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## Obstacles that Hinder Student- Centered Teaching Method in Wolaita Language Classroom in Humbo Tebela Secondary School of Ethiopia

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### Abstract

The objective of the study was to examine impediments that hinder student- centered teaching method in Wolaita language classroom in Humbo Tebela secondary schools. The participants of the study was 10 purposively selected teachers and students from Tebela secondary schools. Observation and interview were used as instruments to gather information from the research participants. Qualitative data analysis were used to make conclusions. Thus, the findings of the study proved that no sufficient seats, chairs, desks and tables in the classroom and there are no sufficient spaces for the teachers to move easily in the classroom. The classroom is also not neat and suitable to teach and learn in it. Furthermore, the study shows that the classroom is too crowded and difficult to manage students. Thus, it was recommended that teachers should motivate the students to perform various activities in the classroom and they should also advise the students to be alert in time management. The stake holders like school principals and district education office officials should work to establish a conducive school and classroom environment so as to ensure student -centered teaching approach.

### Article Info

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### Keywords

Obstacles, Hinder Student, Teaching Method, Wolaita Language, Humbo Tebela Secondary School.

### Introduction

Deriving from the constructivist view of learning, a “learner-centered approach” has been advocated in higher education during the last few decades (Zophy, 1982; McCombs & Whistler, 1997; Weimer, 2002; Pillay, 2002). 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 (Zohrabi *et al.*, 2012). In student-centered class, students may work alone, in pairs, or in groups (Zohrabi *et al.*, 2012). When students are working alone, they can prepare ideas or make notes before class discussions, doing listening

tasks, do short written assignments, or doing grammar or vocabulary exercises. Students can work together in pairs or groups when they compare and discuss their answers, or read and react to one another’s written work and suggesting improvements.

The main rationale for conducting this study was the researcher's understanding of the implements that hinder student -centered teaching approach in Humbo Tebela secondary school in Wolaita Zone Ethiopia. In many secondary schools of Wolaita Zone especially in Tebela Secondary schools, it is difficult to say that the real student-centered teaching method is being practiced due to various factors like classroom atmosphere. There were

various factors that hinder student centered teaching method in Humbo Tebela secondary school. Some of them are in appropriate classroom condition, crowding of the classroom and lack of spaces in classroom, etc. This problems hindered teachers and students for effective implementation of student centered teaching method.

There were some domestic and foreign researchers who involved in student-centered teaching approach. For example, Nadeem (2013) and Matsau (2007) conducted research on learner- centered English language teaching and investigating the learner-centered approach in language teaching in Lesotho respectively. Locally, challenges of implementing student-centered strategies in classrooms by Kumar (2016) were also conducted. However, there was almost no research conducted on local language, particularly on Wolaita language. Thus, this study is expected to fill this gap.

### **Objectives of the study**

The objective of the study was to examine impediments that hinder student- centered teaching method in Wolaita language classroom in Humbo Tebela secondary school.

### **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 twelve districts and three 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**

This study was intended to carry out in Wolaita Zone, SNNPR. 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 un necessary 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

### Impediments that hinder student- centered teaching method in Wolaita language classroom in Humbo Tebela secondary school

As shown in classroom observation data, there is no sufficient seats and desks in classrooms and those few desks and tables are also not arranged well with sufficient spaces to move easily for the teachers assist students. The interview data also boldly proved this. *In classroom, there are no adequate seats, chairs and tables and they are not arranged well. The classroom has no adequate spaces to move easily for the teachers.* This interview data also shows that the classroom is not suitable for teachers and students to freely move in the classroom.

Based on the above interview and classroom observation, we can generalize that there were no sufficient seats, chairs, desks and tables in the classroom and there were no sufficient spaces for the teachers to move easily in the classroom.

As can be illustrated in classroom observation data, the classroom is not neat and suitable to teach and learn in it. Similarly, the data found from the interview proved this. *I can say that the classroom is not comfortable to learn in it. It is not clean; it is full of rubbish. It is not suitable for both students and teachers.* This interview data also signify that the classroom is dirty and not suitable to learn in it.

According to the data found from both classroom observation and interview, one can think that the classroom is not neat and suitable to teach and learn in it.

Moreover, the classroom observation data shows that the classroom is too crowded and challenging to manage students in the classroom. The average number of students in the classroom was 90 and so that it is difficult to manage for the teachers. The interview data proved this. *The number of students in the classroom is out of control. The classroom is too crowded and difficult to manage.* This interview data also shows that the crowding of students in the classroom.

Therefore, based on the above interview and observation, we can conclude that the classroom was too crowded and difficult to manage students.

The classroom observation data also shows that the classroom has no ventilator to reduce suffocation. The school are found in areas where temperature is relatively high. But the classroom had no ventilator. The interview data forwarded the same result.

The classroom has high temperature, but it has no ventilator to resist. Since it highly suffocates students and teachers it is difficult to teach and learn in the classroom. From this we can clearly understand that the classroom had no ventilator to suppress temperature.

Based on the above interview and observation, it is possible to generalize that the classroom has no ventilator to resist suffocation.

As shown in observation data, there is no charts and markers for the students to present their activities in the classroom. This is also proved in interview data. *The school do not provide charts and markers to the students. Students simply practice in black board using chalks and dusters.* This also shows that the students had no charts and markers to practice activities in the classroom.

According to the information found from the above observation and interview, we can conclude that there were no charts and markers for the students to practice various activities

The observation data also shows that there is no sufficient text books for the students to perform activities.

The interview data also similar result. *The text book is not sufficient for the students. students use one book in group and this affects their activities in the classroom.* This also illustrates that the text book is not enough for the students.

Thus, based on the above data found from focus group discussion and interview it is possible to guess that the text book was not adequate for the students.

The observation data also indicated that the door and windows of the classroom is easily opened and closed and this is good. The interview data also supported this. *Regarding the classroom, there is no this much problem. It easily opened and closed.*

Based on the above data, we can conclude that the classroom was easily closed and opened.

Conclusions and recommendations are as follows:

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

- Moreover, the study clearly demonstrated that no sufficient seats, chairs, desks and tables in the classroom and there are no sufficient spaces for the teachers to move easily in the classroom.
- According to the study the classroom is not neat and suitable to teach and learn in it. Furthermore, the study shows that the classroom is too crowded and difficult to manage students.
- . It also clearly indicated that the classroom has no ventilator to resist suffocation.
- The study also indicated that the classroom was easily closed and opened and this is good for the student centered classroom.
- The study proved that there was no sufficient text book in the classroom.

### Recommendations

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

- Teachers should motivate the students to perform various activities in the classroom and they should also advise the students to be alert in time management.
- The stake holders like district and zone education office heads should ruthlessly work to provide adequate tables, chairs ad desks to the school. They should also reduce classroom size i.e. the number students should be 20-25 in one classroom.
- The stake holders like school principals and district education office officials should work to establish a conducive school and classroom

environment so as to ensure student -centered teaching approach.

- The classroom should be neat and free from any suffocation so as to implement effective student-centered teaching method.
- There should also be charts and markers for the students practice student centered teaching method in Wolaita language classroom.
- The classroom should be normal for the students. The number of the students in each class should not exceed 25.

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