Active Learning in Kabul Schools
Afghan Teachers’ Views and Practices

Heelai Sahar
ABSTRACT

Afghanistan is one of those countries where the education system is influenced by traditional system where the teachers has a central position while students is passive and do not have chance to express their opinions. However, active learning is essential need for educational context of Afghanistan.

So, the aim of the study is to explore some teachers’ perspectives and practices in relation to active learning and identify some of the main challenges of this approach in Afghan schools. This study has been based on quantitative approaches with 100 male and female teachers in Kabul schools which included the questionnaires from 100 teachers and structure observation of 10 different subject teachers.

The findings show that although the National Education Strategy Plan (NESP) and Curriculum Framework (CF) of Afghanistan suggest the active learning/student-centred approach but teachers mostly use the traditional lecture methods. It means that the implementation of active learning in various stages of teaching process at Kabul schools is low. As well as, the use of active learning such as group work, pair work and open questions are not mostly considered during teaching processes. Because of some main obstacles such as: lack of classroom space, large number of students in classrooms, shortage of time, the amount of content that needs to be covered, and lack of materials.

At all, the viewpoints of teachers were in support of using active learning approach in the teaching-learning process but observation shows that the majority of instructors focus on lecturer-centred method because of some main obstacles which are mentioned before.
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ABBREVIATIONs

AREU             Afghanistan Research and Evaluation Unit
CF               Curriculum Framework
DT3              Districts Teachers Training Teams
INSET I          In-Service Training I
INSET II         In-Service Training II
MoE              Ministry of Education
NESP             National Education Strategic Plan
SIDA             Swedish International Development Cooperation Agency
TEMP             Teacher Education Master’s Program
TEP              Teacher Education Program
INTRODUCTION

Background
Afghanistan is a landlocked country situated in South Central Asia. It is bordered by Pakistan in the south and the east, Iran in the west, Turkmenistan, Uzbekistan and Tajikistan in the north, and China in the far northeast (Figure 1.1).

![Figure 1: Location of Afghanistan](image)

During thirty years of war especially, during the Taliban regime the educational system and educational structure of Afghanistan had been badly destroyed. On that time most of school buildings were damaged and professional teachers left the country. So, the curriculum was not revised for many years and standard teaching and learning methods were not introduced (Menon, 2008).

Therefore, all parts of the education system was badly damaged, especially; the quality of education, which raised concerns among the international donor agencies, government organizations and developers to rebuild the damaged educational system (ibid.).

By the efforts of several organs and Ministry of Education, government of Afghanistan had built the National Education Strategic Plan (NESP) which was a guiding document for all education system. In that plan, the Ministry of education highlighted the teacher’s actual performance and classrooms quality as crucial points which needed to give more attention and improvement (Ministry of Education, 2003; 2006).

Therefore, the highest attentions had paid to distinguish the most effective method to be used for the purpose of transferring the knowledge to the next generations. Thus, some major improvement was made by the revision of the Curriculum Framework (CF). The education CF of Afghanistan suggests the learner centred approach, where students actively participate in the learning process and take responsibility of their own learning. Actually teacher role is like a guider or facilitator who listens to the students and helps them according to their individual needs (Ministry of Education, 2003).

On the other hand, new education and training policies were introduced which included some quality training programs for the purpose of making active learning practical all over the country. Therefore, national Teacher Education program (TEP) was established where the aim was to deal with teaching training needs (Menon, 2008).

Districts Teachers Training Teams (DT3) was arranging training for the teachers in a continual way. Such as; In-Service Training I (INSET I) and In-Service Training II (INSET II) which were created as a part of DT3 and their main objective was to help unqualified teachers to obtain the “minimum qualification” (Ministry of Education, 2012).

Problem Area
According to the Menon’s research in 2008, Afghanistan was one of those countries where the education system influenced by traditional system which included repetition, rote learning and memorizing the text without understanding, analysing and constructing. In that system
teachers had a central position while students were passive and did not have chance to express their opinion or critical discuss things. However, active learning was essential need for educational context of Afghanistan (Menon, 2008).

In addition, Afghanistan Research and Evaluation Unit (AREU) reported that the blackboard and chalk were the only learning material in most Afghan schools. On the other hand, mostly the teachers were not able to understand the textbooks themselves and, the students’ participation, discussion and interaction with their teachers and with each other were rare activities in classrooms (Menon, 2008).

Furthermore, the classroom observation and interviews by Menon (2008) indicated that although the new techniques and polices of active learning were introduced for teachers in schools but some teachers were not able to implement those activities in a proper way to improve the students critical thinking.

On the whole, the use of active learning approaches while teaching in the classrooms has really advantageous impact on students learning. As many studies indicate that students prefer activities that involve active learning rather than traditional lectures, because in these activities many learners construct their own understating by their personal experiences and their interaction with environment (Ginsburg, 2010; Perkins and Wirth, 2008; Wang, 2007; and Alemu, 2010). Moreover, active learning techniques enable student to solve their problems analytically and to assist their critical thinking approaches (Alemu, 2010).

Besides, the CF of Afghanistan suggests the learner centred /active learning approach and (DT3) arrange some training such as INSET I and INSET II for unqualified teachers. On the other hand, NESP give more attention to the teacher’s actual performance and classrooms quality (Ministry of Education, 2003; 2006; 2012).

As teachers are the key influencers, therefore their opinions regarding the active learning approaches and their attitudes seem to be very important to explore. For example, what do teachers think about active learning? Which type of active learning do they use? And what are the main challenges they face when they use active learning techniques? However in Afghanistan, few studies have been done to explore the issue of active learning approaches in schools. Hence, the researcher wants to explore the teacher perspective and practices regarding to the active learning and also to identify the main challenges which the teacher face when they implement active learning techniques.

Aim
The aim of the study is to explore some teachers’ perspectives and practices in relation to active learning and identify some of the main challenges of this approach in Afghan schools.

Research questions
1. How is active learning viewed by selected teachers in Kabul schools?
2. Which type of active learning practices are mostly used by teachers?
3. Which are the most common challenges these teachers face when using active learning exercises in classrooms?

Outline of the study
This study has four main chapters: the first chapter is the literature review which briefly overview the history of active learning, the main features of active learning and its techniques and the challenges which teachers face when implementing this approach. The second chapter is the research method which includes the data collection tools and analysis techniques and some ethical problems. The third chapter is about findings that contains tables and quotes which is draw out from the research. The fourth chapter is discussion and finally, the conclusion of this study.
LITERATURE REVIEW

Education is the main pillar for the development of a country therefore; a specific and essential method of teaching and learning must be used in order to transfer the knowledge in an appropriate and effective manner (Alemu, 2010). Thus, different methods were experienced during life time of humanity.

Until several decades ago, it was considered that students are only receivers and knowledge can be delivered to them by those who are knowledgeable. In contrast, according to the modern cognitive psychology, it has been revealed that learning is a constructive process, not a receptive process (Perkins & Wirth, 2008).

Perkins & Wirth (2008), Wang (2007) and Alemu (2010) explain that in constructivist learning theory the instruction takes place in a learner-centred style where the students are the main focus while teachers play a facilitator role. Moreover, learners construct their own understanding of knowledge by their personal experiences and their interaction with the environment.

Therefore, active learning has been experienced to be a better method to change the traditional teacher centred classroom into the new student centred approach. As it gives opportunity to facilitate effective and useful learning by enabling students to participate and have active involvement (Van de Bogart, 2009).

According to some studies in Afghanistan, most teachers used the traditional teaching and learning methods which includes repetition, rote learning and memorizing the text without understanding it. In that method, teachers had the central role and students were passive and did not have chance to express their opinion or critically discuss things (Menon, 2008).

However, active learning is essential need for education system of Afghanistan (Menon, 2008). Therefore, it will be appropriate to throw some light on active learning; its history, main features as well as challenges involved in the concept.

Active Learning

During 20th century two different types of teaching and learning method were common (traditional method and child centred method). In traditional method the teachers have central position in the teaching-learning process and they transfer the knowledge to the students while students receive it in a very humble and passive way. In contrast, the child centred method was based on the student’s practical and self-directed learning activities (Montgomery, 1999).

Child centred method or active learning is more accepted and supported in recent years than it was when Beeby (1966) published his volume: To a Quality of Education in Developing Countries. In 1986 Beeby mentioned that education system especially in primary schools improves to higher stages of development where learning becomes independent from massive instruction (cited in Ginsburg, 2010).

In the 1980s, 1990s and 2000s there were several major developments in reforming of teachers’ behaviour toward active learning because of numerous international research reports and policy documents focusing on effectiveness of active learning (Ginsburg, 2010).

According to many studies, active learning / student-centred method has commonly recommended method over lecturer-centred method. Where, active learning method is defined as a most effective method in improving the students’ academic performances (Alemu, 2010).

It is difficult to define active learning properly due to author’s different interpretations of some terms but it can be defined by some generally accepted definition and to focus on differences of how common terms are used (Prince, 2004). Active learning is about learning through doing, performing and taking action where students are active in their learning.
process. Generally, it has a huge difference from learning through one way delivery or teacher centred environment (Van De Bogart, 2009).

Furthermore, Alemu (2010) argues that active learning can be either mentally or physically which includes students’ active participation in course material by carefully constructed activities. While according to Stern and Huber (1997) active learning is related to mental activity where learner is challenged to use his or her mental abilities during learning process.

As a result, one of the most important key characteristics of active learning approach is the students’ active involvement and interaction in the learning process. Therefore, active learning has been related to class activities, where teacher has a role of facilitator and motivator in order to, encourage students to have active participation in the classroom activities (Prince, 2004).

**Common practices of Teacher and Student in active leaning approaches**

The basic objective of active learning is the interaction among participants in the learning process (Garman and Piantanida, 1996). While the students’ main roles are to: have active participation in the teaching learning process and to generate their personal ideas from their practical experiences (Alemu, 2010). Besides that, take responsibility for their learning rather than be dependent on the teacher to tell them what is important (Garman and Piantanida, 1996; Ginsburg, 2010). Furthermore, take their decisions on what, how and when to learn e.g. students should make a plan for their groups, pairs or individual works (Stern and Huber, 1997). In addition, use their personal experiences and practices to construct their own understanding of the knowledge (Garman and Piantanida, 1996; Alemu, 2010).

Meanwhile teachers also have significant part in active learning activities and they can be introduced as a facilitator (Garman and Piantanida, 1996; Wang, 2007). Where the teachers’ main roles are to: create a classroom environment that helps the students to have active participation and interaction in the classrooms (Garman and Piantanida, 1996; Van de Bogart, 2009). Besides that, they perform a set of behaviour that encourages students to have active involvement in the learning process (Garman and Piantanida, 1996; Alemu, 2010). Furthermore, they need to use the active learning techniques in a proper way which enables students to analytically solve their problems (Alemu, 2010).

The importance of these features can be realized by the analysis of many studies which indicate that students prefer activities that involve active learning rather than traditional lectures (Ginsburg, 2010).

Research attended by Alemu (2010) in universities of Oromia, Ethiopia indicated that the implementation of active learning/student-centred approaches in the teaching learning processes is low because mostly lecturers used lecturer-centred method as the way of their teaching.

Menon’s research in Afghanistan in 2008 indicated that the education system of Afghanistan influenced by the traditional system of education where teachers had a central position in the learning process while students were listeners and did not have the chance to express their points of view.

Based on research conducted by Karlsson in 2005 in Afghan primary schools, which provided an analytical description of teaching practice in the country, the results of the study showed that teachers are playing the active role in the classrooms and they are the main decision makers. They put great effort to teach constantly by putting questions, writing on the black boards, reading from textbook, correcting or commending the students but they are not involving students in the learning process as individuals.

Consequently, by the revision of CF of Afghanistan some main improvement was made. CF of Afghanistan suggests the learner centred approach, where students actively participate
in the learning process and take responsibility for their own learning. While teacher role is like a guide or motivator who encourages students to have active participation in the learning process and helps them according to their individual needs (Ministry of Education, 2003).

**Some Main Features of Active Learning**

Critical thinking is a basic component of active learning. It can be defined as a process where students analyse, synthesize and evaluate the information to solve the problems and make decision instead of memorizing or repeating the text without understanding, analysing and constructing (Snyder & Snyder, 2008).

Several studies indicate that critical thinking has beneficial results on the students learning. According to Dole et al. (2007) investigation on students learning results, students who used heuristic techniques to solve problems were able to score higher than students who learned by traditional textbook and lecture based learning.

On the other hand, different research studies show that active learning approaches cause direct improvement on the quality of teaching (Alemu, 2010). According to Henard and Roseveare (2012), quality teaching is the use of learning techniques which enable students to increase their achievement.

Several studies indicated that, active participation of students has direct influence on quality teaching therefore, students can have feedbacks such as; what works well or what they would like to be done and how (Henard and Roseveare, 2012).

**Common Techniques of Active Learning**

Active learning includes many techniques for inspiring students to have independent learning in classroom. Besides, active involvement of students in the classrooms, encourage them to work hard and think more deeply about subject matters (Van de Bogart, 2009).

According to the Van de Bogart (2009), personal experience and discussion of students about their lessons, help them to reasonably solve their assignment problems and also improve their common understanding of the lessons.

Following are three common active learning techniques (pair share, group work and questioning) which enable student to understand the subject in a better manner.

**Pair Share**

Pair share techniques is one of the effective active learning techniques where students solve their problems by sitting and working together. This technique allows students to share some questions with each other and solve their problems together (Van de Bogart, 2009).

Pair share is an opportunity for students to think or talk about topics in the class. The instructors mention an issue or problem and then give 30 seconds or one minute to the students to make an answer. After 30 seconds students have 3 to 5 minutes to describe their answers consequently. Because, it takes about 4 to 6 minutes therefore, it is recommended to be done one or two times in each class session (Fink, 2003).

As Lyman (1992) claims that think pair share and write pair share methods are simple ways to make students to talk about their lesson.

**Group work**

Group work is another active learning technique which should be considered. In group work each member of group has responsibility to work together to accomplish a given task. Usually, each group consist 2-5 members where they can share their prospective about an issue or topic (Raja, 2012).
Furthermore, it is more satisfying for students to work in a group because it enables them to learn more. As well as working in a group where students are dependent to each other is an effective way to remind students about their social needs (Alemu, 2010).

In addition there are small group techniques that can be used with very less effort and risk (Bonwell, 2000). While according to Raja (2012) group work and pair work have proper consensus when it is used combined with other methods. It means that, variety in teaching method has positive results.

**Questioning**

Questioning is an easy technique which help students to actively participate in the teaching-learning process. In this technique questions are asked during lecture in order to challenge students to pay attention for understanding the course materials (Black et al. 2003).

There are some commonly used techniques of questioning which are found to be effective such as: paying attention on small area of the class and waiting for a volunteer student to answer the question, meanwhile after posing the question pause for 15 to 30 seconds which is based to the cognitive complexity of the problem (Black et al. 2003).

Research attended by Alemu (2010) indicated that the active learning activities such as, open type questions, group work and other activities were rarely used by the lecturers in the classrooms. Mostly students did not have discussion and interaction between each other therefore; their activities were recalling the fact or information without understanding and analysing the content.

In addition, research attended by Karlsson (2005) in Afghan primary schools indicated that teachers mostly used the close ended question which wants from students to recall a fact or give answers by yes or no as response. Mostly teachers first pointed the students and then putted the question instead of first putted the questions and then selected from the students who was volunteers to responds.

**Main Challenges of Active Learning**

Many Educators particularly instructors believe that there are some main challenges which inhibit the implementation of active learning approaches (Alemu, 2010). Seven common challenges against implementation of active learning are mentioned by several authors. First of all, the amount of content that needs to be covered during one class session prevents the active learning approaches (Alemu, 2010; Bonwell, 2000). Second, applying active learning strategies takes too much pre-class preparations for (Van De Bogart, 2009; Bonwell, 2000). Third, implementing active learning strategies in large class is a difficult task (Alemu, 2010). Fourth, most instructors consider themselves as a good lecturer rather than being a facilitator (Bonwell, 2000). Fifth, there is a lack of facilities such as material or equipment for using active learning strategies (Alemu, 2010). Sixth, due to high pressure on students in active learning, some students may resist non lectures approach (Bonwell, 2000). Seventh, there is a lack of time to actively involve students in the classroom (Alemu, 2010).

There are many problems surrounded the education system in Afghanistan. Major problems in the curriculum framework are lack of teaching time, lack of appropriate teacher training for teachers, lack of sufficient learning environment, lack of professional teachers especially women teachers and lack of necessary facilities and materials (Ministry of Education, 2003).

Even though new techniques of teaching have been introduced in the policy document but still teachers are unfamiliar with the main concepts such as; child centred method or active learning (Menon, 2008). Therefore teachers’ low level of knowledge and insufficient teaching-learning methods are found to be major problems in Afghanistan (Menon, 2008; Ministry of Education, 2010).
The result of the Alemu study in Oromia Ethiopia on 2010 showed some major issues which inhibit the implementation of active learning approach such as: lack of time in actively involving students in teaching learning process; the amount of content that needs to be covered during one class session; lack of problem-based teaching material that requires too much time and effort from an instructor and large classes.
METHODS

In this chapter, the research design and data collection procedure are described which has mainly focuses on data collection tools, data processing, measures of validity, reliability and some ethical problems.

In this research, the quantitative approaches were followed because this leads the researchers to conduct the study in a limited time with limited resources but have a broader coverage. Another reason is that, this approach mostly deal with the numbers, figures and statistical measurements which mitigate the risk of misinterpretation of data and are appropriate for collecting facts and opinions (Denscombe, 2010)

Therefore, in order to better communicate the nature of this study with quantitative date collection and analysis approaches the following main stages were designed and implemented.

The questionnaire

The use of questionnaire as a quantitative method helps the researcher to collect the view of a large number of respondents in a short period of time (Bryman, 2012). Therefore; in this research closed-ended questionnaires and open questions were distributed to the teachers.

Teachers responded in various cases relating to their use of active teaching / learning methods and the main problems / challenges that impede the implementation of this approach in Kabul schools, Afghanistan.

Furthermore, the questionnaire implemented the four point Likert scale because it helps the respondents to indicate their agreement or disagreement on a given scale (Braymn, 2012). As, this type of Likert scale questionnaire was administered with the following meanings:

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

The items in the questionnaire were classified into four main sections:

- Section 1: Biographic characteristics of the respondents
- Section 2: Lecturers’ perspective and practices towards active learning (items 1 to 9).
- Section 3: The extent to which the schools teachers implement active learning/student centred practices while teaching (items 10 to 17).
- Section 4: Factors influencing/hindering the implementation of active learning/student-centered approaches in the sample schools in the Kabul, Afghanistan (items 18 to 25).

The last section includes two open-ended questions for teachers about active leaning/teaching. These were:

- Which other obstacles exist which prevents the actively involvement of students?
- Have you attended any methodical workshop/training?

Observation

The semi structure observation had been used in this study to collect data on the implementation of active learning approaches in the classrooms. Following areas are concentrated by the semi structure observation of the classrooms: (a) learners’ active participation in classrooms activities, (b) type of questions used by the teacher, (c) use of materials (d) interaction between teacher and students, (e) learners pair work or group work.

A total of 10 observations were once observed by the researcher. The researcher used her observation checklist to record what she saw and heard during the class session of different subjects (45min). In the checklist the researcher had a time limitation where she observed the classroom for 5 minutes at a time then she had a pause for making notes (almost 30 sec) and after that she started a new five minute period. After every observation time she
decided what kind of teaching approach was dominated in that time period and then she filled
the right category of her form.

**Participants and location**
During the research the purposive selection was used. The purpose of selection was to see
whether the difference in teachers’ sexes makes any differences in their beliefs, extend of
implication and the level of their understanding regarding to the active learning approach or
not.

Therefore, from all schools in Kabul, Afghanistan, 10 schools (five from the girls’
schools and five from the boys’ schools) were selected. The selection of the particular schools
was based on the researcher’s judgment of the potential for providing worthwhile and
comprehensive data. As well as the other reason for the selection of those schools was related
to the accessibility of the researcher. Furthermore, 100 teachers (60 female and 40 male), with
different grades (1 to 12) and subjects (math, languages, life skills and other subjects) were
involved in the quantitative data collection of the research. In this sample the number of
female teachers was more than the number of male teachers because the large numbers of
female teachers were teachers in boys’ schools.

The above approach was based on the reputational-case selection. Reputational case
selection wants from the researchers to get help of the society professionals to find out the
appropriate units of people for their study (Alemu, 2010). In this study the researcher took
help from the head of departments. They introduced the teachers who knew about the active
learning techniques. As, in this study the teachers which were familiar with the concept of
active learning were introduced to the researcher by the head of related departments.

As noted above, observations were made from 10 teachers (five from male and five
from female) which were teachers in two schools of 10 sample schools. The field study
started on September 16, 2013 and completed on the end of September, 2013.

**Validity and reliability**
Validity refers to the issue of whether the indicator which is introduced to measure the
concept, really measures that concept (Denscombe, 2010). On the other hand, the consistency
of the findings and conclusion of the research is the basic pillar of the validity (Bryman,
2012). To insure the validity of this research method, the questionnaire was piloted by the
researcher and she got some comments from teachers and her colleagues about the research
tool.

As Bryman (2012) argue that reliability and validity have quite different meaning,
reliability deals with expilicability which means that, whether the result and finding of a
research be the same when applied by other researcher in the context similar to the former. To
ensure the reliability of the research method, the researcher piloted the test tools and also did
the research on five teachers.

In addition, reviewing of national and international policy document and strategies
might be some elements which enhance the validity and reliability of the finding.

**Data analysis**
The quantitative data achieved through questionnaire was analysed by percentages and the
quantitative data achieved through observation was analysed by using words. At all, the
researcher uses names and symbols to classify the specific areas of data.

**Ethical Problems**
In the questionnaire, the researcher ensured that the data to be collected through the
questionnaire is used for academic purposes only and the information that you provide will be
treated as confidential. In addition the researcher provided some necessary information about the purpose of the research for respondents in written.

Furthermore, concealed media such as video camera or sound recorder were not used. Just letter of permission was used which facilitated the cooperation and support of the participants.

**Limitation**

There were some limitations that should be acknowledged when considering the result of the research. The first limitation was the small area of the study (10 schools in Kabul, Afghanistan) and small size of selected teachers (100 teachers) which were because of the time limitation of the study. As research over a broader demographic area with a large number of selections may enhance insight and enable greater generalisation regarding schools in Kabul.

The second limitation was that the selected schools were all public/government schools and private schools were not selected.
FINDINGS

Participating teachers’ profile

Through questionnaire the 100 teachers (60 females’ and 40 male teachers) opinions on active learning were obtained. As well as it was followed by observation of 10 classrooms from (5 female and 5 male teachers).

In the study, four biographical variables such as: age, years of experience, teacher education and number of students in a classroom were selected which had direct effect on the usage of active learning approaches. Table 1 shows the biographical data of respondents;

Table 1: Biographical data of respondents

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Total number of teachers</th>
<th>Age</th>
<th>Years of experience</th>
<th>Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>29 years and younger</td>
<td>30-39</td>
<td>40-49</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>0</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td>15</td>
<td>9</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>15</td>
<td>14</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 1 shows that the majority of both male and female teachers are 40-49 years old: 33% of female teachers and 17% of male teachers are 40-49 years old.

About the job experience of teachers, table 1 shows that majority of male teachers (80%) and half of female teachers have more than 15 years of teaching experience.

About the number of students in a classroom, 53% of teachers mentioned that the numbers of students in each class are 41-50 and during classroom observation it was observed that the large number of students was in the classrooms.

Table 2: Size of classes

<table>
<thead>
<tr>
<th>Teachers Gender</th>
<th>Number of students in a class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-40</td>
</tr>
<tr>
<td>Male teachers</td>
<td>11</td>
</tr>
<tr>
<td>Female teachers</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

Lecturers’ attitude toward active learning

The following table represents the views of teachers on active learning method and that has been followed by the classrooms observations.
In Table 3, teachers’ points of view are presented by the percentages which were:

- To be a facilitator for student in the teaching learning process (78 plus 21% equal to 99%)
- Motivating students in actively participating in the teaching and learning process (82 plus 16% equal to 98%);
- Providing classroom environment that could involve students actively in the classroom (70 plus 27% equal to 97%)
- Encourage students to take their decisions on what, how and when to learn (62 plus 35% equal to 97%).

However during the observation of the classrooms, it was noted that the teachers mostly used the lecturer-centered method where the students were taught by the teachers from the beginning to the end of the class.

As it is going on from years and years teachers are active through the class hours. From the observation, the active teachers showed up with reading from books, writing it down on white board, asking the students to read from books or black board and mostly asking questions from some few students. Generally, students were passive during whole class session.

As well as, mostly teachers were to take all decisions on how to teach, when and what, and also the chance for participation was only given for few of students. Instead of given the chance for all participation (students) to take their decision about what, how and when to learn.

<table>
<thead>
<tr>
<th>No</th>
<th>Attitudes towards active learning</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Total Disagree</th>
<th>Agree (3)</th>
<th>Strongly agree (4)</th>
<th>Total Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I try to create a classroom environment that supports students to have active involvement in the classroom.</td>
<td>1 1</td>
<td>2 2</td>
<td>3 27 27</td>
<td>0</td>
<td>1 1 1 1</td>
<td>97</td>
</tr>
<tr>
<td>2</td>
<td>In the teaching-learning process my responsibility is to facilitate student’s learning.</td>
<td>1 1</td>
<td>0 0</td>
<td>1 21 21</td>
<td>1 78 78</td>
<td>0 0 0 0</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>I motivate students to actively participate in the teaching-learning process.</td>
<td>1 1</td>
<td>1 1</td>
<td>2 16 16</td>
<td>2 82 82</td>
<td>0 0 0 0</td>
<td>98</td>
</tr>
<tr>
<td>4</td>
<td>I generally link new knowledge to students’ prior experiences.</td>
<td>2 2</td>
<td>3 3</td>
<td>5 38 38</td>
<td>2 57 57</td>
<td>0 0 0 0</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>I encourage students to deduce general principles from practical experiences.</td>
<td>2 2</td>
<td>2 2</td>
<td>4 34 34</td>
<td>2 62 62</td>
<td>0 0 0 0</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>I help students to take responsibility for their own learning.</td>
<td>4 4</td>
<td>10 10</td>
<td>14 30 30</td>
<td>4 56 56</td>
<td>0 0 0 0</td>
<td>86</td>
</tr>
<tr>
<td>7</td>
<td>I encourage students to make decisions about the what, how and when of learning.</td>
<td>0 0</td>
<td>3 3</td>
<td>3 35 35</td>
<td>0 62 62</td>
<td>0 0 0 0</td>
<td>97</td>
</tr>
<tr>
<td>8</td>
<td>I encourage students to provide comment to their teachers about how they learn effectively.</td>
<td>2 2</td>
<td>2 2</td>
<td>4 26 26</td>
<td>2 70 70</td>
<td>0 0 0 0</td>
<td>96</td>
</tr>
<tr>
<td>9</td>
<td>I use the students’ useful comment to improve my teaching.</td>
<td>0 0</td>
<td>4 4</td>
<td>4 31 31</td>
<td>0 65 65</td>
<td>0 0 0 0</td>
<td>96</td>
</tr>
</tbody>
</table>
In addition, according to the table 3, 96% of teachers responded that they asked students about how are they learn easily and they used their students’ tips during the teaching learning process. While, observation showed that teachers often did not give this opportunity to students to express their point of views.

Generally, all male and female teachers had the same point of view about active learning approaches.

The use of active learning approaches while teaching
Table 4 presents the lecturers point of views on using some major techniques to engage students in classroom activities.

Table4: Active learning practices

<table>
<thead>
<tr>
<th>No</th>
<th>students opportunities to actively participate in the teaching-learning process</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Total Disagree</th>
<th>Agree (3)</th>
<th>Strongly agree (4)</th>
<th>Total Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 %</td>
<td>1 %</td>
<td>11 %</td>
<td>45 %</td>
<td>44 %</td>
<td>89 %</td>
</tr>
<tr>
<td>1</td>
<td>I often arrange the students into groups of more than two pupils.</td>
<td>1 10</td>
<td>10</td>
<td>11</td>
<td>45 45</td>
<td>44 44</td>
<td>89</td>
</tr>
<tr>
<td>2</td>
<td>I often divide the students into couples to work on their tasks.</td>
<td>5 25</td>
<td>25</td>
<td>30</td>
<td>40 40</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>I often ask close-ended questions for which there is only one correct answer.</td>
<td>1 13</td>
<td>13</td>
<td>25</td>
<td>32 32</td>
<td>64</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>I often ask open-ended questions.</td>
<td>7 14</td>
<td>14</td>
<td>31</td>
<td>36 36</td>
<td>72</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>I often give enough time for students to think after asking questions.</td>
<td>1 8</td>
<td>8</td>
<td>9</td>
<td>29 29</td>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>6</td>
<td>I encourage students to ask questions.</td>
<td>1 1</td>
<td>1</td>
<td>2</td>
<td>16 16</td>
<td>32</td>
<td>98</td>
</tr>
<tr>
<td>7</td>
<td>I encourage students to have discussions between each other on their tasks.</td>
<td>0 3</td>
<td>3</td>
<td>3</td>
<td>41 41</td>
<td>82</td>
<td>97</td>
</tr>
<tr>
<td>8</td>
<td>I often monitor the interaction between pupils.</td>
<td>2 1</td>
<td>1</td>
<td>2</td>
<td>25 25</td>
<td>72</td>
<td>97</td>
</tr>
</tbody>
</table>

Table 4 indicate that lecturers were willing to ask close ended questions for which there was only one correct answer and also open ended questions; about 75% (43% and 32%) and 69% (33% and 36%) of the respondents supported these types of approaches respectively. Based on observation, this was confirmed that teachers usually putted some close ended questions which required from the students to use their memories to recall a fact or provided answers. Sometimes teachers asked questions that required from students to give answers by yes or no. Mostly, teachers did not use open ended question which help students to think critically.

Furthermore, in table 4, for the approach such as: after asking question they often gave enough time for students to think, the respondents supported this by 91%. But in observation, mostly teachers instead of first putting the question then waiting for students to think and after that choose from those students who were volunteers to respond- teacher first choose one student then asked a question from him or her and after that did not give enough time for student to think.
Likewise, for the item that they encouraged student to ask questions from each other, 98% of respondents support this item but observation showed that teachers mostly did not encourage students to ask questions.

The result in table 4 also indicate that for the section where the teachers consciously arranged the student in to group and encouraged them to have discussion between each other on their tasks, respondents showed 89% and 97% agreement respectively. However, observation showed that teacher often did not prepare some groups to discuss the task between each other or divided students in to pairs.

Usually, teachers did not pose questions to students seated in the last rows of the classrooms where they were not paying attention to the subject. Many teachers did not monitor their students’ activities and sometimes they choose to ignore them due to the misbehaviour of students with the teachers. But in the questionnaire 97 % of respondents showed their agreement with monitoring the interactions between the pupils.

Generally, all male and female teachers had the same point of view about the techniques of active learning.

**Factors that hindered the implementation of active learning**

Table 5 presents the factors hindering the implementation of active learning/student-centred approaches. Eight factors were assumed by the author to affect the implementation of active learning.

**Table 5: Factors that hinder the implementation of active learning**

<table>
<thead>
<tr>
<th>No</th>
<th>Factors hindering the implementation of active learning approaches</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Total Disagree</th>
<th>Agree (3)</th>
<th>Strongly agree (4)</th>
<th>Total Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I lack training on the implementation of some techniques which make students to actively involve in the classroom.</td>
<td>35 35 31 31 66 21 21 13 13 34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The lectures are the best way for me to teach students.</td>
<td>19 19 35 35 54 21 21 25 25 46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students dislike active participation in my classroom teaching.</td>
<td>39 39 16 16 55 29 29 16 16 45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The amount of content that needs to be covered prevents the actively involvement of students in my classroom.</td>
<td>16 16 19 19 35 35 35 30 30 65</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>There is a lack of time to actively involve students in my classroom teaching.</td>
<td>19 19 13 13 32 37 37 31 31 68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Active involvement of students will create problems in my classroom management.</td>
<td>37 37 32 32 69 19 19 12 12 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Lack of materials inhibits to actively involve students in my classroom.</td>
<td>18 18 17 17 35 36 36 29 29 65</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>It is impractical for me to actively involve students in large classes</td>
<td>11 11 10 10 21 27 27 52 52 79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 5, in order of importance (as indicated by the percentages and means), the following points were mentioned as the main factors impeding the implementation of active learning approaches.

- Large classes (27 plus 52% equal to 79%);
• Lack of time to actively involve students in the teaching learning process (37 plus 31% equal to 68%);
• Lack of materials (36 plus 29% equal to 65%);
• The amount of content that need to be covered (35 plus 30% equal to 65%).

Classroom observation also showed that these four points were the most influencing factors on implementation of active learning approaches. For example, in large classes the seating of the students (front to back) and also fixed seats were the factors which discourage students to talk with each other. As well as, giving attention for all students in very small amount of time was hard for the teachers.

There are some other factors which teachers mentioned in question 26 such as: lack of classroom space that hindered group work, lack of professional teachers and students absence.

Based on questionnaire responses, teachers responded that there was not enough space for preparing students in to groups or pairs in the classrooms, but observation indicated that almost all classes had enough space for group discussions or at least sufficient space for students to be engaged in the pair work activities. But mostly teachers did not allow their students to ask questions from the teacher or from other student or talk with each other. It is noteworthy to mention, that teachers tended to be working hard but lack of professional approach disabled them to make students active in the teaching learning process.

Mostly, all male and female teachers had the same point of view about the factors that hinder the implementation of active learning approaches.
DISCUSSION

This chapter discusses the results of the study with respect to the lecturers’ biography, lecturers’ perceptions about active learning methods in class, use of the common techniques while teaching and major factors which hindering the implementation of active learning approach.

Lectures’ view and practices of active learning in the teaching-learning process

In active learning approaches students play major role in their learning process. In this approach students take full responsibility for their learning and teacher are just facilitators. The results of this study showed that implementation of active learning in teaching and learning process at Kabul schools are low. The major results of this study are as follow:

- The viewpoints of lecturers were in support of active learning but observation shows that the majority of instructors focus on lecturer-centred method.
- Instructors are playing active role in class instead of students; mostly students are passive in classrooms environment.
- Teachers are the main decision makers in class, where rarely teachers give the opportunity to the students to decide what, how and when to study.

The results have similar trend and confirm the previous researches in this area. Research attended by Alemu (2010) in universities of Oromia, Ethiopia indicated that the implementation of active learning in teaching process is low where instructors mainly uses lecturer-centred method as the way of teaching.

Menon’s research in Afghanistan at 2008 indicated that lecturers have a central position in teaching process where students are mostly listeners not do not have the main contributors in learning process. Menon showed that learning in Afghanistan is still suffering from traditional system where students teach through repetition, memorize the text without understanding, and keep away from critical discussion during the class hours.

Likewise, Karlsson’s research (2005) in Afghan primary schools indicated that teachers are active in the teaching learning process while students are passive and do not have chance to actively participate in the classroom activities. The results of the study showed that the teachers do not rest at the whole class sessions; they were constantly putting questions, writing on the black boards, reading from the textbooks, and correcting or commending the students. At all, teachers are the main decision makers.

The use of active learning approaches while teaching

Use of active learning approaches while teaching in the classrooms has really advantageous impact on students learning. Many studies indicate that students prefer activities that involve active learning rather than traditional lectures, many learners construct their own understating of knowledge by their personal experiences and their interaction with environment (Perkins and Wang, 2007; Wirth, 2008, Alemu, 2010; Ginsburg, 2010;).

The result of this study indicate that use of active learning such as group work, pair work and open questions which enable student to solve the problem analytically and to assist students critical thinking were seldom considered during teaching processes. As;

- The viewpoints of lecturers were in support of both open and close ended questions but observations showed that lecturers mostly used closed ended questions where student were given yes or no questions and they are called to answer by recalling a
fact. Generally, high order thinking questions were not common among the teacher probably because it is easy to answer and it is less time consuming method.

- In similar ways lecturers supported the idea of giving time to students to think about the problem or questions but in observations lecturers preferred to ask close ended questions from one of the student who was expected to answer quickly. This may be due to shortage of time for teachers to cover the entire material of the course or preference of instructor to dictate students to know what they taught in class previously.

- Observations also indicated that teachers seldom encourage students to ask questions. It might be the teachers favour to answer the questions that they already know; new questions may lead them to search more for answers which is not preferable for them.

- Based on observations lecturers often point out a student and then pose a question, this method is not preferred by student due to fear of answering wrong in front of other classmates. Lecturers may like to hear the correct answer by the student that spends less time to answer because lecturers were not willing to spend time with student whom is time taking to work with especially the student setting in the back row of the classroom. Therefore, asking a question from the students setting in the back row of the classroom was rarely observed.

- As the results in table 4 indicated that majority of teachers agreed to encourage students to have discussions between each other in their tasks, but observations adversely showed that students were not allowed to create groups and discuss the tasks. Mostly they were working individually and they were asked to memorize the text and repeat them. It might be due to lack of time, large number of students in classes, lack of flexible chairs and so on.

Alemu (2010) also confirmed that in most cases the role of students was carefully listening to the lectures, doing the exercises silently, and memorizing the facts. Alemu also observed low level order questions asked by the lecturers and rarely lecturers implement the group work and pair works in the classrooms.

Karlsson also strengthens the idea based on her research in 2005, she indicated that teachers mostly used the close ended question to recall a fact or yes/no response from a student. The students were randomly selected and the questions were posed after selection. This approach wouldn’t give the students the adequate time to think about the question and answer it accurately.

**Some major factors influencing the implementation of active learning approaches**

Many Educators particularly instructors believe that lack of classroom space and large number of students in classrooms prevent proper group work. Instructors point out some major issues in implementing active learning such as: shortage of time in actively involving students in teaching learning process; the amount of teaching material to be covered during one class session; lack of problem-based teaching material that requires too much time and effort from an instructor (Alemu, 2010).

Burns and Myhill (2004) also indicated that main issue related to implementation of active learning is lack of time and content to be covered. Even though instructors showed positive views based on results taken from classrooms due to improvements in students
learning ability and fun way of teaching still the amount of time and content remains the main concern.

The findings of this study are consistent with the findings of other authors. In this study time was an issue where a number of instructors believed that active learning is time taking approach than traditional way of learning.

- classroom conditions: lack of classroom space that inhibits group work and large classes of more than 40 students per class;
- lack of time to actively involve students in teaching learning process;
- lack of materials; and
- the amount of content to be covered in one session;

Education system in Afghanistan is currently facing many problems; in this study the main problems inhibiting the implementation of active learning are summarized below:

- Large classes: In large classes lecturers were not welling to instruct student individually therefor they skew toward lectured-centred approach.
- Lack of time: Instructors believed that implementation of active learning activities require more time and could not be appropriate based on current time limitation.
- Lack of materials: Active learning approach requires plenty of exercises and subject which is currently not available for instructors. In active learning approach students have to use flexible chairs and enough space to work in a group study which based on observations these kind of facilities and space were not available.
- Amount of contents need to be covered in one session: Although students learn more, using active learning approach but the instructor responded that it is not applicable to cover all study material in one session.

It should be mentioned that Ministry of Education is already focused and stated the problems surrounded the education system in Afghanistan; the report is published in National Education Strategy Plan (NESP) booklets.

Finally, the result of this study showed that the teachers knew about the useful methods but could not apply them, maybe because of some problems which are mentioned above or maybe they did not have information about how to apply these methods.

In fact, it is not enough for teachers to know about the significance or importance of teaching methods, but there is also need for to know how to apply and how to use the useful methods practically during teaching. Therefore, MoE need to continue the training programs and workshops for the teachers to introduce them how to apply new and useful methods in the classrooms.
CONCLUSION

The overall aim of study was to explore the teacher views and practices of active learning and identify the main obstacles that prevent the usage of active learning approach. According to the aim of this study the researcher found that, the viewpoints of teachers were in support of active learning approach because of its significant impact on learning but observation shows that the majority of instructors focus on lecturer-centred method. Additionally, researcher identified some main obstacles which were; large classes, lack of time, lack of materials, and the amount of content that need to be covered.

By considering the results mentioned above the three main questions can be discussed as follow:

1- How is active learning viewed by selected teachers in Kabul schools?

Based on results obtained from Table 3, regarding the implementation of active learning approach the following conclusions were drawn. First the respondents attested that they apply the following techniques while teaching and they respond that they:

- facilitate students learning
- encourage students to actively participate in the teaching and learning process;
- provide the classroom environment which students could actively participate
- encourage students to take their own decisions on what, how and when to learn

But the observations indicated that teachers continue to precede the lecture-centred method and students often used to be a passive learner during whole class session. Besides, teachers normally were the decision maker on how, when and what to teach in the classroom.

So from the above, it can be inferred that to the extent which the active learning are implemented and opportunity has given to the student in the instructional process in the sample schools are low.

The difference of the data obtained from the questionnaire and observation may be because the lecturers knew that active learning method was the finest method to implement but various constraints limited them to implement this method actively. The reasons are illuminated by the results of research question three.

2- Which type of active learning practices are mostly used by teachers?

Based on results obtained from Table 4, concerning the implementation of active learning approach the following conclusions were drawn.

- The question techniques frequently used by many of the lecturers were close-ended questions; only a few lecturers frequently used open-ended questions.
- the majority of lecturers did not give enough time for students to think;
- A number of lecturers did not use group work or pair work to actively involve students in the mathematics learning process.

3- Which are the most common challenges the selected teachers face when using active learning exercises in classrooms?

The results from this study revealed the following challenges toward implementation of active learning approach and they include:

- classroom conditions: lack of classroom space and large classes of more than 40 students per class inhibits the group work;
- lack of time to actively involve students in teaching learning process;
- lack of materials; and
- the amount of content to be covered in one session;

The above listed factors inhibited the implementation of active learning approaches and also hindered the opportunities for students to construct their own knowledge at the sampled schools of Kabul region, Afghanistan.

This study has contributed to the existing research in this area especially in Afghanistan because in Afghanistan, few studies have been done to explore the issue of active learning approaches in schools. Besides, this research has the same finding with the Menon research in Afghanistan on 2008 and Alemu research in Oromia Ethiopia on 2010.

Additionally, the quantitative method of this study to collect the data was appropriate but if other researcher wants to repeat this study it would be better to also have interviews with the teachers.

About the generalizability and reliability of the study, the study may be reliable because the result of this study is similar to other studies on active learning which is mentioned above but it is not generalized because this study had some limitations and it was done in a small area of study and small size of sample.

This study covers only the teachers’ views and practices on active learning therefore further a study which is suggested, to explore the students’ point of view toward active learning and also to identify the influence of active learning approach on their achievement.
REFERENCE LIST


**ANNEXES:**

Annex 1:
QUESTIONNAIRE to LECTURERS

**Purpose:** This questionnaire is designed to gather data about your thoughts and attitudes toward the teaching-learning process and the problems that hinder learning. The data to be collected through the questionnaire is used for academic purposes only. Information that you provide will be treated as confidential.

**BIOGRAPHIC DATA**

1. Sex:  
   a) Male  
   b) Female
2. Age: ________________ Years
3. Teaching Experience: ________________ Years
4. Teacher Education:  
   a) Grade 12  
   b) Teacher Training Institute  
   c) University  
   d) Islamic Education
5. Teaching subject:  
   a) Social Science  
   b) Math/Natural Science  
   c) Islamic  
   d) other
6. Teaching Class:  
   a) Boys  
   b) Girls  
   c) Mix
7. Teaching level/ grade:  
   a) Primary  
   b) Secondary
8. Number of students in your class: ________________

**Instruction:** To each of the following items, you are focusing on the teaching of your subject and the problems that you experience in this regards. The meaning of the numbers is shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I try to create a classroom environment that supports students to have active involvement in the classroom. Q 53</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>2</td>
<td>In the teaching-learning process my responsibility is to facilitate student’ learning. Q 63</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>3</td>
<td>I motivate students to actively participate in the teaching-learning process. Q59</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>4</td>
<td>I generally link new knowledge to students’ prior experiences. Q 61</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>5</td>
<td>I encourage students to deduce general principles from practical experiences. Q 13</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>6</td>
<td>I help students to take responsibility for their own learning. Q 34</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>7</td>
<td>I encourage students to make decisions about the what, how and when of learning. Q 74</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>8</td>
<td>I encourage students to provide comment to their teachers about how they learn effectively. Q 3c</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>9</td>
<td>I use the students comment to improve my teaching. Q 72</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>10</td>
<td>I often arrange the students into groups of more than two pupils. Q 8</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>11</td>
<td>I often divide the students in to couples to work on their tasks.</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>12</td>
<td>I often ask close-ended questions for which there is only one correct answer. Q25</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>13</td>
<td>I often ask open-ended questions. Q 28</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>I often give enough time for students to think after asking questions.</td>
<td></td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>I encourage students to ask questions. Q 10</td>
<td></td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>I encourage students to have discussions between each other on their tasks. Q16</td>
<td></td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>I often monitor the interaction between pupils.</td>
<td></td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>I lack training on the implementation of some techniques which make students to actively involve in the classroom. Q 89</td>
<td></td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>The lectures are the best way for me to teach students. Q9</td>
<td></td>
</tr>
<tr>
<td><strong>20</strong></td>
<td>Students dislike active participation in my classroom teaching. Q 11</td>
<td></td>
</tr>
<tr>
<td><strong>21</strong></td>
<td>The amount of content that needs to be covered prevents the actively involvement of students in my classroom. Q 43</td>
<td></td>
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<tr>
<td><strong>22</strong></td>
<td>There is a lack of time to actively involve students in my classroom teaching. Q 38</td>
<td></td>
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<tr>
<td><strong>23</strong></td>
<td>Actively involvement of students will create problems in my classroom management. Q 41</td>
<td></td>
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<tr>
<td><strong>24</strong></td>
<td>Lack of materials inhibit to actively involve students in my classroom 48</td>
<td></td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>It is impractical for me to actively involve students in large classes. Q 42</td>
<td></td>
</tr>
</tbody>
</table>

26- Generally, which other obstacles exist which prevents the actively involvement of students in the class room?

27- have you attended any methodical workshop/training such as’ INSET I, INSET II or other training, if yes, please mention how long was it?

---

**Annex 2:**

**Classroom Observation Tool**

Teacher background: Sex: _____, Age: ___, Teaching Experience: _____, Teacher education: ____________, Teaching Subject: ____________, Teaching class, ______.
Teaching grade, ________, Students number in the Class: ______. Participation in methodological seminar: ________________________________

<table>
<thead>
<tr>
<th>Official use</th>
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<tbody>
<tr>
<td>Activity</td>
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<tr>
<td>Teacher</td>
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<tr>
<td>No.</td>
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<td>8</td>
</tr>
</tbody>
</table>

| Students work | | | | | | |
| Group | Activity | | | | | |
| 1 | Asking open ended questions | | | | | |
| 2 | Giving appropriate time for students to think, after assigning task or asking questions | | | | | |
| 3 | Encourage students to have active role in the learning process | | | | | Q 7 |
| 4 | Students participate actively in the class | | | | | |
| 5 | Teacher questions | | | | | |
| 6 | Open ended questions | | | | | |
| 7 | Listening to students and their opinion | | | | | Q 25 |
| 8 | Giving suggestions/comments for groups/pairs | | | | | Q 13 |
| 9 | Lecturing | | | | | |

I have time limit in my classroom observation tool. I will observe in 5 minutes at a time, then have a pause for making note (maybe 30sec) and after that a new 5 minute period starts. After every observation time I will decide what kind of teaching approach that dominated this time period and I will fill in the right category in my form.
پرسشنامه برای استادان

هدف: این پرسشنامه برای جمع آوری اطلاعات در مورد طریقه تدریس شما (فعالیت های شما در صنف) و مشکلات که شما در این زمینه دارید طراحی شده است. اطلاعات که از طریق پرسشنامه جمع آوری می‌شود تعلیم دهندگان اهداف علمی استفاده می‌گردد. و این اطلاعات به طور محرمانه استفاده می‌شود.

مشخصات پاسخ دهنده:
1- جنسیت: الف) زن ب) مرد
2- سن: ___________________
3- تجربه علمی: ___________________
4- درجه تحصیل: الف) دوازده پاس ب) چهارده پاس ج) لیسانس د) دیپلم
5- مضمون مورد تدریس: الف) علوم اجتماعی ب) علوم طبیعی / ریاضی ج) علوم اسلامی
6- جنسیت شاگردان: الف) بچه ها ب) دختر ها ج) دختر و بچه ها
7- دوره تحصیلی: الف) دوره ابتدایی ب) دوره متوسطه ج) دوره ثانویه
8- تعداد شاگردان در صنف: ___________________

رهمانی: شما برای پاسخ دهی به سوالات تحقیق چهار گزینه زیر را در اختیار دارید، از شما خواسته می‌شود تا با خواندن هر جمله میزان موافقت خود را با حلقه کردن عدد مورد نظر مشخص نمایید.

کلید: 1= کاملاً موافق نیستم 2= موافق نیستم 3= موافق هستم 4= کاملاً موافق هستم
من کوشش می کنم محیط صنف را طوری ایجاد نمایم که شاگردان بتوانند بطور فعال در آن اشتراک نمایند.

مسؤلیت من در پروسه تدریس و یادگیری آسان ساختن یادگیری شاگردان است.

من شاگردان را تشویق می کنم تا اصول عمومی را از طریق تجربه عملی بپذیرند.

من کمک می کنم شاگردان را تا مسولیت یادگیری خویش را خود بر عهده گیرند.

من شاگردان را برای گرفتن تصمیم در مورد چی را، چطور و چی زمانی یاد بگیرند تشویق می‌کنم.

من شاگردان را تشویق می‌نمایم تا نظریات خود را در مورد نگاهی که دارند بیان نمایند.

من برای بهتر نمودن تدریس خود از نظریات مفید شاگردان استفاده می‌کنم.

من اکثر سوالات بسته مانند سوالات صحیح و غلط که دارای یک جواب درست است پرسان می‌کنم.

من اکثر سوالات باز (سوالات تشریحي) از شاگردان می‌پرسم.

من اکثر سوالات در اجرای بعضی روش‌ها که شاگردان سهم فعال در صنف داشته باشند ندارم.

من شاگردان را به گروه‌های بیشتر از دو نفر تنظیم می‌کنم.

من اکثریت شاگردان را به گروه‌های دو نفری برای انجام فعالیت‌های درسی تعیین می‌نمایم.

من اکثریت سوالات بسته مانند سوالات صحیح و غلط که دارای یک جواب درست است پرسان می‌کنم.

من با همکاری شاگردان را در جریان فعالیت درسی نظارت می‌نمایم.

من برنامه‌ها و روش‌های بهتر برای راهبردی تدریس و یادگیری شاگردان مناسب می‌دانم.

من اکثریت همکاری شاگردان را در جریان فعالیت درسی نظارت می‌نمایم.

من اکثریت سوالات باز (سوالات تشریحي) از شاگردان می‌پرسم.

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Annex 4:

Figure 2: Biographical data of respondents
Figure 3: Number of students in a classroom

Figure 4: Lecturers attitude toward active learning
Figure 5: Active learning techniques

Figure 6: Factors hindering the implementation of active learning approaches