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The Current Role of Students to Engage in Learner Centered Teaching Method in Humbo Tebela Secondary Schools

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Abstract

The main objective of the study was the current role of students to engage in learner centered teaching method in Tebela secondary schools. The participants of the study were four purposively selected teachers and six students. Classroom observation and interview were used as instruments for data collection. Qualitative method of data analysis was employed to arrive at conclusion. Thus, the findings of the study indicated that students are reluctant to take part in group and share ideas with one another. The study also indicated that students are not willing to ask questions to teachers and are not answering when they are asked by teachers. Hence, it was recommended that the students should know that group work and pair work are important for promoting their learning and should be volunteer to involve in them. They should also be volunteer to raise questions to make learning sharable.

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Keywords

Learner-centered, Pair work, Participation, Questions

Introduction

Weimer (2002) defines “learner-centered” as focusing on students’ needs, what and how they are learning and the conditions that contribute to their learning. It is an instruction that focuses on what learners are doing and this results in the building of responsibility in learning. The National Institute for Educational Development (1999) defines “learner-centered” education as an approach where the teacher puts learners’ needs at the centre of what they do in class rather than the teacher being the central figure. It is also an approach where learners learn from the teacher, from one another and on their own. Student-centered learning becomes a pioneer of development of learning approach. In this approach, students’ activities are important indicators in learning process and quality of learning product (Zohrab *et al.*, 2012).

In a learner-centered classroom the teacher’s role is not primarily one of an authority. The teacher plays multiple roles such as: supporter, facilitator, friend, confidante and guide. Learners also expect their teachers to ask them questions during every day’s teaching, and to use this questioning as an indication as to whether or not learners are learning something. Learners themselves believe the questions should not be of the same type but should be various questions, which would enable them to think critically and creatively.

In Humbo Tebela secondary school there was gaps regarding students’ roles to involve in student-centered teaching method due to various factors like classroom conditions and lack of classroom furniture. In addition, students were not willing to do what was expected from them. Thus, this study emphasize on appraising the roles

played currently by the students ensure student-centered teaching approach.

Objectives of the study

The main objective of the study was the current role of students to engage in learner centered teaching method in Tebela secondary schools.

Materials and Methods

Research design

In order to get pertinent information, the researcher used qualitative research design. This was because the nature of the research needed this approach and it was assumed to be important to obtain genuine and detailed information from the research participants.

Research place

The research was conducted in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia. It has fifteen districts and five administrative towns. Among these, one district Humbo was selected as research place. The reason for selecting this district was the researchers' trust to find sufficient information from the areas as he had spent many days there when he supervise BA degree practicum students at Tebela secondary school which was found in that Humbo district.

The research subjects

The populations for this study were one secondary school i.e. Tebela secondary school from Humbo district. From this school, 4(four) teachers and six(6)students were selected by using purposive sampling technique. The purposive sampling technique used since it enabled the researcher to get the research subjects who could provide appropriate data. Thus, the total population of the study was 10 (ten).

Sample size and Sampling Technique

According to the purpose of the study, the sample size of the study was selected. The total size of the study participants were 10. Hence, the study subjects were selected by using purposive sampling method and this was because of the intention of having the participants who could provide relevant information to the intended study. From the selected school, only grades 9 students were selected purposively to obtain pertinent data. Again

from grades-9 two sections were selected by using random sampling technique so as to minimize unnecessary bias. From each section, only 3 students were selected by using purposive sampling technique as it helped the researcher get better respondents and four (4) teachers were selected using the same techniques so as to participate active Wolaita language. Thus, from two sections (3x2=6) students and 4 teachers were selected for interview. Therefore, the total population of the study was 10.

Tools for data collection

Two instruments were used to collect data for this study. These were interview and observation. These tools were valid as relevant and intended data was obtained through them.

Data analysis

The data were effectively collected using the two instruments and analyzed qualitatively in the form of a text. This was because the data were collected qualitatively by using interview and observation which need textual analysis. Therefore, the data gathered by using these two tools were analyzed qualitatively. During analysis priority were given to class room observation and then to interview. The data gathered using these tools were analyzed in the form of text. After that the result of data gathered by using the two tools were triangulated to provide comprehensive final findings.

Results and Discussions

Roles used currently by students to engage in student centered teaching method in Tebela secondary schools

As can be seen from classroom observation data, students are not volunteer to sit in group and in pair and so that they did not work in group and pair. The interview data found from teachers assured this. *The main problem in our school is that students are not willing to do in group and in pair. They simply want teachers to talk more and teach them. They have almost no interest to work by themselves. The students do not volunteer to work cooperatively to share ideas with one another.* From this interview data we can see that students are reluctant to take part in group and share ideas with one another.

Therefore, based on the above interview and classroom observation, one guess that students were not willing to work in group and in pair and they were not volunteer to share ideas with another.

Moreover, the observation data shows that students do not raise questions to the teachers and even do not answer some questions raised by the teachers. The interview data provided by the teachers proved the observation data. *It is difficult to manage and help students in this school. Because students have no interest to ask questions and answer questions raised by teachers. Students do not want to acquire knowledge from the teachers and from each other. They simply need results to be given by the teachers with their little effort.* This interview data also forwarded that students need to get marks without their own effort.

Based on the above information found from both observation and interview, one can assume that students were not willing to ask questions to teachers and answering when they were asked by teachers.

The observation data also disclosed that students do not help each other in sharing ideas effectively with one another and they also do not perform according to teachers' instruction. Similarly the interview data supported the observation data.

According to me students have no sense to help one another and they do not want to switch off knowledge and experience to each other. They do not want to help others and they even do not want to take help from others rather than attending classroom lesson. Students do not act according to teachers instructions. What they are asked to do and they do is mismatched. Students do not properly understand teachers' instructions given to them. This interview data also clearly shows that students did not help others and to be helped by others and they did not act according to teachers' instruction.

Therefore, looking the above data found from classroom observation and interview, we can generalize that students did not want to help one another and they did not perform according to the instruction given by the teacher.

The classroom observation data also indicated that students are not motivated to do activities in classroom and they are not active and conscious in time management. This is also true according to the interview data. *Students in my classroom where I am teaching are*

not motivated to do activities and they are also not conscious in time management.

According to the data found from both classroom observation and the interview, one think that students were not motivated to do activities in classroom and they were not active and conscious in time management.

Conclusions and recommendations

Based on the findings of the study, the following recommendations were made.

- The findings show that students are reluctant to take part in group and share ideas with one another. The study also indicated that students are not willing to ask questions to teachers and are not answering when they are asked by teachers.
- The study disclosed that that students do not want to help one another and they do not perform according to the instruction given by the teacher.
- The research finding clearly indicated that students are not motivated to do activities in the classroom and they are not active and conscious in time management.

Recommendations

- The classroom should be neat and free from any suffocation so as to implement effective student-centered teaching method.
- The students should know that group work and pair work are important for promoting their learning and should be volunteer to involve in them. The students should also be volunteer to raise questions to make learning sharable.
- The students should work cooperatively with one another and they should do the activities according to teachers' instructions and they should be encouraged to do activities and they should consciously manage time.

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Teacher-centered and/or Student-centered Learning:

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