculum policy makers should understand the need to integrate active learning more and more to the educational policy that take the context such as the culture, the psycho-social environment, and the socio-economic circumstances of the students.
- Management structures such as colleges, zone and regional educational bureaus should act as stakeholders to collaborate, and to appraise the effective implementation, and to give their input in the curriculum, as well as in relevant policies.
- The Geography Department need to use the relevant active learning Model that was developed in this study, takes into account the existing internationally-recognised philosophies and theories of active learning methods, but can be applied locally in terms of available resources.
- The lecturers need to use a combination of teaching approaches to stimulate the students' learning by means of different active learning methods and learning styles, and that they advocate active learning techniques which include all aspects of learning.
- Whilst covering the syllabus is part of the lecturers' responsibilities, it is better to focus on the depth of knowledge rather than on a shallow coverage of the content.
- Assessment should be used to promote the students' active involvement in the teaching and learning process.

Acknowledgments

Above all, I would like to thank Allah (God), the Sovereign, the Great, the most Gracious for the guidance in the work of this article. I would like to express my gratitude to all those who gave their time and assistance towards the completion of this article. Permission was obtained from all the college concerned and the collection of data is based on the consent of the participants.

Conflict of Interest

I hereby declare the Implementation of Active-Learning Methods of Geography in the Ethiopian Colleges of Teacher Education is my original work and that all the sources that I used have been indicated and acknowledged by means of complete references. The author is with full responsible that could be raised as conflict of interest of ownership, ethical and financial issues.

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